

Application #	
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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 **June 30, 2011**. 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: **Pittsburg Unified School District**

County/District Code: **07-61788**

Dates of Plan Duration (should be up to three years): **July 1, 2011 – June 30, 2014**

Date of Local Governing Board Approval: **June 22, 2011**

District Superintendent: **Linda K. Rondeau**

Address: **2000 Railroad Avenue**

City: **Pittsburg**

State: **California**

Zip: **94565**

Phone: **(925) 473-2300**

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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 77 – 84. Signatures are required on page 85.

Pittsburg USD - LEA Plan
TABLE OF CONTENTS

<u>Topic</u>	<u>Page</u>
<i>LEA Information</i>	1
<i>Table of Contents</i>	2-3
 <u>Part I – Background and Overview</u>	
<i>Federal and State Programs Checklist</i>	4
<i>District Budget for Federal and State Programs</i>	5-6
 <u>Part II – The Plan</u>	
<i>District Profile</i>	7
<i>Needs Assessment & Data Analysis</i>	8-16
<i>CPM Compliance</i>	17
<i>Fiscal Health</i>	17
<i>Corrective Action 6</i>	18-25
<i>Instructional Materials</i>	19
<i>Professional Development</i>	20-21
<i>High Priority Students</i>	22-25
<i>Schools in PI and Restructuring</i>	26-27
<i>DAIT Recommendations: District Action Plan</i>	28-36

Continued on next page....

Pittsburg USD - LEA Plan
TABLE OF CONTENTS

Continued

Performance Goal 1A: English/Language Arts.....37-40

Performance Goal 1B: Mathematics.....41-44

Performance Goal 2.....45-51

Performance Goal 3.....52-56

Performance Goal 4.....57-60

Safe & Drug Free.....61-66

Additional Mandatory Title I Descriptions.....67-74

Performance Goal 5.....75-76

Part III – Assurances and Attachments

Assurances.....77-84

Signature Page.....85

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 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		
	21 st Century Community Learning Centers		
✓	Other (describe): Title IV, Part A – 21 st C.	✓	Other (describe): ASES After School
✓	Other (describe): Title IV, Part B – Princ.	✓	Other (describe): ROP
✓	Other (describe): Voc & App Tech	✓	Other (describe): BTSA

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers 2009-10	Current Year District Entitlements 2010-11	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A <i>and</i> ARRA	\$ 1,403,393	\$ 2,583,662	\$ 3,283,396	127%
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	\$ 367,309	\$ 499,847	\$ 314,974	63%
Title II, Part D, Enhancing Education Through Technology	\$ 14,939	\$ 9,447	\$ 27,703	293%
Title III, Limited English Proficient	\$ 169,735	\$ 324,970	\$ 404,941	125%
Title III, Immigrants				<i>No \$ for PUSD 2010-11</i>
Title IV, Part A, Safe and Drug-free Schools and Communities	\$ 31,726	--	\$ 31,857	<i>Stopped in 2010-11</i>
Title V, Part A, Innovative Programs – Parental Choice				<i>Stopped in 2008-09</i>
Adult Education		\$ 314,306	\$ 288,042	
Career Technical Education		\$ 78,688	\$ 73,776	
McKinney-Vento Homeless Education				
IDEA, Special Education	\$ 2,195,692	--	\$ 1,952,479	
21 st Century Community Learning Centers				
Other (describe)				
TOTAL	\$ 4,182,794	\$ 3,810,920	\$ 6,377,168	

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers 2008-09	Current Year District Entitlements 2009-10	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	\$ 559,004	\$ 967,206	\$ 947,613	98%
EIA – Limited English Proficient	\$ 630,503	\$ 1,119,036	\$ 930,737	83%
State Migrant Education				
School and Library Improvement Block Grant				
Child Development Programs	--	\$ 10,000	\$ 8,813	
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)	\$ 5,209	\$ 166,035	\$ 33,291	N/A
High Priority Schools Grant Program (HPSGP)				
School Safety and Violence Prevention Act (AB 1113)				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other: Emergency Repair-Williams	\$ 134,503	No information yet	--	
Other: ELAP	\$ 24,053	2010-2011 funding included in EIA carryover s/b used	\$ 80,848	
Other: Lottery-Instructional Materials	\$ 175,203	No information yet	\$ 298,299	
Other: CAHSEE Materials		No information yet		
TOTAL	\$ 1,528,475	\$ 2,262,277	\$ 2,299,601	

Pittsburg Unified School District LOCAL EDUCATIONAL AGENCY PLAN

District Profile

Pittsburg Unified School District is located in the city of Pittsburg, California, a suburban, industrial community with a population of approximately 50,000 residents. Geographically, it is located about 40 miles east of San Francisco on the Sacramento River in Contra Costa County's eastern region, an area experiencing rapid development.

Pittsburg Unified School District serves students in preschool through adult education. The district has one preschool, eight elementary schools, two junior high schools (grades 6-8), one high school, one continuation high school, and one adult education facility. The district's present **enrollment is 9,617 students** (2009-2010). The district serves a diverse student body, with 56.5% Hispanic/Latino, 22.7% African American, 6.9% White, 5.8% Filipino, 35.7% English Learners, and 9% Students with Disabilities. The district has a large number of Socioeconomically Disadvantaged students (78.4%).

District Board Goals:

All schools and their student subgroups will attain a score of 800 or higher on the Academic Performance Index (API) by 2014. Schools and student subgroups that attain a score of 800 will continue to meet annual growth targets.

The Board will allocate resources to support all goals while maintaining fiscal solvency in the multi-year budget plan.

All schools and classrooms will respond to student and staff needs by providing an environment where all students and staff feel emotionally and physically safe, valued, and acknowledged, as measured by an annual survey of students, parents, and staff, beginning academic year 2011-2012.

Beginning academic year 2011-2012, all district facilities will be reviewed quarterly for cleanliness, operational integrity, and safety using a standardized system to ensure established standards are maintained.

Beginning academic year 2011-2012, the Board, all district departments, and all schools will utilize current technology to communicate and interact with all stakeholders on a monthly basis during each school year.

Superintendent's Vision for Student Achievement:

Pittsburg Unified School District is focused on the academic achievement of all students. The Governing Board sets policy and monitors progress towards achieving district goals. The goals and benchmarks are selected based on the assessment outcomes for all subgroups of students. All teachers, site administrators, and district personnel are held accountable for student achievement. The district places enormous energy and resources into maintaining a coherent standards-based curriculum, instruction, and assessment system. As an organization, we are implementing a system of common assessments and procedures for regular analysis of student outcomes in order to gauge student progress toward curricular mastery, as well as identification of students in need of intervention. As a fiscally healthy LEA, resources are aligned to student needs. District and site budgets are aligned to goals and adjusted as data reveals greater priorities. Outreach to parents and community is a high priority as we offer parents regular, ongoing opportunities to be informed and participatory in their student's education. Partnerships with parents, community organizations, public and private entities, and philanthropic groups are critical to parents/families having integral roles in high achieving students and schools. Our human resources are at the heart of our improvement efforts. The actions of all adults are focused on improving academic achievement.

District Mission Statement:

It is the mission of Pittsburg Unified School District to inspire our students, to ensure they achieve equity in academic excellence, and to bring students closer together through shared experiences in learning. We believe the cultural diversity of our community and our youth are our greatest assets. We endeavor to bring our students to their fullest potential and to create lifelong learners who will contribute positively to the world.

Planning Step 1 – Measure effectiveness of current Improvement strategies and seek input from staff, advisory committees and community members

Needs Assessment and Process for Developing the Revised LEA Plan:

Needs Assessment:

In order to develop the revised LEA Plan for Pittsburg USD, the Napa/Solano/Contra Costa Educational Support Team used an in-depth, data-driven, collaborative process. A thorough needs assessment was conducted by the Napa/Solano/Contra Costa Educational Support Team in conjunction with district administration, certificated staff, site leaders, parents, and other stakeholders as appropriate. Strengths and weaknesses were identified for areas of academic performance, teacher quality, and safe schools.

Additional documentation—reviewed, analyzed, and utilized to inform strengths and weaknesses— included curriculum documents such as course descriptions, course catalogs, pacing guides, assessment plans, professional development plans (Title II, Part A Preparing, Training and Recruiting High Quality Teachers and Principals), documentation of participation in state wide standards-based professional development for teachers and principals (AB466, SB472, AB75, AB430), coaching plans and documentation, staff development agendas and programs, LEAP 2003 and subsequent LEAP addendums (developed in 2009), all previous action plans and evaluations of progress on those actions plans, Single Plans for Student Achievement (budgets and evaluation of progress), Title III Plan, English Learner Master Plan, California Healthy Kids Survey, Safe and Drug Free and TUPE plans, Consolidated Application Parts I and II, FICMAT reports, unaudited actuals and other budget reports, CPM findings and resolutions, community and parent surveys and Board policies.

A thorough review and analysis of academic performance was conducted using data from state assessments (STAR: CST, API, AYP, APR, CELDT, CASHEE), and local assessments. Data on educational processes were derived from CDE tools, including: the **Academic Program Survey (APS)**, **District Assessment Survey (DAS)**, **Inventory of Services and Supports (ISS)** for Students with Disabilities, and the **English Learner Subgroup Self-Assessment (ELSSA)**.

The team met with Pittsburg USD leadership to review district and site data; to discuss district successes and ongoing initiatives (professional development, leadership training, coaching support, etc.); and to outline current challenges at the district and site level. The Napa/Solano/ Contra Costa Educational Support Team spent several days with the cabinet level staff and Principals to implement the administration of the DAS, ISS for Students with Disabilities, and ELSSA for English Learners. From the survey results and in discussion with the district leadership team, district-wide areas of focus were uncovered and next steps were discussed.

The Napa/Solano/Contra Costa Educational Support Team then conducted full day meetings with site leadership teams from all of the Pittsburg USD schools (one day for secondary schools, two days for elementary schools). Each School participated in the administration and verification of the APS. These leadership teams included site administrators and teacher representation from all grade ranges and key departments. Additionally, all teachers were provided the opportunity to respond to the APS electronically, and many chose to do so. Based on the APS results, both district systems-level and site level areas of focus were uncovered and next steps were discussed.

Based on findings from district and site data analysis and from the administration of the CDE-recommended tools, the Napa/Solano/Contra Costa Educational Support Team developed a District Action Plan. This plan includes a response to **Corrective Action 6** by addressing the needs of high priority students (including English Learners and Students with Disabilities), providing for the implementation of the core ELA/ELD and mathematics programs with fidelity, outlining appropriate interventions for both strategic and intensive learners, providing for appropriate professional development and addressing the needs of schools in Program Improvement. Plans were reviewed by the district leadership team, and the Team was provided with several opportunities to provide feedback before the Action Plan was finalized.

1. Address the fundamental teaching and learning needs in the schools of that 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.

In 2010-11, the Pittsburg Unified School District qualified as a **Program Improvement Year 3** School District. In accordance with the regulations set forth on the current ESEA legislation known as No Child Left Behind, Pittsburg USD made **28 of 42 Annual Yearly Progress (AYP) criteria**. Pittsburg USD **failed to meet the AYP target** for Percent Proficient in both English/language arts and mathematics LEA wide, and for African American, Hispanic/Latino, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities. Only the White, Asian, and Filipino subgroups met the AYP target for Percent Proficient in English/language arts and mathematics. The LEA also failed to meet the goals for Graduation rate.

In addition, the district met **2 of 3 Title III AMAO Goals**. English Learners in Pittsburg USD met AMAO 1 (57.7%) and AMAO 2 (23% and 53.4%). The district met 2 of 4 targets for AMAO 3. Participation rate for English/language arts and mathematics was met. Percent proficient math target for AMAO 3 was not met nor was the target reached in English/language arts. Of 516 total teachers districtwide, 16 are currently not Highly Qualified (HQT), as outlined in NCLB requirements (3% of district teachers). The district Human Resources department has a plan in place to ensure that these teachers become HQT, or are replaced.

Strengths: After a thorough review of documents, data and the use of the CDE recommended tools the following identified strengths arose from the analysis of the effectiveness of the current improvement strategies:

- The Governing Board is knowledgeable concerning district core values and beliefs about curriculum and instruction that ensure that all students have access to a rigorous, high quality education, and supports the district initiatives that work toward this vision.
- District leadership is aligned in its laser-like focus on student achievement and the realization of its core values.
- The district has diligently worked to develop a coherent standards-based system of curriculum and instruction based on common benchmark pacing guides and assessments, common data analysis and planning processes, and common district-identified instructional strategies and practices.
- The district continues the ongoing process of defining for itself and its teachers a common vision of rigorous, high level instruction that supports the learning of all students
- District has begun to systematize a model of standards-based lesson development using a direct instruction model which includes; a) identifying the objective (state & teach), 2) teacher instruction and modeling, 3) guided practice with checking for understanding, 4) independent practice, and 5) monitoring for mastery throughout.
- District has begun implementation of the Special Education ISP Model to ensure that all Students with Disabilities are provided access to core instruction in the Least Restrictive Environment.
- The district is financially healthy and has been able to avoid staff layoffs due to its sound fiscal policies. All its resources are aligned to ensure support for its core values and plans
- Despite the difficult economic times, the district has adopted new English/language arts texts for elementary and junior high (K-8).
- The district has implemented strategic support classes in the high school in ELA and math; it has worked diligently to ensure that the instruction in these classes pre-teaches and re-teaches the core instruction.

- The district has developed and implemented a model for ELA professional development/coaching at the elementary level and in the high school. District is in the process of aligning the junior high school coaching model to that developed at the ES and HS.
- The district and high school have developed a model for math coaching at the high school.
- The district has provided time for collaboration at all sites and has developed and provided professional development on district collaboration protocols.
- The district has developed a protocol for the creation of data teams at each site.
- District administrators have had significant involvement in the Stoneman ES and Pittsburg HS Secondary SAIT teams, providing the district with a deep understanding of the reform process.

Note: Additional strengths and weaknesses are also outlined in sections for Professional Development, Teacher quality, and Safe Schools.)

Needs: Based on the analysis of the needs assessment tools described above, the findings reveal that the **previous LEA Plan did not adequately guide the district** as described below:

- While several important initiatives have been implemented across the district, they have not been monitored to determine the degree of implementation or effectiveness in improving student performance. The district needs to develop an extensive monitoring system with protocols and data collection and analysis cycles that ensure that all programs and plans are monitored to determine that they are making a difference in student achievement, ensure that programs, practices, and policies are implemented as they are designed, and to identify promising practices that can be taken to scale. Professional development in monitoring strategies and practices needs to be provided to all site administrators and identified teachers.
- The district needs to continue the process of identifying common formative assessments in ELA and math at the elementary and junior high levels.
- The district has not fully ensured that differentiated instruction is implemented in ELA and math classes in its elementary and middle schools through scaffolded instruction. Universal access has not been implemented consistently across all schools, especially at the junior high level and high school level. In a few schools ELA intervention classes were not scheduled; in most schools math intervention is not scheduled or taught.
- The district needs to continue to clarify what “access to the core” means for Special Education students at all levels and at all sites. As part of this, the district needs to universally distribute a policy expressing a uniform vision of instruction for Students with Disabilities, and then to ensure that site practices and policies are aligned to that vision. The district also needs to clarify the use of core curriculum material policies and practices to ensure that Students with Disabilities receive instructional resources at the same level as General Education students.
- The district needs to review the vision and mission of the Dual Immersion program to ensure that all students, including Students with Disabilities, have access to services.
- Strategic and intensive intervention curriculum has been implemented inconsistently in the elementary and junior high schools, sometimes due to perceived staffing issues and the practice of not fully implementing the intensive intervention programs as designed and/or by selectively using intensive intervention materials.
- The district has not yet provided materials-based training for the new ELA adoption to its teachers at the elementary and junior high level
- The use of ancillary materials needs to be supported through the materials-based training. Specifically, the Dual Immersion schools need to be provided with appropriate ancillary materials.
- The ELD texts from previous adoptions at the various levels do not drive instruction and the district is not using Program 2 or 3 for the elementary and middle schools that comes with the new state adoption (*California Treasures*, MacMillan McGraw Hill, 2010; *California Glencoe Literature*, Glencoe McGraw Hill (2010) Course 1-3), though it has been purchased.
- ELD instructional strategies are inconsistently implemented across the district. Extra support needs to be provided to new teachers on the use of the core text, instructional strategies, and ADEPT testing and analysis.
- Specific time for ELD is not consistently implemented in site and grade level schedules. In addition, there is no district model/protocol for prioritizing instruction on days when instructional time has to be shortened.
- There is no pacing guide for ELD instruction that is focused on and driven by the core text.

