(Rev 11-10)
California Department of Education
District and School Improvement Division

(CDE use only)

Application #	

Elementary and Secondary Education Act/No Child Left Behind Act of 2001

LOCAL EDUCATIONAL AGENCY (LEA) PLAN for LEAs in PROGRAM IMPROVEMENT YEAR 3 CORRECTIVE ACTION

Please submit your completed revised LEA Plan by e-mail to LEAP@cde.ca.gov ***no later than March 10, 2012****. Please indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (e.g., ZZZ Unified School District; PI Year 3; Revised LEA Plan).*

LEA Plan Information:

Name of LEA: **San Leandro Union School District**

County/District Code: **01-61291**

Dates of Plan Duration (should be up to three years): **April 1, 2012 – June 30, 2015**

Date of Local Governing Board Approval: **March 20, 2012**

District Superintendent: **Cindy M. Cathey**

Address: **14735 Juniper Street**

City: **San Leandro** State: **California** Zip: **94579**

Phone: **(510) 667-3552** Fax: **(510) 895-4159**

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

See Assurances on pages 85 – 92. Signatures are required on page 93.

San Leandro USD - LEA Plan

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FEDERAL AND STATE PROGRAMS CHECKLIST

Check (√) all applicable programs operated by the LEA. In the "other" category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
✓	Title I, Part A	✓	EIA – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent	✓	School and Library Improvement
✓	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
✓	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		Tobacco Use Prevention Education (Prop 99)
✓	Title IV, Part A, Safe and Drug-Free Schools and Communities		Immediate Intervention/ Under performing Schools Program
	Title V, Part A, Innovative Programs – Parental Choice	✓	School Safety and Violence Prevention Act (AB1113, AB 658)
	Adult Education		Tenth Grade Counseling
	Career Technical Education		Healthy Start
	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
✓	IDEA, Special Education		
✓	21st Century Community Learning Centers		
	Other (describe):	✓	Other (describe): Lottery
		✓	Other (describe): CAHSAA

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers 2011-11	Current Year District Entitlements 2011-12	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	$ 157,104	$990,015	$ 1,109,417	97%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	$ 180,458	$ 199,095	$ 367,285	97%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient	$ 60,550	$ 248,642	$ 299,198	97%
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities	$ 8,993	--	$ 8,702	97%
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education	$ 7,559	$ 1,831,489	$ 1,779,245	97%
21st Century Community Learning Centers	$ 42,733	$457,001	$ 483,417	97%
Other				
TOTAL	**$ 457,397**	**$ 3,726,242**	**$ 4,047,264**	

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers 2011-11	Current Year District Entitlements 2011-12	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	$ 589,079	$ 1,284,030	$ 1,818,396	97%
EIA – Limited English Proficient				
State Migrant Education				
School and Library Improvement Block Grant	$ 124,646	--	$ 120,617	97%
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSGP)				
School Safety and Violence Prevention Act (AB 1113)	$51,767	$ 111,624	$ 152,198	94%
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other *(describe):* Lottery-Instructional Materials CAHSEE Materials	 $ 381,224 $ 48,236	 $ 189,485 $74,135	 $ 570,709 $ 118,416	 100% 97%
TOTAL	**$ 1,194,952**	**$ 1,659,274**	**$ 2,780,336**	

San Leandro Unified School District
LOCAL EDUCATIONAL AGENCY PLAN

District Profile

San Leandro Unified School District consists of 12 schools serving 8,822 students (2011/2011) in grades K-12. The district is organized into eight elementary schools (K-5); two middle schools (6-8); and one comprehensive high school (9-12) that is comprised of two separate campuses. The newest campus, which opened in 2010/2011 is for 9th grade students only. In addition, the district has Lincoln Alternative High School, with an independent study program that serves more than 200 students, as well as a comprehensive Adult Education program. The San Leandro Adult School serves approximately 4,000 people annually. San Leandro USD's student population is 44.3% Hispanic, 16.4.9% African American, 14.8% Asian, 11.9% White, and 8.0% Filipino. Approximately 25.6% are English Learners (ELs). Approximately 1,057 students are classified as students with disabilities (SWDs), 12% of district enrollment. Approximately 51% of students are classified as socioeconomically disadvantaged.

District Goal

Continuous academic growth for every student, every year...no exceptions!

Accelerated academic growth for those students not yet at grade level. Continuous socio-emotional development for every student by name. Academic tenacity by every student.

District's "Four Pillars"

In San Leandro USD, our fundamental premise is this: effective teachers in every classroom and effective leaders in every school constitute the most powerful drivers of student success. Therefore, as practitioners, we are committed to continuous improvement of our professional practices, because they are the precursors to student learning.

Our Four Pillars define the capabilities we need and must develop in order to be true to our commitment:

Pillar #1: **Standards-Aligned Differentiated Instruction** – All students have access to a challenging core curriculum, differentiated instruction, and assessments that are directly aligned to all state standards in all content areas. Differentiated instruction is designed to meet the varied learning needs of each student.

Pillar #2: **Culturally-Responsive Teaching and Learning** – Instruction uses students' prior knowledge, learning styles and cultural background; procedures will support the perspectives and needs of our diverse stakeholders. We will infuse our day-to-day instructional practices with insights and experiences from our multi-year, district-wide racial equity work.

Pillar #3: **Data-Driven Continuous Improvement** – Teachers and staff collaborate in consistent cycles of inquiry using data from frequent, common formative assessments to plan, monitor & adjust teaching/leadership/organizational practices. Our Professional Learning Communities (PLCs) reflect commonly held high expectations & a shared responsibility.

Pillar #4: **Safe Climate and Strong Relationships** – Trust among school-home community is nurtured through shared responsibility for student success, proactive communication and meaningful stakeholder "voice". Our schools and workplaces are safe and secure, and standards of conduct for students and adults are clearly articulated, fair to all and consistently enforced.

San Leandro Unified School District
LOCAL EDUCATIONAL AGENCY PLAN

1. Address the fundamental teaching and learning needs in the schools of the LEA and the specific academic problems of high priority students, including a determination of why the prior LEA Plan failed to bring about increased student achievement

Needs Assessment

The San Leandro Unified School District (SLUSD) advanced to **Year 3 Program Improvement Status in 2011-2012**. In accordance with the regulations set forth on the current E.S.E.A. legislation known as No Child Left Behind, SLUSD **made 27 of 42 AYP performance targets**. San Leandro USD failed to meet the English/ Language Arts **Adequate Yearly Progress (AYP)** target for LEA-wide, African American, Hispanic/Latino, White, Socioeconomically Disadvantaged, English Learner, and Students with Disabilities (SWD). Only the Asian subgroup (68.7%) exceeded the AYP target of 67.0% proficient for English/ Language Arts. Filipino students met the criteria through the alternative method of "Safe Harbor." San Leandro USD failed to meet the mathematics AYP target for LEA-wide, African American, Hispanic/Latino, White, Socioeconomically Disadvantaged, English Learner, and Students with Disabilities (SWD). Only the Asian subgroup (75.6%) exceeded the AYP target of 67.3% proficient for mathematics. Filipino students met the criteria through Safe Harbor. San Leandro USD met its districtwide goal for the **Academic Performance Index (API)** with 8 points growth and a **district API of 738**. The district did not meet its 2011 **Graduation Rate** target of 83.39% with a graduation rate of 82.89 %.

In 2010-2011, San Leandro Unified School District did not meet the three **Title III AMAO Goals**. According to the Title III Accountability Report, 49.2% of SLUSD English Learner students met **AMAO 1**, falling short of the 54.6% target. Students in the 'less than 5 years' cohort met the **AMAO 2** goal of 18.7% with 18.9% of students attaining the English Proficient Level, however students in the '5 or more years' cohort fell short of the 43.2% target with 35.0% attaining the English Proficient Level. English Learners did not meet all four targets for **AMAO 3**. Participation rate for English/language arts and mathematics was met; however proficiency targets were not met for English/language arts and mathematics.

With the support of the Napa/Solano/Contra Costa Educational Support Team, the district completed a needs assessment based on the following tools:

- Review of District and site analysis of achievement data
- Review of District and site analysis of the Academic Program Survey results(APS) for all school sites (administered in Spring 2011)
- Administration of District Assistance Survey (DAS) and review of previous DAS results (2009)
- Review of Inventory of Services and Support for Students with Disabilities (ISS)
- Review of English Learner Subgroup Self Assessment (ELSSA)
- Review of Title III plan
- Review of English Learner Master Plan
- Review of district reports and analysis for special education
- Review of Fiscal Documents
- Review of the previous LEA Plan Addendum

Over the course of several meetings, DAIT team members and district personnel met to review district guiding documents, the findings, develop the needs assessment and high leverage actions, look for patterns and trends, note strengths and challenges, determine identified needs, and craft responsive and responsible corrective actions.

It is clear that since 2009, when the district completed a LEAP Addendum, that San Leandro Unified School district has made significant progress in implementing the Essential Program Components (EPCs) from the Academic Program Survey as well as implementing elements from the other data collection tools.

The following are identified **strengths**:

- District has developed an exemplary **District Instructional Focus** document that addresses the needs of all learners and stakeholders. It is the guiding district document outlining the district's core values and beliefs about teaching and learning.
- The new Superintendent (two years in the position) has given the district clear direction about the **academic goals** and expectations of the district.
- The new Superintendent has also built significant **parent involvement** through Parent Empowerment groups; this work is at the stage where it can influence district practices and policies. The district has also built parent and community involvement through multiple opportunities for engagement and decision-making. Sites are focused on bring a voice to families who have traditionally not had a voice.
- District **fiscal decision-making** has been aligned to the Instructional Focus and the LEA Plan Addendum (2009).
- District has hired a **Data and Assessment Coordinator** to assist in strengthening the coherence of the curriculum, assessment, data analysis, and PLC system districtwide.
- The District has engaged in **Racial Equity** work at every level of the system, including the Governing Board, and the tenacity with which they have continued the efforts over time is impressive.
- The district designed an **Academic Tiered Intervention System** that is being implemented at all sites; the **Behavioral Tiered Intervention System** is in process of development.
- Virtually all district and site personnel have received **materials-based (SB472) training**.
- **Core adoptions in English/language arts are nearly complete**; English core text materials adoption for high school is still in progress.
- There is alignment of a coherent **curriculum and assessment system** at all levels; pacing guides and initial common assessments have been developed.
- **English Language Development** has been an area of focus districtwide. The ELD adoption is in place districtwide; *Keystone* for middle school, *Milestones* for high school, and *Avenues* at elementary. All teachers have been trained in the appropriate adoption. An ELD pacing guide is in place for middle school and high school, and a district committee has been convened to develop a districtwide ELD pacing guide for elementary.
- District has worked to offer systematic coherent **Intervention Programs** within the school day at all levels. Intensive intervention materials are in place for grades 4-10: *Inside* for Elementary, *Language!* for Middle school, and *Edge* for High School.
- **Core adoptions in Mathematics** are in place for all levels K-12. Board Math is being used as a supplementary preview/review strategy at the elementary level.
- **Instructional time** has been allocated for core instruction for English/language arts and mathematics at all levels. ELD time has been allocated at all levels. Intensive intervention time has been allocated for grades 4-10.
- The development and implementation of a **9th grade campus** separate from the main high school campus has ensured that teachers at the 9th grade campus have chosen to teach 9th grade students, and that curricular and instructional choices can be made to bring about student achievement and success. The implementation of the PLC model will assist staff at this site in its continued focus on the achievement of 9th grade students.
- At the secondary level, **ELA and math support classes** (companion classes) have been designed and implemented.
- The district has designed **writing assessments** to be more formative; at the secondary level the assessment system has been augmented with an ongoing systematic support for writing in the classroom.
- The district/high school obtained a **Gear Up grant** that is following current 10th grade students in a cohort over their high school career.
- The District attracts and retains **Highly Qualified Teachers** (HQT); however, as in many districts, there are some concerns about credentialing of SPED teachers.
- The District has invested in the **Edusoft assessment system** to house local benchmark and state assessments. In 2011-12 school year, the District revised the elementary reading benchmarks and began utilizing DIBELS.net for both benchmarking and progress monitoring.
- Whenever possible, English learner students are CELDT tested prior to the beginning of the school year, and CELDT tests are hand scored to allow for timely placement of students in ELD

classes. Program embedded ELD assessments are in use and data is gathered in EduSoft. ELD data is regularly analyzed at the district level. District is in the process of developing and rolling out data analysis protocols at the site level.

- **Collaborative planning time** is in place at all sites.
- **The district highly values coaches.** Although it was necessary to reduce the number of district coaches due to budgetary constraints, the district has shown it's commitment to providing instructional coaches by adding a district **math coach** in 2010 (who currently supports math instruction in grades 6 through Algebra), and a district **literacy coach** in 2011.
- The District provides **BTSA** support for teachers that qualify.
- The District provides **support for principals** as they work to implement the Instructional Focus and the LEAP. Principal meetings are focused on professional development in key instructional areas and are used for problem solving around instructional and classroom issues.
- District Coordinator of Categorical Programs has performed regular classroom walkthroughs at all sites to **monitor**/verify equitable implementation of the ELD program in all classrooms.

San Leandro Unified School District is currently recipient of two behavioral health consultants from Alameda County School Health Coalition who have conducted an assessment of the District's behavioral health resources. From the assessment, an overall goal for the District will be to implement an **Office of Student and Family Wellness** where in one place, there will be a systematic referral system of which all resources and services will be implemented, rather than each school attempting to organize services on their own. This will help to coordinate parent empowerment, mental health, and integrate special and general education services.

The needs assessment also included an analysis of **district contextual factors** relative to student population, mobility, socio-economic status, primary language, percent of English Learners (ELs), students with disabilities (SWDs) and dropouts. In addition, the DAIT team and district reviewed student progress on assessment measures by socio-economic status and subgroup.

The needs assessment analysis revealed that significant **achievement and opportunity gaps** exist in English/language arts and mathematics at all levels. These gaps were evident in both the Academic Performance Index (API) and Adequate Yearly Progress (AYP) data. *(See additional Data Analysis on pages 14-18.)*

Table A: **San Leandro USD - 2011 Percent Proficient by Grade Span**

	English/language arts			Mathematics		
Subgroup	**Grades 2-5**	**Grades 6-8**	**Grade 10**	**Grades 2-5**	**Grades 6-8**	**Grade 10**
Target	**67.6%**	**67.6%**	**66.7%**	**68.5%**	**68.5%**	**66.1%**
Districtwide	**49.3%**	**46.6%**	**49.7%**	**59.1%**	**27.2%**	**43.4%**
African American	41.3%	35.4%	42.1%	42.2%	15.3%	32.2%
Asian	66.2%	**69.9%**	**75.0%**	**83.9%**	59.3%	**84.4%**
Filipino	59.8%	60.9%	64.9%	**70.6%**	37.7%	63.2%
Hispanic or Latino	39.0%	38.7%	40.4%	50.9%	20.5%	28.6%
White	64.4%	56.1%	56.3%	67.8%	26.8%	44.9%
Socioeconomic	39.5%	39.3%	44.0%	52.5%	24.2%	39.9%
English Learners	41.1%	30.6%	30.9%	59.3%	20.8%	36.4%
St. w/ Disabilities	36.1%	27.7%	10.9%	44.6%	21.7%	15.4%

In **Grades 2-5**, no student subgroups exceeded the **2011 AYP criteria** for **English/language arts**, while Filipino and White students met the criteria through safe Harbor. There were significant gaps in achievement between Asian students (66.2%) and African American, Hispanic, Socioeconomically disadvantaged, English learners, and Students with Disabilities in English/language arts. Gaps ranged from 24.9 to 30.1 percentage points.

Only Asian and Filipino students exceeded the 2011 AYP criteria in **mathematics**. English learners met the criteria through Safe Harbor. There were significant gaps in achievement between Asian students (83.9%) and African American, Hispanic, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities in mathematics. Gaps ranged from 24.6 to 41.7 percentage points. *(See Table A, above.)*

In **Grades 6-8**, only Asian students exceeded the **2011 AYP criteria** for **English/language arts**, while Filipino and White students met the criteria through Safe Harbor. There were significant gaps in achievement between Asian students (69.9%) and African American, Hispanic, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities in English/language arts. Gaps ranged from 30.6 to 42.2 percentage points. In **mathematics**, no student subgroups exceeded the 2011 AYP criteria, while Asian and Filipino students met the 2011 AYP criteria through Safe Harbor. There were significant gaps in achievement between Asian students (59.3%) and African American, Hispanic, White, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities in mathematics. Gaps ranged from 32.5 to 44.0 percentage points. *(See Table A, above.)*

In **Grade 10**, only Asian students exceeded the **2011 AYP criteria** for **English/language arts**, while Hispanic students met the criteria through Safe Harbor. There were significant gaps in achievement between Asian students (75.0%) and African American, Hispanic, Socioeconomically Disadvantaged, English Learners, and especially Students with Disabilities (10.9%) in English/language arts. Gaps ranged from 31.0 to 64.1 percentage points. Only Asian students exceeded the **2011 AYP criteria** for **English/language arts**, while African American students met the criteria through Safe Harbor. There were significant gaps in achievement between Asian students (84.4%) and African American, Hispanic, Socioeconomically Disadvantaged, English Learners, and especially Students with Disabilities (15.4%) in English/language arts. Gaps ranged from 44.5 to 69.0 percentage points.

Based on the strengths and challenges revealed by the extensive needs assessment process, common identified needs were acknowledged, addressed, and a **Program Improvement Year 3 Action Plan** was generated.

Based on the analysis of the needs assessment tools described above, the findings reveal the **previous LEA Plan did not adequately guide the district** as described below, **however the LEA Plan Addendum, developed in 2009, did guide the district much more effectively in meeting its academic goals:**

- The DAIT team found that for the most part the previous LEA Plan Addendum ***did*** adequately guide the district, as the district has worked diligently to implement nearly all of the LEA Plan benchmarks within the proscribed timeline. *(See district Strengths listed above.)*

Analysis of data from the District Assessment Survey (DAS), Inventory of Services and Support for SPED Students (ISS), English Learner Sub-group Self Assessment (ELSSA), and Academic Program Survey (APS) indicates the following areas of need for the San Leandro Unified School District:

- The District needs to develop an accountability system that gathers data at all levels of the system on the implementation of its high leverage activities. It needs to use agreed-upon district/site developed data-gathering protocols to provide it with information that it needs to make the best decisions around improving student performance. It also needs to measure the impact of curriculum materials and practices, instructional practices, and program implementation, including the impact of the Equity Project on student achievement and district climate and culture and PLC implementation on the academic climate and cultures of all sites.
- The District needs to ensure that the District Instructional Focus becomes a living document, is understood as the foundational document of the accountability system, and that the core values and beliefs that it expresses can be seen at all levels of the system. As part of this work, the District needs to develop a schematic that conveys the integrated nature of the work of the district to convey the “big picture” and to clarify how district initiatives are interrelated and how they support district goals.
- The District needs to deepen the use of data to ensure that common formative and summative data is available to district/site users and that it is correctly used for program placement/entry/exit

and other determinations about student achievement. The district also needs to ensure that data is available for PLC use on a regular basis.