- There is no pacing guide for intensive intervention instruction.
- The district has not yet addressed the contractual elements that infringe on uninterrupted core and intervention time, as well as site informal practices that result in a lack of uninterrupted time.
- A consistent and common math professional development and coaching model needs to be refined and implemented at the elementary and junior high levels and further refined at the high school.
- The district needs to continue to provide training and support on collaboration protocols, with extra support provided to sites and grade levels that experience difficulty collaborating.
- The junior high schools need to reorganize their schedules to provide strategic support for English/language arts consistent with the APS guidelines, including the implementation of Universal Access.
- The junior high schools need to reorganize their schedules to provide strategic support for math/Algebra consistent with the APS guidelines, including the implementation of Universal Access.
- The junior high schools need to reorganize their schedules to provide intensive intervention for English/language arts consistent with the APS guidelines.
- The junior high schools need to reorganize their schedules to provide intensive intervention for math/Algebra consistent with the APS guidelines.

The needs assessment analysis revealed that significant **achievement and opportunity gaps** exist between White, Hispanic/Latino, ELs, and SWD's in English language arts and mathematics at all levels. (Table 1, below.)

Table 1: Pittsburg USD - 2010 Percent Proficient by Grade Span						
Subgroup	English/language arts			Mathematics		
	Grades 2-5	Grades 6-8	Grade 10	Grades 2-5	Grades 6-8	Grade 10
Target	56.8%	56.8%	55.6%	58.0%	58.0%	54.8%
Districtwide	42.1%	39.2%	45.1%	54.3%	35.3%	39.7%
African Amer.	37.6%	32.1%	38.1%	42.0%	26.9%	30.6%
Filipino	67.8%	60.3%	66.7%	73.7%	57.1%	61.9%
Hispanic	37.7%	35.9%	42.9%	53.6%	33.3%	39.4%
White	57.7%	54.5%	58.3%	66.3%	46.7%	58.3%
Socioeconom.	38.4%	35.9%	46.3%	52.0%	33.8%	43.1%
English Learner	35.2%	27.6%	26.5%	53.0%	29.5%	26.9%
SWD	23.1%	21.4%	12.5%	30.1%	19.2%	16.7%

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

Pittsburg Unified School District's 2009/2010 enrollment was **9,617 students**. The district serves a diverse student body, with **56.5% Hispanic/Latino**, **22.7% African American**, 6.9% White, 5.8% Filipino, **35.7% English Learners**, and 9% Students with Disabilities. The district has a **large number of Socioeconomically Disadvantaged students** (78.4%).

District-wide API Data Analysis:

Table 2: Pittsburg USD – District-wide API (2008 – 2010)					
Subgroup API – 3 Years (2008-2010)	2008	2009	2010	Growth +/-	+/- 800
Districtwide	681	699	718	+37	-82
African American	633	656	674	+41	-126
Filipino	796	819	837	+41	+37
Hispanic/Latino	671	687	710	+39	-90
White (<i>not of Hispanic origin</i>)	748	767	777	+29	-23
Socioeconomically Disadvantaged	669	685	708	+39	-92
English Learner	656	671	690	+34	-110
Students with Disabilities	508	532	549	+41	-251

Note: Pittsburg USD was identified for PI status in 2008-2009.

Over the three-year period from 2008 to 2010, **Pittsburg Unified School District's API grew** from a baseline of 681 in 2008 to 718 in 2010. API growth district-wide grew 18 points from 2008 (681) to 2009 (699), and 19 points from 2009 (699) to 2010 (718). In 2010, the overall API for the district was 718 points, 82 points below the state-wide API target of 800. (*Table 2*)

During the same three-year period from 2008 to 2010, the district saw **API growth** for all significant subgroups, with 41 percentage points growth for African American, 39 percentage points growth for Hispanic/Latino, 34 percentage points growth for ELs, 39 percentage points growth for Socioeconomically Disadvantaged, and 41 percentage points growth for Students with Disabilities.

The Hispanic/Latino and socioeconomically disadvantaged subgroup are 90 or more percentage points below the state-wide goal of 800 API. While the African American (-126), English Learner (-110), and Students with Disabilities subgroups all remain more than 100 points below the state-wide goal of 800 API, with Students with Disabilities falling over 250 points below the goal (-251). Only Filipino students have exceeded the state-wide goal (+37). (*Table 2*)

District API Context: Pittsburg USD API as compared to State Averages (2010)

For the 2009/2010 reporting period, Pittsburg USD made **28 of 42 Annual Yearly Progress (AYP) criteria**. Pittsburg USD **failed to meet the AYP target** for Percent Proficient in both English/language arts and mathematics LEA wide, and for African American, Hispanic/Latino, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities. Only the White, Asian, and Filipino subgroups met the AYP target for Percent Proficient in English/language arts and mathematics. The LEA also failed to meet the goals for Graduation rate. (*See table below.*)

2009 Graduation Rate (Class of 2007-08)	2010 Graduation Rate (Class of 2008-09)	2010 Target Graduation Rate	2010 Graduation Rate Criteria Met
72.55	71.10	74.30	No

Table 3: Pittsburg USD – District-wide API (2010) Compared to State					
Subgroup API	2010 California	2010 PUSD	Difference PUSD vs. State	+/- 800 State	+/- 800 PUSD
Statewide/Districtwide	767	718	-49	-33	-82
African American	686	674	-12	-114	-126
Filipino	851	837	-14	+51	+37
Hispanic/Latino	715	710	-5	-85	-90
White (<i>not of Hispanic origin</i>)	838	777	-61	+38	-23
Socioeconomically Disadvantaged	712	708	-4	-88	-92
English Learner	692	690	-2	-108	-110
Students with Disabilities	580	549	-31	-120	-251

For the 2009/2010 reporting period, Pittsburg USD fell below the state average for all significant subgroups. Subgroups closest to state averages were Hispanic/Latino (-5 API points), Socioeconomically Disadvantaged (-4), and English Learner (-2).

District-wide AYP Data Analysis:

Table 4: Pittsburg USD – District-wide AYP in ELA (2008 – 2010)				
Subgroup AYP (Adv./Prof.) – 3 Years	ELA – District AYP by Subgroup			
	2008	2009	2010	Growth +/-
Target	34.0	45.0	56.0	(+22)
District-wide	33.3	37.3	41.3	+8.0
African American	28.4	33.1	35.6	+7.2
Filipino	55.6	60.7	64.9	+9.3
Hispanic or Latino	29.6	33.3	37.5	+7.9
White (<i>not of Hispanic origin</i>)	49.9	54.5	56.6	+6.7
Socioeconomically Disadvantaged	29.8	34.4	38.1	+8.3
English Learners	25.5	29.1	32.1	+6.6
Students with Disabilities	18.5	22.0	21.6	+3.1

English/language arts: Over the three-year period from 2008 to 2010, the district saw **AYP growth for all significant subgroups**, ranging from 9.3 percentage points growth for Filipino students to 3.1 percentage points growth for Students with Disabilities (*Table 4*). District-wide there was an 8.0 percentage point gain in the number of students scoring Proficient and above. Despite the positive growth, gains did not keep pace with rising NCLB growth targets. Only white and Filipino students met the 2010 goal of 56.0 percent proficient, with White students scoring 56.6 percent proficient and Filipino students scoring 64.9 percent proficient.

Mathematics: Over the three-year period from 2008 to 2010, the district **made AYP growth** for all significant subgroups (*Table 5*), from 10.3 percentage points for White students to 2.4 percentage points for Filipino students. However, overall growth did not keep pace with rising NCLB growth targets, except for the White and Filipino subgroups. District-wide there was an 8.6 percentage point gain in the number of students scoring Proficient and above.

Table 4: Pittsburg USD – District-wide AYP in Mathematics (2008 – 2010)				
Subgroup AYP (Adv./Prof.) – 3 Years	Mathematics – District AYP by Subgroup			
	2008	2009	2010	Growth +/-
Target	34.6	45.5	56.4	(+21.8)
District-wide	37.4	43.6	46.0	+8.6
African American	27.3	34.2	35.5	+8.2
Filipino	63.7	68.0	66.1	+2.4
Hispanic or Latino	36.0	41.9	45.1	+9.1
White (<i>not of Hispanic origin</i>)	48.0	53.3	58.3	+10.3
Socioeconomically Disadvantaged	35.3	41.5	44.6	+9.3
English Learners	34.8	40.7	43.5	+8.7
Students with Disabilities	21.0	26.0	25.2	+4.2

District AYP Context: Pittsburg USD AYP as compared to State Averages

English/language arts: Despite positive AYP growth, Pittsburg USD continues to trail the average statewide AYP for English/language arts. In 2005 PUSD trailed the state by 11.7 percentage points, and in 2010 PUSD trailed the state by 12.7 percentage points (*Table 6*). District growth from 2005 to 2010 ranged from 11.6 percentage points for Socioeconomically Disadvantaged and 7.6 percentage points for Students with Disabilities.

Table 6: Pittsburg USD – AYP as compared to State Averages (2005 & 2010)					
Subgroup AYP (Adv./Prof.)	PUSD 2005	State 2005	PUSD 2010	State 2010	PUSD Growth
English/Language Arts (goal)	--	(23.0)	--	(56.0)	'05 to '10
Districtwide/statewide	30.2	41.9	41.3	54.0	+11.1
Socioeconomically Disadvantaged	26.5	26.5	38.1	41.2	+11.6
English Learners	22.5	21.9	32.1	35.7	+9.6
Students with Disabilities	14.0	17.0	21.6	32.4	+7.6
Mathematics (goal)	--	(23.7)	--	(56.4)	'05 to '10
Districtwide/statewide	29.4	45.0	46.0	56.4	+16.6
Socioeconomically Disadvantaged	27.4	32.8	44.6	46.4	+17.2
English Learners	27.0	31.9	43.5	45.6	+16.5
Students with Disabilities	15.4	19.8	25.2	35.0	+9.8

Mathematics: Despite positive AYP growth, Pittsburg USD continues to trail the average statewide AYP for mathematics. In 2005 PUSD trailed the state by 15.6 percentage points. By 2010 PUSD had closed the gap somewhat, trailing the state by only 10.4 percentage points (*Table 6*). District growth from 2005 to 2010 ranged from 17.2 percentage points for Socioeconomically Disadvantaged and 9.8 percentage points for Students with Disabilities.

Districtwide CST Scores by Grade Level for Selected Subgroups:

English/language arts: Analysis of districtwide CST scores for English/language arts by grade level reveal fairly consistent scores from grade level to grade level through 9th grade, ranging from a low of 32% in 3rd grade to a high of 47% in 2nd grade. Overall, scores were significantly lower in 10th grade (29%) than in any other grade level. Achievement for English learners dropped significantly with each grade level, dropping from a high of 41% in 2nd grade to a low of 7% in 10th grade (See Table 7A below.)

Districtwide CST Scores by Grade Level:

Table 7A: 2010 CST Scores for English/language arts (% Advanced/Proficient by grade level)									
2008/2009	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10
Districtwide	47%	32%	46%	44%	33%	44%	39%	38%	29%
African American	41%	30%	41%	40%	21%	41%	29%	31%	22%
Hispanic/Latino	45%	27%	41%	36%	31%	41%	36%	34%	25%
Socio-econ. Dis.	44%	27%	42%	40%	31%	41%	34%	35%	26%
English Learner	41%	24%	32%	17%	12%	14%	10%	8%	7%

The 2010 district AYP target for English/language arts was **56.0%**.

Mathematics: Analysis of districtwide CST scores for mathematics and Algebra by grade level reveal fairly consistent scores from grade level to grade level at the elementary level, ranging from a low of 49% in 5th grade to a high of 57% in 4th grade. Overall, scores were significantly lower in grades 6 and 7, and for Algebra (27%). English learner achievement was close to the district average through grade 4, but dropped significantly thereafter, reaching a low of 12% in Algebra. (See Table 7B below.)

Table 7B: 2010 CST Scores for mathematics/Algebra (% Advanced/Proficient by grade level)							
2008/2009	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Algebra (8)
Districtwide	56%	54%	57%	49%	33%	42%	27%
African American	43%	40%	45%	37%	19%	37%	23%
Hispanic/Latino	57%	56%	55%	46%	32%	41%	27%
Socio-econ. Dis.	54%	54%	54%	47%	32%	40%	29%
English Learner	55%	56%	49%	33%	14%	20%	12%

The 2010 district AYP target for mathematics was **56.4%**.

Significant Subgroup Data Analysis:

English Learners:

A further analysis of English Learner data (2010 STAR data for English/language arts and mathematics by grade level) uncovers a pattern in which **a large number of English Learners are stalled at the Basic level**, especially in English/language arts. For example, in 3rd grade, 6% of English learners were Advanced, 18% were Proficient, and 36% scored at the Basic level. English Learners fared better in mathematics in the elementary grade levels. The percentage of ELs scoring Advanced/Proficient in mathematics ranged from a high of 56% in 4th grade to 33% in 5th grade. Scores in 6th and 7th grade were concerning, with 14% Advanced/Proficient in 7th grade, 20% in 6th grade, and only 12% in Algebra.

Table 8: Pittsburg USD – English Learner Subgroup (by grade level)							
2010 ELA STAR Data				2010 Math STAR Data			
Grade Level	Basic & Above	Grade Level	% Prof./Adv.	Grade Level	Basic & Above	Grade Level	% Prof./Adv.
2 nd	72%	2 nd	41%	2 nd	80%	2 nd	55%
3 rd	60%	3 rd	24%	3 rd	81%	3 rd	56%
4 th	68%	4 th	32%	4 th	75%	4 th	49%
5 th	55%	5 th	17%	5 th	57%	5 th	33%
6 th	53%	6 th	12%	6 th	46%	6 th	14%
7 th	56%	7 th	14%	7 th	60%	7 th	20%
8 th	56%	8 th	10%	Algebra 8	40%	Algebra 8	12%
9 th	44%	9 th	8%				
10 th	45%	10 th	7%				
11 th	26%	11 th	5%				

Note: 2010 AYP targets are 56.0 for English/language arts and 56.4 for mathematics.

Students With Disabilities (SWDs):

A further analysis of SWD data (2010 STAR data for English/language arts and mathematics by grade level) uncovers a pattern in which **a large number of Students with Disabilities are stalled at Basic and below**, especially in English/language arts. For example, in 3rd grade, 3% of English learners scored at the Advanced level, 9% were Proficient, 26% were Basic, 31% were Below Basic, and 31% scored far Below Basic. In mathematics, Students with Disabilities fared well in the elementary grade levels, especially in 3rd grade (33% Prof./Adv.). Scores in the upper grades were concerning, with students scoring in single digits for both ELA and mathematics.

Table 9: Pittsburg USD – Students with Disabilities Subgroup (by grade level)							
2010 ELA STAR Data				2010 Math STAR Data			
Grade Level	Basic & Above	Grade Level	% Prof./Adv.	Grade Level	Basic & Above	Grade Level	% Prof./Adv.
2 nd	33%	2 nd	6%	2 nd	35%	2 nd	16%
3 rd	38%	3 rd	12%	3 rd	57%	3 rd	33%
4 th	48%	4 th	43%	4 th	36%	4 th	24%
5 th	60%	5 th	24%	5 th	43%	5 th	30%
6 th	42%	6 th	21%	6 th	36%	6 th	16%
7 th	27%	7 th	4%	7 th	46%	7 th	21%
8 th	30%	8 th	10%	Algebra 8	20%	Algebra 8	6%
9 th	21%	9 th	6%				
10 th	24%	10 th	9%				
11 th	17%	11 th	3%				

Note: 2010 AYP targets are 56.0 for English/language arts and 56.4 for mathematics.