- District and site principals need to monitor for implementation of site schedules and minimize interruptions to instruction.
- Principals and Vice Principals need ongoing training in the areas of monitoring, data analysis, providing feedback to teachers, and in implementing PLCs.
- The district needs to continue to ensure that it fiscally supports the implementation of the LEA Plan and Site Single Plans for Student Achievement.
- The district needs to develop a plan to ensure that all teachers at all sites place student achievement information (e.g. assessment results, homework information, attendance information) in the district's Parent Portal on a regular, agreed-upon basis.
- The District needs to continue to develop and then implement the Tiered Behavior Intervention System.
- The District needs to continue plans to develop and implement an Office of Student and Family Wellness where there will be a systematic referral system for all resources and services to coordinate parent empowerment, mental health, and integrate special and general education services.
- The District needs to develop a protocol to bring the findings of the Parent Empowerment Group to the district and sites in order for the findings to inform district/site policies and practices, when appropriate.
- The district needs to develop a protocol to evaluate/study climate and culture programs to determine their impact on student behavior and achievement.
- The district needs to plan and implement a coordinated transition to the Common Core Standards at all levels of the system.

San Leandro Unified School District
LOCAL EDUCATIONAL AGENCY PLAN
Data Analysis

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

San Leandro Unified School District serves **8,822 students** (2011/2011), including 44.3% Hispanic, 16.4.9% African American, 14.8% Asian, 11.9% White, and 8.0% Filipino. Approximately **25.6% are English Learners (ELs)**. Approximately 1,057 students are classified as **Students with Disabilities** (SWDs), 12% of district enrollment. Approximately 51% of students are classified as **Socioeconomically Disadvantaged**.

District-wide API Data Analysis:

Table 1: **San Leandro USD – District-wide API** *(2009 – 2011)*

Subgroup API – 3 Years (2009-2011)	**2009**	**2010**	**2011**	Growth +/-	+/- 800
District-wide	**714**	**730**	**738**	**+24**	**-62**
African American	656	664	674	+18	**-126**
Asian	828	850	861	+33	+61
Filipino	766	785	801	+35	+1
Hispanic or Latino	666	683	695	+29	**-105**
White	766	785	781	+15	**-19**
Socioeconomically Disadvantaged	679	692	707	+28	**-93**
English Learners	663	687	704	+41	**-96**
Students with Disabilities	543	567	594	+51	**-206**

Over the three-year period from 2009 to 2011, San Leandro Unified School District's **Academic Performance Index** (API) grew from a baseline of 714 in 2009 to 738 in 2011. API growth district-wide grew 16 points from 2009 (714) to 2010 (730), and 8 points from 2010 (730) to 2011 (738). In 2011, the overall API for the district was 738 points, 62 points below the state-wide API target of 800 *(Table 1).*

During the same three-year period from 2009 to 2011, the district saw **API growth** for all student subgroups, including African American (+18), Hispanic (+29), English Learners (+41), and Students with Disabilities (+51). Many significant subgroups remain far below the state-wide goal of 800 API, including English Learners (-96), Hispanic (-105), African American students (-126), and Students with Disabilities (-206). Only Asian and Filipino students exceed the state-wide goal of 800 API. (*Table 1).*

District API Context:
SLUSD API as compared to State Averages (2011)

Overall, San Leandro Unified School District fell below the state average for API by 41 points (779 versus 738). The district fell below the state average in all significant subgroups, ranging from 1 percentage point below for Students with Disabilities to 64 percentage points below for White students. While English Learner students (-96) and Students with Disabilities (-206) fall significantly below the target of 800 API, they are only one to two percentage points below the state average. However, African American (-22) and Hispanic students (-34) fall well below state averages as demonstrated in Table 2 on the next page.

Table 2: **San Leandro USD – District-wide API** *(2011)* **Compared to State**					
Subgroup API	**2011 California**	**2011 SLUSD**	**Difference SLUSD vs. State**	**+/- 800 State**	**+/- 800 SLUSD**
State/District-wide	**779**	**738**	**-41**	**-21**	**-62**
African American *(not of Hispanic origin)*	696	674	**-22**	**-104**	**-126**
Asian	898	861	**-37**	+98	+61
Filipino	860	801	**-59**	+60	+1
Hispanic or Latino	729	695	**-34**	**-71**	**-105**
White *(not of Hispanic origin)*	845	781	**-64**	+45	**-19**
Socioeconomically Disadvantaged	726	707	**-19**	**-74**	**-93**
English Learners	706	704	**-2**	**-94**	**-96**
Students with Disabilities	595	594	**-1**	**-205**	**-206**

District-wide AYP Data Analysis:

Table 3A: **San Leandro USD – District-wide AYP in English/language arts** *(2009 – 2011)*				
Subgroup AYP (Adv./Prof.) – 3 Years	**ELA –** District AYP *by Subgroup*			
	2009	**2010**	**2011**	Growth +/-
Target	45.0%	56.0%	67.0%	--
District-wide	**44.0**	**47.4**	**48.3**	**+4.3**
African American *(not of Hispanic origin)*	**37.0**	**37.0**	**39.1**	+2.1
Asian	63.4	69.2	68.7	+5.3
Filipino	55.3	56.8	**60.9**	+5.6
Hispanic or Latino	**33.0**	**37.4**	**39.1**	+6.1
White *(not of Hispanic origin)*	57.0	61.4	**60.6**	+3.6
Socioeconomically Disadvantaged	**36.5**	**38.8**	**39.9**	+3.4
English Learners	**30.8**	**36.6**	**36.7**	+5.9
Students with Disabilities	**28.0**	**29.3**	**30.5**	+2.5

For the 2010-2011 reporting period, San Leandro Unified School District met **27 of 42 AYP performance targets**. San Leandro USD failed to meet the English/ Language Arts **Adequate Yearly Progress (AYP)** target LEA-wide in both **English/Language Arts** and **mathematics**.

English/Language Arts:

Over the three-year period from 2009 to 2011, the district saw minimal **AYP growth for all significant subgroups**, with 6.1 percentage points growth for Hispanic, 2.1 percentage points growth for African American students, 5.9 percentage points growth for English Learners, and 2.5 percentage points growth for Students with Disabilities. Not all subgroups met their 2011 AYP goal of 67.0 percentage points for English/language arts, including African American, Hispanic, White, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities *(Table 3A).* Only Asian students met the 2011 AYP goal with 68.7 percentage points. Filipino students met the criteria through the alternative method of "Safe Harbor."

Table 3B: **San Leandro USD – District-wide AYP in Mathematics** *(2009 – 2011)*				
Subgroup AYP (Adv./Prof.) – 3 Years	**Math –** District AYP *by Subgroup*			
	2009	**2010**	**2011**	Growth +/-
Target	45.5%	56.4%	67.3%	--
District-wide	**43.1**	**44.6**	**45.3**	**+2.2**
African American	**30.1**	**30.1**	**29.9**	**-0.2**
Asian	69.3	69.0	75.6	+6.3
Filipino	51.8	**53.4**	**57.6**	+5.8
Hispanic or Latino	**34.1**	**36.1**	**37.0**	+2.9
White	54.1	57.1	**51.2**	**-2.9**
Socioeconomically Disadvantaged	**37.8**	**38.5**	**40.0**	+2.2
English Learners	**38.3**	**40.4**	**44.4**	+6.1
Students with Disabilities	**26.8**	**28.5**	**33.2**	+6.4

Mathematics:

Over the three-year period from 2009 to 2011, the district saw uneven **AYP growth for significant subgroups**. Most subgroups saw minimal growth, ranging from 6.3 percentage points for Asian students to 2.2 percentage points for Socioeconomically Disadvantaged students. However, African American (-0.2) and White students (-2.9) lost ground. Only the Asian subgroup (75.6%) exceeded the AYP target for mathematics. Filipino students met the criteria through Safe Harbor *(Table 3B).*

District AYP Context:
SLUSD AYP as compared to State Averages (2006 & 2011)

Table 4:	**SLUSD 2006**	State 2006	**SLUSD 2011**	State 2011	**SLUSD Growth**
English/Language Arts - Target	23.0%	23.0%	67.0%	67.0%	*'06 to '11*
District-wide/state-wide	**38.8**	**44.8**	**48.3**	**56.2**	+9.5
Socioeconomically Disadvantaged	29.3	29.4	39.9	44.0	+10.6
English Learners	24.7	24.8	36.7	38.6	+12.0
Students with Disabilities	16.6	19.5	30.5	34.5	+13.9
Mathematics	23.7%	23.7%	67.3%	67.3%	*'06 to '11*
District-wide/state-wide	**42.4**	**48.0**	**45.3**	**58.5**	+2.9
Socioeconomically Disadvantaged	34.8	35.8	40.0	49.1	+5.2
English Learners	35.4	34.9	44.4	48.7	+9.0
Students with Disabilities	17.8	22.3	33.2	36.2	+15.4

In 2006, the San Leandro USD district English/language arts AYP of 38.8% proficient/advanced fell below the **state average AYP** (44.8 %) by 6.0 percentage points. Five years later in 2011, San Leandro USD's AYP (48.3%) still fell short of the state average AYP of 56.2% by 7.9 percentage points, losing ground on the state average. In 2006, the SLUSD district mathematics AYP of 42.4% proficient/advanced fell short of the state AYP of 48.0% by 5.6 percentage points. Five years later in 2011, SLUSD's AYP (45.3%) had lost even more ground against the state average (58.5%), falling 13.2 percentage points behind.

While SLUSD saw growth of from 2.9 percentage points to 15.4 percentage points across targeted subgroups from 2006 to 2011, this growth fell far short of the 43.6 to 44.0 point NCLB growth targets over that period of time *(Table 4).*

Significant Subgroup Data Analysis:

English Learners:

A further analysis of English Learner data (2011 STAR/CST data for English/language arts and mathematics by grade level) uncovered a pattern in which ELs have a higher percentage of Basic and above at elementary, but lose ground consistently through middle school and high school.
In English/language arts, the number of students at Basic and above at grade 2 are a full 17 percent points higher than grade 5, and then drop by 11 percentage points from grade 5 to grade 8, and 30 percentage points from grade 8 to grade 11. Overall, students drop from 45% Proficient/Advanced in grade 2 to 0% Proficient/Advanced in grade 11.

In mathematics, ELs also have a higher percentage of Basic and above at elementary, but lose ground consistently through middle school and high school. The number of students at Basic and above at grade 2 are 17 percent points higher than grade 5, and then drop by 31 percentage points from grade 5 to grade 7Just 24% of English learners are Basic and above in Algebra in 8th grade. Overall, students drop from 60% Proficient/Advanced in grade 2 to 9% Proficient/Advanced in Algebra in 8th grade. *(See Table 5.)*

Table 5: **San Leandro USD – English Learner Subgroup** *(by grade level)*

2011 ELA STAR Data				**2011 Math STAR Data**			
Grade Level	Basic & Above	Grade Level	% Prof./Adv.	Grade Level	Basic & Above	Grade Level	% Prof./Adv.
2nd	**76%**	2nd	**45%**	2nd	**80%**	2nd	**60%**
3rd	**51%**	3rd	**9%**	3rd	**71%**	3rd	**45%**
4th	**69%**	4th	**21%**	4th	**72%**	4th	**45%**
5th	**59%**	5th	**7%**	5th	**63%**	5th	**35%**
6th	**42%**	6th	**1%**	6th	**30%**	6th	**7%**
7th	**30%**	7th	**2%**	7th	**32%**	7th	**6%**
8th	**48%**	8th	**9%**	Algebra 8	**24%**	Algebra 8	**9%**
9th	**38%**	9th	**7%**				
10th	**25%**	10th	**2%**				
11h	**18%**	11h	**0%**				

Significant Subgroup Data Analysis:

Students With Disabilities (SWDs):

A further analysis of SWD subgroup data (2011 STAR/CST data for ELA and mathematics by grade level) reveals a pattern in which SWDs performance in ELA improves steadily from 2nd through 4th grade (65% to 85% Basic and above), and then drops significantly from 5th though 11th grades (70% to 22% Basic and above). At the elementary level, Grade 4 was particularly strong in ELA, with 85% of students Basic and above, while students struggled in grade 3 with only 56% Basic and above. Overall, students drop from a high of 54% Proficient/Advanced in grade 4 to just 2% Proficient/Advanced in grade 11.

Scores in mathematics are more consistent, with grades 2 through 7 ranging from 59% to 82% Basic and above, and then dropping significantly to 28% Basic and above in Algebra 1 in 8th grade. Looking at the percentage of students Proficient/Advanced, scores are fairly consistent from grades 2 through 6, with a drop to 26% Proficient/Advanced in grade 7, and just 6% Proficient/Advanced in Algebra in grade 8. *(Table 6)*

Table 6: **San Leandro USD – Students With Disabilities Subgroup** *(by grade level)*

2011 ELA STAR Data				**2011 Math STAR Data**			
Grade Level	Basic & Above	Grade Level	% Prof./Adv.	Grade Level	Basic & Above	Grade Level	% Prof./Adv.
2nd	**65%**	2nd	**26%**	2nd	**59%**	2nd	**45%**
3rd	**56%**	3rd	**13%**	3rd	**66%**	3rd	**53%**
4th	**85%**	4th	**54%**	4th	**78%**	4th	**59%**
5th	**70%**	5th	**35%**	5th	**59%**	5th	**37%**
6th	**76%**	6th	**38%***	6th	**82%**	6th	**44%***
7th	**56%**	7th	**28%**	7th	**63%**	7th	**26%**
8th	**76%**	8th	**26%**	Algebra 8	**28%**	Algebra 8	**6%**
9th	**54%**	9th	**25%**				
10th	**33%**	10th	**9%**				
11h	**22%**	11h	**2%**				

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

The following tools were used to assess the district's capacity, areas of strength and need relative to their instructional program and resulting student outcomes: Academic Program Survey (APS) including the nine research-based Essential Program Components (EPCs), District Assessment Survey (DAS), Inventory of Services and Support for Students with Disabilities (ISS), and the English Learner Subgroup Self Assessment (ELSSA).

Note: See Section 1 for the findings associated with the APS and other needs assessment tools.

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School Safety:

See Performance Goal 4.

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District CPM Compliance:

The district has no outstanding non-compliant items.

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District Fiscal Health:

The District meets all fiscal health criteria although the district is currently deficit spending, as many other districts are doing due to the state budget crisis.

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San Leandro Unified School District
LOCAL EDUCATIONAL AGENCY PLAN

Implementing "Corrective Action 6"

Instituting and fully implementing a new 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.

High Leverage Actions

Based on the analysis of the needs assessment, and the requirements of Corrective Action 6, described above, the district, with assistance from the Napa/Solano/Contra Costa Educational Support Team, has identified five **High Leverage Actions** (i.e. areas of identified need). These five HLA's will be the focus of district DAIT/Program Improvement work for the duration of this LEA Plan.

High Leverage Action #1:

The district will develop and implement a **District Accountability and Monitoring Plan** to ensure effective implementation of the *District Instructional Focus*/LEA Plan, including monitoring of the effectiveness of district programs and initiatives, implementation and impact of the district identified instructional practices, and monitoring the achievement of all high priority students, including English Learners and students identified for strategic or intensive intervention. As part of this work the district will develop data-gathering protocols to provide all levels of the system with the information it needs to determine the impact on student achievement of district/site programs and initiatives (including the Equity Project and Parent Empowerment) and curriculum and instructional strategy implementation.

As part of this plan, the district needs to ensure that the *District Instructional Focus*/LEA Plan becomes a living document that is the foundation of the monitoring and accountability system and that the core values and beliefs it represents are represented at all levels of the system. To bring further clarity to the system, the District needs to develop a schematic that conveys the integrated nature of district programs, practices, and initiatives, and develops protocols to ensure that all members of the district understand the schematic and their roles in it relative to others in the district.

Finally, the district needs to continue to develop the roles of the District/Site Leadership Teams (Program Improvement sites), Leadership Teams (other sites), and Professional Learning Communities to ensure that they have the capacity to take their roles in monitoring curriculum, instruction, program, and practices implementation and impact on student achievement.

High Leverage Action #2:

Pillar #1: Standards- Aligned Differentiated Instruction
Pillar #2: Culturally Responsive Teaching and Learning:

The district will ensure that all **students have access to scheduled, uninterrupted high quality instruction** in core and intervention classes that is equitably and consistently paced. This means that the district/site will ensure that core materials are used with fidelity and that universal access/differentiated instruction will be an integral part of all classroom instruction. Additionally, the district needs to continue to develop its Tiered Behavior Intervention System and implement it during the 2012/13 school year. The district needs to continue to train Special Education and General Education teachers to work collaboratively to address the needs of all students, particularly those with current IEPs.The District needs to continue and deepen the use of the Dibels assessment that provides reading achievement data on individual students to each elementary teacher. District and sites need to reach agreement and implement the agreement on how many times a month/year the assessment should be administered and how that data will be used to inform classroom instruction.

High Leverage Action #3:

Pillar #3: Data Driven Continuous Improvement

The district needs to deepen the use of data from its **data monitoring system** to ensure that common formative and summative data is easily available to district/site users so that they can use data for program placement/exit, instructional decisions, curriculum and instructional strategies effectiveness, Professional Learning Communities actions, and other determinations about the nature of student achievement. The district also needs to strengthen the use of learning walks at the various sites to provide classroom implementation data on the use of instructional strategies and curriculum/program implementation.

Training needs to be provided for administrators in how to monitor classroom practices and curriculum implementation using data, how to analyze data more deeply to determine areas of student need, how to provide data-based feedback to teachers, and how to support the implementation of Professional Learning Communities. Teachers also need ongoing training in how to analyze data and determine the immediate/long term instructional response.

The district also needs to ensure that the Data and Assessment Coordinator is able to assist in strengthening the coherence of the curriculum and assessment system, data analysis practices at the district/sites, and the establishment and support of Professional Learning Communities district-wide.

High Leverage Action #4:

Pillar #4: Safe Climate and Strong Relationships

The district needs to continue to develop and implement specific efforts to build trust among the home-school community by developing a plan to ensure that all teachers at all sites place current information on interim student achievement and attendance in the district's Parent Portal on a regular, agreed-upon basis so that parents can take their role in improving student achievement. The district also needs to continue plans to develop and implement an Office of Student and Family Wellness where there will be a systematic referral system for all resources and services to coordinate parent empowerment, mental health, and integration of special and general education services. The district also needs to develop a protocol to bring the findings of the Parent Empowerment Group to the district and sites in order for the findings to inform district/site policies and practices, when appropriate.

Note: Refer to Section 4 of the LEA Plan for specific actions.

Components of Corrective Action 6:

(As adopted by the State Board of Education in March 2011.)