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 (academic program) and resulting student outcomes: APS, DAS, LRE, and ELSSA. Additionally, the team used the previous LEAP, LEAP Addendums, the Consolidated Application, Title II, Part A plans and MOU, English Learner Master Plan, English Learner Handbook and Title III plans and reports to shape district and site actions.

School Safety:

See Performance Goal 4.

District CPM Compliance:

The district has no outstanding non-compliant items.

District Fiscal Health:

The fiscal health of the district is sound as indicated by the continuing positive certification of the district budget from the Contra Costa County Office of Education.

Pittsburg 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 **High Leverage Actions** (i.e. areas of identified need). These HLA’s will be the focus of district DAIT/Program Improvement work for the duration of this LEA Plan.

High Leverage Action #1: Provide ongoing **monitoring** of the implementation and effectiveness of all programs and district plans. For **schools in Program Improvement** (PI Year 4, 5, and 5+), the district will assist sites in forming Alternative Governance Teams to meet the requirements outlined in the state’s Alternative Governance Protocol. As part of this effort, the district will change the LEA Budget to reflect the cost of supporting site Alternative Governance Teams.

High Leverage Action #2: Ensure access to high quality, daily, structured, **strategic and intensive intervention** for *all identified students* that is equitably and consistently paced and implemented at all sites at all appropriate grade levels, and is monitored through the embedded biweekly assessment system in the intensive intervention program.

High Leverage Action #3: Ensure access to high quality, sustainable model of **daily ELD instruction** that uses as its guide the ELD program that accompanies the core text in elementary and middle school (Program 2 and 3), and in high school the district-adopted text. The district will ensure that the use of district-identified instructional strategies (a focused approach to ELD) and placement and progress monitoring assessments (ADEPT) are aligned to the core text.

High Leverage Action #4: Ensure continued **implementation of the ISP model** to ensure that SWD have access to core instruction; ensure that site policies and practices are in alignment with the district vision that all Students With Disabilities receive instruction in the least restrictive environment and address instructional and philosophical barriers that impede full implementation.

High Leverage Action #5: Continue to implement **professional development and coaching** protocols and practices that support district professional development at the site and grade level, and focus on implementation of core texts, district-identified instructional practices and strategies, and data analysis and planning practices, including the establishment and implementation of collaborative data teams at each site. Additionally, continue to implement professional development to support administrators in embracing their role as instructional leaders and leading the monitoring of district programs.

High Leverage Action #6: Provide instructional **materials-based (SB472-like) professional development** for administrators and teachers to ensure implementation of the core English/language arts, ELD, and mathematics texts with fidelity, including the use of ancillary materials, and to support the implementation of Universal Access.

Components of Corrective Action 6:

(As adopted by the State Board of Education in March 2010.)

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:

- Plan for adopting and/or implementing core mathematics materials:
- Plans for adopting and/or implementing mathematics intervention materials:
- Plans for adopting and/or implementing materials for English learners and students with disabilities (e.g., ancillary materials and strategies to help students access the curriculum).

Current SBE-adopted K-Algebra Materials:	Adoption Timeline:
Algebra/Geometry: Grade 9-10: <i>Algebra 1</i> , McDougal Littell (2008); <i>Geometry</i> , Key Curriculum Press	<i>Math adoption is current for all grade levels (K-10). District will adopt new math program according to ongoing state adoption timelines.</i>
Mathematics/Algebra: Grade 6-8: <i>Pre-Algebra & Algebra 1</i> , Prentice Hall (2008)	
Math: Grades K-5: <i>California Mathematics</i> , MacMillan McGraw Hill (2008)	

Instructional Materials: English/language arts (ELA)

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

- Plans for adopting and/or implementing core ELA materials:
- Plans for adopting and/or implementing ELA intervention materials:
- Plans for adopting and/or implementing materials for English learners and students with disabilities (e.g., ancillary materials and strategies to help students access the curriculum).

Current SBE-adopted K-10 Materials:	Adoption Timeline:
ELA: Grades 10: <i>Platinum Edition</i> , Prentice Hall (2002)	District will be adopting ELA for grade 10 according to state guidelines, no later than 2013/2014.
ELA: Grades 9: <i>Gold Edition</i> , Prentice Hall (2002)	District will be adopting ELA for grade 9 according to state guidelines, no later than 2013/2014.
ELA: Grades 6-8: <i>California Glencoe Literature</i> , Glencoe McGraw Hill (2010) Course 1-3	<i>English/language arts adoption is current for grades (K-8). District will adopt new math program according to ongoing state adoption timelines.</i>
ELA: Grades K-5: <i>California Treasures</i> , MacMillan McGraw Hill (2010)	
ELA: Grades K-5 Dual Immersion Program (Foothill ES & Willow Cove ES): <i>California Treasures</i> , MacMillan McGraw Hill (2010)	
ELD: Grades 9-10: <i>EDGE</i> , Hampton-Brown (2006)	District will be adopting ELD for grades 9-10 according to state guidelines, no later than 2013/2014.
ELD: Grades 6-8: Program 2 from the adopted core curriculum (<i>California Glencoe Literature</i> , Glencoe McGraw Hill, 2010 - Course 1-3) which has already been purchased/adopted.	<i>English/language arts (ELD) adoption is current for grades 6-8.</i>
ELD: Grades K-5: Program 2 from the adopted core curriculum (<i>California Treasures</i> , MacMillan McGraw Hill, 2010) which has already been purchased/adopted. (Program 3 for the Dual Immersion schools.)	<i>English/language arts (ELD) adoption is current for grades K-5.</i>

Current SBE-adopted K-10 Materials:	Adoption Timeline:
ELA: Intensive Intervention – Grades 9-10: <i>READ180</i> , Scholastic, 2008	<i>Intensive intervention adoption is current for grades 9-10.</i>
ELA: Intensive Intervention – Grades 6-8: <i>READ180</i> , Scholastic, 2008	<i>Intensive intervention adoption is current for grades 6-8.</i>
ELA: Intensive Intervention – Grades 4-5: <i>SRA REACH</i> Scholastic, 2002	District is currently exploring the expansion of <i>READ180</i> to grades 4-5 for the 2011-2012 school year.

Professional Development for Teachers:

Professional development for all mathematics teachers.

- Percent of mathematics teachers who have completed materials-based professional development in the curriculum adopted by the district. (See chart below.)
- Plans for providing materials-based professional development, including the use of effective instructional strategies, in the curriculum adopted by the district to all mathematics teachers who have not yet received this training. (See chart below.)

Current K-8 Materials:	Teachers Trained:	Materials-based Training Timeline:
Algebra – Grade 8: <i>Algebra 1</i> , Prentice Hall (2008)	22% of 8 th grade Algebra teachers (2 of 9) completed the textbook training; 100% of 9 th grade Algebra teachers (15 of 15) completed the textbook training. Total: 71% of Algebra teachers (17 of 24).	<u>Planned training:</u> <i>Algebra 1</i> training academic year 2011-2012 using Program Improvement funds.
Math – Grades 6 & 7: <i>Pre-Algebra</i> , Prentice Hall (2008)	Total: 0% of middle school math teachers (0 of 23) completed the textbook training.	<u>Planned training:</u> <i>Pre-Algebra training</i> academic year 2011-2012 using Program Improvement funds.
Math - Grades K-5: <i>California Mathematics</i> , MacMillan McGraw Hill (2008)	Total: 30% of elementary math teachers (73 of 242) completed the textbook training.	<u>Planned training:</u> <i>California Mathematics</i> training academic year 2011-2012 using Program Improvement funds.

Professional development for all ELA teachers.

- Percent of ELA teachers who have completed materials-based professional development in the curriculum adopted by the district. (See chart on page 21 below.)
- Plans for providing materials-based professional development, including the use of effective instructional strategies, in the curriculum adopted by the district to all ELA teachers who have not yet received this training. (See chart on page 21 below.)

See Performance Goal 3 for additional information on Professional Development on page 52.

- Writing instruction at the elementary level:

The district is providing additional Professional Development to elementary teachers through the PUSD Elementary Intervention program. Through this program, teachers at each school site are released on a rotating basis, as a site grade level team, to work with two experienced coaches. During these regularly scheduled meetings, teachers look at data, standards, and research-based instructional strategies, and use them to improve classroom instruction, including **writing instruction**. In addition, teachers learn to collaborate through facilitated dialogue. During 2010-2011, the coaches have worked with teachers to develop a wide array of materials to support implementation of standards and best practices, including planning sheets, graphic organizers, writing organizers, and standards-based pacing guides.

Current K-8 Materials:	Teachers Trained:	Materials-based Training Timeline:
ELA – Grades 9-10: <i>Platinum Edition</i> , Prentice Hall (2002); <i>Gold Edition</i> , Prentice Hall (2002)	Total: 100% of high school English teachers (14 of 14) completed the textbook training in the 2002 Prentice Hall ELA adoption.	<u>Planned training:</u> <i>Training will occur according to district adoption timeline; pending textbook adoption and approved funding (2013/2014).</i>
ELA – Grades 6-8: <i>California Glencoe Literature</i> , Glencoe McGraw Hill (2010) Course 1-3	Total: 0% of middle school English teachers (0 of 28) completed the textbook training in the 2010 <i>California Glencoe Literature</i> adoption.	<u>Planned training:</u> <i>California Glencoe Literature</i> training academic year 2011-2012 using Program Improvement funds.
ELA – Grades K-5: <i>California Treasures</i> , MacMillan McGraw Hill (2010)	Total: 0% of elementary English teachers (0 of 242) completed the textbook training in the 2010 <i>California Treasures</i> adoption.	<u>Planned training:</u> <i>California Treasures</i> training academic year 2011-2012 using Program Improvement funds.
ELD: Grades 9-10: <i>EDGE</i> , Hampton-Brown (2006)	Total: 100% of high school ELD teachers (4 of 4) completed the <i>EDGE</i> textbook training.	<u>Planned training:</u> No further training is required at this time.
ELD: Grades 6-8: Program 2 from the adopted core curriculum (<i>California Glencoe Literature</i> , Glencoe McGraw Hill, 2010 - Course 1-3)	Total: 0% of middle school ELD teachers (0 of 9) completed the Program 2 textbook training. No Instructional Coaches completed the training.	<u>Planned training:</u> <i>California Glencoe Literature</i> Program 2 training academic year 2011-2012 using Program Improvement funds.
ELD: Grades K-5: Program 2 & 3 from the adopted core curriculum (<i>California Treasures</i> , MacMillan McGraw Hill, 2010)	Total: 0% of elementary ELD teachers (0 of 242) completed the Program 2 textbook training (Program 3 for Dual Immersion sites); No Instructional Coaches completed the training.	<u>Planned training:</u> <i>California Treasures</i> Program 2 training academic year 2011-2012 using Program Improvement funds.
ELA: Intensive Intervention – Grades 9-10: <i>READ180</i> , Scholastic, 2008	Total: 100% of high school intervention/SPED teachers (3 of 3) completed the training in the 2008 <i>READ180</i> , Scholastic adoption.	<u>Planned training:</u> No further training is required at this time
ELA: Intensive Intervention – Grades 6-8: <i>READ180</i> , Scholastic, 2008	Total: 83% of middle school intervention/SPED teachers (5 of 6) completed the training in the 2008 <i>READ180</i> , Scholastic adoption.	<u>Planned training:</u> <i>READ180</i> training academic year 2011-2012; using Program Improvement funds.
ELA: Intensive Intervention – Grades 4-5: <i>SRA REACH</i> Scholastic (2002)	Total: 100% of elementary intervention/SPED teachers (4 of 4) completed the training in the 2002 <i>SRA REACH</i> Scholastic adoption.	<u>Planned training:</u> No further training is required at this time. <i>Additional training will occur according to district adoption timeline; pending intensive intervention adoption and approved funding (2013/2014).</i>

Professional Development for Administrators

- Percent of administrators who have completed materials-based administrator training in the most recent curricula adopted by the district:
- Plans for providing materials-based administrator-level training, including the use of effective instructional strategies, for all administrators who have not completed this training:
- Plans for providing administrators with training on the implementation of strategies for English learners, including Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD) programs:
- Plans for providing administrators with training on the implementation of programs for students with disabilities, e.g., Response to Intervention (RtI):

Subject Area:	Administrators Trained:	Adoption Timeline:
Math/Algebra – Grades K-Algebra:	0% of elementary (0 of 8), 0% of middle (0 of 6), and 17% of high school (1 of 6) site administrators (Principals and Vice Principals) have completed the materials-based training for math/Algebra appropriate to their site. Total: 5% of site administrators (1 of 20) have completed the math/Algebra training relevant to their site.	<u>Planned training:</u> Remaining administrators will receive training during academic year 2011-2012 using Program Improvement funds.
ELA/ELD – Grades K-10:	0% of elementary (0 of 8) and 0% of middle (0 of 6) site administrators have completed the materials-based training for Program 2 (ELD). 17% of high school administrators (1 of 6) have been trained in the EDGE materials. Total: 5% of site administrators (1 of 20) have completed the ELD training relevant to their site.	<u>Planned training:</u> Remaining administrators will receive training during academic year 2011-2012 using Program Improvement funds.
Intensive Intervention – Grades K-10:	0% of elementary (0 of 8), 33% of middle (2 of 6), and 17% of high school (1 of 6) Principals and Vice Principals have completed the materials-based training in the intensive reading intervention program relevant to their site. Total: 15% of site administrators (3 of 20) have completed the intensive intervention training relevant to their site.	<u>Planned training:</u> Remaining administrators will receive training during academic year 2011-2012 using Program Improvement funds.

Focus on High Priority Students:

Progress made on addressing the learning needs of English learners

- Plans to ensure there are Policies for assessing, placing in, and exiting English learners from ELD programs.
- Plans for implementing instructional delivery strategies for students learning English.
- Plans for providing support for general and special education teachers delivering specialized instruction for students with disabilities.
- Plans for creating collaboration among general education and special education teachers by grade-level or program.