Instructional Materials:

Instructional Materials: Mathematics

District-wide implementation of State Board of Education (SBE)-adopted K-8 (2001 or later) and standards-aligned (grades 9-12) materials:

Current SBE-adopted K-12 Materials:	Adoption Timeline:
Algebra – HS: *McDougall-Littell* – Algebra 1 (2007)	*All math adoptions are current*
Algebra – Grade 8: *Holt Mathematics* – Algebra 1, Holt (2007)	
Math – Grade 6-7: *Holt Mathematics*, Holt (2007)	
Math – Grades K-5: *EnVision Math,* Pearson (2007)	
Math Intervention - Grades K-5: *embedded materials from the core adoption*	

Instructional Materials: English/language arts (ELA)

District-wide implementation of SBE-adopted K-8 and standards-aligned (grades 9-12) materials:

Current SBE-adopted K-12 Materials:	Planned Adoption:	Adoption Timeline:
ELA – Grades 9-10: *Holt Literature and Language Arts*, Holt (2002)	*Program to be identified.*	*District will adopt with next CDE identified adoption cycle.*
ELA – Grades 6-8: *Prentice Hall (2002) and Reality Central* (2008)	*Program to be identified*	*District will adopt with next CDE identified adoption cycle.*
ELA – Grades K-5: *Medallions Reading*, Houghton Mifflin (2008) *Lectura*, Houghton Mifflin (2008)	*K-5 ELA adoption is current (2008)*	--
ELD – Grades 9-12: *Milestone* – Pearson/Longman. (2008)	*6-12 ELD adoption is current (2008)*	--
ELD – Grades 6-8: *Keystone* – Pearson/Longman. (2008)		
ELD – Grades K-5: *Avenues,* Hampton-Brown (2002)	*Program to be identified.*	*District will adopt with next CDE identified adoption cycle.*
ELA - Intensive Intervention – Grades 9-12: *Edge*, National Geographic (2008)	*Intensive intervention adoption is current (2008)*	--
ELA - Intensive Intervention – Grades 6-8: *Language!*, Sopris West (2008)	*Intensive intervention adoption is current (2008)*	--
ELA - Intensive Intervention – Grades 4-5: *Inside*, National Geographic (2008)	*Intensive intervention adoption is current (2008)*	--

Professional Development for Teachers:

Mathematics teachers:

Current K-12 Materials:	Teachers Trained:	Materials-based Training Timeline:
Algebra – HS: *McDougall-Littell* – Algebra 1 (2007)	*By the end of the 2011/2012 school year **100%** of teachers in grades 6-12 will have completed the math textbook training.*	*No further textbook training required at this time.*
Algebra – Grade 8: *Holt Mathematics* – Algebra 1, Holt (2007)		
Math – Grade 6-7: *Holt Mathematics* – Holt (2007)		
Math – Grades K-5: *EnVision Math,* Pearson (2007)	*Math training is ongoing.* *__100%__ of teachers in grades 3-5 will be trained by the end of 2011/2012.* *100% of teachers in grades K-2 will be trained by the end of 2012/2013.*	

English/language arts teachers:

Current K-12 Materials:	Teachers Trained:	Materials-based Training Timeline:
ELA – Grades 9-10: *Holt Literature and Language Arts*, Holt (2002)	By the end of the 2011/2012 school year **100%** of teachers in grades 6-12 will have completed the ELA textbook training.	*No further textbook training required at this time.*
ELA – Grades 6-8: *Prentice Hall (2002) and Reality Central* (2008)		
ELA – Grades K-5: *Medallions Reading*, Houghton Mifflin (2008) *Lectura*, Houghton Mifflin (2008)	**100%** of teachers in grades K-5 have completed the ELA textbook training.	
ELD – Grades 9-12: *Milestone* – Pearson/Longman. (2008)	**100%** of secondary ELD teachers in grades K-12 have completed an ELD textbook training.	*Elementary ELD training needed when new adoption; some interim training needed on Avenues*
ELD – Grades 6-8: *Keystone* – Pearson/Longman. (2008)		
ELD – Grades K-5: *Avenues,* Hampton-Brown (2002)		
ELA - Intensive Intervention – Grades 9-12: *Edge*, National Geographic (2008)	*Publisher provided initial training and teachers visited sites implementing program*	
ELA - Intensive Intervention – Grades 6-8: *Language!*, Sopris West (2008)	*Publisher provided initial training*	
ELA - Intensive Intervention – Grades 4-5: *Inside*, National Geographic (2008)	*Publisher provided initial training and teachers visited sites implementing program*	

97% of teachers are NCLB highly qualified (**HQT**). Fifteen teachers districtwide are not HQT; 99.98% of teachers are **CLAD** trained. One teacher districtwide is not CLAD trained.

Professional Development for Administrators

Current Adoption:	Administrators Trained:	Training Timeline:
Math / Algebra – Grades K-8:	*50% completed a math training*	Remaining administrators will be trained according to the district professional development plan timeline. *(See district actions G.7.5.1 and G.7.5.2 on page 32 below.)*
Math / Algebra – Grades 9-12:	*50% completed a math training*	
ELA / ELD – Grades K-8:	*60% complete an ELA/ELD training*	
ELA / ELD – Grades 9-12:	*50% completed a ELA/ELD training*	
Intensive Intervention – Grades K-12:	*None trained*	

Focus on High Priority Students:

Progress made on addressing the learning needs of English learners

English Learner – Actions	Persons Involved	Timeline	Estimated Cost	Funding Source
A. District will ensure that all core materials, including ELD materials, are used with fidelity on a daily basis to support the learning of all English Learners. (B.2.1.1)	Superintendent Ed. Services Principals Teachers	*July 2012–June 2015*	--	No additional funding
B. District will ensure that the ELD program is a part of the District Accountability and Monitoring Plan, and that agreed-upon data-gathering protocols will be used to monitor program implementation and effectiveness. (A.2.1.2)	Superintendent Ed. Services Principals	*July 2012–June 2015*	--	No additional funding
C. District will evaluate elementary ELD materials for effectiveness, and will explore ways to supplement or replace materials to ensure that effective, high quality materials are in use with all English Learner students. (B.2.1.6)	Ed. Services Principals	*July 2012–June 2015*	--	No additional funding
D. District will ensure that English learner data is regularly included in the district's data analysis and PLC protocols. (F.6.3.1)	Ed. Services Data Assessment Coordinator	*July 2012–June 2015*	--	No additional funding
E. District provides professional development to deepen teacher and principal understanding of ELD standards, clarify understanding of CELDT proficiency levels, and to review strategies and instructional practices to prepare students for CELDT testing. (G.7.3.2)	Ed. Services Principals	*July 2012–June 2015*	--	No additional funding
F. District provides SB472 Math training for remaining untrained K-10 general education and special education teachers on the new math core instructional materials including universal access, ancillary materials, and differentiated instruction to assist in the access and acceleration of the learning of all students, including English Learners. (G.7.1.1)	Ed Services Site Admin.	*by Aug 2013*	SB472 Title II Site Title I	$100,000
G. District provides additional training for K-10 general education and special education teachers on the current RLA core instructional materials including universal access, ancillary materials, and differentiated instruction to assist in the access and acceleration of the learning of all students, including English Learners. (G.7.1.2)	Ed Services Site Admin. Teachers W '10 On-going	Elem. Teachers (subs or stipend) Registration Sec. teachers (Subs or stipend) Registration	SB472 Title II Site Title I	$100,000

English Learner – Actions	Persons Involved	Timeline	Estimated Cost	Funding Source
H. District provides professional development to deepen teacher and principal understanding of ELD standards, clarify understanding of CELDT proficiency levels, and to review strategies and instructional practices to prepare students for CELDT testing. (G.7.3.2)	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
I. District will ensure that ELD standards are included in the Common Core standards roll out. (G.7.3.5)	Ed. Services Principals	*July 2012– June 2014*	--	No additional funding

Progress made on addressing the needs of other high priority students

Progress made on addressing the learning needs of Students with Disabilities.

High Priority Student – Actions	Persons Involved	Timeline	Estimated Cost	Funding Source
A. District will ensure that core and intervention materials (including ELA, ELD, mathematics/ Algebra, strategic interventions and intensive interventions) are used with fidelity on a daily basis in all classrooms to support the learning of all students, including English Learners, Students with Disabilities, and High Priority students. (B.2.1.1)	Superintendent Ed. Services Principals Teachers	*July 2012– June 2015*	--	No additional funding
B. District and sites will train General and Special Educators to work collaboratively to address the academic and socio-emotional needs of all students, particularly those with current IEPs. (B.2.1.5)	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
C. District will continue to develop the Tiered Behavior Intervention System and implement it during the next school year. (B.2.3.1)	Ed. Services Principals Teachers	*July 2012– June 2015*	--	No additional funding
D. District will continue plans to develop and implement an Office of Student and Family Wellness where there will be a systematic referral system for all resources and services to coordinate parent empowerment, mental health, and integrate special and general education services. (D.4.3.1)	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
E. District provides SB472 Math training for remaining untrained K-10 general education and special education teachers on the new math core instructional materials including universal access, ancillary materials, and differentiated instruction to assist in the access and acceleration of the learning of all students, including English Learners, Students with Disabilities, and High Priority students. (G.7.1.1)	Ed Services Site Admin.	*by Aug 2013*	SB472 Title II Site Title I	$100,000
F. District provides additional training for K-10 general education and special education teachers on the current RLA core instructional materials including universal access, ancillary materials, and differentiated instruction to assist in the access and acceleration of the learning of all students, including English Learners, Students with Disabilities, and High Priority students. (G.7.1.2)	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding

High Priority Student – Actions	Persons Involved	Timeline	Estimated Cost	Funding Source
G. Train principals to use common observational tools in accordance with the District Account-ability and Monitoring Plan to monitor and support the effectiveness of high quality research-based core instruction for students with disabilities to learn grade level standards. (G.7.5.4)	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
H. District provides special education teachers with training focused on developing and implementing essential standards IEP learning objectives. (G.7.2.1)	Ed Services Site Admin. Teachers S '10	Subs.	N/A	Part of $35,000 contract
I. District provides all special education teachers and strategic and intensive intervention teachers with training in the use of intensive math and reading intervention programs. (G.7.2.2)	Ed Services Site Admin. Teachers S '10 On-going	Substitutes Trainer Teacher Hourly	IDEA Stim.	$10,000
J. District continues to provide special education and general education training related to culturally responsive instructional strategies. (G.7.2.3)	Ed Services Site Admin. Teachers F '09 On-going	Substitutes Teacher Hourly	Title II	$10,000
K. District provides administrators, special education and general education teachers, and para-educators training focused on the implementation of programs for SWDs including: • instructional delivery models • tiered intervention • student placement • helping SWDs access the core curriculum, differentiated instruction • writing standards-based IEP goals. (G.7.5.3)	Directors Admin. S '10		TBD	TBD
L. District provides training for general education and special education staff focused on identifying and implementing aids and services such as accommodations and modifications to ensure access to the core curriculum for SWDs. (G.7.6.22)	Ed Services Admin. Teacher team F '10/ W '11	Substitutes	IDEA Stim.	$1,000

Schools in Program Improvement (PI):

San Leandro Unified School District has seven schools in Program Improvement. Five schools are not Title 1 Schools.

- District administrators participate in District/Site Leadership Teams at PI schools and assist these sites in developing/implementing their plans.
- District is working with principals at Program Improvement schools to identify and address barriers to academic achievement for all students.
- District is working to support principals at Program Improvement schools in becoming instructional leaders at their site. This leadership includes effective implementation of monitoring protocols, understanding and support for district structural and instructional theories of action, providing support for grade level collaboration, etc.

Schools in Program Improvement Year 1:

Bancroft Middle School, John Muir Middle School

Schools in Program Improvement Year 2:

Washington Elementary

Schools in Program Improvement Year 3:

none

Schools in Program Improvement Year 4:

McKinley Elementary

Progress in Program Improvement Year 5:

Garfield Elementary, Jefferson Elementary, Wilson Elementary

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

The Napa/Solano/Contra Costa Educational Support Team used an in-depth, data-driven, collaborative process to review the status of San Leandro Unified School District. A thorough needs assessment was conducted in conjunction with district administration. Strengths and weaknesses were identified for the seven DAIT focus areas of governance, alignment of curriculum, instruction and assessments to state standards, fiscal operations, parent and community involvement, human resources, data systems and achievement monitoring, and professional development. From this analysis, the Napa/Solano/Contra Costa Educational Support Team has developed the following recommendations:

San Leandro Unified School District
LOCAL EDUCATIONAL AGENCY PLAN
District Action Plan &
Response to Corrective Action 6

Plan duration: July 1, 2012 – June 30, 2015

DAIT Objective	Action	Persons Involved	Timeline	Estimated Cost	Funding Source
A. Governance	A.1.1.1 Superintendent and Board continue to develop and implement a long range vision for the district with a focus on student learning.	Superintendent Board	*July 2012– June 2015*	--	No additional funding
	A.1.2.1 Superintendent and Board continue to ensure that the District Instructional Focus, LEA Plan and site level SPSAs are in alignment with district goals, with each other, and with state and federal accountability requirements (Title I, Title II, Title III, DAIT, Program Improvement, etc.).	Superintendent Board	*July 2012– June 2015*	--	No additional funding
	A.2.1.1 District will develop **District Accountability and Monitoring Plan** that gathers data at all levels of the system on the implementation of its high leverage activities.	Superintendent Ed. Services Principals	*July 2012– Sept 2012*	--	No additional funding
	A.2.1.2 District Accountability and Monitoring Plan will use agreed-upon district/site developed data-gathering protocols to provide information needed to make the best decisions around improving student performance.	Superintendent Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
	A.2.1.3 District Accountability and Monitoring Plan will measure the impact of curriculum materials and practices, instructional practices, and program implementation, including the impact of the Equity Project on student achievement and district climate and culture and PLC implementation on the academic climate and cultures of all sites.	Superintendent Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
	A.2.2.1 District will ensure that the **District Instructional Focus** becomes a living document, is understood as the foundational document of the accountability system, and that the core values and beliefs that it expresses can be seen at all levels of the system.	Superintendent Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
	A.2.2.1 District will develop a schematic that conveys the integrated nature of the work of the district as encompassed in the District Instructional Focus to convey the "big picture" and to clarify how district initiatives are interrelated and how they support district goals.	Superintendent Ed. Services Principals	*July 2012– Aug 2012*	--	No additional funding

DAIT Objective	Action	Persons Involved	Timeline	Estimated Cost	Funding Source
	A.3.1.1 District will further develop the roles of the **District/Site Leadership Teams** (at Program Improvement Schools) and **Leadership Teams** (at other sites) to ensure that they implement their roles in monitoring curriculum, instruction, program, and practices implementation.	Superintendent Ed. Services Principals	*July 2012– Aug 2012*	--	No additional funding
	A.4.1.1 District will continue to ensure fiscal supports for the implementation of the LEA Plan and Site Single Plans for Student Achievement.	Superintendent Board	*July 2012– June 2015*	--	No additional funding
B. Curriculum, Instruction, & Assessment	B.2.1.1 District will ensure that **core and intervention materials** (including ELA, ELD, mathematics/Algebra, strategic interventions and intensive interventions) are used with fidelity on a daily basis in all classrooms to support the learning of all students, including English Learners, Students with Disabilities, and High Priority students.	Superintendent Ed. Services Principals Teachers	*July 2012– June 2015*	--	No additional funding
	B.2.1.2 District will ensure that district identified **instructional strategies** are used with fidelity on a daily basis in all classrooms.	Superintendent Ed. Services Principals Teachers	*July 2012– June 2015*	--	No additional funding
	B.2.1.3 District and site administrators will monitor the implementation and effectiveness of the core and intervention programs (including the use of district identified instructional strategies) following the protocols and practices outlined in the Accountability.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
	B.2.1.4 District will ensure that students not in interventions but who need extra support are receiving targeted support in their classrooms.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
	B.2.1.5 District and sites will train General and Special Educators to work collaboratively to address the academic and socio-emotional needs of all students, particularly those with current IEPs.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
	B.2.1.6 District will evaluate elementary ELD materials for effectiveness, and will explore ways to supplement or replace materials to ensure that effective, high quality materials are in use with all English Learner students.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
	B.2.2.1 District and principals will monitor for implementation of site schedules and endeavor to minimize interruptions to instruction.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
	B.2.3.1 District will continue to develop the **Tiered Behavior Intervention System** and implement it during the next school year.	Ed. Services Principals Teachers	*July 2012– June 2015*	--	No additional funding
	B.2.3.2 District and sites will strengthen math instruction at the secondary level, particularly in Algebra 1.	Ed. Services Principals Teachers	*July 2012– June 2015*	--	No additional funding

DAIT Objective	Action	Persons Involved	Timeline	Estimated Cost	Funding Source
	B.2.4.1 All sites will systematically implement **Universal Access** to strengthen quality instruction. In addition to supporting struggling students, UA will be used to support challenge students to reach their potential.	Ed. Services Principals Teachers	*July 2012– June 2015*	--	No additional funding
	B.2.5.1 District will continue and deepen the use of the **Dibels assessment** to provide reading achievement data on individual students to each elementary teacher.	Ed. Services Principals Teachers	*July 2012– June 2015*	--	No additional funding
	B.2.5.2 District and sites will reach and implement an agreement on how many times a month/year the Dibels assessment should be administered and how that data will be used to inform classroom instruction.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
	*Note: For additional details on the implementation of the **core ELA and ELD programs** see Performance Goal 1A Actions 1A-10A on pages 34-39.*				
	*Note: For additional details on the implementation of the **core mathematics and Algebra programs** see Performance Goal 1B Actions 1A-10A on pages 40-44.*				
	*Note: For additional details on instructional programs and practices to support **English Learners** see Corrective Action 6 benchmarks A-Z on pages 23-24.*				
	*Note: For additional details on instructional programs and practices to support **Students with Disabilities** see Corrective Action 6 benchmarks A-BB on pages 24-25.*				
C. Fiscal Operations	C.3.1.1 District continues to meet all fiscal health ***criteria*** measured by the FCMAT Fiscal Health Risk Analysis Survey.	Superintendent Fiscal	*July 2012– June 2015*	--	No additional funding
	C.3.2.1 District continues to ensure fiscal supports for the implementation of the LEA Plan and Site Single Plans for Student Achievement.	Superintendent Fiscal	*July 2012– June 2015*	--	No additional funding
D. Parent and Community Involvement	D.4.1.1 District will continue to articulate its district-wide academic expectations, and communicate them clearly to parents/ families in the appropriate language.	Superintendent Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
	D.4.1.2 District will continue to implement parent/family involvement policies and programs at all schools, including community partnership programs that meet state and federal requirements according to district goals.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
	D.4.1.3 District continues to provide timely two-way communication in a format and language understandable to parents/ families and community members about student achievement, academic and behavioral expectations, accountability requirements, and how parents can help improve their students' academic success.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
	D.4.2.1 District will develop a plan to ensure that all teachers at all sites place student achievement information (e.g. assessment results, homework information, attendance information) in the district's **Parent Portal** on a	Ed. Services Principals Teachers	*July 2012– June 2015*	--	No additional funding

DAIT Objective	Action	Persons Involved	Timeline	Estimated Cost	Funding Source
	regular, agreed-upon basis.				
	D.4.3.1 District will continue plans to develop and implement an **Office of Student and Family Wellness** where there will be a systematic referral system for all resources and services to coordinate parent empowerment, mental health, and integrate special and general education services.	Ed. Services Principals	*July 2012–June 2015*	--	No additional funding
	D.4.4.1 District will develop a protocol to bring the findings of the **Parent Empowerment Group** to the district and sites in order for the findings to inform district/site policies and practices, when appropriate.	Ed. Services Principals	*July 2012–June 2015*	--	No additional funding
	G.4.5.1 District will develop and implement a plan to roll out the Common Core standards to parents.	Ed. Services Principals	*July 2012–June 2013*	--	No additional funding
	D.4.6.1 District and sites continue to actively recruit teachers, parents, and family members to participate in site and district-level decision-making (i.e. participation on Site Council, ELAC, DLAC, and other committees).	Ed. Services Principals	*July 2012–June 2015*	--	No additional funding
E. Human Resources	E.5.1.1 District continues to place principals with strong instructional leadership at Program Improvement schools.	Ed. Services HR Dept. Principals	*July 2012–June 2015*	--	No additional funding
	E.5.1.2 District continues to provide leadership training and ongoing support for site administrators so that they can effectively support/monitor implementation of the adopted standards-based instructional program, the intervention system, and the academic achievement of all students.	Ed. Services Principals	*July 2012–June 2015*	--	No additional funding
	E.5.1.3 District continues to monitor the performance of all principals in the LEA, including their implementation of the District Instructional Focus, LEA Plan, SPSA, and EPCs.	Superintendent HR Dept.	*July 2012–June 2015*	--	No additional funding
	E.5.1.4 District continues to attract and retain NCLB HQT and appropriately credentialed teachers.	Superintendent HR Dept.	*July 2012–June 2015*	--	No additional funding
	E.5.1.5 District continues to provide a support system for teachers so that they can effectively implement the SBE-adopted, standards-based curriculum, deliver effective instruction, and monitor and support the achievement of all students.	Ed. Services Principals	*July 2012–June 2015*	--	No additional funding
	E.5.1.6 District continues to link evaluation of all certificated staff to implementation of standards-based curriculum, instruction, and assessments.	Superintendent HR Dept.	*July 2012–June 2015*	--	No additional funding
F. Data Systems & Monitoring	F.6.1.1 District continues to provide access to a user-friendly and easily accessible district-wide data management system	Data Assessment Coordinator Technology	*July 2012–June 2015*	--	No additional funding

DAIT Objective	Action	Persons Involved	Timeline	Estimated Cost	Funding Source
	for all teachers at all schools.				
	F.6.2.1 District will maximize the efforts of the **Data and Assessment Coordinator** to assist in strengthening the coherence of the curriculum, assessment, data analysis, and PLC system districtwide.	Ed. Services Data Assessment Coordinator	*July 2012– June 2015*	--	No additional funding
	F.6.3.1 District will deepen the use of data from its data monitoring system to ensure that common formative and summative data is available to district and site users and that it is correctly used for program placement/entry/exit and other determinations about student achievement.	Data Assessment Coordinator Technology Principals	*July 2012– June 2015*	--	No additional funding
	F.6.3.1 District will ensure that English learner data is regularly included in the district's data analysis and PLC protocols.	Ed. Services Data Assessment Coordinator	*July 2012– June 2015*	--	No additional funding
	F.6.3.2 District ensures that data is available for PLC use on a regular basis at all levels of the system.	Data Assessment Coordinator	*July 2012– June 2015*	--	No additional funding
	F.6.3.3 District provides Principals and Vice Principals with ongoing training in the areas of monitoring, data analysis, providing feedback to teachers, and in implementing PLCs.	Data Assessment Coordinator Technology Principals	*July 2012– June 2015*	--	No additional funding
	F.6.3.4 District provides teachers with ongoing training in how to analyze data and determine the immediate/long term instructional response.	Data Assessment Coordinator Technology Principals	*July 2012– June 2015*	--	No additional funding
G. Professional Develop-ment	G.7.1.1 District provides **SB472 Math** training for remaining untrained K-10 general education and special education teachers on the new math core instructional materials including universal access, ancillary materials, and differentiated instruction to assist in the access and acceleration of the learning of all students, including English Learners, Students with Disabilities, and High Priority students.	Ed Services Site Admin.	*by Aug 2013*	SB472 Title II Site Title I	$100,000
	G.7.1.2 District provides additional training for K-10 general education and special education teachers on the current RLA core instructional materials including universal access, ancillary materials, and differentiated instruction to assist in the access and acceleration of the learning of all students, including English Learners, Students with Disabilities, and High Priority students.	Ed Services Site Admin. Teachers W '10 On-going	Elem. Teachers (subs or stipend) Registration Sec. teachers (Subs or stipend) Registration	SB472 Title II Site Title I	$100,000
	G.7.1.3 District provides ongoing support for teachers following their initial training on content and instructional strategies to ensure implementation at the classroom level.	Ed Services Site Admin. Teachers F '09 On-going		TBD	TBD

DAIT Objective	Action	Persons Involved	Timeline	Estimated Cost	Funding Source
	G.7.2.1 District provides special education teachers with training focused on developing and implementing essential standards IEP learning objectives.	Ed Services Site Admin. Teachers S '10	Subs.	N/A	Part of $35,000 contract
	G.7.2.2 District provides all special education teachers and strategic and intensive intervention teachers with training in the use of intensive math and reading intervention programs.	Ed Services Site Admin. Teachers S '10 On-going	Substitutes Trainer Teacher Hourly	IDEA Stim.	$10,000
	G.7.2.3 District continues to provide special education and general education training related to culturally responsive instructional strategies.	Ed Services Site Admin. Teachers F '09 On-going	Substitutes Teacher Hourly	Title II	$10,000
	G.7.3.1 District provides all teachers, coaches, and administrators with training focused on direct instruction, student engagement strategies, differentiated instruction and use of universal access time at elementary.	Ed Services Site Admin. Teachers F '09 On-going	Substitutes Teacher Hourly	Title II	$5,000
	G.7.3.2 District provides professional development to deepen teacher and principal understanding of ELD standards, clarify understanding of CELDT proficiency levels, and to review strategies and instructional practices to prepare students for CELDT testing.	Ed. Services Principals	*July 2012–June 2015*	--	No additional funding
	G.7.3.3 District provides teachers with training related to assessment, assessment system, using assessment results to guide instruction.	Ed Services Site Admin. Teachers F '09 - On-going	Substitutes	Title II	$5,000
	G.7.3.4 District will develop and implement a plan to roll out the Common Core standards to teachers.	Ed. Services Principals	*July 2012–June 2013*	--	No additional funding
	G.7.3.5 District will ensure that ELD standards are included in the Common Core standards roll out.	Ed. Services Principals	*July 2012–June 2014*	--	No additional funding
	G.7.4.1 District continues to explore integrating art, TARI, music, H/SS, and science into the core RLA program at elementary.	Ed Services Site Admin. Teachers F '09 - On-going	Substitutes	Title II	$3,000
	G.7.4.2 Expand the use of in-house teacher leaders, peers, and in-house content experts to help provide professional development across the district.	Site prin. Teachers S '10		Title II	TBD
	G.7.4.3 Develop and implement a professional development plan for para-educators appropriate to their areas of responsibilities.	Ed Services Site Admin Paras S '10	Hourly rate Trainer Registration fees	Title I IDEA Stim.	$10,000
	G.7.5.1 District provides AB 430 training for administrators on the most recent RLA curriculum, including strategic and intensive intervention.	Directors Admin. F '09 On-going	Registration Fees	Title II	$12,000
	G.7.5.2 District provides AB 430 training for administrators on the most recent math curriculum, including strategic and intensive intervention.	Directors Admin. F '09 On-going	Registration Fees	Title II	$8,000

DAIT Objective	Action	Persons Involved	Timeline	Estimated Cost	Funding Source
	G.7.5.3 District provides administrators, special education and general education teachers, and para-educators training focused on the implementation of programs for SWDs including: • instructional delivery models • tiered intervention • student placement • helping SWDs access the core curriculum, differentiated instruction • writing standards-based IEP goals.	Directors Admin. S '10		TBD	TBD
	G.7.5.4 Train principals to use common observational tools in accordance with the District Accountability and Monitoring Plan to monitor and support the effectiveness of high quality research-based core instruction for students with disabilities to learn grade level standards.	Ed. Services Principals	*July 2012–June 2015*	--	No additional funding
	G.7.6.1 District provides training focused on implementing tiered behavioral interventions: positive behavioral intervention supports, evidence-based social skills programs, and intensive behavior supports for identified students.	Ed Services Admin. Teacher team F '10/ W '11	Substitutes	IDEA Stim.	$1,000
	G.7.6.2 District provides training for general education and special education staff focused on identifying and implementing aids and services such as accom-modations and modifications to ensure access to the core curriculum for SWDs.	Ed Services Admin. Teacher team F '10/ W '11	Substitutes	IDEA Stim.	$1,000
	G.7.6.3 Develop a plan to provide training for new teachers related to classroom management, use of materials, programs established in the district, etc.	Directors Teacher team	Substitutes Hourly Stipend	Title II	$5,000
	G.7.7.1 Make research on the EPCs and best practices available to teachers through the website and use the research to guide site readings and discussions (BCC).	Directors Site admin. Teacher leaders		N/A	N/A

Performance Goal 1A: English/Language Arts

*All students will reach high standards, at a minimum, attaining proficiency or better in **reading** by 2013-14.*

Current English/Language Arts Adoption:

Grade Level:	Core ELA Adoption:	Intensive intervention:	ELD Program:
Grades 9-10	*Holt Literature and Language Arts*, Holt (2002)	*Edge* National Geographic (2008)	*Milestone* Pearson/Longman (2008)
Grades 6-8	*Prentice Hall* (2002) and *Reality Central* (2008)	*Language!* Sopris West (2008)	*Keystone* Pearson/Longman (2008)
Grades K-5	*Medallions Reading*, Houghton Mifflin (2008) *Lectura*, Houghton Mifflin (2008)	Grades 4-5: *Inside* National Geographic (2008)	*Avenues* Hampton-Brown (2002)

Description of Specific Actions to Improve Educational Practices in English/Language Arts

1A: English/Language Arts – Actions	Persons Involved	Timeline	Estimated Cost	Funding Source
1. Alignment of instruction with content standards:				
1A. District will ensure that core and intervention materials (including ELA, ELD, strategic interventions and intensive interventions) are used with fidelity on a daily basis in all classrooms to support the learning of all students, including English Learners, Students with Disabilities, and High Priority students.	Superintendent Ed. Services Principals Teachers	*July 2012– June 2015*	--	No additional funding
1B. District will ensure that district identified instructional strategies are used with fidelity on a daily basis in all classrooms.	Superintendent Ed. Services Principals Teachers	*July 2012– June 2015*	--	No additional funding
1C. District and site administrators will monitor the implementation and effectiveness of the core and intervention programs (including the use of district identified instructional strategies) following the protocols and practices outlined in the District Accountability and Monitoring Plan.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
1D. District will ensure that students not in interventions but who need extra support are receiving targeted support in their classrooms.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
1E. District and sites will train General and Special Educators to work collaboratively to address the academic and socio-emotional needs of all students, particularly those with current IEPs.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
1F. District will evaluate elementary ELD materials for effectiveness, and will explore ways to supplement or replace materials to ensure that effective, high quality materials are in use with all English Learner students.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
1G. District and principals will monitor for implementation of site schedules and endeavor to minimize interruptions to instruction.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding

1A: English/Language Arts – Actions	Persons Involved	Timeline	Estimated Cost	Funding Source
1H. All sites will systematically implement Universal Access to strengthen quality instruction. In addition to supporting struggling students, UA will be used to support challenge students to reach their potential.	Ed. Services Principals Teachers	*July 2012– June 2015*	--	No additional funding
1I. District will continue and deepen the use of the Dibels assessment to provide reading achievement data on individual students to each elementary teacher.	Ed. Services Principals Teachers	*July 2012– June 2015*	--	No additional funding
1J. District and sites will reach and implement an agreement on how many times a month/year the Dibels assessment should be administered and how that data will be used to inform classroom instruction.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
2. Use of standards				
2A. District will fully implement SBE-adopted, standards-based English/language arts materials for the core and intervention programs.	Ed. Services Principals Teachers	*July 2012– June 2015*	--	No additional funding
2B. District will fully implement SBE-adopted, standards-based English Language Development (ELD) materials for English Learner students in CELDT proficiency levels 1-3.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
2C. District will ensure that only SBE-adopted, standards-based materials are used during core and intervention instructional time, and that any supplementary materials are district approved.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
2D. District will develop and implement a plan to roll out the Common Core standards to teachers.	Ed. Services Principals	*July 2012– June 2013*	--	No additional funding
2E. District will ensure that ELD standards are included in the Common Core standards roll out.	Ed. Services Principals	*July 2012– June 2014*	--	No additional funding
3. Extended learning time:				
3A. District will ensure strategic intervention instruction for all identified students.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
3B. District will ensure intensive intervention instruction for all identified students.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
3C. District will work with sites (and any outside providers) to ensure that the academic components of all before-school, after-school, and summer school programs are aligned to appropriate standards-based instruction.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
4. Increased access to technology:				
4A. District will continue to implement the District Technology Plan to ensure equitable access to technology for teachers and students.	Ed. Services Technology Principals	*July 2012– June 2015*	--	No additional funding
4B. District will continue to provide the necessary technology and expertise to ensure data collection and analysis and to maintain readily accessible assessment data and student information.	Ed. Services Technology Principals	*July 2012– June 2015*	--	No additional funding
4C. District will ensure that data for English/language arts will be entered into the districtwide data system in a timely manner by all teachers.	Ed. Services Technology Principals	*July 2012– June 2015*	--	No additional funding

1A: English/Language Arts – Actions	Persons Involved	Timeline	Estimated Cost	Funding Source
5. Staff development and professional collaboration aligned with standards-based instructional materials:				
5A. District provides additional training for K-10 general education and special education teachers on the current RLA core instructional materials including universal access, ancillary materials, and differentiated instruction to assist in the access and acceleration of the learning of all students, including English Learners, Students with Disabilities, and High Priority students.	Ed Services Site Admin. Teachers W '10 On-going	Elem. Teachers (subs or stipend) Registration Sec. teachers (Subs or stipend) Registration	SB472 Title II Site Title I	$100,000
5B. District provides ongoing support for teachers following their initial training on content and instructional strategies to ensure implementation at the classroom level.	Ed Services Site Admin. Teachers F '09 - On-going		TBD	TBD
5C. District provides all teachers, coaches, and administrators with training focused on direct instruction, student engagement strategies, differentiated instruction and use of universal access time at elementary.	Ed Services Site Admin. Teachers F '09 - On-going	Substitutes Teacher Hourly	Title II	$5,000
5D. District provides teachers with training related to assessment, assessment system, using assessment results to guide instruction.	Ed Services Site Admin. Teachers F '09 - On-going	Substitutes	Title II	$5,000
5E. Expand the use of in-house teacher leaders, peers, and in-house content experts to help provide professional development across the district.	Site prin. Teachers S '10		Title II	TBD
5F. Develop and implement a professional development plan for para-educators appropriate to their areas of responsibilities.	Ed Services Site Admin Paras S '10	Hourly rate Trainer Registration fees	Title I IDEA Stim.	$10,000
5G. Develop a plan to provide training for new teachers related to classroom management, use of materials, programs established in the district.	Directors Teacher team	Substitutes Hourly Stipend	Title II	$5,000
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
6A. District will continue to articulate its district-wide academic expectations, and communicate them clearly to parents/ families in the appropriate language.	Superintendent Ed. Services Principals	*July 2012–June 2015*	--	No additional funding
6B. District will continue to implement parent/family involvement policies and programs at all schools, including community partnership programs that meet state and federal requirements according to district goals.	Ed. Services Principals	*July 2012–June 2015*	--	No additional funding
6C. District continues to provide timely two-way communication in a format and language understandable to parents/ families and community members about student achievement, academic and behavioral expectations, accountability requirements, and how parents can help improve their students' academic success.	Ed. Services Principals	*July 2012–June 2015*	--	No additional funding
6D. District will develop a plan to ensure that all teachers at all sites place student achievement information (e.g. assessment results, homework information, attendance information) in the district's Parent Portal on a regular basis.	Ed. Services Principals Teachers	*July 2012–June 2015*	--	No additional funding

1A: English/Language Arts – Actions	Persons Involved	Timeline	Estimated Cost	Funding Source
6E. District will continue plans to develop and implement an Office of Student and Family Wellness where there will be a systematic referral system for all resources and services to coordinate parent empowerment, mental health, and integrate special and general education services.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
6F. District will develop a protocol to bring the findings of the Parent Empowerment Group to the district and sites in order for the findings to inform district/site policies and practices, when appropriate.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
6G. District will develop and implement a plan to roll out the Common Core standards to parents.	Ed. Services Principals	*July 2012– June 2013*	--	No additional funding
6H. District and sites continue to actively recruit teachers, parents, and family members to participate in site and district-level decision-making (i.e. participation on Site Council, ELAC, DLAC, and other committees).	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):				
7A. District will continue to implement existing protocols and practices that keep parents informed of their student's academic progress, and ensure that students have a smooth transition between grade spans, including from preschool to elementary. *(See District Action Plan section D - Parent and Community Involvement.)*	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
8. Monitoring program effectiveness:				
8A. District will develop a District Accountability and Monitoring Plan that gathers data at all levels of the system on the implementation of its high leverage activities.	Superintendent Ed. Services Principals	*July 2012– Sept 2012*	--	No additional funding
8B. District Accountability and Monitoring Plan will use agreed-upon district/site developed data-gathering protocols to provide information needed to make the best decisions around improving student performance.	Superintendent Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
8C. District Accountability and Monitoring Plan will measure the impact of curriculum materials and practices, instructional practices, and program implementation, including the impact of the Equity Project on student achievement and district climate and culture and PLC implementation on the academic climate and cultures of all sites.	Superintendent Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
9. Targeting services and programs to lowest-performing student groups:				
9A. District will ensure that all core materials, including ELD materials, are used with fidelity on a daily basis to support the learning of all students, including English Learners, Students with Disabilities, and High Priority students.	Superintendent Ed. Services Principals Teachers	*July 2012– June 2015*	--	No additional funding
9B. District will ensure that the ELD program is a part of the District Accountability System, and that agreed-upon data-gathering protocols will be used to monitor program implementation and effectiveness.	Superintendent Ed. Services Principals	*July 2012– June 2015*	--	No additional funding