English Learner – Actions	Persons Involved	Timeline	Estimated Cost	Funding Source
A. District and sites continue to provide all identified English learners CELDT level 1-3 with access to high quality, structured, leveled, daily English Language Development (ELD) , for the appropriate time (30 min. to 1 period daily) that is equitably and consistently implemented and paced at all sites at all grade levels. (B.2.3.1)	Director C&I EL Coordinator ELD Coach Principals Teachers	July 2011 – June 2014	\$60,000	Title II Title III
B. District and sites continue to provide all CELDT level 4-5 students with appropriate ELD support in their core classes (i.e. differentiation, use of visuals, SDAIE strategies, etc.) (B.2.3.2)	Director C&I Collaboration Coaches ELD Coach Principals Teachers	July 2011 – June 2014	\$60,000	Title II Title III

English Learner – Actions	Persons Involved	Timeline	Estimated Cost	Funding Source
C. 1) <u>Grades K-5</u> : Sites will implement Program 2 (ELD) from the adopted core curriculum (<i>California Treasures</i> , MacMillan McGraw Hill, 2010) which has already been purchased/ adopted. (Program 3 for Dual Immersion sites.) (B.2.3.3)	EL Coordinator ELD Coach ELD Facilitators Principals, VPs Teachers	July 2011 – June 2014	\$90,000	Title I Title II Title III
C. 2) <u>Grades 6-8</u> : Sites will implement Program 2 (ELD) from the adopted core curriculum (<i>California Glencoe Literature</i> , Glencoe McGraw Hill, 2010 - Course 1-3) which has already been purchased/ adopted. (B.2.3.3)	EL Coordinator ELD Coach ELD Facilitators Principals, VPs Teachers	July 2011 – June 2014		
C. 3) <u>Grades 9-10</u> will continue to implement the <i>EDGE</i> , Hampton-Brown (2006) curriculum. (B.2.3.4)	EL Coordinator ELD Coach ELD Facilitators Principals, VPs Teachers	July 2011 – June 2014	\$40,000	General Fund Title III
D. District will work with sites to develop daily instructional schedules that ensure implementation of the full recommended minutes of ELD for all identified students (30 min. to 1 period daily). (B.2.3.5)	Asst. Supt. Ed. Services EL Coordinator ELD Coach Principals, VPs	July 2011 – June 2014	\$60,000	Title I Title II Title III
E. District will develop and sites will follow a district model/protocol for prioritizing instruction, including ELD, on days when instructional time has to be shortened (e.g. minimum days, etc.). (B.2.3.6)	Asst. Supt. Ed. Services Director C&I EL Coordinator ELD Coach ELD Facilitators Principals Teachers	July 2011 – June 2014	\$60,000	Title I Title II Title III
F. District and sites will ensure that ELD instructional strategies are consistently implemented across the district. (B.2.3.7)	Director C&I EL Coordinator ELD Coach ELD Facilitators Principals, VPs	July 2011 – June 2014	\$60,000	Title I Title II Title III
G. Site administrators will monitor implementation, as designed, of the district adopted daily ELD program (including ancillary materials and instructional minutes) through regular classroom walkthroughs as outlined in District Monitoring Plan. (B.2.3.8)	Ed Services EL Coordinator ELD Coach ELD Facilitators Principals, VPs	July 2011 – June 2014	--	No additional Funding
H. District and sites will ensure that student who are both English learners and Students with Disabilities receive both ELD and intervention instruction daily. (B.2.4.3)	Ed Services Director SPED EL Coordinator Principals, VPs	July 2011 – June 2014	--	No additional Funding
I. District will monitor to ensure that all schools are providing appropriate access to core, strategic, and intensive intervention programs for <i>all</i> students, including ELs, SWD, and other high priority students as outlined in the District Monitoring Plan. (B.2.5.2)	Ed Services Director SPED EL Coordinator Principals, VPs	July 2011 – June 2014	--	No additional Funding
J. District will provide training to identified teachers on the use of the ELD instructional strategies and ADEPT testing. (F.6.4.1)	EL Coordinator ELD Coach ELD Facilitators Principals	July 2011 – June 2014	\$60,000	Title II Title III
K. District will provide training to identified teachers on creating ELD groupings in Data Director and using ADEPT scores to inform instruction and placement. (F.6.4.2)	Ed Services EL Coordinator ELD Coach ELD Facilitators	July 2011 – June 2014	\$60,000	Title II Title III
L. District develops and implements a Professional Development and Coaching Plan for ELD that provides site administrators and teachers at all grade levels and across all departments with professional development related to instructional materials, district-adopted ELD instructional materials, and district-identified instructional and writing strategies for improved student achievement. (G.7.1.1)	Ed Services EL Coordinator ELD Coach ELD Facilitators	July 2011 – June 2014	\$60,000	Title II Title III
M. As part of the district's Professional Development and Coaching Plan, the district will develop and implement a districtwide coaching model that reaches down to the classroom level and supports teachers of ELD K-12. (G.7.3.1)	Ed Services EL Coordinator ELD Coach ELD Facilitators	July 2011 – June 2014	--	No additional Funding

English Learner – Actions	Persons Involved	Timeline	Estimated Cost	Funding Source
N. District will develop a schematic that maps out district approved instructional pathways for EL students (including, strategic, intensive, SPED-EL, etc.) at the different CELDT levels. Schematic will outline the instructional materials used and supports provided. (B.2.3.9)	Ed Services EL Coordinator Principals	September 2011	--	No additional Funding
O. District will identify targeted ELD administrators at high school and middle schools and provide professional development/support. (G.7.1.8)	Ed Services	July 2011 – June 2014	\$10,000	Title II Title III
P. District will review the vision and mission of the Dual Immersion program to ensure that all students, including English Learners and Students with Disabilities, have access to services. (B.2.3.10)	EL Coordinator Principals DI Teachers	January 2012	--	No additional Funding
Q. Dual Immersion schools will be provided with appropriate ancillary materials, including Spanish language decodables. (B.2.3.11)	Ed Services EL Coordinator Librarians	August 2011	\$30,000	Textbook Funds

Progress made on addressing the needs of other high priority students

- Plans for providing SBE-adopted intervention programs, offered as separate, extended-period classes, for all students requiring intensive intervention in reading/ELA and/or mathematics.
- Plans for providing transitional and support classes for students requiring strategic intervention in reading/ELA and/or mathematics.

High Priority Student – Actions	Persons Involved	Timeline	Estimated Cost	Funding Source
A. District will continue to implement the ISP Model, as mandated by district and federal law, at all grade levels K-12. (B.2.4.7)	Ed Services Principals, VPs	July 2011- June 2014	--	No additional funding
B. District will distribute a policy describing a uniform vision of instruction for Students with Disabilities, and ensure that site practices and policies are aligned to that vision. In addition, district will continue to clarify what “access to the core” means for Special Education students at all levels and at all sites (including RSP, SDC, and SH). (B.2.5.1)	Ed Services	May 2011- June 2012	--	No additional funding
C. District will clarify the use of core curriculum material policies and practices to ensure that Students with Disabilities receive instructional resources at the same level as General Education students. (B.2.5.3)	Ed Services Principals, VPs	August 2011	--	No additional funding
D. District will continue to implement the RtI ² Model at all grade levels K-12. (See Action N for Professional Development support.) (B.2.4.7)	Ed Services SPED Principals Teachers	July 2011- June 2014	\$150,000	Fed SPED Title 1, Title 3 EIA/LEP, AARA MediCal
E. District will provide professional development to teachers and administrators on the ISP Model and RtI ² , as needed, in order to ensure full implementation of both models with fidelity. (G.7.4.4)	Ed Services	August 2011	\$70,000	Fed SPED Title 1, Title 3 EIA/LEP MAA/MediCal
F. District will implement processes and practices to ensure effective ongoing communication/collaboration between general ed and SPED staff. (G.7.4.5)	Ed Services	July 2011- December 2011		No additional funding
G. District will ensure that accommodations and modifications are implemented in all classrooms, as designed, and as part of the District Professional Development and Coaching Plan will provide professional development to teachers and administrators, as needed, in order to ensure full implementation with fidelity. (G.7.3.5)	Ed Services Principals, VPs	July 2011- June 2014	40,000	Title 1, Title 3 AARA MAA/MediCal
H. District will ensure the implementation of a systematized process of accountability (i.e. common progress monitoring) using the same processes across grade spans. (B.2.4.11)	Ed Services Principals, VPs	July 2011- June 2014		No additional funding

High Priority Student – Actions	Persons Involved	Timeline	Estimated Cost	Funding Source
I. District will expand use of ADEPT to monitor the achievement of all students struggling with standard Academic Language and will use data to develop Academic Language Development classes/groups.	Ed Services	<i>Completed</i>		No additional funding
J. District will monitor to ensure that all schools are providing appropriate access to core, strategic, and intensive intervention programs for <i>all</i> students, including ELs, SWD, and other high priority students. (B.2.5.2)	Ed Services Principals, VPs Teaching Staff	<i>July 2011- June 2014</i>		No additional funding
K. District will implement policies and practices to enhance yearly articulation between grade spans, including meeting with parents and SPED students about transitions (e.g. Transition Night). (B.2.5.5)	Ed Services Principals, VPs SPED Case Managers	<i>July 2011- June 2014</i>	\$15,000	Fed Special Education General Fund MediCal
L. District will ensure that paraprofessionals receive training, as needed, and have the proper qualifications to be able to access and support grade level content. (G.7.5.1)	Ed Services	<i>July 2011- June 2014</i>	\$10,000	MediCal MAA Title 3
M. District will prioritize allocation of district funds, per the EPCs, to ensure that all SWDs and their teachers have access to core materials and other needed resources. (A.1.3.2)	Ed Services Principals, VPs	<i>July 2011- June 2012</i>	Funding to be determined	Program Improvement Funds
N. As part of the District Professional Development and Coaching Plan, district will provide SPED staff with targeted professional development aligned to the district vision for instruction of SWDs with follow up support and monitoring. (G.7.5.2)	Ed Services:	<i>July 2011- June 2012</i>	\$150,000	AARA EIA Title 1, Title 3 Federal SPED MediCal
O. District will convene a districtwide team to regularly consider practices/policies and curriculum and instruction for all, including SWD. (A.1.3.3)	Ed Services Principals, VPs Teaching Staff	<i>August 2011- June 2012</i>	--	No additional funding
P. As part of the District Monitoring Plan, site and district administrators will monitor instructional programs for Students with Disabilities through regular classroom walkthroughs. (A.1.2.10)	Ed Services Principals, VPs	<i>July 2011- June 2014</i>	--	No additional funding

Schools in Program Improvement (PI):

Pittsburg USD has eight (8) elementary schools. Two are not in Program Improvement (Los Medanos and Marina Vista), three are Program Improvement Year 2 (Heights, Highlands, and Willow Cove), one is Program Improvement Year 3 (Stoneman), one is Program Improvement Year 4 (Parkside), and one is Program Improvement Year 5 (Foothill).

Pittsburg USD has two (2) middle schools. Both are Program Improvement Year 5 (Hillview Junior High and Rancho Medanos Junior High).

Pittsburg High School and Riverside High (continuation) are not Title 1.

Schools in Program Improvement Year 3:

Stoneman Elementary is currently Program Improvement Year 3. Pittsburg USD has provided the following support to this site:

- Early Back Summer Program (Summer 2010) focused on Writing and Rubric analysis - also served as Professional development in writing standards for teachers
- Use of performance data to guide SSC and ELAC discussions to identify areas of need
- Principal-led data analysis with whole staff and with leadership team
- Twice per month SAIT support in grade level team lesson design and classroom observations
- Principal Coaching
- Setting SMART goals and monitoring of those goals each trimester with leadership teams
- Support in completing SPSA to ensure specific strategies were addressed to help school exit PI

Schools in Program Improvement Year 4:

Parkside Elementary is currently Program Improvement Year 4. Pittsburg USD has provided the following support to this site:

- Summer Writing Training - Summer 2010
- Training with Director of Curriculum and Instruction on Performance Level Descriptors and Data Analysis
- Principal Coaching
- Grade level collaboration sessions to review student data

Parkside Elementary has not yet undergone the planning process required in order to develop an Alternate Governance Team.

Progress in Program Improvement Year 5:

Three (3) schools are currently Program Improvement Year 5:

Foothill Elementary: Pittsburg USD has provided the following support to this site:

- Early Back Summer Program (Summer 2010) focused on Writing and Rubric analysis - Also served as Professional development in writing standards for teachers
- Use of performance data to guide SSC and ELAC discussions to identify areas of need
- Principal-led data analysis with whole staff and with leadership team
- Use of data to set school wide SMART goals in math and ELA
- Dual Immersion professional development once per month
- Principal Coaching
- Support in completing SPSA to ensure specific strategies were addressed to help school exit PI

Principal was replaced in Year 5. Site has not yet implemented an Alternate Governance Team.

Hillview Junior High: Pittsburg USD has provided the following support to this site:

- Use of a language arts coach consultant (through Napa/Solano County Office of Ed) to help site develop writing across the curriculum
- Principal Coaching
- Summer Writing Training for teachers Summer 2011
- Summer Writing Early Back to School program (Summer 2011) for students – Also to serve as Professional development in writing standards for teachers
- Support in completing SPSA to ensure specific strategies were addressed to help school exit PI

Principal was replaced in Year 5. Site has not yet implemented an Alternate Governance Team.

Rancho Medanos Junior High: Pittsburg USD has provided the following support to this site:

- Board Math Training for whole staff by Director of C&I
- “Influencers” Professional Development through Region IV for principal, one teacher, and one counselor
- Summer Writing Training for teachers Summer 2011
- Summer Writing Early Back to School program (Summer 2011) for students – Also to serve as Professional development in writing standards for teachers

Principal was replaced in Year 5. Site has not yet implemented an Alternate Governance Team.

**Pittsburg Unified School District
LOCAL EDUCATIONAL AGENCY PLAN
District Action Plan &
Response to Corrective Action 6**

Plan duration: July 1, 2011 – June 30, 2014

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 and achievement.	Superintendent, Board, Cabinet	July 2011- June 2014	--	No additional funding
	A.1.1.2 Superintendent and Board hold all site administrators, teachers, and district personnel accountable for student learning and achievement and meeting federal, state, and local accountability requirements.	Superintendent, Asst. Supt. Ed Services	July 2011- June 2014	--	No additional funding
	A.1.2.1 In order to ensure accountability for student learning and achievement, district will develop a District Monitoring Plan to implement a districtwide monitoring system with clearly defined protocols to ensure that all district and site programs/plans are monitored to guarantee they are efficient, effective, and increasing student achievement.	Superintendent, Asst. Supt. Ed Services, Director C&I	July 2011- June 2014	--	No additional funding
	A.1.2.2 The District Monitoring Plan will include a clearly defined method of monitoring the implementation of the LEA plan, including benchmark activities, timelines, funding allocation, and persons responsible for carrying out each activity.	Asst. Supt. Ed Services, Director C&I	July 2011- June 2014	--	No additional funding
	A.1.2.3 The District Monitoring Plan will include monitoring of Essential Program Component (EPC) implementation, including regular classroom visits, and will develop and implement a schedule for reporting site-level and district-level implementation data to the Board on a regular basis (e.g. quarterly).	Asst. Supt. Ed Services, Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
	A.1.2.4 The District Monitoring Plan will include a component to ensure that the district has clearly communicated the actions required by teachers and site and district administrators, including district criteria for "implementation of the EPCs with fidelity," in order to support implementation of the LEA Plan.	Asst. Supt. Ed Services, Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
	A.1.2.5 The District Monitoring Plan will include a component that provides training for the Cabinet on DAIT initiatives.	Asst. Supt. Ed Services, Director C&I	July 2011- June 2014	--	No additional funding
	A.1.2.6 The District Monitoring Plan will include a component that provides professional development in district monitoring strategies and practices for site administrators and teachers.	Asst. Supt. Ed Services, Director C&I	July 2011- June 2014	\$10,000	Title I; Title II; PI Funds
	A.1.2.7 In order to ensure accountability, the District Monitoring Plan links evaluations of all certificated staff to implementation of standards-based curriculum, instruction, and assessments.	Asst. Supt. Ed Services, Director C&I, Site Administrators	July 2011- June 2014	--	No additional funding
	A.1.2.8 The District Monitoring Plan will include a component to ensure that follow-up action is taken when revisions to the plan are needed	Asst. Supt. Ed Services, Director C&I	July 2011- June 2014	--	No additional funding