1A: English/Language Arts – Actions	Persons Involved	Timeline	Estimated Cost	Funding Source
9C. District will evaluate elementary ELD materials for effectiveness, and will explore ways to supplement or replace materials to ensure that effective, high quality materials are in use with all English Learner students.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
9D. District will ensure that English learner data is regularly included in the district's data analysis and PLC protocols.	Ed. Services Data Assessment Coordinator	*July 2012– June 2015*	--	No additional funding
9E. District provides professional development to deepen teacher and principal understanding of ELD standards, clarify understanding of CELDT proficiency levels, and to review strategies and instructional practices to prepare students for CELDT testing.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
9F. District provides professional development to deepen teacher and principal understanding of ELD standards, clarify understanding of CELDT proficiency levels, and to review strategies and instructional practices to prepare students for CELDT testing.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
9G. District will ensure that ELD standards are included in the Common Core standards roll out.	Ed. Services Principals	*July 2012– June 2014*	--	No additional funding
9H. District and sites will train General and Special Educators to work collaboratively to address the academic and socio-emotional needs of all students, particularly those with current IEPs.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
9I. District will continue to develop the Tiered Behavior Intervention System and implement it during the next school year.	Ed. Services Principals Teachers	*July 2012– June 2015*	--	No additional funding
9J. District will continue plans to develop and implement an Office of Student and Family Wellness where there will be a systematic referral system for all resources and services to coordinate parent empowerment, mental health, and integrate special and general education services.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
9K. District provides special education teachers with training focused on developing and implementing essential standards IEP learning objectives.	Ed Services Site Admin. Teachers S '10	Subs.	N/A	Part of $35,000 contract
9L. District provides all special education teachers and strategic and intensive intervention teachers with training in the use of intensive math and reading intervention programs.	Ed Services Site Admin. Teachers S '10 On-going	Substitutes Trainer Teacher Hourly	IDEA Stim.	$10,000
9M. District continues to provide special education and general education training related to culturally responsive instructional strategies.	Ed Services Site Admin. Teachers F '09 On-going	Substitutes Teacher Hourly	Title II	$10,000
9N. District provides administrators, special education and general education teachers, and para-educators training focused on the implementation of programs for SWDs including: • instructional delivery models • tiered intervention • student placement • helping SWDs access the core curriculum,	Ed Services Admin. S '10		TBD	TBD

1A: English/Language Arts – Actions	Persons Involved	Timeline	Estimated Cost	Funding Source
differentiated instruction • writing standards-based IEP goals.				
9O. District provides training for general education and special education staff focused on identifying and implementing aids and services such as accommodations and modifications to ensure access to the core curriculum for SWDs	Ed Services Admin. Teacher team F '10/W '11	Substitutes	IDEA Stim.	$1,000
10. Any additional services tied to student academic needs:				
10A. *For additional details on services tied to student academic needs, see the District Action Plan.*				

Performance Goal 1B: Mathematics

All students will reach high standards, at a minimum, attaining proficiency or better in ***mathematics*** *by 2013-14.*

Current Mathematics Adoption:

Grade Level:	Core Mathematics Adoption:	Strategic Intervention:	Intensive Intervention:
Grades 9-10	*McDougall-Littell* Algebra 1 (2007)	*McDougall-Littell Ancillary*	*McDougall-Littell Ancillary)*
Grades 8	*Holt Algebra 1* Holt (2007)	*Holt Ancillary*	*Holt Ancillary*
Grades 6-7	*Holt Mathematics* Holt (2007)	*Holt Ancillary*	*Holt Ancillary*
Grades K-5	*EnVision Math* Pearson (2007)	*Envision Ancillary*	*Envision Intervention Kit*

Description of Specific Actions to Improve Educational Practices in Mathematics:

1A: Mathematics – Actions	Persons Involved	Timeline	Estimated Cost	Funding Source
1. Alignment of instruction with content standards:				
1A. District will ensure that core and intervention materials (including mathematics/Algebra, strategic interventions and intensive interventions) are used with fidelity on a daily basis in all classrooms to support the learning of all students, including English Learners and Students with Disabilities.	Superintendent Ed. Services Principals Teachers	*July 2012– June 2015*	--	No additional funding
1B. District will ensure that district identified instructional strategies are used with fidelity on a daily basis in all classrooms.	Superintendent Ed. Services Principals Teachers	*July 2012– June 2015*	--	No additional funding
1C. District and site administrators will monitor the implementation and effectiveness of the core and intervention programs (including the use of district identified instructional strategies) following the protocols and practices outlined in the District Accountability and Monitoring Plan.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
1D. District will ensure that students not in interventions but who need extra support are receiving targeted support in their classrooms.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
1E. District and principals will monitor for implementation of site schedules and endeavor to minimize interruptions to instruction.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
1G. District and sites will strengthen math instruction at the secondary level, particularly in Algebra 1.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
2. Use of standards				
2A. District will fully implement SBE-adopted, standards-based mathematics/Algebra materials for the core and intervention programs.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
2B. District will ensure that only SBE-adopted, standards-based materials are used during core and intervention instructional time, and that any	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding

1A: Mathematics – Actions	Persons Involved	Timeline	Estimated Cost	Funding Source
supplementary materials are district approved.				
2C. District will develop and implement a plan to roll out the Common Core standards to teachers.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
3. Extended learning time:				
3A. District will ensure strategic intervention instruction for all identified students.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
3B. District will work with sites (and any outside providers) to ensure that the academic components of all before-school, after-school, and summer school programs are aligned to appropriate standards-based instruction.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
4. Increased access to technology:				
4A. District will continue to implement the District Technology Plan to ensure equitable access to technology for teachers and students.	Ed. Services Technology Principals	*July 2012– June 2015*	--	No additional funding
4B. District will continue to provide the necessary technology and expertise to ensure data collection and analysis and to maintain readily accessible assessment data and student information.	Ed. Services Technology Principals	*July 2012– June 2015*	--	No additional funding
4C. District will ensure that data for English/language arts will be entered into the districtwide data system in a timely manner by all teachers.	Ed. Services Technology Principals	*July 2012– June 2015*	--	No additional funding
5. Staff development and professional collaboration aligned with standards-based instructional materials:				
5A. District provides SB472 Math training for remaining untrained K-10 general education and special education teachers on the new math core instructional materials including universal access, ancillary materials, and differentiated instruction to assist in the access and acceleration of the learning of all students, including English Learners, Students with Disabilities, and High Priority students.	Ed Services Site Admin.	*by Aug 2013*	SB472 Title II Site Title I	$100,000
5B. District provides ongoing support for teachers following their initial training on content and instructional strategies to ensure implementation at the classroom level.	Ed Services Site Admin. Teachers F '09 - On-going		TBD	TBD
5C. District provides all teachers, coaches, and administrators with training focused on direct instruction, student engagement strategies, differentiated instruction and use of universal access time at elementary.	Ed Services Site Admin. Teachers F '09 On-going	Substitutes Teacher Hourly	Title II	$5,000
5D. District provides teachers with training related to assessment, assessment system, using assessment results to guide instruction.	Ed Services Site Admin. Teachers F '09 - On-going	Substitutes	Title II	$5,000
5E. Expand the use of in-house teacher leaders, peers, and in-house content experts to help provide professional development across the district.	Site prin. Teachers S '10		Title II	TBD
5F. Develop and implement a professional development plan for para-educators appropriate to their areas of responsibilities.	Ed Services Site Admin Paras S '10	Hourly rate Trainer Registration fees	Title I IDEA Stim.	$10,000

1A: Mathematics – Actions	Persons Involved	Timeline	Estimated Cost	Funding Source
5G. Develop a plan to provide training for new teachers related to classroom management, use of materials, programs established in the district.	Directors Teacher team	Substitutes Hourly Stipend	Title II	$5,000
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
6A. District will continue to articulate its district-wide academic expectations, and communicate them clearly to parents/ families in the appropriate language.	Superintendent Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
6B. District will continue to implement parent/family involvement policies and programs at all schools, including community partnership programs that meet state and federal requirements according to district goals.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
6C. District continues to provide timely two-way communication in a format and language understandable to parents/ families and community members about student achievement, academic and behavioral expectations, accountability requirements, and how parents can help improve their students' academic success.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
6D. District will develop a plan to ensure that all teachers at all sites place student achievement information (e.g. assessment results, homework information, attendance information) in the district's Parent Portal on a regular basis.	Ed. Services Principals Teachers	*July 2012– June 2015*	--	No additional funding
6E. District will continue plans to develop and implement an Office of Student and Family Wellness where there will be a systematic referral system for all resources and services to coordinate parent empowerment, mental health, and integrate special and general education services.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
6F. District will develop a protocol to bring the findings of the Parent Empowerment Group to the district and sites in order for the findings to inform district/site policies and practices, when appropriate.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
6G. District will develop and implement a plan to roll out the Common Core standards to parents.	Ed. Services Principals	*July 2012– June 2013*	--	No additional funding
6H. District and sites continue to actively recruit teachers, parents, and family members to participate in site and district-level decision-making (i.e. participation on Site Council, ELAC, DLAC, and other committees).	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):				
7A. District will continue to implement existing protocols and practices that keep parents informed of their student's academic progress, and ensure that students have a smooth transition between grade spans, including from preschool to elementary. *(See District Action Plan section D - Parent and Community Involvement.)*	Ed. Services Principals Teachers	*August 2011 – June 2014*	--	No additional funding

1A: Mathematics – Actions	Persons Involved	Timeline	Estimated Cost	Funding Source
8. Monitoring program effectiveness:				
8A. District will develop a District Accountability and Monitoring Plan that gathers data at all levels of the system on the implementation of its high leverage activities.	Superintendent Ed. Services Principals	*July 2012– Sept 2012*	--	No additional funding
8B. District Accountability and Monitoring Plan will use agreed-upon district/site developed data-gathering protocols to provide information needed to make the best decisions around improving student performance.	Superintendent Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
8C. District Accountability and Monitoring Plan will measure the impact of curriculum materials and practices, instructional practices, and program implementation, including the impact of the Equity Project on student achievement and district climate and culture and PLC implementation on the academic climate and cultures of all sites.	Superintendent Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
9. Targeting services and programs to lowest-performing student groups:				
9A. District will ensure that all core materials, including math/Algebra materials, are used with fidelity on a daily basis to support the learning of all students, including English Learners, Students with Disabilities, and High Priority students.	Superintendent Ed. Services Principals Teachers	*July 2012– June 2015*	--	No additional funding
9B. District will ensure that English learner data is regularly included in the district's data analysis and PLC protocols.	Ed. Services Data Assessment Coordinator	*July 2012– June 2015*	--	No additional funding
9C. District and sites will train General and Special Educators to work collaboratively to address the academic and socio-emotional needs of all students, particularly those with current IEPs.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
9D. District will continue to develop the Tiered Behavior Intervention System and implement it during the next school year.	Ed. Services Principals Teachers	*July 2012– June 2015*	--	No additional funding
9E. District will continue plans to develop and implement an Office of Student and Family Wellness where there will be a systematic referral system for all resources and services to coordinate parent empowerment, mental health, and integrate special and general education services.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
9F. District provides special education teachers with training focused on developing and implementing essential standards IEP learning objectives.	Ed Services Site Admin. Teachers S '10	Subs.	N/A	Part of $35,000 contract
9G. District provides all special education teachers and strategic and intensive intervention teachers with training in the use of intensive math and reading intervention programs.	Ed Services Site Admin. Teachers S '10 On-going	Substitutes Trainer Teacher Hourly	IDEA Stim.	$10,000
9H. District continues to provide special education and general education training related to culturally responsive instructional strategies.	Ed Services Site Admin. Teachers F '09 On-going	Substitutes Teacher Hourly	Title II	$10,000

1A: Mathematics – Actions	Persons Involved	Timeline	Estimated Cost	Funding Source
9I. District provides administrators, special education and general education teachers, and para-educators training focused on the implementation of programs for SWDs including: • instructional delivery models • tiered intervention • student placement • helping SWDs access the core curriculum, differentiated instruction • writing standards-based IEP goals.	Ed. Services Principals	*July 2012– June 2015*	--	No additional funding
9J. District provides training for general education and special education staff focused on identifying and implementing aids and services such as accommodations and modifications to ensure access to the core curriculum for SWDs	Ed Services Admin. Teacher team F '10/W '11	Substitutes	IDEA Stim.	$1,000
10. Any additional services tied to student academic needs:				
10A. *For additional details on services tied to student academic needs, see the District Action Plan.*				

Performance Goal 2: English Learners, SLUSD

Performance Goal 2: ***All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.***

Planned Improvement in Programs for LEP Students and Immigrants (Title III):

(Summarize information from district-operated programs and approved school-level plans)

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	**1.** (Per Sec. 3116(b) of NCLB, this Plan must include the following: a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: • Meeting the annual measurable achievement objectives described in Section 3122; • Making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B); • Annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1); d. Describe how the LEA will promote parental and community participation in LEP programs.	**1.** San Leandro Unified School District currently offers an English Learner program. Our goal is to help EL students function successfully in the English Language and meet grade level standards. SLUSD provides the following instructional services to students identified as English Learners: Pupils identified as English Learners through the District assessment procedures are given the opportunity to receive a specialized program that includes ELD. In some cases, families may opt to participate in our bilingual program. Parents are notified that their child qualifies for English Learner services and that the services are voluntary. In grades K-5 the pupil's classroom and EL support aides/ and in grades 6-8 the pupils Language Arts teachers specify what type of program the pupil will receive. The decision will also indicate whether or not the English Learner (EL) personnel will provide any necessary assistance. Guidelines for determining the type of program relate directly to the pupil's overall English proficiency level as determined by the CELDT. All programs are designed to meet the educational needs of English Learners by including English Language Development (ELD). Some programs may include the use of Specially Designed Academic Instruction in English (SDAIE) strategies. In all programs, students learn English and meet age-appropriate academic achievement standards for grade promotion and graduation. Structured English Immersion (SEI): Provides instruction overwhelmingly in English, and includes the following: a sequential ELD program, including Language Arts, sheltered English content with primary language support as needed. English Language Mainstream (ELM): Provides instruction in English, and is based on grade-level state standards. Students continue to receive additional and appropriate instruction in order to meet the requirements to be reclassified as Fluent English Proficient (FEP).

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities		Alternative Program (ALT): Provides instruction in Spanish and English. Textbooks and teaching materials are provided in Spanish in accordance with the district approved bilingual matrix. If parents of 20 or more students in one grade level at the same school request the alternative program, the school is required to provide this program. Sheltered English Immersion Program: Pupils placed in this program must be taught by a BCLAD, CLAD, or SB1969/395-trained teacher or a teacher who is in training. The program must provide the pupil with intensive English language development to enable him/her to move to a mainstream program as soon as possible. Grouping pupils by mixed grade level is allowed and must be educationally sound. Primary language assistance may be provided, but the majority of the instruction must be in English. English Language Mainstream Program: English Learners with reasonable fluency in English who are determined to be at the overall Intermediate level according to the CELDT will be placed in a mainstream classroom and receive instruction from a BCLAD, CLAD, SB1969/395 teacher or a teacher in training. This instructional setting provides support for the English Learner by continuing English language development. The sheltered approach will continue to be used to provide instruction in the core areas. Primary language assistance may be provided, but the majority of the instruction must be in English. Monitoring: The District monitors the progress of English Learners on an ongoing basis. District and site personnel disaggregate state assessment data for English Learners and Fluent English Proficient pupils. In addition, site personnel works to analyze EL performance data (e.g., daily classroom performance, teacher assessments, and report card grades). All English Learners are given the Annual CELDT test each year between July 1st and October 31st. The CELDT scores are reported to parents, and a copy is placed in the pupil's EL folder. Parents are invited to participate in all advisory committees at the site and district levels. In addition all parents of English Learners are eligible to participate in the site English Learner Advisory Committee (ELAC) and the District English Learner Advisory Committee (DELAC). Both committees work towards: 1) keeping parents aware of current activities, policies and procedures affecting English Learners; 2) including parents in the decision-making and planning process within the realm of the committees; and 3) soliciting input and ideas on how to improve the programs and services to their children.

Required Activities	**2.** Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the LEP programs will be determined by the increase in: • English proficiency; and Academic achievement in the core academic subjects	**2.** The District Standards of Expected Pupil Achievement, English Language Development are based on current research and the California English Language Development Standards. The District Standards of Expected Pupil Achievement, English Language Development have been cross referenced to the District Standards of Expected Pupil Achievement, Language Arts, allowing a seamless approach to integrating ELD into the core language arts curriculum.	
Required Activities	**3.** Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel. a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom.	**3.** SLUSD is committed to providing high quality professional development to teachers, administrators and other district/school personnel to better engage English Learners, support their ability to attain English proficiency and achieve proficiency in grade level standards. Training includes: * ELD standards professional development * Using data to plan EL instruction * SDAIE * Quality ELD * Side by Side training on ELA and ELD standards * Training on Linguistically appropriate goals * Para-Educator support for ELs * EL Coach support for ELs * Principal training on learning walks * CELDT high leverage strategies SLUSD collaborates with the Alameda County Office of Education to provide necessary classes for CLAD, BCLAD, and SB 472. Teachers are encouraged to attend conferences and workshops directed to instructional strategies for English Learners. Schools utilize categorical funds to provide release time to send teachers to conferences.	
Allowable Activities	**4.** Upgrade program objectives and effective instruction strategies.	**Yes or No** No	**If yes, describe:**
	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	**Yes or No** Yes	**If yes, describe:** Strategic and intensive intervention opportunities are provided to all K-9 English Learner students in English Language Arts. Strategic math intervention provided to students at 6-8 level.
	6. Upgrade program objectives and effective instruction strategies.	**Yes or No** No	**If yes, describe:**

	7. Improve the English proficiency and academic achievement of LEP children.	**Yes or No** No	**If yes, describe:**
	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – • To improve English language skills of LEP children; and • To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.	**Yes or No** Yes	**If yes, describe:** Parent education is provided for our English Learner families in variety of ways: • High Expectations at Elementary • PIQE at middle schools • DELAC parent trainings • ELAC parent trainings • Superintendent empowerment group
	9. Improve the instruction of LEP children by providing for – • The acquisition or development of educational technology or instructional materials • Access to, and participation in, electronic networks for materials, training, and communication; and • Incorporation of the above resources into curricula and programs.	**Yes or No** No	**If yes, describe:**
	10. Other activities consistent with Title III.	**Yes or No** No	**If yes, describe:**

Plans to Notify and Involve Parents of Limited-English-Proficient Students:

Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; h. information pertaining to parental rights that includes written guidance detailing – i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;	Immediately after initial testing, parents of English Learners and I-FEP pupils are notified in writing of their child's English proficiency level(s) and primary language proficiency assessment results, if a primary language test was available. District forms are available in English and Spanish. If parents are unable to understand written communications, school staff will make every effort to clarify the communication. A procedure exists to ensure that the participation of each pupil in the EL Program is voluntary on the part of the parent/guardian. Once a pupil is identified as an English Learner a letter is sent home notifying the parents of the child's English Proficiency level(s), primary language proficiency assessment results, a description of the EL Program, information regarding applying for a waiver into an alternative program, and requests their signed permission for their child to receive supplemental assistance from EL personnel. All special education pupils are included in the identification process for English Learner services if their Home Language Survey indicates another language other than English is spoken in the home. Special education pupils who are identified as English Language Learners will have ELD instructional goals written into their IEP. When possible, pupils receiving special education services will be placed with a BCLAD, CLAD, SB1969/395 certificated teacher or a teacher in training. EL personnel will assist the teacher as necessary. Parents/guardians of an English Learner have the opportunity to request a waiver for an alternative program.
	iii. the LEA assists parents in selecting among various	

	programs and methods of instruction, if more than one program or method is offered by the LEA.	
	Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.	
	LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.	All parents have been notified according to the state timelines.

Plans to Provide Services for Immigrants:

If the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	**1.** Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	**Yes or No** No	**If yes, describe:**
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	**Yes or No** No	**If yes, describe:**
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	**Yes or No** No	**If yes, describe:**

	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	**Yes or No** No	**If yes, describe:**
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	**Yes or No** No	**If yes, describe:**
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	**Yes or No** No	**If yes, describe:**
	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	**Yes or No** No	**If yes, describe:**

Performance Goal 3: ***By 2005-06, all students will be taught by highly qualified teachers.***

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

STRENGTHS	NEEDS
District currently provides ongoing professional development to teachers in: ▪ As of spring 2008, all schools except 2 met or exceeded the target of no more than 20% of the staff with less than five years experience (exceptions are Bancroft with 73.53% and SLHS with 79.35%) ▪ The District has completed the HOUSSE process for every eligible teacher in the District. ▪ Only 11 teachers do not have their CLAD/SB 395 certification for working with English Learners. Those 11 teachers are in-training. ▪ Paraprofessionals meet requirements as highly qualified ▪ The district offers teachers opportunities to participate in Subject Matter Projects. ▪ There is not a disparity in the level of teacher experience when comparing our three highest poverty schools to the lowest poverty schools. ▪ 100% of the principals in 6 program improvement schools have attended AB430 training; 4 have completed it. ▪ BTSA Program supports a formative assessment process to strengthen beginning and experienced teachers per the California Standards for the Teaching Profession ▪ The District participates in the BTSA consortium. 100% of BTSA participating teachers who need a support provider have a support provider. ▪ Collaborative time at all elementary and middle schools is closely aligned to the requirements of the APS. ▪ Collaborative planning time is focused on standards-based curriculum and assessment work. ▪ Curriculum alignment and building systems coherence is a focus of the District ▪ Services to English Learners was decentralized in 2008-2009 and schools developed their own specific plan of action to address the needs of their El and EDY students	**Additional professional development for teachers is needed for:** ▪ At the secondary level some classes in English, mathematics, and science are taught by NCLB under-qualified teachers. ▪ Some teachers at the secondary schools are being assigned out-of-field classes. ▪ No formal process exists for HR to monitor non-HQ teacher's progress ▪ Ensure non-HQ teachers become HQ as quickly as possible ▪ Staff responsible for master scheduling must be trained to build the schedule using up-to-date information on NCLB HQT compliance. ▪ The District needs to investigate other programs that develop prospective teachers especially in English, math, science ▪ Continue to revise, reform, and develop an English learner professional development plan to address the instructional needs for our ELLs ▪ The District must continue to ensure that its' CALPADS information is 100% accurate. ▪ The District needs to evaluate current use of instructional coaches at the site level ▪ The District must focus part of Title II funds on assisting teacher to be come highly qualified ▪ The use of culturally responsive teaching strategies needs to become more consistent ▪ The District's safe school work needs to continue and deepen ▪ Continued work on refining use of adopted materials for our diverse learners ▪ Teachers need continued content training, i.e., deeper understanding of algebra and geometry strands to improve student achievement in mathematics (Current SB472 Math is really helping) ▪ Differentiated strategies on how to meet the needs of our diverse learners (i.e. GATE, EL, and Special Education) through professional development to be determined.

STRENGTHS	NEEDS
▪ All but a few eligible classroom teachers completed the ELA SB472 requirements ▪ By the end of the year, all but a few eligible 3rd-12th grade teachers will have completed the SB472 Math ▪ Safe School Support team members lead professional development at their school sites or arrange for a team to come in and present ▪ Every school has some staff who attended Beyond Diversity training over the years with new administrators sent to the training in Fall 2011 ▪ All principals and district office administrators participate in a principal study group on institutional racism, Creating Equitable Bay Area Schools (**CEBAS**)	▪ Continue training for site administrators to deepen their skills in standards-based instructional leadership ▪ More specific training on curriculum alignment, deconstructing standards, lesson design, calibration, and assessments is needed

Planned Improvements for Professional Development (Title II)

(Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Responsible	Timeline: Jul 2012-Jun 2015	Funding Source	Estimated Cost
1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:				
1. Provide SB472 Math training for remaining untrained K-10 general education and special education teachers on the new math core instructional materials including universal access, ancillary materials, and differentiated instruction to assist in the access and acceleration of the learning of all students, including English Learners, Students with Disabilities, and High Priority students groups. (EPC #5, ISS, ELSSA, DAS, PILAR)	Ed Services Site Admin.	by Aug 2013	SB472 Title II Site Title I	$100,000
2. Provide additional training for K-10 general education and special education teachers on the current RLA core instructional materials including universal access, ancillary materials, and differentiated instruction to assist in the access and acceleration of the learning of all students, including English Learners, Students with Disabilities, and High Priority students groups. (EPC #6, ISS, ELSSA, DAS, PILAR)	Ed Services Site Admin. Teachers W '10 On-going	Elem. Teachers (subs or stipend) Registration Sec. teachers (Subs or stipend) Registration	SB472 Title II Site Title I	$100,000
3. Provide special education teachers with training focused on developing and implementing essential standards IEP learning objectives. (EPC #5, ISS, PILAR)	Ed Services Site Admin. Teachers S '10	Subs.	N/A	Part of $35,000 contract
4. Provide all special education teachers and strategic and intensive intervention teachers with training in the use of intensive math and reading intervention programs. (EPC #5, ISS, PILAR)	Ed Services Site Admin. Teachers S '10 On-going	Substitutes Trainer Teacher Hourly	IDEA Stim.	$10,000
5. Continue to provide special education and general education training related to culturally responsive instructional strategies. (EPC #6, 10, ELSSA, PILAR)	Ed Services Site Admin. Teachers F '09 On-going	Substitutes Teacher Hourly	Title II	$10,000
6. Provide all teachers, coaches, and administrators with training focused on direct instruction, student engagement strategies, differentiated instruction and use of universal access time at elementary. (EPC #6, ISS, ELSSA, DAS, PILAR)	Ed Services Site Admin. Teachers F '09 On-going	Substitutes Teacher Hourly	Title II	$5,000
7. Provide teachers with training related to assessment, assessment system, using assessment results to guide instruction,	Ed Services Site Admin. Teachers F '09 On-going	Substitutes	Title II	$5,000
8. Continue to explore integrating art, TARI, music, H/SS, and science into the core RLA program at the elementary level (EPC #10)	Ed Services Site Admin. Teachers F '09 - On-going	Substitutes	Title II	$3,000
9. Expand the use of in-house teacher leaders, peers, and in-house content experts to help provide professional development across the district.	Site prin. Teachers S '10		Title II	TBD

Please provide a description of:	Persons Responsible	Timeline: Jul 2012-Jun 2015	Funding Source	Estimated Cost
10. Provide on going support for teachers after initial training on above content to ensure implementation at the classroom level. (EPC #5, 6, ISS, ELSSA, DAS, PILAR)	Ed Services Site Admin. Teachers F '09 On-going		TBD	TBD
11. Develop and implement a professional development plan for para-educators appropriate to their areas of responsibilities (EPC #10, PILAR, ELSSA)	Ed Services staff Site Admin Paras S '10	Hourly rate Trainer Registration fees	Title I IDEA Stim.	$10,000
12. Provide AB 430 training for administrators on the most recent RLA curriculum, including strategic and intensive intervention (EPC #4, DAS))	Directors Admin. F '09 On-going	Registration Fees	Title II	$12,000
13. Provide AB 430 training for administrators on the most recent math curriculum, including strategic and intensive intervention (EPC #4, DAS)	Directors Admin. F '09 On-going	Registration Fees	Title II	$8,000
14. Provide administrators, special education and general education teachers and para-educators training focused on the implementation of programs for SWDs including: • instructional delivery models, • tiered intervention, • student placement, • helping SWDs access the core curriculum, differentiated instruction, • writing standards-based IEP goals. (EPC #1, 4, 5, 6, 8, ISS, DAS, PILAR)	Directors Admin. S '10		TBD	TBD
15. Train principals to use common observational tools to monitor and support the effectiveness of high quality research-based core instruction for students with disabilities to learn grade level standards.	Directors Admin. SU '10		N/A	N/A
16. Provide training focused on implementing tiered behavioral interventions: positive behavioral intervention supports, evidence-based social skills programs, and intensive behavior supports for identified students. (EPC #11, ISS, DAS, PILAR)	Ed Services Admin. Teacher team F '10/ W '11	Substitutes	IDEA Stim.	$1,000
17. Provide training for general education and special education staff focused on identifying and implementing aids and services such as accommodations and modifications to ensure access to the core curriculum for SWDs. (EPC #1, 5, 6, ISS, DAS, PILAR)	Ed Services Admin. Teacher team F '10/ W '11	Substitutes	IDEA Stim.	$1,000
18. Develop a plan to provide training for new teachers related to classroom management, use of materials, programs established in the district, etc.	Directors Teacher team	Substitutes Hourly Stipend	Title II	$5,000
19. Make research on the EPCs and best practices available to teachers through the website and use the research to guide site readings and discussions (BCC)	Directors Site admin. Teacher leaders		N/A	N/A
2. How the activities will be based on a review of scientifically based research and an explanation of why the				

Please provide a description of:	Persons Responsible	Timeline: Jul 2012-Jun 2015	Funding Source	Estimated Cost
activities are expected to improve student academic achievement:				
2A. All state approved SB472-like trainings are researched-based.	--	*July 2012 - June 2015*	N/A	N/A
2B. District provided training is tied to grade-level standards and research-based instructional materials/ programs and is delivered by qualified trainers.	--	*July 2012 - June 2015*	N/A	N/A
2C. The district will continue to monitor the implementation of curricular programs in ELA, ELD, and math to ensure fidelity to the research design.	--	*July 2012 - June 2015*	N/A	N/A
2D. District will train principals to use common observational tools to monitor and support the effectiveness of high quality research-based core instruction. *(See #15 above)*	Directors Admin. SU '10	*July 2012 - June 2015*	N/A	N/A
3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:				
3A. The key to predictable results in improving student achievement and closing the achievement gap requires connecting curriculum, instruction and assessment into a coherent strategy so that all parts of the district are working in concert instead of at cross purposes.	--	*July 2012 - June 2015*	N/A	N/A
3B. In order to close the achievement gap a guaranteed and viable curriculum will be implemented.	--	*July 2012 - June 2015*	N/A	N/A
3C. Professional development activities will be designed to ensure the implementation of a cohesive standards-based system all levels.	--	*July 2012 - June 2015*	N/A	N/A
3D. All students will have access to this curriculum and all staff will be trained in using materials and strategies with fidelity to ensure access and proficiency.	--	*July 2012 - June 2015*	N/A	N/A
3E. Professional development will focus on monitoring the progress of the implementation of the curriculum and instructional strategies to ensure that student progress is continuing to grow. *(See #15 above)*	--	*July 2012 - June 2015*	N/A	N/A
3F. Monitoring progress of students on district benchmark assessments will lead to adjusting and adapting instruction to the needs of all students and using interventions early and often to ensure student success.	--	*July 2012 - June 2015*	N/A	N/A
4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:				
4A. District Professional Development Plan will ensure that all programs are coordinated and redundancy is eliminated. The plan will be monitored and include all components of the Title II and Title III PI plans.	Directors Admin.	*July 2012 - June 2015*	N/A	N/A
5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:				
5A. District Professional Development Plan provides	--	*July 2012 -*	N/A	N/A

Please provide a description of:	Persons Responsible	Timeline: Jul 2012-Jun 2015	Funding Source	Estimated Cost
site administrators and teachers at all grade levels and across all departments with professional development related to standards-based content, district-adopted instructional materials, and district-identified instructional and writing strategies for improved student achievement.		*June 2015*		
5B. District continues to provide leadership training and ongoing support for site administrators so that they can effectively support/monitor implementation of the adopted standards-based instructional program, the intervention system, and the academic achievement of all students. *(See #15 above.)*	Directors Admin.	*July 2012 - June 2015*	N/A	N/A
6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:				
6A. Technology funds will be used to support technology training, ensure the delivery of a standards-based curriculum, and to ensure communication for all stakeholders.	Technology Directors Admin.	*July 2012 - June 2015*	N/A	N/A
7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25 percent of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):				
7A. The district Educational Technology Plan (2012-2015) outlines the district plan to support technology access and professional development.	--	*July 2012 - June 2015*	N/A	N/A
8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:				
8A. District committees such as School Site Councils (SSC) and DELAC are active, and participate appropriately in district decision-making.	--	*July 2012 - June 2015*	N/A	N/A
9. How the LEA will provide training to enable teachers to: • **Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;** • **Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;** • **Involve parents in their child's education;** • **Understand and use data and assessments to improve classroom practice and student learning.**				
9A. District continues to implement a system of interventions/strategies that support all students.	--	*July 2012 - June 2015*	N/A	N/A
9B. Teachers receive professional development on the use of the district-adopted ELD program according to Professional Development Plan.	--	*July 2012 - June 2015*	N/A	N/A
9C. IEP goals are standards-based and teachers ensure access to standards for all students.	--	*July 2012 - June 2015*	N/A	N/A
9D. Staff uses districtwide data system to monitor student achievement.	--	*July 2012 - June 2015*	N/A	N/A
9E. Parents participate in district and site parent committees, back to school night, parent conference, ELAC, and SSC.	--	*July 2012 - June 2015*	N/A	N/A
10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:				

Please provide a description of:	Persons Responsible	Timeline: Jul 2012-Jun 2015	Funding Source	Estimated Cost
10A. The district continues to implement its Title II Program Improvement plan.	--	*July 2012 - June 2015*	N/A	N/A
10B. Professional Development will be provided for all teachers not HQT to ensure compliance.	--	*July 2012 - June 2015*	N/A	N/A

Performance Goal 4: ***All students will be educated in learning environments that are safe, drug-free, and conducive to learning.***

Environments Conducive to Learning (Strengths and Needs):
Please provide a list of the LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
1. All schools have safety plans which are reviewed and updated annually. 2. District wide and site parent groups were established to ensure that the voice of our historically under represented parents is heard and informed of decisions that are made across the district. 3. We continue to have a laser-like focus on implementing a standards-based accountability system where all students achieve to high standards and where the racial predictability of the achievement gap is eliminated through the alignment of the written, taught, and tested curriculum. 4. We continue to focus on using data to make informed educational decisions to ensure that all students have equitable opportunities to learn. 5. Schools share data with all staff and parents and will continue to work with these groups to seek input on how to address areas of need. 6. We have revised our materials adoption process to ensure K-12 articulation and to ensure that our materials positively reflect the diversity of our students and their family structures. 7. The district has uniform complaint, sexual harassment, and hate motivated behavior policies in place that are communicated to all staff on an annual basis. 8. The district has the Williams complaint procedures aligned to state requirements. 9. The district administers the California Healthy Kids Survey (CHKS) surveys bi-annually to determine school climate and address student safety issues. 10. A representative of the district serves as a member of the city-wide safety and disaster preparedness task force. 11. We have an Outreach Coordinator who is the liaison for our homeless and foster youth. 12. Partnerships have been established with local business and community organizations to provide mentoring support, tutoring, program funding, supplies, and community information for students.	1. The district's Safety Task Force needs to continue their work to develop a K-12 comprehensive district-wide safe schools plan that is aligned to state and federal mandates and that is known by all staff and the community. 2. District policies, although they exist, are not consistently applied to all students. 3. Our suspension and expulsion data show that we over suspend/over expel students. The percent of African American and Latino students suspended/expelled is disproportionate to the percent enrolled in our district. 4. School climate activities are random and need to be coordinated and institutionalized into school and district structures. 5. Cultural activities are random and need to be coordinated and institutionalized into school and district structures. 6. Continue to work on the 3 goals for our Safe Schools (LGBTQ) efforts: curriculum updates, staff development, and outreach to parents and larger community. 7. Tolerance/Respect activities are not systematically integrated into learning activities regarding gender, sexual orientation, culture, race/ethnicity, religion, learning styles, etc. There is a lack of a consistent message about approaches to addressing issues of tolerance and respect across all school sites. 8. Some students report that they do not feel safe in our schools due to fights, bullying, lack of respect for differences, and that the frequency of disparaging comments to students related to their: race, sexual orientation, religion, dress, weight, etc. is unacceptable at some of our schools. 9. Not all staff has the skills they need to address disparaging comments between students and between staff and students when they are heard.

13. The community supports facility improvement through Measure B in 2006 and Measure M in 2010 to address modernization of all schools.
14. We are the recipient of 3 social workers from the Alameda School Health Services Coalition.

Regarding our efforts related to equity:

1. We are entering our 8th year of district-wide racial equity work to ensure that our instructional strategies, halls, walls, policies and procedures are respectful and inclusive of the diverse population we serve.
2. Professional development related to equity is district wide and site supported. This professional development includes: courageous conversations around race, understanding white privilege, culturally responsive teaching and learning, EL strategies.
3. All schools have vision statements that reflect equity.
4. All schools have parent groups consisting of our families of color to ensure that their voices are heard and that they are part of the decision-making process. There is also a district level parent group that meets regularly.
5. All schools are aggressively addressing issues of equity through site professional development, courageous conversations examination of data by race/ethnicity.
6. Schools with case managers/parent facilitators provide culturally responsive outreach to families related to attendance, and academic issues
7. All schools provide some type of activities that foster a positive school climate such as: Challenge Days, Heritage Days, International Family Nights, Character Education, Gay Straight Alliance, Conflict Resolution programs, Peer Mediation, Safe Schools Curriculum, LGBTQ activities, and events.
8. All staff has received training related to sexual orientation issues students face and recently received training related to SB537
9. Our policies procedures have been updated to include non-discrimination for our LGBTQ students, staff, and families.
10. When we reinstate our new teacher orientation, it would include training related to racial equity and culturally relevant instruction, as well as creating schools that are safe for all students and staff, specifically our LGBTQ students and adults.
11. On-site programs for special education students create inclusion of special education into the general education program
12. Boys and girls have many opportunities for participation in sports programs.