DAIT Objective	Action	Persons Involved	Timeline	Estimated Cost	Funding Source
	(including a plan for annual review and revision based on student achievement/monitoring data) or when benchmark activities are not completed.				
	A.1.2.9 The District Monitoring Plan will include a protocol for annual review and revision of the plan based on student achievement, program implementation, and additional monitoring data.	Asst. Supt. Ed Services, Director C&I	July 2011- June 2014	--	No additional funding
	A.1.2.10 As part of the District Monitoring Plan, site and district administrators will monitor instructional programs for Students with Disabilities through regular classroom walkthroughs. (HP.P)	Ed Services Principals, VPs	July 2011- June 2014	--	No additional funding
	A.1.3.1 Superintendent and Board continue to ensure that the 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, PI, etc.).	Asst. Supt. Ed Services, Director C&I, Director-Categorical Programs	July 2011- June 2014	--	No additional funding
	A.1.3.2 District will prioritize allocation of district funds, per the EPCs, to ensure that all SWDs and their teachers have access to core materials and other needed resources. (HP.M)	Ed Services Principals, VPs	July 2011- June 2012	Funding to be determined	Program Improvement (PI) Funds
	A.1.3.3 District will convene districtwide team to regularly consider practices/policies and curriculum and instruction for all, including SWD. (HP.O)	Ed Services Principals, VPs Teachers	August 2011- June 2012	--	No additional funding
B. Curriculum, Instruction, & Assessment	B.2.1.1 District and sites continue to provide all students, including English Learners and Students with Disabilities, with access to first good instruction using a direct instruction model in the form of high quality core instruction in English/ language arts and mathematics/Algebra that is equitably and consistently implemented and paced at all sites at all grade levels.	Director C&I, Principals, Assistant Principals	July 2011- June 2014	--	No additional funding
	B.2.1.2 District and sites continue to implement district identified instructional strategies in all core content areas, including student engagement and checking for understanding strategies (random calling, use of white boards, partner share, wait time, etc.) and use of complete sentences by both teachers and students.	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
	B.2.1.3 District will support sites in ensuring that differentiated instruction is implemented in English/language arts and mathematics/Algebra classes at all grade levels through scaffolded instruction.	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
	B.2.1.4 District will support sites in the development of plans/procedures to implement universal access during English/language arts core instruction at all sites/grade levels.	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
	B.2.1.5 Site administrators monitor implementation of core programs in ELA and math, and district instructional strategies through regular classroom walkthroughs as outlined in the District Monitoring Plan.	Principals, VPs	July 2011- June 2014	--	No additional funding
	B.2.3.1 District and sites continue to provide all identified English learners CELDT level 1-3 with access to high quality, structured, leveled, daily English Language Development (ELD) , for the appropriate time (30 min. to 1 period daily) that is equitably and consistently implemented and paced at all sites at all grade levels. (EL.A)	Director C&I, EL Coordinator ELD Coach Principals, VPs Teachers	June 2011 – July 2014	\$60,000	Title II Title III

DAIT Objective	Action	Persons Involved	Timeline	Estimated Cost	Funding Source
	B.2.3.2 District and sites continue to provide all CELDT level 4-5 students with appropriate ELD support in their core classes (i.e. differentiation, visuals, use of SDAIE strategies, etc.) (EL.B)	Director C&I, Collaboration Coaches ELD Coach Principals, VPs Teachers	June 2011 – July 2014	\$60,000	Title II Title III
	B.2.3.3 <u>Grades K-5:</u> Sites will implement Program 2 (ELD) from the adopted core curriculum (<i>California Treasures</i> , MacMillan McGraw Hill, 2010) which has already been purchased/adopted. (Program 3 for Dual Immersion sites.) (EL.C.1) <u>Grades 6-8:</u> Sites will implement Program 2 (ELD) from the adopted core curriculum (<i>California Glencoe Literature</i> , Glencoe McGraw Hill, 2010 - Course 1-3) which has already been purchased/ adopted. (EL.C.2)	EL Coordinator Principals, VPs	June 2011 – July 2014	\$90,000	Title I Title II Title III
	B.2.3.4 Grades 9-12: District will identify the needs of long-term ELs at the high school level, and will adopt and implement an ELD program (including pacing guide) that meets the needs of these students. (EL.C.3)	EL Coordinator Principals, VPs	June 2011 – July 2014	\$40,000	General Fund Title III
	B.2.3.5 District will work with sites to develop daily site/grade level instructional schedules that ensure implementation of the full recommended minutes of ELD for all identified students (30 min. to 1 period daily). (EL.D)	Asst. Supt. Ed. Services EL Coordinator ELD Coach Principals, VPs	June 2011 – July 2014	\$60,000	Title I Title II Title III
	B.2.3.6 District will develop and sites will follow a district model/protocol for prioritizing instruction, including ELD, on days when instructional time has to be shortened (e.g. minimum days, etc.). (EL.E)	Asst. Supt. Ed. Services Director C&I EL Coordinator ELD Coach ELD Facilitators Principals Teachers	June 2011 – July 2014	\$60,000	Title I Title II Title III
	B.2.3.7 District and sites will ensure that ELD instructional strategies are consistently implemented across the district. (EL.F)	Director C&I EL Coordinator ELD Coach ELD Facilitators Principals, VPs	June 2011 – July 2014	\$60,000	Title I Title II Title III
	B.2.3.8 Site administrators will monitor implementation, as designed, of the district adopted daily ELD program (including materials and instructional minutes) through regular classroom walkthroughs as outlined in the District Monitoring Plan. (EL.G)	Ed Services EL Coordinator ELD Coach ELD Facilitators Principals, VPs	June 2011 – July 2014	--	No additional funding
	B.2.3.9 District will develop a schematic that maps out district approved instructional pathways for EL students (including, strategic, intensive, SPED-EL, etc.) at the different CELDT levels. Schematic will outline the instructional materials used and supports provided. (EL.N)	Ed Services EL Coordinator Principals	September 2011	--	No additional Funding
	B.2.3.10 District will review the vision and mission of the Dual Immersion program to ensure that all students, including English Learners and Students with Disabilities, have access to services. (EL.P)	EL Coordinator Principals DI Teachers	January 2012	--	No additional Funding
	B.2.3.11 Dual Immersion schools will be provided with appropriate ancillary materials, including Spanish language decodables. (EL.Q)	Ed Services EL Coordinator Librarians	August 2011	\$30,000	Textbook Funds

DAIT Objective	Action	Persons Involved	Timeline	Estimated Cost	Funding Source
	B.2.4.1 District and sites continue to provide access to high quality, daily, structured, strategic intervention for <i>all identified students</i> , including English Learners and Students with Disabilities, that is equitably and consistently implemented and paced at all sites at all appropriate grade levels.	Director SPED, EL Coordinator Principals, VPs	June 2011 – July 2014	--	No additional funding
	B.2.4.2 District and sites ensure that SPED and general ed teachers work collaboratively to provide appropriate support for strategic students in grades K-12.	Dir. SPED, Principals, VPs	July 2011- June 2014	--	No additional funding
	B.2.4.3 District and sites ensure that student who are both English learners and Students with Disabilities receive both ELD and intervention instruction daily as appropriate. (EL.H)	Ed Services Director SPED, EL Coordinator Principals, VPs	July 2011 – June 2014	--	No additional Funding
	B.2.4.4 District and sites continue to provide access to high quality, daily, structured, intensive intervention for <i>all identified students</i> , including English Learners and Students with Disabilities, that is equitably and consistently implemented and paced at all sites in grades 4-5 and 6-8.	Director SPED, EL Coordinator Principals, VPs	July 2011- June 2014	--	No additional funding
	B.2.4.5 District and sites will develop and implement common and consistent entry/exit strategies for students in intensive intervention programs. Ideally these students will exit into a strategic support class.	Director SPED, EL Coordinator Principals, VPs	July 2011- June 2014	--	No additional funding
	B.2.4.6 Site administrators monitor implementation as designed of the strategic and intensive intervention programs through regular classroom walkthroughs as outlined in the District Monitoring Plan.	Principals, VPs	July 2011- June 2014	--	No additional funding
	B.2.4.7 District will continue to implement the ISP Model and RtI ² Model, as mandated by district and federal law, at all grade levels K-12. (HP.A/D)	Asst. Supt. Ed. Services, Director SPED, Principals, VPs	July 2011 – June 2014	--	No additional Funding
	B.2.5.1 District will distribute a policy describing a uniform vision of instruction for Students with Disabilities, and ensure that site practices and policies are aligned to that vision. In addition, district will continue to clarify what “access to the core” means for Special Education students at all levels and at all sites (including RSP, SDC, and SH). (HP.B)	Ed Services	May 2011- June 2012	--	No additional funding
	B.2.5.2 District will monitor to ensure that all schools are providing appropriate access to core, strategic, and intensive intervention programs for <i>all</i> students, including ELs, SWD, and other high priority students as outlined in the District Monitoring Plan. (EL.J)	Ed Services Director SPED EL Coordinator Principals, VPs	July 2011 – June 2014	--	No additional Funding
	B.2.5.3 District will clarify the use of core curriculum material policies and practices to ensure that Students with Disabilities receive instructional resources at the same level as General Education students. (HP.C)	Ed Services Principals, VPs	August 2011	--	No additional funding
	B.2.5.4 District will ensure the implementation of a systematized process of accountability (i.e. common progress monitoring) using the same processes across grade spans. (HP.H)	Ed Services Principals, VPs	July 2011- June 2014	--	No additional funding
	B.2.5.5 District will implement policies and practices to enhance yearly articulation between grade spans, including meeting with parents and SPED	Ed Services Principals, VPs SPED Case	July 2011- June 2014	\$15,000	Fed Special Education General

DAIT Objective	Action	Persons Involved	Timeline	Estimated Cost	Funding Source
	students about transitions (e.g. Transition Night). (HP.K)	Managers			Fund MediCal
	<i>Note: For additional details on the implementation of the core ELA and ELD programs see Performance Goal 1A Actions 1-10 on pages 37-40.</i>				
	<i>Note: For additional details on the implementation of the core mathematics and Algebra programs see Performance Goal 1B Actions 1-10 on pages 41-44.</i>				
	<i>Note: For additional details on instructional programs and practices to support English Learners see Corrective Action 6 benchmarks A-Q on page 22-24.</i>				
	<i>Note: For additional details on instructional programs and practices to support Students with Disabilities see Corrective Action 6 benchmarks A-P on page 24-25.</i>				
C. Fiscal Operations	C.3.1.1 District continues to meet all fiscal health criteria measured by the Fiscal Crisis and Management Assistance Team (FCMAT) Fiscal Health Risk Analysis Survey.	Assoc. Supt. Bus. Serv., Dir. Finance	July 2011-June 2014	--	No additional funding
	C.3.1.2 District continues to determine budget allocations based on the academic achievement and PI status of schools within the LEA.	Assoc. Supt. Bus. Serv., Dir. Finance, Asst. Supt. Ed. Services Director-Categorical Programs	July 2011-June 2014	--	No additional funding
	C.3.1.3 District continues to align LEA Plan and SPSA expenditures to the identified needs of high priority students in all schools.	Asst. Supt. Ed. Services Dir. C&I, Director-Categorical Programs	July 2011-June 2014	--	No additional funding
	C.3.1.4 District provides assistance to sites to ensure that site budgets are prioritized to support Essential Program Component (EPC) implementation and implementation of district LEA Plan goals.	Asst. Supt. Ed. Services Dir. C&I, Director-Categorical Programs	July 2011-June 2014	--	No additional funding
D. Parent and Community Involvement	D.4.1.1 District continues to articulate its district-wide academic expectations, and communicate them clearly to parents/ families in the appropriate language.	Superintendent Board	July 2011-June 2014	--	No additional funding
	D.4.1.2 District continues 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.	Superintendent Asst. Supt. Ed. Services	July 2011-June 2014	--	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 expectations, accountability requirements, and how parents can help improve their students' academic success.	Asst. Supt. Ed. Services	July 2011-June 2014	--	No additional funding
	D.4.1.4 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).	EL Coordinator Principals, VPs	July 2011-June 2014	--	No additional funding
E. Human Resources	E.5.1.1 District continues to place principals with strong instructional leadership at Program Improvement schools.	Superintendent Asst. Supt. Ed. Services	July 2011-June 2014	--	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	Superintendent Asst. Supt. Ed. Services Director C&I	July 2011-June 2014	--	No additional funding

DAIT Objective	Action	Persons Involved	Timeline	Estimated Cost	Funding Source
	instructional program, the intervention system, and the academic achievement of all students.				
	E.5.1.3 District continues to monitor the performance of all principals, including their implementation of the SPSA and Essential Program Components (EPCs).	Superintendent Asst. Supt. Ed. Services Director-Categorical Programs	July 2011- June 2014	--	No additional funding
	E.5.1.4 District continues to attract and retain NCLB HQT and appropriately credentialed teachers.	Superintendent Asst. Supt. Ed. Services Asst. Supt. HR	July 2011- June 2014	--	No additional funding
	E.5.1.5 District continues to provide coaching support and professional development 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.	Asst. Supt. Ed. Services, Director C&I	July 2011- June 2014	--	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 Asst. Supt. Ed. Services Principals, VPs	July 2011- June 2014	--	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 for all teachers at all schools.	Coordinator-Data and Assessment	July 2011- June 2014	--	No additional funding
	F.6.1.2 District continues to provide the necessary technology and expertise to ensure data collection and analysis and to maintain assessment data and student information in readily accessible forms.	Coordinator-Data and Assessment, Coordinator-SDS	July 2011- June 2014	--	No additional funding
	F.6.1.3 District continues to implement the procedures and processes it has in place to ensure the accuracy of the data it provides all stakeholders.	Coordinator-Data and Assessment, Coordinator-SDS	July 2011- June 2014	--	No additional funding
	F.6.2.1 As part of the District Monitoring Plan, the district continues to ensure the analysis of data from multiple sources, tracked over time, is used to determine the effectiveness of the district's academic program (including the implementation of instructional strategies that support high priority students), the implementation of the instructional materials at all sites in all classrooms, and to target the allocation of fiscal and human resources.	Asst. Supt. Ed. Services, Director C&I	July 2011- June 2014	--	No additional funding
	F.6.2.2 As part of the District Monitoring Plan, the district monitors teacher interaction with the data management system in all grade levels at all sites, ensuring both the timely inputting of data and appropriate use of data to inform instruction.	Director C&I, Coordinator-Data and Assessment, Principals, VPs	July 2011- June 2014	--	No additional funding
	F.6.3.1 District continues to develop Data Teams at every site (K-12) in order to deepen the use of data to inform instruction, student placement, pacing, and common assessments during collaboration.	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
	F.6.3.2 District will lead sites in a process to identify districtwide grade level formative assessments in ELA and math at all levels, looking at embedded assessments in the district adopted texts first before looking at other assessments.	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding

DAIT Objective	Action	Persons Involved	Timeline	Estimated Cost	Funding Source
	F.6.3.3 District will continue to lead sites in a process to align pacing guides with assessments for ELA and math at all levels.	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
	F.6.3.4 District will lead sites in a process to develop districtwide analytical rubrics and cut points for all grade spans at all sites to ensure that students are appropriately placed in interventions (i.e. based on academics need and not behavior).	Director C&I, Principals, VPs	July 2011- June 2014	\$10,000	PI Funds
	F.6.4.1 District will provide training to identified teachers on the use of the ELD instructional strategies and ADEPT testing. (EL.J)	EL Coordinator ELD Coach ELD Facilitators Principals	July 2011 – June 2014	\$60,000	Title II Title III
	F.6.4.2 District will provide training to identified teachers on creating ELD groupings in Data Director and using ADEPT scores to inform instruction and placement. (EL.K)	Ed Services EL Coordinator ELD Coach ELD Facilitators	July 2011 – June 2014	\$60,000	Title II Title III
	F.6.4.3 District will continue to support teachers in refining the use of the assessment system in the intensive intervention program (REACH), and ensure that the data is used to inform instruction.	Director SPED	July 2011- June 2014	--	No additional funding
G. Professional Development	G.7.1.1 District develops and implements a Professional Development and Coaching Plan for ELA, ELD, and math/ Algebra that provides 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. (EL.L;)	Asst. Supt. Ed. Services, EL Coordinator ELD Coach ELD Facilitators	July 2011 – June 2014	\$60,000	Title II Title III
	G.7.1.2 District Professional Development and Coaching Plan will focus on the implementation of direct instruction, checking for understanding strategies, universal access/differentiation, and includes a site/district monitoring component (K-12).	Asst. Supt. Ed. Services, Director C&I	July 2011- June 2014	--	No additional funding
	G.7.1.3 District Professional Development and Coaching Plan will ensure consistent implementation of professional development, coaching, and collaboration practices at all grade levels at all sites, and will lead to coherent instructional practice.	Asst. Supt. Ed. Services, Director C&I	July 2011- June 2014	--	No additional funding
	G.7.1.4 As part of the Professional Development and Coaching Plan, district continues to provide leadership training and ongoing support for site administrators so they can effectively support/monitor implementation of the adopted standards-based instructional program, the intervention system, and the academic achievement of all students.	Asst. Supt. Ed. Services, Director C&I	July 2011- June 2014	--	No additional funding
	G.7.1.5 As part of the Professional Development and Coaching Plan, district and site administrators monitor the impact of targeted professional development by observing classroom instructional practices and analyzing student assessment results to ensure that PD activities lead improved instructional practices and to determine measurable affects on student achievement.	Asst. Supt. Ed. Services, Director C&I	July 2011- June 2014	--	No additional funding