10. Policies exist in writing but may not be known by all (parents, staff and students) and are not adequately or consistently enforced.
11. Parent voices, especially those involved in school and district decision-making, do not reflect the demographics of our district.
12. Opportunities for students to participate in the decision-making process and to have a voice in school climate issues need to be strengthened.
13. Student Achievement Data needs to be reviewed and analyzed on an annual basis by all parent groups (they are already analyzed by all staff).
14. Data are not shared and reviewed consistently by school and district parent groups.
15. The district needs to strengthen the coordination of the various plans that guide actions and decisions: Strategic Plan, LEA Plan, Single School Plans, Technology Plan, Facilities Master Plan, Safe School Plans, and City-wide Disaster Plan.
16. More partnerships with local businesses and community organizations need to be developed and strengthened, especially in light of the budget crisis in the state.
17. As a district we do not have adequate alternatives to suspension, expulsion, or alternative educational settings for at risk students.
18. We need more CWA or Social Workers to help/do case management with the students identified as Chronic Truants (missing 10% or more of school year).
19. We need to clarify & apply a consistent Intra district permit policy.
20. Device a better policy in identifying McKinney Vento families as well as providing them with more resources.
21. Establish transition plans and more articulation between the administration and counselors in the transition grades 5 and 8.
22. Improve school climate and interventions for at-risk students by building and implementing the behavioral tiered intervention system.

13. All students have access to extracurricular clubs and activities at our schools
14. All teachers are CLAD/BCLAD certified to work with our English learners
15. All major documents are translated into Spanish and many are translated into Cantonese.
16. All sites have now added a line item to their budget for translation.
17. The district and schools provide translation for conferences, major parent meetings, and events.
18. All schools have a functioning ELAC and all schools have a representative on the DELAC.
19. Race-alike role models are regularly invited to participate in school programs at many schools.

Regarding our efforts toward violence prevention:

1. We have developed a Uniformed Progressive Discipline Policy which ensures consistency and fairness of consequences for all grade levels.
2. We have reduced the number of suspensions and expulsions annually each year for the past four years.
3. We have introduced alternatives to suspension such as Positive Behavior Support (PBS), and timeout/buddy room.
4. We have presented numerous School safety presentations to the Board and the community.
5. The district has hate motivated behavior and Bullying/Cyber-bullying policies.
6. Conflict resolution or peer mediation occurs at all school sites.
7. Conflict management training takes place at most schools?
8. All 3 secondary sites have a gang intervention counselor on site to assist with gang prevention.
9. Parent Liaisons are at all secondary sites working with students and families in various capacities.

Regarding our efforts toward Intervention:

1. Intervention programs are available to support students at risk of retention before and after school, during summer session and inter-session, and during the school day
2. We have After School Enrichment Programs at both middle schools, and six elementary schools.
3. Data from K-9 multiple measures are readily available to identify students in need of intervention.
4. Academies and AVID courses are provided to many students.
5. Alternative programs such as Alternative Contracted Education (ACE) are available for 7th -12th graders.
6. Peer tutoring and Title I Supplemental

Educational services exist at some of our elementary schools. 7. Most schools in the district have identified students and groups of students as "focal students" to ensure instructional strategies and services meet the needs of our identified students/groups 8. In 2008, we received a GEAR-UP grant for Bancroft, Muir, and SLHS that begins with our 7th grades and follows them through to high school graduation 9. We have recently added ELD to our summer school and intervention services **Regarding the social and emotional well-being (healthy habits) of our students**: 1. District counselors are available for students at all secondary sites. 2. We have counseling and school psychology interns who work with students on a regular basis at most schools. 3. Community partnerships exist with three community-based organizations to provide crisis support and family counseling. 4. Some Title I schools provide parent outreach advocates to support students and families. 5. All schools provide leadership opportunities for students (student council, ASB student leadership programs, student interest-based clubs). 6. Student study teams meet at all school sites to address student's social and emotional needs. 7. We have district wide Common Agreements and Can't Continues that we follow and monitor. 8. We have instituted the PIP Program in all Elementary schools. 9. We have the Breathmobile providing free services at school sites to students with asthma. 10. We received a Community Schools planning grant to begin planning for creating a comprehensive Wellness Center for SLHS.	

Environments Conducive to Learning (Activities):
Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

ACTIVITIES

Activities related to Improving School Climate:

The district will:

1. Provide professional development for administrators, staff, students, parents, and community members related to race, white privilege, courageous conversations, culturally responsive teaching strategies, respect, tolerance, safety, and building a strong sense of community at each school site.
2. Monitor district wide Common Agreements and Can't Continues regarding programs, activities, and practices related to building a positive, respectful school climate at all of our schools..
3. Work with all school site administrators and appropriate site committee(s) to determine how the school site will implement the agreed-upon programs and activities and how they will be communicated to families.
4. Ensure that all communication of all policies and procedures are communicated to staff, students and families as required by state and federal mandates. These include but are not limited to such policies as: sexual harassment, discipline, uniform complaint procedures, non-discrimination, school safety, safe schools, sex education classes, dress codes, purpose of AIDS/AIDS prevention instruction and opt out policy, high school exit exam requirements, etc.

Activities related to issues of equity:

The district will:

1. Implement the Superintendent's 2011-2012 Goals as they relate to students, staff, family, safety, and equity.
2. Continue its district wide focus on eliminating the racial predictability of the achievement gap and work to ensure that all students reach or exceed grade level standards.
3. Make sure that all schools have equity vision/mission statements aligned to the district's equity statement
4. In addition to the Safe School Task Force, continue to hold our forum for district-wide and site race-alike meetings/discussions to obtain parent and community input regarding the issues of academic performance that may be unique to one particular racial/ethnic group of students. Publish the meeting schedules in advance so that parents can plan accordingly.
5. Sponsor school-wide/district wide events such as: Season of Service Period of Peace, Challenge Days, Days of Respect, Word of the Month Days, Student of the month, monthly character education themes, safe school LGBTQ events, etc.
6. Regularly communicate information to staff and the community about the work of the district related to issues of diversity and equity.
7. Evaluate school and district holiday celebrations, activities, programs, and curriculum to ensure that one group is not over represented over another group.
8. Continue to conduct Parent Empowerment meetings to address issues of racial equity/inequity and closing the achievement gap.
9. Identify and provide common professional development that all staff will have related to issues of race, culturally responsive teaching strategies, frontloading, tolerance, respect, equity, etc. and build their capacity to create classroom environments that proactively meet the needs of our diverse learners.
10. Ensure that all schools identify a target group of students for whom the achievement group is greatest and devise an action plan to address the needs of the target group.
11. Ensure that all managers and staff receive training each year aligned to the requirements of SB537.

12. Provide training for staff to improve their capacity to meet the needs of gay and lesbian students and families and to address issues of harassment toward gay and lesbian students and develop appropriate grade span specific curriculum.
13. Provide awareness training for staff regarding students with disabilities.
14. Work to expand our race-alike mentors and guest speaker programs.
15. Explore creating a multicultural calendar which reflects the cultural diversity of our district/community.

Activities Specific for English Learners:

1. As we transition from an EL coaching model we will work with the sites to implement and refine their EIA/EL newly developed programs.
2. Continue to provide translation of all major documents in Spanish (highest priority) and Cantonese.
3. Expand translation services for languages other than Spanish and Cantonese when ever possible.
4. Continue to require that our teachers are CLAD certified.
5. Continue to evaluate our bilingual programs and take action to align and improve them based upon evaluation data.
6. Work to develop a coherent, K-12 EL/Title I/ Intervention program for EL students.
7. Revise and implement all components of the English Learner Master Plan.
8. Closely monitor implementation of changes to the EIA program made for the 2011-2012 school year. Modify program based upon student learning successes and/or lack of success.
9. Provide training to ensure that all members of the system take responsibility for the success of our English Learners.
10. Establish EL assessments that are aligned to the ELA standards and set benchmarks appropriate for English Learners.
11. Conduct an annual monitoring review to ensure our EL program is complaint with all state/federal requirements.

Activities Specific to Low Income Students:

1. Research possibility of expanding a preschool program (Even Start).
2. Research ways of expanding our current Head Start programs.
3. Ensure Title I schools allocate funds to provide equitable learning opportunities for Title I students (Homework Support, access for books in the home, tutoring, intervention, etc.)
4. Expand community partnerships to expand access to community and social service resources
5. Closely monitor the newly developed site specific EDY programs and refine as needed.
6. Refine criteria for placement into EDY programs.

Activities Specific to Issues of Violence/Violence Prevention:

1. Continue to refine the Uniform discipline policy to determine where and how it can be strengthened.
2. Continue to provide training related to hate motivated behaviors and provide annual training for all staff to ensure consistent, fair implementation of the policy.
3. Continue to work to establish district-wide alternatives to suspensions and expulsions.
4. Create district-wide agreements regarding on what we mean by “zero tolerance”.
5. Implement conflict resolution/peer mediation programs in all schools.
6. Evaluate scientifically-based programs for life skills type program, character education and/or including anger management.
7. Provide time for sites to share their “best practices” related to violence prevention programs/strategies.
8. Evaluate data to identify areas most in need of being addressed related to violence/violence prevention.
9. Establish systems of support using community outreach and community resources for behaviorally challenged students K-12.
10. Continue to seek funds to implement violence prevention programs and services.

Activities specifically related to Truancy, Chronic Absenteeism, and Suspension/Expulsion:

1. Update the AERIES system to automatically generate progressive truancy and absenteeism letters to families in multiple languages at all school sites.
2. Formalize and systematize school procedures and policies related to supporting truant and absent students and families. Review Board policies for clarity.
3. Investigate alternatives to suspension and expulsion; focus on Positive Behavior Support systems.
4. Investigate alternative educational settings for students demonstrating at risk behaviors in grades 3-8.
5. Expand our community –based partnerships to link families in need with community agencies providing support.
6. Develop school wide celebrations for students with perfect attendance or dramatically improved attendance.
7. Provide counseling for behaviorally at risk students in the elementary schools.
8. Establish a program to grant state-wide recognition of students who went to SARB and improved their attendance.
9. Continue to monitor and improve the Alternative Contract Education (ACE) Program and strengthen the socio-emotional supports.

Activities Related to Healthy Habits:

1. Provide training to staff as it relates to our Health and Wellness policies.
2. Continue to provide HIV/AIDS instruction at specified grade levels using state-approved curriculum.
3. Continue to provide sex education instruction at specified grade levels using state-approved curriculum.
4. Research new programs/curriculum to provide instruction for students across the system related to decision-making skills, acceptance of self and others, self-esteem, and positive self-identification.
5. Update sex education courses of study at appropriate grade levels.
6. Continue the planning process for full service community schools approach.

Activities Related to Intervention:

1. Continue to coordinate all ASES and ASSETS, before, after, and during the school day, Saturday School, Summer School, and Inter-session intervention programs to ensure equity among schools.
2. Continue to establish clear criteria for participation in the programs, including agreed upon curriculum to be used, and assessments to monitor student progress, etc.
3. Continue to improve exit criteria for students to ensure that students are not stuck at a specific level.
4. Implement intervention classes targeted to supporting students most at risk for not passing the CAHSEE according to state guidelines.
5. Conduct an analysis of scientifically based programs and make a recommendation to adopt such programs at all sites for agreed upon grade levels.
6. Ensure full implementation of the TND materials.
7. Seek mandatory counseling support for all students having been in possessions, selling or under the influence of drugs or alcohol.

Needs and Strengths Assessment (4115(a) (1) (A)):

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
1. All students in grades 5 and 8 participate in drug alcohol and tobacco use programs. 2. All schools participate in Red Ribbon Days, Great American Smoke Out to promote smoking cessation. 3. Our TUPE grant provides a coherent program related to tobacco use prevention. The program at the secondary level is considered to be exemplary. 4. The district offers comprehensive a Sober Graduation Night program for graduating seniors. 5. The district offers a variety of assemblies related to drug, tobacco, and alcohol use at all schools. 6. The dress code does not allow clothing with drug, alcohol, or tobacco references on them. 7. Our secondary schools offer Career Day/Week Fairs. 8. Students at our continuation school visit 5th grade classrooms to talk to student about the consequences of smoking, taking drugs, or drinking alcohol. 9. Our city has a Teen Youth Program to support our teens. 10. There is on-going data collection and analysis of ATODV through Healthy Kids Survey, crime reports, suspension and expulsion data, etc. 11. All schools have safe school plans, which are updated annually. 12. The district has appropriate equipment (walkie-talkies, cell phones, and EOC center), for emergencies. 13. Intensive instruction is provided in our elementary, middle and high school levels. 14. Booster/Bridge sessions are provided as required. 15. A Technology Plan exists which addresses a long-term plan for the use of technology for all students. 16. We have an extremely strong partnership with the San Leandro Police Department. 18. We have very active community partners who work with us to offer counseling and other students and family support. 17. Board policy does exist related to appropriate use of information from the Internet. 18. A Social Justice Academy was added to the High School program offerings.	1. We need a TUPE coordinator to work with county coordinator to ensure alignment of district related to curriculum, instruction, and professional development. 2. Seek buy-in from teachers to integrate ATOD into the overall academic success of students. 3. Staff needs to participate in staff development activities related to tobacco, drug and alcohol use and abuse. 4. Train teachers in strategies for integrating ATOD education into the curriculum at the K-5 level. 5. Harassment, hazing, hate crimes, bullying need to be addressed more aggressively. 6. There is no current research-based program TUPE taught in elementary and middle school grades consistently. 7. Intervention strategies are not yet systemic: support groups, cessation classes, and Saturday classes. 8. Youth development approaches are not systemic across the district: service learning, advocacy projects, and peer programs. 9. Establish alternatives for administrators to offer support to families who are victims of violence in lieu of CPS and Police intervention. 10. Provide ways of giving students hope for the future: job training, job skills, job placement. 11. Offer drug education for students and their families. 12. Integrate the work of the DATE Advisory Committee into the work of the comprehensive district safe schools plan.

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE) Prevention Program Performance Indicators (4115(a)(1)(B)):

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures *From the California Healthy Kids Survey*	Most Recent Survey date: 3/1/10 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will *decrease* ***biennially by: 2%***	5th 5 % 7th 7 %	5th 4% 7th 6%
The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by: 2%	7th 5 % 9th 10 % 11th 8 %	7th 2% 9th 2% 11th 2%
The percentage of students that have used marijuana will *decrease* ***biennially by: 1%***	5th 2 % 7th 14 %	5th 4% 7th 4%
The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by: 2%	7th 17 % 9th 23% 11th 30%	7th 13% 9th 27% 11th 31%
The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by: 2%	7th 9 % 9th 21% 11th 22%	7th 6% 9th 14% 11th 16%
The percentage of students that feel very safe at school will **increase** biennially by: 2%	5th 47 % 7th 11 % 9th 8% 11th 15%	5th 49% 7th 14 % 9th 8% 11th 9 %
The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by: 5%	7th 30 % 9th 21 % 11th 20 %	7th 32 % 9th 22% 11th 17%

Truancy Performance Indicator		
The percentage of students who have been truant will **decrease** annually by __2%_ from the current LEA rate shown here. NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	8%	15%

Protective Factors **Performance Measures** *from the California Healthy Kids Survey*	Most recent date: 3/1/10 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by: 5 %	5th 58 % 7th 26 % 9th 22% 11th 34%	5th 55% 7th 28 % 9th 21% 11th 32%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by: 7%	5th 62 % 7th 48 % 9th 43% 11th 40%	5th 58% 7th 51% 9th 40% 11th 43%
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by: 2 %	5th 15 % 7th 11 % 9th 7% 11th 10%	5th 18 % 7th 9% 9th 10% 11th 9%
The percentage of students that report high levels of school connectedness at their school will increase biennially by: 3%	5th 55 % 7th 32% 9th 23% 11th 21%	5th 50 % 7th 38 % 9th 27 % 11th 21 %

Other Performance Measures:

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

LEA Specified Performance Measures *(Process to Collect Data)*	**Performance Indicator** ***Goal***	*Baseline Data*
No other performance measures/indicators have been adopted.		

Science Based Programs (4115 (a)(1)(C)):

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start *Date*
Conflict Resolution	V	K-9	7,500	1995	Site Specific	1995
Tobacco Prevention	T	4-12	6,800	1997	On-going	1997
Smokeless School Days	TOD	4-12	6,800	Prior to 1995	On-going	Prior to 1995
Challenge Days	V	6-12	5,500	1998	On-going	1998
Peacemakers	V	6-12	5,500	2000	On-going	2000
Intervening w/Teen Tobacco Users	T	9-12	2,650	2002	2002	2002
Helping Teens Stop Using Tobacco Program (TAP)	T	9-12	2,650	2002	2002	2002

Research-based Activities (4115 (a)(1)(C)):

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
✓	After School Programs	ATODV	K-12
✓	Conflict Mediation/Resolution	V	K-9
✓	Early Intervention and Counseling	ATODV	K-12
✓	Environmental Strategies	ATODV	K-12
✓	Family and Community Collaboration	ATODV	K-12
✓	Media Literacy and Advocacy	ATODV	6-12
✓	Mentoring	ATODV	4-12
✓	Peer-Helping and Peer Leaders	ATODV	4-12
✓	Positive Alternatives	ATODV	6-12
✓	School Policies	ATODV	K-12
✓	Service-Learning/Community Service	V	4-12
	Student Assistance Programs		
✓	Tobacco-Use Cessation	T	4-12
	Youth Development Caring Schools Caring Classrooms		
	Other Activities		

Promising or Favorable Programs (4115 (a)(3)):

The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Promising Program name	**Program ATODV Focus**	**Target Grade Levels**	**Target Population Size**	**Purchase Date**	**Staff Training Date**	**Start *Date***

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

☐

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

Parent, School, District, and the DATE Advisory Committee meets on a consistent basis to address issues related to ATODV in our schools and community. In addition we administered our own survey to obtain information from our students related to issues of safety, respect, violence, etc. The analysis of the CHKS and the Safe School survey have revealed that our efforts are fragmented and sometimes curricula are disconnected and not implemented as planned. This fact has led to the creation of a district-wide Safe Schools Task Force that will integrate the many efforts going on throughout the district and develop a comprehensive plan to address the issues identified through analysis of data and through broad-based community input. We will also establish a K-12 task force to evaluate all researched-based programs and materials and adopt the curricula to be used consistently across the system and that ensure a cohesive, comprehensive educational program for our students. Pending available funds, we will convene a team of teachers to examine the following curriculum: Life Skills 6-8 and Project Alert (6-9). We will also evaluate our instructional materials for 9th grade Health, HIV/AIDS, Family Life, Character Education, Conflict Resolution, and TUPE grades 4-12 during this LEA Plan cycle.

Evaluation and Continuous Improvement (4115 (a)(2)(A)):

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, and other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

The district has conducted the CHKS since1999 and will continue to use it every other year as required using the data to help improve programs district wide. In 2007-2008, the district administered a Safe Schools Survey to students in grades 6-12. The results of survey coupled with input from all school sites, site administrators and the Safe Schools Task Force (SSTF), have formed the content of Goal #4. The Safe Schools Task Force has established measurable objectives and a monitoring and evaluation process to ensure that we are implementing the plan as designed and that we are obtaining the results we sought. Students will also complete pre/post tests after the curriculum has been taught to assess changes in knowledge, attitude, and drug and tobacco use behavior.

The yearly information will be reviewed by the Safe Schools Task Force and analyzed by the DATE Advisory Committee to determine district-wide trends and specific strengths and needs across the district. Each school site, in partnership with the School Site Council and other site advisory committees will also review the data and determine strengths and needs specific to each school's community. These needs will then be addressed in each school's Single School Plan.
A summary of the progress, strengths, and needs will be published and shared with the community and with the Board of Education on an annual basis. The SSTF will use this information to refine, improve, and strengthen the comprehensive Safe School's Plan.

Use of Results and Public Reporting (4115 (a)(2)(B)):

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

Data Collection Timeline:

1. Baseline CHKS data was collected in 2001/2002 and progress data has been collected in 2004, 2006, 2008, and 2010. Collection will continue every two years as mandated.
2. Surveys will be given to students at specified grade levels at each grade span configuration as required.
3. The Tobacco Prevention Program Coordinator will implement the collection of the CHKS data.

Reporting Time:

1. The SSTF and the DATE Advisory Committee with support from the Alameda County Office of Education will develop an analysis of all data sources by June of each year.
2. A written report summarizing the findings, including the degree to which we met our improvement goals will be created by the SSTF at the end of each school year. The members of the SSTF will incorporate recommendations for next steps and for improvements into the annual report.
3. The annual report and progress toward meeting our performance measures will be presented to the public at a regularly scheduled Board of Education meeting and to each School Site Council no later than October 31 of each school year.
4. The results will also be published in the Superintendent's annual communication.
5. A copy of the report will also be available for the community in each school site's office.
6. The summary results will be included in each school site's community/parent bulletin.
7. A summary of the report will also be put on the district's Website annually.
8. The report will be reviewed with all site administrators so that the needs that were identified can be incorporated into the school's single school plan.
9. The summary report will also be presented to all appropriate district departments.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

Group counseling or community-based counseling services are provided as part of our early intervention program, pending funds.
2. Counseling services and community-based counseling services are offered to those students most in needs of support at every grade level.
3. Academic intervention services are provided to identified students at every grade level.
4. Parent facilitators and parent advocates are available at some school sites to provide outreach for high risk families and truant students.
5. Currently, after school programs that focus on academic tutoring, mentoring, enrichment programs, and homework support are available at eight sites.
6. Each school uses the Student Study Team process to identify students most in need of additional support. Based upon the recommendations of the SST, students are linked to a variety of supports, including counseling, tutoring, mentoring, health and dental services, etc.

Coordination of All Programs (4114 (d)(2)(A)):

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

The district allocates time at principal and Leadership Team meetings to monitor implementation of a comprehensive, cohesive K-12 Safe Schools Plan that addresses issues of equity, tolerance, school climate, intervention, violence prevention, ATOD prevention, and other factors impacting the safety of students and adults in our schools. The Director of Student Support Services meets bi-monthly with all vice principals and counselors to address the topics listed above. Their mission is to serve as the coordinating body that ensures that all students receive a coordinated program that incorporates all of the requirements of federal, state, and local policies. The district will conduct an annual review and publish an annual report regarding its progress in implementation of the action steps identified in the comprehensive plan.

The district is also responsible for establishing a communication plan to ensure broad-based community input regarding the content of the plan as well as the progress of the district and the school sites in implementing the plan.

Parent Involvement (4115 (a)(1)(e)):

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Parents are integral partners in developing the comprehensive safe schools plan and in reviewing our progress toward implementing the plan. Parents serve on site level safety committees at both site and district levels. Parents will have an opportunity each year to provide input regarding the plan. Parents are recruited from all ethnic and socioeconomic groups in our district to be representatives on these committees. Specifically, we are working to ensure that each school's School Site Council reflects the diversity of the school site. In addition, parents from significant organizations at the high schools (United parents, ELAC, Padres Unidos, and African American Parent Association) provide input to the plan. Parents are notified by newsletters, websites, TeleParent (auto dialing system), phone, and email of the various committees and meetings that they can participate in.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

Once the district identifies pregnant minors or minor parents they will meet with a counselor or an administrator from their school. The counselor will assess what services are needed by the student including whether the minor used tobacco or has family members who use tobacco products. Depending upon the identified need, the student will be referred to the appropriate agency for support. Services might include: tobacco cessation support, one on one counseling, and/or referral of the minors to such groups as those run by the American Lung Association. Pregnant minors are given the choice to attend the Cal-SAFE program to receive the tobacco use prevention program is appropriate. The counselor provides case management to the adolescent assuring these linkages are completed and follow-up is provided.

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section104420 [b][3])

District TUPE Coordinator .15FTE
Secondary Site TUPE Coordinator .5 FTE

Additional Mandatory Title I Descriptions, San Leandro USD

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."

	Description of how the LEA is meeting or plans to meet this requirement:
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: o Number of children in families receiving assistance under the CalWorks program; o Number of children eligible for Free/Reduced Price Lunch programs; o Number of children ages 5-17 in poverty counted by the most recent census data; o Number of children eligible to receive medical assistance under the Medicaid program; o Or a composite of the above.	Number of children eligible for Free/Reduced Price Lunch programs
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds: o All schools with a 75% or above poverty level are funded o All other schools are funded by poverty ranking district wide or by grade span.	All other schools are funded by poverty ranking district wide or by grade span

Additional Mandatory Title I Descriptions *(continued)*

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to http://www.cde.ca.gov/sp/sw/rt; for Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp).

	Description of how the LEA is meeting or plans to meet this requirement:
For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as: • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards.	• In 2011-11, all of our Title 1 schools transitioned from TAS to SWP. All sites conducted a needs assessment and revised their site plans, aligning them with the required elements of the SWP plan. The plans that were developed by each Title 1 school focused on research-based strategies/methods, meeting the needs of underserved students, high quality professional development, intervention programs for underperforming students, and increasing parental involvement.
For targeted assistance programs (TAS), Describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as: • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement.	n/a

Additional Mandatory Title I Descriptions *(continued)*

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. **Please note that multiple, educationally related criteria must be used to identify students eligible for services**. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

	Description of how the LEA is meeting or plans to meet this requirement:
Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.	n/a
The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.	n/a
The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.	n/a

Additional Mandatory Title I Descriptions *(continued)*

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement.

	Description of how the LEA is meeting or plans to meet this requirement:
If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following: • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively.	For all of our PI schools, SLUSD offers technical assistance in the following areas: • Notification to parents about program improvement status • Facilitating school choice and SES programs • Assistance with the development/revision of the Single Plan for Student Achievement • Data analysis • Professional development • Implementation of research based strategies that will help the school get out of PI • Assistance in analyzing/revising site budget and maximizing of school resources

Additional Mandatory Title I Descriptions *(continued)*

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	Within the federally mandates guidelines, a letter is mailed to parents informing them of the school's PI status. The letter includes timelines and processes for applying for school choice and SES.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	All school choice applications are reviewed by SLUSD and selection will be based on the eligibility criteria. Priority will be given to the lowest achieving, low socio-economic status students. Upon completion of review, applicants are individually notified of eligibility for available District transfer options. Parents are informed that if they decide to remain at the PI, school they may select SES services. Parents are encouraged to apply and support is provided to parents as they choose an SES provider. Placement priority is given to the lowest achieving, low socio-economic status students.

Additional Mandatory Title I Descriptions *(continued)*

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	Hiring practices have been enhanced; applications include screening for and verification of HQT compliance. If a candidate is not HQT, he/she is not considered for employment with the exception of hard to fill subject areas (SPED). Title II funds are allocated to help teachers meet certification requirements. Any new and current non HQT teachers meet with the Assistant Superintendent for HR and site principal to develop an action plan to be HQT compliant. Assistant Superintendent for HR also attends job fairs to recruit highly qualified individuals for employment.
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	• Parent education opportunities are provided at our Title 1 schools • Annual Title 1 meeting is convened at each site • Parent meetings (e.g. Coffee Klatch) are regularly held at Title 1 sites • Communications are written in English and Spanish • Superintendent convenes a parent empowerment group • DELAC receives parent education training

Additional Mandatory Title I Descriptions *(continued)*

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

	Description of how the LEA is meeting or plans to meet this requirement:
Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as: a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.	Program managers meet regularly to ensure integration of state and federal programs into the educational experience of our students. Every school site meets regularly with their school site councils to ensure the Board approved action steps and budget align with the state and federal program requirements. District program managers provide oversight and support to school sites. Administrator and teacher task forces are formed to strengthen the efforts to serve our neediest students. For example, site teacher assessment leads meet with the District on what's working/not working and plans are implemented to provide ongoing site support in order for this major effort to be successful. Plans to improve this requirement: 1. Ensure there is a sustainable system of identifying students who participate in various programs, i.e., Title I, into our Aeries student information system for ongoing program evaluation. 2. Continue to provide ongoing professional development for our principals and teachers on service needs and options. Implement an Office of Student and Family Wellness as recommended by Alameda County School Health Services Coalition to build a continuum of services from prevention to intervention and coordinate all the behavioral health services for all schools.

Performance Goal 5: ***All students will graduate from high school.***

Planned Improvements: High School Graduation Rates, Dropouts, and AP:

This section of the plan is intended to reflect the LEA's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 High School Graduates	Meet with eighth grade students and parents in spring prior to inform them about high school requirements and options. Hold a parent information night and to program students into a high school schedule.	All 8th Graders	Spring: Counselors	All 8th graders get programmed	General Funds
	Meet with ninth grade students after semester 1 ends to complete 4-Year Graduation Plan, determine if each student is on track to graduate, and program students for their 10th grade classes.	All 9h Graders	End of Semester 1: Counselors	All 9h graders develop their 4-Year Graduation Plan and get programmed for 10th grade	General Funds
	Meet with 10th grade students after Semester 1. Counselors visit students in World History or English class (History and English alternate years) to give them their transcripts, remind them about graduation requirements, and review their 4-Year Graduation Plan. Students subsequently meet their counselor in the computer lab during World History or English class to complete their grade 11 course requests on ABI.	All 10h Graders	End of Semester 1: Counselors	All 10h graders develop their 4-Year Graduation Plan and get programmed for 11th grade	General Funds
	Meet with 11th grade students after Semester 1. Counselors visit students in US History or English class (US History and English alternate years)) to give them their transcripts, remind them about graduation requirements, discuss Honors and Advance Placement options, and review their 4-Year Graduation Plan. Students subsequently meet their counselor in the computer lab during US History or English class to complete their grade 12 course requests on ABI.	All 11h Graders	End of Semester 1: Counselors	All 11h graders develop their 4-Year Graduation Plan and get programmed for 12th grade	General Funds
	Meet with 12th grade students at the beginning of the year, end of Semester 1 (after semester 1 grades are issued in January), and the beginning of Quarter 4 (after quarter 3 grades are issued) to review senior grades with students and determine if they are on track to graduate from SLHS. If they are not, counselors may suggest alternatives to make up credit deficiencies or to graduate from Lincoln HS or the Adult School.	All 12h Graders	End of Semester 1: Counselors	District and schools attain the NCLB graduation rate goal each year	General Funds
	Senior students complete a Senior Survey Form to let high school staff know	All 12h Graders	Quarter 4: Counseling	98% of Senior Survey Forms	General Funds

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
	what they plan to do after graduation – going to a university, community college, summer school, trade school, directly to work, etc.		Office	returned	
	Counselors also generate a list of senior students who are lacking credits and may benefit from attending Lincoln, ACE, or summer school, and speak to the students on this list.	All 12h Graders	Beginning of the school year and at the end of Semester 1: Counselors	District and schools attain the NCLB graduation rate goal each year	General Funds
	SLHS implements a Scholarship Program that encourages students to graduate from high school and go to college.	All students	Spring: SLHS staff	District and schools attain the NCLB graduation rate goal each year	General Funds
	SLHS staff (counselors, teachers, coaches, administrators) writes recommendations for students to go on to higher education or gain employment after high school.	All students	January through June: SLHS staff	District and schools attain the NCLB graduation rate goal each year	General Funds
	CAHSEE Math is offered to grade 11 & 12 students who have not passed the CAHSEE math section.	11th & 12th grade students who have not passed the CAHSEE math section	Semester 1 & Semester 2: Counselors/ CAHSEE Math Teacher	Overall grades 10-12 CAHSEE Math passing rate greater than or equal to the AYP Math target.	General Funds
	Companion Algebra class is offered to grade 9 students who did not pass Algebra in grade 8. This class supports student achievement in Algebra I class for 9th graders.	9th grade students who did not pass Algebra in grade 8	Semester 1 & Semester 2: Counselors/ Companion Math Teacher	98% of students meet the Algebra I graduation requirement	General Funds
	Companion ELA class is offered to grade 9 students who demonstrated in grade 8 that they would need additional support in order to pass ELA 9.	9th grade students who need additional support	Semester 1 & Semester 2: Counselors/ Companion ELA Teachers	98% of students meet ELA 9 graduation requirement	General Funds
	After school CAHSEE program for 11th and 12th graders encourages students to participate in an online tutorial program in the library computer lab.	11th & 12th grade students who have not passed the CAHSEE	Semester 1 & Semester 2: SLHS CAHSEE Coordinator	Overall grades 10-12 CAHSEE ELA Math passing rate greater than or equal to the AYP ELA and Math targets.	CAHSEE Funds
	SWD Tutorial Class offered to help students with homework and additional support for high academic achievement.	SWD students	Semester 1 & Semester 2: Counselors and Special Education Teachers	District and schools attain the NCLB graduation rate goal each year for SWDs.	General Funds
	Cluster of ELD 1 & 2 classes are offered to EL student with an EPL level of 1 or 2. This ELD cluster includes 3 consecutive periods of ELD each day.	All ELs with EPL levels 1 & 2	Semester 1 & Semester 2: Counselors and English Language Development Teachers	95% of EL students meet ELA 9 & ELA 10 graduation requirements; EL students meet or exceed the AMAO 2 Target for Percentage of Students Attaining the	General Funds

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
				English Proficient Level on the CELDT.	
	Cluster of ELD 3 & 4 English classes offered to EL students with an EPL level of 3 or 4. This ELD cluster includes 2 periods of English - 1 ELD class and 1 English class.	All ELs with EPL levels 3 & 4	Semester 1 & Semester 2: Counselors and English Language Development Teachers	90% of EL students meet ELA 11 & ELA 12 graduation requirements; EL students meet or exceed the AMAO 2 Target for Percentage of Students Attaining the English Proficient Level on the CELDT.	General Funds
	Our Gear-Up Program is offered to a Class Cohort of students to encourage students to graduate and attend college. Year-round Activities in this program target both students and their parents and include: writing letters to parents, calling parents and students, periodically reviewing academic progress reports, review student absences, encouraging students to attend a Gear-up after school tutoring program, discussing Honors and Advance Placement options for students. This program also has a parent education component aimed at educating parents on graduation and college requirements. Gear-up staff also track students' progress toward graduation and provide numerous opportunities for students to visit nearby university campuses.	Currently All 10h Graders *(This is a Class Cohort; next year this will be all 11th Graders)*	Semester 1 & Semester 2: Counselors and Gear-up Staff	District and schools attain the NCLB graduation rate goal each year	Gear-up Funds
5.2 Dropouts	After each CAHSEE administration to seniors, a letter is mailed home with the CAHSEE results. This letter includes information for students on the options available to students who have not passed one or both of the CAHSEE sections by graduation, and/or who are credit deficient at the time of graduation. Options include attending senior summer school and/or attending the adult school in order to graduate.	All 12h Graders	July through June: District CAHSEE Coordinator	Increase the percent of dropout students who receive a high school diploma post high school	CAHSEE Funds
	Counselors meet with senior students who are in jeopardy of not graduating to let them know their options for graduating post high school. The adult school receives a list of all students who have not graduated at the end of each school year.	All 12h Graders	Semester 1 & Semester 2: Counselors and Gear-up Staff	Increase the percent of dropout students who receive a high school diploma post high school	General Funds

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.3 Advanced Placement	Counselors meet with students each spring to program them into their classes for the following year. The Advance Placement option is discussed at these meetings. Advanced Placement classes are open to all students who would like to participate.	All 11th & 12h Graders	Spring of prior year	Increase the percentage of students who take Advanced Placement classes each year – particularly students of under-represented student groups.	General Funds
	Advanced Placement tests are administered at SLHS every year. Students are apprised of a fee waiver option for those who cannot afford to take one or more Advanced Placement tests.	All 11th & 12h Graders	Spring	Increase the percentage of students who take Advanced Placement classes each year – particularly students of under-represented student groups.	General Funds

ASSURANCES

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.

3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.

4. The LEA will adopt and use proper methods of administering each such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.

6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.

7. The LEA will: (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.

9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment (Pending Board of Education Approval 3-20-12).

9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.

10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

12. If the LEA receives more than $500,000 in Title I funds, it will allow 1 percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.

13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.

14. Provide technical assistance and support to schoolwide programs.

15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.

16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).

17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.

18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.

20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001.*

21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.

23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.

24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students

are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).

26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.

27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.

28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.

29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).

30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:

  (A) Have the lowest proportion of highly qualified teachers;

(B) Have the largest average class size; or
(C) Are identified for school improvement under section 1116(b).

- The LEA will comply with section 9501 (regarding participation by private school children and teachers).

- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. *The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:*

    - *Strategies for using technology to improve academic achievement and teacher effectiveness.*

    - *Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.*

    - *Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.*

    - *Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.*
    - *Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.*

    - *A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.*

    - *A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.*

    - *A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.*

    - *Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.*

    - *A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.*

    - *Collaboration with adult literacy service providers.*

- *Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.*

- *Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.*

36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.

37. Any LEA *that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)* hereby assures the SEA that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:

    - *Has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors*

    - *Is enforcing the operation of such technology protection measure during any use of such computers by minors*

    - *Has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers, and*

    - *Any LEA that* does *receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.*

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.

39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.

40. The LEA is complying with Section 3302 prior to, and throughout, each school year.

41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.

43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.

47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.

48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:

    - *Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.*

    - *Security procedures at school and while students are on the way to and from school.*

    - *Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.*

    - *A crisis management plan for responding to violent or traumatic incidents on school grounds.*

    - *A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:*

        - Allows a teacher to communicate effectively with all students in the class.
        - Allows all students in the class to learn.
        - Has consequences that are fair, and developmentally appropriate.
        - Considers the student and the circumstances of the situation.
        - Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:

    - Will be used to make decisions about appropriate changes in programs for the subsequent year;
    - Will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
    - Will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

    (i) Truancy rates;

    (ii) The frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;

    (iii) The types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and

    (iv) The incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

58. The LEA assures that a minimum of 95 percent of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

SIGNATURE PAGE

(Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting this Plan must sign on behalf of all participants included in the preparation of the Plan. LEAs in Program Improvement Year 3 assigned or required to access the services of a District Assistance and Intervention Team (DAIT) or other technical assistance provider must also secure signatures from the DAIT leads or other technical assistance provider leads.

_____

Print Name of Superintendent

_____ _____

Signature of Superintendent Date

_____

Print Name of Board President

_____ _____

Signature of Board President Date

_____

Print Name of DAIT Lead or Technical Assistance Provider Lead
(if applicable)

_____ _____

Signature of DAIT Lead or Technical Assistance Provider Lead Date
(if applicable)

_____

Print Name of Title III English Learner Coordinator/Director
(if applicable)

_____ _____

Signature of Title III English Learner Coordinator/Director Date
(if applicable)

Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.

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