DAIT Objective	Action	Persons Involved	Timeline	Estimated Cost	Funding Source
	G.7.1.6 District Professional Development and Coaching Plan will include a component that provides training for the Cabinet on the LEA Plan and DAIT initiatives.	Asst. Supt. Ed. Services, Director C&I	July 2011- June 2014	--	No additional funding
	G.7.1.7 District Professional Development and Coaching Plan will include a component that provides training for all key district office personnel (HR, Fiscal, Ed Services, etc.) on their roles in the implementation of the LEA Plan and DAIT initiatives.	Asst. Supt. Ed. Services, Director C&I	July 2011- June 2014	--	No additional funding
	G.7.1.8 District will identify targeted ELD administrators at high school and middle schools and provide professional development/support. (EL.O)	Ed Services	July 2011 – June 2014	\$10,000	Title II Title III
	G.7.2.1 As part of the Professional Development and Coaching Plan, district will provide “SB472-like” materials-based training for adopted ELA and math core text program as soon as fiscally possible. District administrators will attend this training with their teachers.	Asst. Supt. Ed. Services, Director C&I	July 2011- June 2014	\$10,000	Title I Title II PI Funds
	G.7.3.1 As part of the district’s Professional Development and Coaching Plan, the district will develop and implement a districtwide coaching model that reaches down to the classroom level (e.g. grade level leads) and supports teachers of ELA, ELD, strategic and intensive ELA interventions, math/Algebra, and strategic and intensive math interventions in grades K-12.	Asst. Supt. Ed. Services, Director C&I EL Coordinator ELD Coach ELD Facilitators	July 2011- June 2014	--	No additional funding
	G.7.3.2 District coaching plan includes clearly delineated job descriptions for district professional developers and coaches and indicates specific coaching strategies to be used.	Asst. Supt. Ed. Services, Director C&I, Asst. Supt. HR	July 2011- June 2014	--	No additional funding
	G.7.3.3 District coaching plan includes implementation of the “reciprocal teaching” coaching model at all sites at all grade levels.	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
	G.7.3.4 As part of the district’s Professional Development and Coaching Plan, the district will provide an ongoing support system for teachers, especially those new to the profession and/or those placed in underperforming schools.	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
	G.7.3.5 District will ensure that accommodations and modifications are implemented in all classrooms, as designed, and as part of the District Professional Development and Coaching Plan will provide professional development to teachers and administrators, as needed, in order to ensure full implementation with fidelity. (HP.G)	Ed Services Principals	July 2011- June 2014	\$40,000	Title 1, Title 3 AARA MAA/Medical
	G.7.4.1 As part of the district’s Professional Development and Coaching Plan, the district continues to ensure that teachers are provided with frequent and structured opportunities to meet collaboratively and focus on the use of curriculum-embedded assessment data, data analysis, instructional planning, and lesson delivery in order to adjust and strengthen instructional practices and address the needs of all students. All teachers of high priority students are included in this collaboration.	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
	G.7.4.2 As part of the district’s Professional Development and Coaching Plan, the district continues to ensure that site master schedules provide, as much as possible, common prep times for	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding

DAIT Objective	Action	Persons Involved	Timeline	Estimated Cost	Funding Source
	teachers to allow for common lesson planning.				
	G.7.4.3 As part of the District Monitoring Plan district and site administrators monitor teacher grade level/department collaboration meetings to ensure effective implementation.	Director C&I, Principals, VPs	July 2011-June 2014	--	No additional funding
	G.7.4.4 District will provide professional development to teachers and administrators on the ISP Model and RtI ² , as needed, in order to ensure full implementation of both models with fidelity. (HP.E)	Ed Services	August 2011	\$70,000	Fed SPED, Title 1, Title 3, EIA/LEP, MAA/ MediCal
	G.7.4.5 District will implement processes and practices to ensure effective ongoing communication/ collaboration between general ed and SPED staff. (HP.F)	Ed Services	July 2011-December 2011	--	No additional funding
	G.7.4.6 District continues to provide training and support on collaboration protocols, with extra support provided those sites and grade levels that experience difficulty collaborating.	Director C&I, Principals, VPs	July 2011-June 2014	--	No additional funding
	G.7.5.1 District will ensure that paraprofessionals receive training, as needed, and have the proper qualifications to be able to access and support grade level content. (HP.L)	Ed Services	July 2011-June 2014	\$10,000	MediCal MAA, Title 3
	G.7.5.2 As part of the District Professional Development and Coaching Plan, district will provide SPED staff with targeted professional development aligned to the district vision for instruction of SWDs with follow up support and monitoring. (HP.N)	Ed Services:	July 2011-June 2012	\$150,000	AARA EIA Title 1, Title 3 Federal SPED MediCal

Note: Benchmarks highlighted in yellow correspond to the district's High Leverage Actions on page 18.

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:	Strategic intervention:	Intensive intervention:	ELD Program:
Grades K-5	<i>California Treasures</i> , MacMillan McGraw Hill, 2010	- none -	<i>SRA REACH</i> Scholastic, 2002*	Program 2 from the adopted core curriculum, <i>California Treasures</i> . (Program 3 for the Dual Immersion schools.)
Grades 6-8	<i>California Glencoe Literature</i> , Glencoe McGraw Hill, 2010 (Course 1-3)	- none -	<i>READ180</i> , Scholastic, 2008	Program 2 from the adopted core curriculum, <i>California Glencoe Literature</i> .
Grades 9-10	Gr. 9: <i>Gold Edition</i> , Prentice Hall (2002); Gr. 10: <i>Platinum Edition</i> , Prentice Hall (2002)	Use embedded materials from the core program.	<i>READ180</i> , Scholastic, 2008	<i>EDGE</i> , Hampton-Brown, 2006

* District is currently exploring the expansion of *READ180* to grades 4-5 for the 2011-2012 school year.

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 the full implementation of the English/language arts instructional program using the state-adopted, standards-aligned core and ancillary materials to support students at their level of need, including Challenge/ Benchmark, Strategic, and Intensive. (See District Action Plan section B. Curriculum, Instruction, and Assessment on page 26.)	Asst. Supt. Ed. Services, Director C&I, Principals, VPs	July 2011- June 2014	For funding allocations see District Action Plan on pages 25-36	No additional funding
1B. District and sites continue to implement district identified instructional strategies in all core content areas, including student engagement and checking for understanding strategies (random calling, use of white boards, partner share, wait time, etc.) and use of complete sentences by both teachers and students.	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
1C. District will support sites in ensuring that differentiated instruction is implemented in English/language arts classes at all grade levels through scaffolded instruction.	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
1D. District and sites will continue to provide all students, including English Learners and Students with Disabilities, with access to first good instruction using a direct instruction model in the form of high quality core instruction that is equitably and consistently implemented and paced at all sites at all grade levels.	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
1E. District and sites will implement the English/ language arts instructional program with a focus on expository reading and writing in gr. K-12.	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding

1A: English/Language Arts – Actions	Persons Involved	Timeline	Estimated Cost	Funding Source
1F. District will support sites in the development of schedules that provide for the necessary instructional time for English/language arts core, English Language Development (ELD), and ELA strategic and intensive intervention, at all grade levels.	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
1G. District will support sites in the development of districtwide procedures/expectations to ensure uninterrupted instructional minutes for core English/language arts core, ELD, and ELA strategic and intensive intervention, including prioritizing instruction on days when something has to be cancelled/ reduced. Implementation will include training of office staff and teachers, and informing parents of the new procedures/ expectations.	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
1H. District will support sites in the development of plans/procedures to implement universal access during English/language arts core instruction at all sites/grade levels.	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
1I. District will support elementary sites in the implementation of Board Language at all grade levels K-5 in order to support students in the mastery of grade level ELA standards.	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
2. Use of standards				
2A. District will ensure the full implementation of the English/language arts and ELD instructional programs using the state-adopted, ELA and ELD standards-aligned core, ancillary, and intervention materials to support students at their level of need.	EL Coordinator Principals, VPs	July 2011- June 2014	--	No additional funding
2B. District will ensure the full implementation of the English/language arts and ELD instructional program through the use of a standards-driven pacing guide at all grade levels.	EL Coordinator Principals, VPs	July 2011- June 2014	--	No additional funding
2C. District will monitor the full implementation of the English/language arts instructional program through standards-aligned benchmark assessments at all grade levels.	EL Coordinator Principals, VPs	July 2011- June 2014	--	No additional funding
2D. District will ensure the implementation of common pacing, assessment, and monitoring of pacing at both middle schools to ensure equitable access to grade level standards.	EL Coordinator Principals, VPs	July 2011- June 2014	--	No additional funding
3. Extended learning time:				
3A. 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 grade level standards-based instruction.	Asst. Supt. Ed. Services, Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
4. Increased access to technology:				
4A. District will continue to implement the district Technology Plan to ensure students with ongoing access to technology.	Asst. Supt. Ed. Services, Director Technology	July 2011- June 2014	--	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 will continue to support full implementation of the English/language arts and ELD instructional programs using the state-adopted, standards-aligned core and ancillary materials by providing professional development opportunities and coaching support as needed. <i>(See District Action Plan section G. Professional Development.)</i>	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
5B. District will provide professional development in the use of the English/language arts intervention/support materials, including how to implement universal access, and how to manage small groups and independent work.	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
5C. District will provide professional development in the use of the core ELA program ancillary materials to provide differentiated instruction, and in the implementation of universal access (including managing small groups and independent work).	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
5D. District will continue to provide regularly scheduled, ongoing collaboration opportunities for grade levels and departments to analyze, discuss, and utilize the results of the school/district assessments to guide student placement, instructional planning and delivery, and progress monitoring in English/language arts and ELD.	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
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 implement existing parent and community involvement protocols and practices, including the inclusion of parents on district and site committees (SSC, DLAC, etc.) sharing of student achievement data, and notification of parents in their home language. <i>(See District Action Plan section D. Parent and Community Involvement.)</i>	Asst. Supt. Ed. Services	July 2011- June 2014	--	No additional funding
6B. District will inform parents of districtwide procedures/expectations to ensure uninterrupted instructional minutes for ELA core, ELA interventions, and ELD.	Asst. Supt. Ed. Services	July 2011- June 2014	--	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. <i>(See District Action Plan section D. Parent and Community Involvement, on page 28.)</i>	Asst. Supt. Ed. Services	July 2011- June 2014	--	No additional funding
8. Monitoring program effectiveness:				
8A. In order to ensure accountability for student learning and achievement, district will develop a District Monitoring Plan to implement a districtwide monitoring system with clearly	Superintendent Asst. Supt. Ed Services, Director C&I	July 2011- June 2014	--	No additional funding

1A: English/Language Arts – Actions	Persons Involved	Timeline	Estimated Cost	Funding Source
defined protocols to ensure that all district and site programs/plans are monitored to guarantee they are efficient, effective, and increasing student achievement. <i>(See District Action Plan Benchmark A.1.2.1 on page 25)</i>				
8B. District Monitoring Plan will include protocols for the monitoring of the full implementation of the English/language arts core instructional program (including use of the ancillary materials), ELA intervention, and ELD, as well as differentiated instruction, universal access, and site master schedule (uninterrupted instructional minutes).	Asst. Supt. Ed Services, Director C&I	July 2011- June 2014	--	No additional funding
8C. District Monitoring Plan will include protocols for site administrators to monitor implementation of core programs in English/language arts and ELD, and district instructional strategies, through regular classroom walkthroughs.	Asst. Supt. Ed Services, Director C&I	July 2011- June 2014	--	No additional funding
8D. District Monitoring Plan will include protocols for the monitoring of the effectiveness of district professional development and coaching support, and the use of grade level/department collaboration time to inform instruction.	Asst. Supt. Ed Services, Director C&I	July 2011- June 2014	--	No additional funding
9. Targeting services and programs to lowest-performing student groups:				
9A. District and sites will continue to provide all students, including English Learners and Students with Disabilities, with access to first good instruction using a direct instruction model in the form of high quality core English/language arts instruction that is equitably and consistently implemented and paced at all sites at all grade levels.	Asst. Supt. Ed Services, Director C&I	July 2011- June 2014	--	No additional funding
9B. <i>For additional details on instructional programs and practices to support English Learners see Corrective Action 6 benchmarks A-Q on page 22-24.</i>				
9C. <i>For additional details on instructional programs and practices to support Students with Disabilities see Corrective Action 6 benchmarks A-P on page 24-25.</i>				
10. Any additional services tied to student academic needs:				
10A. <i>For additional details on services tied to student academic needs, see the District Action Plan.</i>				

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 K-5	<i>California Mathematics</i> , MacMillan McGraw Hill (2008)	- none -	- none -
Grades 6-8	<i>Pre-Algebra & Algebra 1</i> , Prentice Hall (2008)	- none -	- none -
Grade 9/10 – Algebra 1	<i>Algebra 1</i> , McDougal Littell (2008)	<i>Use embedded materials from the core program.</i>	- none -

Description of Specific Actions to Improve Educational Practices in Mathematics:

1B: Mathematics – Actions	Persons Involved	Timeline	Estimated Cost	Funding Source
1. Alignment of instruction with content standards:				
1A. District will ensure the full implementation of the math/Algebra core instructional program using the state-adopted, standards-aligned core and ancillary materials to support students at their level of need, including Challenge/ Benchmark, Strategic, and Intensive. (See <i>District Action Plan section B. Curriculum, Instruction, and Assessment, beginning on page 26.</i>)	Asst. Supt. Ed. Services, Director C&I, Principals, VPs	July 2011- June 2014	For funding allocations see District Action Plan on pages 25-36	No additional funding
1B. District will support sites in identifying and implementing appropriate state-adopted, standards-aligned math intervention and Algebra support materials at all grade levels.	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
1C. District and sites continue to implement district identified instructional strategies in all core content areas, including student engagement and checking for understanding strategies (random calling, use of white boards, partner share, wait time, etc.) and use of complete sentences by both teachers and students.	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
1D. District will support sites in ensuring that differentiated instruction is implemented in mathematics/Algebra classes at all grade levels through scaffolded instruction.	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
1E. District and sites will continue to provide all students, including English Learners and Students with Disabilities, with access to first good instruction using a direct instruction model in the form of high quality core instruction that is equitably and consistently implemented and paced at all sites at all grade levels.	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
1F. District will support sites in the development of schedules that provide for the necessary instructional time for mathematics/Algebra, including math intervention and Algebra support, at all grade levels.	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
1G. District will support sites in the development of districtwide procedures/expectations to ensure uninterrupted instructional minutes for core mathematics/Algebra, math intervention, and	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding

1B: Mathematics – Actions	Persons Involved	Timeline	Estimated Cost	Funding Source
Algebra support, including prioritizing instruction on days when something has to be cancelled/ reduced. Implementation will include training of office staff and teachers, and informing parents of the new procedures/expectations.				
1H. District will support sites in the development of plans/procedures to implement universal access during mathematics/Algebra core instruction at all sites/grade levels.	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
1I. District will support elementary sites in the implementation of Board Math at all grade levels K-5 in order to support students in the mastery of grade level math standards.	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
2. Use of standards				
2A. District will ensure the full implementation of the math/Algebra instructional program using the state-adopted, standards-aligned core, ancillary, and intervention materials to support students at their level of need.	Asst. Supt. Ed. Services, Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
2B. District will ensure the full implementation of the math/Algebra instructional program through the use of a standards-driven pacing guide at all grade levels.	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
2C. District will monitor the full implementation of the math/Algebra instructional program through standards-aligned benchmark assessments at all grade levels.	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
3. Extended learning time:				
3A. 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.	Asst. Supt. Ed. Services, Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
4. Increased access to technology:				
4A. District will continue to implement the district Technology Plan to ensure students with ongoing access to technology.	Asst. Supt. Ed. Services, Director Technology	July 2011- June 2014	--	No additional funding
5. Staff development and professional collaboration aligned with standards-based instructional materials:				
5A. District will continue to support full implementation of the math/Algebra core instructional program using the state-adopted, standards-aligned core and ancillary materials by providing professional development opportunities and coaching support as needed. (See District Action Plan section G. Professional Development, on page 29-31.)	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
5B. District will provide professional development in the use of the math intervention/support materials, including how to implement universal access, and how to manage small groups and independent work.	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding
5C. District will continue to provide regularly scheduled, ongoing collaboration opportunities for grade levels and departments to analyze, discuss, and utilize the results of the	Director C&I, Principals, VPs	July 2011- June 2014	--	No additional funding

1B: Mathematics – Actions	Persons Involved	Timeline	Estimated Cost	Funding Source
school/district assessments to guide student placement, instructional planning and delivery, and progress monitoring in math/Algebra.				
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 implement existing parent and community involvement protocols and practices, including the inclusion of parents on district and site committees (SSC, DLAC, etc.) sharing of student achievement data, and notification of parents in their home language. <i>(See District Action Plan section D. Parent and Community Involvement, on page 28.)</i>	Asst. Supt. Ed Services, Director C&I	July 2011- June 2014	--	No additional funding
6B. District will informing parents of districtwide procedures/expectations to ensure uninterrupted instructional minutes for core mathematics/Algebra, math intervention, and Algebra support.	Asst. Supt. Ed Services, Director C&I	July 2011- June 2014	--	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. <i>(See District Action Plan section D. Parent and Community Involvement, on page 28.)</i>	Asst. Supt. Ed Services, Director C&I	July 2011- June 2014	--	No additional funding
8. Monitoring program effectiveness:				
8A. In order to ensure accountability for student learning and achievement, district will develop a District Monitoring Plan to implement a districtwide monitoring system with clearly defined protocols to ensure that all district and site programs/plans are monitored to guarantee they are efficient, effective, and increasing student achievement. <i>(See District Action Plan Benchmark A.1.2.1 on page 25)</i>	Supt., Asst. Supt. Ed Services, Director C&I	July 2011- June 2014	--	No additional funding
8B. District Monitoring Plan will include protocols for the monitoring of the full implementation of the math/Algebra core instructional program (including use of the ancillary materials), math intervention and Algebra support, differentiated instruction and universal access, site master schedule (uninterrupted instructional minutes).	Asst. Supt. Ed Services, Director C&I	July 2011- June 2014	--	No additional funding
8C. District Monitoring Plan will include protocols for site administrators to monitor implementation of core programs in math/Algebra and district instructional strategies through regular classroom walkthroughs.	Asst. Supt. Ed Services, Director C&I	July 2011- June 2014	--	No additional funding
8D. District Monitoring Plan will include protocols for the monitoring of the effectiveness of district professional development and coaching support, and the use of grade level/department collaboration time to inform instruction.	Asst. Supt. Ed Services, Director C&I	July 2011- June 2014	--	No additional funding

1B: Mathematics – Actions	Persons Involved	Timeline	Estimated Cost	Funding Source
9. Targeting services and programs to lowest-performing student groups:				
9A. District and sites will continue to provide all students, including English Learners and Students with Disabilities, with access to first good instruction using a direct instruction model in the form of high quality core instruction that is equitably and consistently implemented and paced at all sites at all grade levels.	Asst. Supt. Ed Services, Director C&I	July 2011- June 2014	--	No additional funding
9B. <i>For additional details on instructional programs and practices to support English Learners see Corrective Action 6 benchmarks A-Q on page 22-24.</i>				
9C. <i>For additional details on instructional programs and practices to support Students with Disabilities see Corrective Action 6 benchmarks A-P on page 24-25.</i>				
10. Any additional services tied to student academic needs:				
10A. <i>For additional details on services tied to student academic needs, see the District Action Plan.</i>				

Pittsburg USD - LEA Plan
Performance Goal 2: English Learners

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	<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> • 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)); <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>1. a.-d Pittsburg Unified School District currently provides the following basic instructional services to students identified as English Learners:</p> <p>K-12 EL students who have been assessed on the CELDT and found to be at "less than reasonable levels of fluency in English" receive daily, designated instruction in ELD and access to core content subjects through SDAIE instruction. ELD instruction focuses on listening, speaking, reading, and writing in English, is targeted to the students' levels of proficiency in English, and is based on the ELD standards. Core content instruction is based on state grade level standards, and teachers utilize appropriate strategies to ensure comprehensibility of instruction. Both ELD and SDAIE content courses are taught by teachers with the appropriate state authorizations or are in training for appropriate state authorization.</p> <p>English language mainstream: K-12 students who have been assessed on the CELDT and have found to be at "reasonable levels of fluency in English" receive daily instruction in ELD targeted to their language proficiency needs, and grade-level instruction in the core content areas with ongoing attention paid to the language demands of the instruction. SDAIE strategies continue to be used in the English language mainstream program. Teachers who work with EL students in the English language mainstream program possess appropriate state authorizations or are in training for appropriate state authorization.</p> <p>Dual Immersion Spanish/English Program: The Dual Immersion Program at Foothill Elementary and Willow Cove elementary (K-5) is based on the 90/10 instructional model, with instruction time in Spanish and English divided equally by the fourth grade. Students enrolled in this program are expected to meet standards for academic progress in Spanish and in ELD. The Dual Immersion program continues into the junior high school where students participate in two periods of core content classes (33% of instructional day) taught in Spanish.</p>

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities		<p>The Pittsburg Unified School District will use Title III funds to provide the following supplemental services to targeted EL students:</p> <p>The local accountability program is based on Academic Performance Criteria and established benchmarks to measure student progress toward meeting state content and grade level standards. Student progress toward meeting benchmark criteria is measured each trimester.</p> <p>The English Learner Action Plan has identified the following SMART goals connected to Annual Measurable Achievement Objectives (AMAOs) to improve the academic achievement and linguistic proficiency of its English Learners:</p> <ol style="list-style-type: none"> 1. Increase the annual progress in learning English (AMAO 1) to equal the state average of growth per year on the CELDT <ul style="list-style-type: none"> • Growth of level Two ELs will increase from 59% to 63% • Growth of level 3 ELs will increase from 39% to 45% • Increase the number of ELs becoming reclassified and/or scoring proficient on the CST (AMAO 2 and 3) will increase from 248 (2010) to 289 in 2011. <i>(Note: This goal has been achieved: District reclassification totals increased by 79 to at total of 327, a growth of 3%.)</i> • Increase the number of Dual Immersion students qualifying to be reclassified (AMAO 2 and 3) from 20% to 26% in 2011 or growth by 6%. <i>(Note: This goal has been achieved: district had 13% growth at elementary level from 9 to 24 students reclassified; achieved 10% growth at junior high from 26 to 31 students reclassified.)</i>
Required Activities	<ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • English proficiency; and Academic achievement in the core academic subjects 	<ol style="list-style-type: none"> 2. All current programs offer ELD and SDAIE in the core academic subjects for EL students. Program goals expect all students to reach proficiency in core academic subjects. Standards-aligned content curricula and instruction are implemented at all sites. Ongoing monitoring of student progress takes place, and annual assessments of programs ensure the continuity and close monitoring of student progress. <p>Pittsburg Unified School district will assess all ELs on their English language proficiency twice a year using the ADEPT (A Developmental English Proficiency Test). Results of these assessments will guide ELD instruction through its connection to Systematic ELD and the district's SBE-adopted/approved ELD programs.</p>

		Description of how the LEA is meeting or plans to meet this requirement.	
Required Activities		As part of the PUSD's Title III program, a K-12 EL Facilitators' group convenes monthly to monitor EL progress; articulate professional development needs, and address other pertinent topics as necessary to augment the academic achievement of ELs.	
	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> 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. 	<p>In order for teachers, administrators, and parents to support the academic achievement and academic language acquisition of its English learners, Pittsburg Unified School district will continue to use Title III funds to provide make available professional development opportunities in the following areas:</p> <ul style="list-style-type: none"> ▪ Implementation and data entry for ADEPT Assessment to help teachers and administrators identify gaps in English learners' use of appropriate linguistic forms. ▪ Review of Systematic ELD program with teachers. This training will support teachers in connecting ADEPT results to Systematic ELD and the district's adopted ELD programs ▪ Research-based strategies for ELD and SDAIE such as "Results for ELs" or "Quality Teaching for English Learners" scheduled for 2011-2012. ▪ Other potential professional development offerings include CALL (Content Area Language and Literacy), EDI (Explicit Direct Instruction) and the WRITE Institute. 	
Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	<p>Yes or No</p> <p>Yes</p>	<p>If yes, describe:</p> <p>Pittsburg Unified School District's Title III program will ensure collaboration of teachers and administrators to continually upgrade the program by:</p> <ul style="list-style-type: none"> •Evaluating of ELD course content •Adopting of supplementary materials when appropriate, such as Kate Kinsella's <i>English 3D</i> Scholastic (2011). •Developing and refining of local standards-based assessments •Reviewing of disaggregated data at EL Facilitator and site administrators •Monitoring and evaluating student progress •Determining the efficacy of programs for EL students through a monitoring process that includes classroom visits, review of student achievement data, review of reclassification data and procedures.

Allowable Activities	<p>5. Provide –</p> <ul style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. 	<p>Yes or No</p> <p>Yes</p>	<p>If yes, describe:</p> <p>Pittsburg Unified School district provides the READ 180 intensive intervention program at the Elementary level.</p>
	<p>6. Upgrade program objectives and effective instruction strategies.</p>	<p>Yes or No</p> <p>No</p>	<p>If yes, describe:</p>
	<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p>Yes or No</p> <p>Yes</p>	<p>If yes, describe:</p> <p>Pittsburg Unified School district will implement all programs designed to increase the English Proficiency and academic achievement of ELs. Professional Development will continue for all administrators and teachers. This will be followed up with monitoring and evaluation of the program (measured against the district's SMART goals) for ELs by the EL facilitators' group, site and district administrators.</p>
	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> • 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. 	<p>Yes or No</p> <p>Yes</p>	<p>If yes, describe:</p> <p>The English Learner Action Plan has identified the following SMART goals connected with increasing parent participation of English Learners:</p> <ul style="list-style-type: none"> • The average attendance at ELAC and DELAC meetings will increase by 3% in 2012. <i>(Note: This goal has been achieved: District had a DELAC attendance increase from 73% to 79%; ELAC average attendance increased by 1.)</i> • Pittsburg Unified School district will consider providing a 9 week "Parent Institute for Quality Education (PIQE) class for DELAC and ELAC members for Fall 2011.
	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> • 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. 	<p>Yes or No</p> <p>No</p>	<p>If yes, describe:</p>
	<p>10. Other activities consistent with Title III.</p>	<p>Yes or No</p> <p>No</p>	<p>If yes, describe:</p>

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	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ol style="list-style-type: none"> 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 – <ol style="list-style-type: none"> 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; 	<p>The initial and annual EL parent notification letter includes the following information for all parents of EL students:</p> <ul style="list-style-type: none"> • PUSD identification process • CELDT level, score, and explanation • CST level and score • A description of the ELD program specific to the proficiency level of the student • Reclassification exit criteria • Explanation of EL services to students with individualized education programs • Right of parents to remove students from ELD programs • Right of parents to select an alternative bilingual program <p>Additionally, parents are informed of the above information through monthly DELAC and ELAC meetings.</p> <p>Parents are invited to contact their schools or the district office for further information. ELAC and DELAC meetings provide this information as well.</p>

Required Activities	<p>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.</p>	
	<p>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.</p>	
	<p>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.</p>	<p>All parents have been notified of such failure in writing in a language they understand no later than 30 days after such failure occurs. Site and district English learner program personnel will be available to parents with a follow-up written letter to answer any questions the parents may have and to inform them on their option to choose another school within the district. More than one general meeting will also be held for all parents to explain the AYP and the lack of school progress and options. Translation will be provided.</p>

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	<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	Yes or No No	If yes, describe:
	<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	Yes or No No	If yes, describe:
	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	Yes or No No	If yes, describe:

	<p>4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:</p>	<p>Yes or No No</p>	<p>If yes, describe:</p>
	<p>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:</p>	<p>Yes or No No</p>	<p>If yes, describe:</p>
	<p>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:</p>	<p>Yes or No No</p>	<p>If yes, describe:</p>
	<p>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:</p>	<p>Yes or No No</p>	<p>If yes, describe:</p>

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
<ul style="list-style-type: none"> ▪ District has a practice of districtwide professional development for both teachers and site administrators that builds leadership capacity and sustainability. ▪ District has provided site-based professional development on the implementation of districtwide instructional strategies. ▪ District provides ongoing professional development on the districtwide data system. 	<ul style="list-style-type: none"> ▪ Provide ongoing, structured professional development for principals focused on the specific needs of high priority students and their teachers. This professional development includes training in becoming instructional leaders (including practices for monitoring classroom instruction), implementing systemic reform, and the use and analysis of student achievement data. ▪ Provide ongoing, structured professional development for teachers in the full implementation of the curriculum, with fidelity, and in understanding and implementing the instructional priorities of the district. This professional development includes materials-based professional development in the district's adopted text programs (including ancillary materials for use with English learners and other high priority students), training in the intervention programs, training in district-identified teaching strategies, continued training in the use and analysis of student achievement data, and ongoing classroom support from districtwide coach and site instructional leads to model lessons and effective instructional strategies. Additional training and professional development is provided for teachers new to the profession or to their current subject area or grade level assignment, as well as to teachers working with ELs and SWDs and to those in schools on pace to enter program improvement. In addition, the district will continue to provide professional development and support for the implementation of the districtwide writing program. ▪ Provide districtwide literacy coaches and site instructional leads with rigorous and ongoing professional development in district-identified, research-based instructional practices. Establish instructional priorities and academic goals for districtwide coach and all site instructional leads, and regularly monitor to ensure coaching effectiveness. ▪ Continue to provide ongoing, structured professional development for teachers on the implementation of the district adopted ELD program, including use of the ELD components/ancillary materials included in the ELA core text program. This professional development includes materials-based professional development in

STRENGTHS	NEEDS
	<p>the district's adopted text programs, training in the ELD standards, training in the CELDT test and redesignation criteria.</p> <ul style="list-style-type: none"> ▪ Include SPED teachers (and para-educators, when appropriate) in district professional development opportunities with general Ed teachers. Provide regular, ongoing collaboration and articulation opportunities for SPED and general Ed teachers. ▪ Provide professional development opportunities to build a culture of equity in grade level instruction with agreed upon instructional norms. ▪ Provide ongoing classroom support from districtwide data coach and site instructional leads to assist teachers in the use and analysis of student achievement data, and to model lessons and effective instructional strategies. ▪ According to the district adoption timeline, and as soon as fiscally possible, provide SB472-like materials-based training for the ELA/ELD program for grades K-8, including training on the use of ancillary materials (beginning 2011/2012). ▪ According to the district adoption timeline, and as soon as fiscally possible, provide SB472-like materials-based training for the mathematics and Algebra core program, including training on the use of intervention and other ancillary materials ▪ Continue to support implementation of district instructional programs/ strategies, including implementation of a direct instruction model (which includes student engagement/checking for understanding strategies) and the district writing program.

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	Estimated Cost	Funding Source
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:				
1A. District will develop and implement a Professional Development and Coaching Plan for ELA, ELD, and math/Algebra that provides 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.	Asst. Supt. Ed. Services, Director C&I	July 2011 – June 2014	<i>For additional funding allocations see District Action Plan on pages 25-36</i>	No additional funding
1B. District will continue 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.	Asst. Supt. Ed. Services, Director C&I	July 2011 – June 2014	--	No additional funding
1C. District will develop and implement a plan to provide support for ELA/ELD, math, and Algebra instruction at all grade levels through the use of skilled teachers as grade level instructional specialists.	Asst. Supt. Ed. Services, Director C&I, Principals, VPs	July 2011 – June 2014	--	No additional funding
1D. District and site administrators will monitor the impact of the targeted professional development by observing classroom instructional practices and analyzing student assessment results to determine the measurable affect on student achievement.	Asst. Supt. Ed. Services, Director C&I, Principals, VPs	July 2011 – June 2014	--	No additional funding
2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:				
2A. All state approved SB472-like trainings are researched-based. The district will also continue to monitor the implementation of the programs to ensure fidelity to the research design.	Asst. Supt. Ed. Services, Director C&I	July 2011 – June 2014	--	No additional funding
2B. District provided training is all tied to grade-level standards and research-based instructional materials/ programs and are delivered by qualified trainers. Instructional coaching is provided to ensure implementation of the research design.	Asst. Supt. Ed. Services, Director C&I	July 2011 – June 2014	\$10,000	Title II
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.	Asst. Supt. Ed. Services, Director C&I	July 2011 – June 2014	--	No additional funding
3B. In order to close the achievement gap a guaranteed and viable curriculum will be implemented.	Asst. Supt. Ed. Services, Director C&I	July 2011 – June 2014	--	No additional funding

Please provide a description of:	Persons Responsible	Timeline	Estimated Cost	Funding Source
3C. Professional development activities will be designed to ensure the implementation of a cohesive standards based system all levels.	Asst. Supt. Ed. Services, Director C&I	July 2011 – June 2014	--	No additional funding
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.	Asst. Supt. Ed. Services, Director C&I	July 2011 – June 2014	--	No additional funding
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.	Asst. Supt. Ed. Services, Director C&I	July 2011 – June 2014	--	No additional funding
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.	Asst. Supt. Ed. Services, Director C&I, Principals, VPs	July 2011 – June 2014	--	No additional funding
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. Development and implement a districtwide Professional Development and Coaching Plan for ELA, ELD, and math/Algebra 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 (see #1 above).	Asst. Supt. Ed. Services, Director C&I	July 2011 – June 2014	--	No additional funding
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 will develop and implement a Professional Development and Coaching Plan for ELA, ELD, and math/Algebra that provides 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 (see #1 above).	Asst. Supt. Ed. Services, Director C&I, Principals, VPs	July 2011 – June 2014	--	No additional funding
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.	Asst. Supt. Ed. Services, Director C&I	July 2011 – June 2014	--	No additional funding
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. These funds will be used to ensure that technology is updated, training is provided to staff and student and used as a communication tool for all stakeholders. They will also be used as a vehicle to ensure the delivery of a standards-based curriculum.	Asst. Supt. Ed. Services, Director C&I, Director of Technology	July 2011 – June 2014	\$10,000	Title II

Please provide a description of:	Persons Responsible	Timeline	Estimated Cost	Funding Source
6B. District will continue to provide student achievement data to teachers in a timely manner.	Asst. Supt. Ed. Services, Director C&I, Director of Technology	July 2011 – June 2014	--	No additional funding
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. Teachers, administrators and library personnel will continue to receive training in the use of web-based tools for operations, data management, and district website as a resource for school sites and the community.	Data Coordinator	July 2011 – June 2014	\$3875.	EETT Formula Funding
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), ELAC, and DELAC and are active. These groups will help advise and participate in the development of new Professional Development Plan.	Asst. Supt. Ed. Services, Director C&I, Principals, VPs	July 2011 – June 2014	--	No additional funding
9. How the LEA will provide training to enable teachers to:				
<ul style="list-style-type: none"> • 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. The district will continue to implement a system of interventions and strategies that support all students.	Asst. Supt. Ed. Services, Director SPED	July 2011 – June 2014	--	No additional funding
9B. Teachers will receive ongoing professional development on the use of the SBE-adopted/ approved ELD program.	Asst. Supt. Ed. Services, Director SPED	July 2011 – June 2014	--	No additional funding
9C. IEP goals will be standards-based and teachers will continue to collaborate to ensure access to standards for all students.	Asst. Supt. Ed. Services, Director SPED	July 2011 – June 2014	--	No additional funding
9D. Staff will continue to use districtwide data system to monitor student achievement	Asst. Supt. Ed. Services, Director SPED, Dir. Technology	July 2011 – June 2014	--	No additional funding
9E. Parents will continue to participate in district and site parent committees, back to school night, parent conference, ELAC, and SSC.	Asst. Supt. Ed. Services, Principals	July 2011 – June 2014	--	No additional funding
10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:				
10A. The district will continue to implement its Title II Program Improvement plan	Asst. Supt. Ed. Services	July 2011 – June 2014	--	No additional funding
10B. Professional Development will be provided for all teachers not HQT to ensure compliance.	Asst. Supt. Ed. Services	July 2011 – June 2014	--	No additional funding

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
<ul style="list-style-type: none"> • The district's mission statement outlines a vision for the environment that supports learning. • The district has adopted mandatory uniforms for students in grades K-8; research shows uniforms may reduce the use of drugs, behavior problems and increase student achievement. • The Board has adopted a goal specifically addressing the need to provide a safe learning environment measured by an annual survey of all stakeholders. • The Board has adopted a goal to establish interactive connections with all stakeholders. • The district has a strongly enforced and well publicized progressive discipline policy. • Each site has an updated safety plan that includes a set of emergency procedures and opportunities for practice drills. • Parents are provided regularly with the information through the "District Rights and Responsibilities handbook, newsletters, website, and survey reports. • Schools have been modernized, including technology, to facilitate a positive learning environment. • Administrators and staff support the view that emotional, psychological and social needs of students are intrinsically related to academic achievement and promote this approach. • Activities that foster a positive school and community climate include activities such as a Youth Summit, and Teens Tackle Tobacco Conference for Middle and High school students 	<p>Increase parent's participation in the areas of learning at home, decision making, volunteering, and collaborating with schools and the community</p> <p>Increased opportunities for students to participate in decision making process</p> <p>School climate activities to be part of the school culture.</p>

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • Schools regularly use data to improve efforts to implement discipline policies and procedures • On Campus Suspensions programs are in place to address discipline and alternatives to suspension. • After school activities are held at all schools in the district. Nine of the eleven have a state or federally funded grant, to run the after school programs • The establishment of extensive qualitative pre-referral interventions through the use of the Teacher Assistance Team (TAT) and the Student Study Team (SST) model is utilized on all campuses. TAT/SSTs are a built-in system for supporting classroom teachers on a day to day basis. The team is composed of teachers, and is based on the belief that teachers have skills and knowledge to effectively teach many students with learning and behavior problems by working together in a problem solving process. • Counseling Enriched Classes (CEC) were created to address the needs of students who are at risk behavior students or at risk of placement in nonpublic or other out-of-district schools for problematic behaviors. CEC's program uses a synergistic approach utilizing a token economy model (level system); a crisis management system designed to productively manage the emergency behaviors often exhibited by special behavior needs students and to help students learn appropriate problem solving behaviors and social skills. • This plan is based on resiliency factors and is aligned with effective ways to create a positive environment. 	

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

The LEA, and the schools it serves, have a plan for keeping schools safe and drug-free that includes:

- The district will provide trainings and opportunities to address topics of school climate, high expectation, and meaningful participation for staff, parents, and other partner agencies
- A broad range of after-school activities will operate within the district that engage students with a broad variety of needs and interest; these include homework centers, tutoring, athletic activities, drama, music and dance
- Research validated curriculum, provided through a TUPE grant, has been implemented at the secondary level to confront the issues around establishing a healthy life style and the resulting impact on learning and achieving life goals.
- There is continuous community participation through the District Advisory Committee (DAC) to address specific issues and concerns
- Staff development opportunities for teachers, administrators, and parents are provided throughout the school year
- There will be continued coordination and support of school sites in planning and conducting Parenting Workshops and other activities for targeted groups such as African American and English Language learners
- A group of high school and middle school students will annually attend the Teens Tackle tobacco conference at University of California, Berkeley

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
<ul style="list-style-type: none"> • There is ongoing data collection through California Healthy Kids and school site survey. • Additional information is gathered on crime incidents, expulsions, suspensions and discipline problems. Data is also received from the City of Pittsburg and Contra Costa County. • A safe school plan has been developed at each school site. • Communication technology upgrades, such as cell phones, cameras installed, Walkie Talkies, and ties to the emergency system have been completed. • The Lincoln Center provides services including the Second Steps program to at risk students and their families • Schools provide instruction on appropriate use of information from the internet. • Campus Resource Security is at all Secondary Schools. • All Campus Resource Security personnel have been trained • Police and Probation officers are on Secondary Schools campuses. • Elementary schools have Life Skill Counselors and Secondary Schools have counselors that provided tobacco, marijuana and alcohol counseling as needed, and do preventive counseling. • Center for Human Development – “Project Success” provide a counselor to work with both Junior High Schools. The counselors offer conflict resolution, grief counseling, transition to high school and drug and alcohol prevention. • Community Service (Service Learning) is a requirement for high school 	<ul style="list-style-type: none"> • Healthy Schools Survey Data should be shared with teachers so that the connection between these issues and the overall academic success of students may be observed. • Bullying needs to be addressed especially at the grades 4 and 5 levels. Investigate cell phone and internet bullying misuse. • Gang involvement needs to be addressed especially at the secondary levels. • The prevalence of alcohol lifetime use needs to decrease. • Increased mentoring opportunities are needed at both elementary and secondary level.

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/_11_ Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th 2% 7 th 2%	5 th -2% 7 th -4%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	5 th 4% 7 th 1%	5 th -2% 7 th -6%
The percentage of students that have used marijuana will decrease biennially by:	5 th 1% 7 th 2%	5 th -2% 7 th -2%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	5 th 2% 7 th 3%	5 th 00% 7 th -2%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	5 th 00% 7 th 2%	5 th 00% 7 th -6%
The percentage of students that feel very safe at school will increase biennially by:	5 th 53% 7 th 24%	5 th 3% 7 th 3%
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	5 th 39% 7 th 26%	5 th -2% 7 th -2%
Truancy Performance Indicator		
The percentage of students who have been truant will decrease annually by <u>0%</u> 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.	00%	12%

<i>Protective Factors Performance Measures from the California Healthy Kids Survey</i>	Most recent date: _3_/1_/11_ 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:	5th 47% 7th 28%	5th 3% 7th 3%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	5th 42% 7th 50%	5th 6% 7th 6%
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5th 42% 7th 11%	5th 2% 7th 2%
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5th 54% 7th 39%	5th 2% 7th 2%

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.	0.00	0.00

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
Project TND	ATODV & YD	9	790	02/01/2011	03/07/2011	03/09/2011
Project Alert	ATODV & YD	7	995	02/01/2011	03/14/2011	03/16/2011
TEG/TAP	ATODV & YD	6-12	80	03/25/2011	3/25/2011	3/25/2011

Programs and Research-based Activities:

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
X	After School Programs	ATODV & YD	0-12
X	Conflict Mediation/Resolution	ATODV & YD	9-12
X	Early Intervention and Counseling	ATODV & YD	0-12
	Environmental Strategies	ATODV & YD	6-12
X	Family and Community Collaboration	ATODV & YD	0-12
	Media Literacy and Advocacy	ATODV & YD	6-8
	Mentoring	ATODV & YD	6-12
X	Peer-Helping and Peer Leaders	ATODV & YD	0-12
X	Positive Alternatives	ATODV & YD	0-12
	School Policies	ATODV & YD	0-12
X	Service-Learning/Community Service	Youth Development	10-12
X	Student Assistance Programs	ATODV & YD	0-12
	Tobacco-Use Cessation	n/a	n/a
X	Youth Development Caring Schools Caring Classrooms	ATODV & YD	0-12
	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 through 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
n/a						

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.

The District provides counseling at all levels: Referral/Counselor at the Elementary, and Counselors to provide intervention and preventive counseling at the secondary level. These programs were selected after an extensive review by the District Advisory Committee, composed of administrators, teachers, and community members. We also consulted with the County Office of Education.

As indicated in the most recent CHKS data, Alcohol is a challenge for levels 7-12, and feeling safe at school is a challenge for levels 5-11. According to school, staff, law enforcement, and parents, the increase in gang activity is also a concern. Based on data from the most recent CHKS, and other school reports showing incidents of alcohol, tobacco, and negative behavior, the district chose to apply for a TUPE Grant in order to implement an instructional program to confront these issues.

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, 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 will conduct the CHKS survey 2011-12. Resiliency modules will be used to focus on youth development in this district. The District will conduct a teacher school climate survey in 2011-12. The District will continue to ask our local law enforcement agency, City Parks and Recreation Department, and other related groups in the community, to provide information they may know about related to levels of ATODV. These agencies will also be asked to identify other ATODV related needs of students, parents, families, and the community at large.

The Yearly information will be analyzed by the District Youth Development Advisory Council looking at both district wide trends and specific strengths and needs at each site. Yearly survey administration will allow us to determine trends for ATODV. This will be formulated into a Board Report that will analyze specific strengths and needs at each site. A written report will be shared with all stake holders including parents, staff, and students. The District Advisory Committee will use this information to refine, improve, and strengthen the program.

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.

California Healthy Kids Survey is shared with the public and all district stakeholders through multiple avenues. The results are posted on the district website, and all site web sites. During the 2011-12 academic year, the survey will be shared with all stakeholders via interactive social networks.

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])

The district defines the highest need students as students who are performing below standards, who receive multiple discipline citations, have emotional or mental health challenges, English Language Learners and African American Learners who are below grade level will be targeted.

The following services are funded for students with greatest needs:

- Early identification and intervention services with counselors.
- Extra curricular activities that focus on academic intervention.
- Youth development activities such as role playing, interviews, and field trips are provided.
- Staff development training for teachers working with Safe and Drug Free programs.
- Purchased materials to implement Safe and Drug Free programs.
- Red Ribbon Week activities are structured to prevent the use of drugs.

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.

Our District Advisory Council is comprised of members from other funded programs such as: Before and After School Learning, After School Program (ASES), CCLB Services; Title One Representative, English Learners Program Representative, and Parent Involvement Representatives. We will meet to look at the common elements of our goals, to ensure best practice teaching strategies, and the promotion of highly qualified teachers. This will lead to a coordination of the prevention efforts.

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 involved in our district at many levels, such as planning and designing programs, implementing strategies as volunteers: in the classroom, in after school programs, on site committees, at school events, field trips, and tutoring. Parents serve on the District Advisory Council, the School Site Council, and a variety of other councils. There is a Parent Volunteer Staff member at each school site.

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.

The district does not have any TUPE funded positions.

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 section 104420 [b](3))

Position/Title	Full time equivalent
<i>The district does not have any TUPE funded positions.</i>	

Additional Mandatory Title I Descriptions

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:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> ○ Number of children in families receiving assistance under the CalWorks program; ○ Number of children eligible for Free/Reduced Price Lunch programs; ○ Number of children ages 5-17 in poverty counted by the most recent census data; ○ Number of children eligible to receive medical assistance under the Medicaid program; ○ Or a composite of the above. 	<p>The LEA uses the number of children eligible for free reduced price lunch program. This requirement is documented in the Consolidated Application Part 1 and 2.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds:</p> <ul style="list-style-type: none"> ○ All schools with a 75% or above poverty level are funded ○ All other schools are funded by poverty ranking district wide or by grade span. 	<p>All elementary and middle school sites with a 40% or above poverty level are funded. Thus in PUSD all K-8 schools are funded.</p>

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:
<p>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:</p> <ul style="list-style-type: none"> • 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. 	<p>In the Pittsburg Unified School District each school is supported by district staff to create and refine a Single Plan for Student Achievement based on the state's template. This process involves surveying parents, staff, and sometimes students to determine the needs of the school and suggested practices for addressing those needs. Principals also share best practices at monthly Principal's Meetings to ensure the highest quality of strategies and practices are being utilized at each school.</p> <p>The plans are reviewed both by the English Learner Advisory Committee and the School Site Council. The plans are monitored throughout the school year by the School Site Council. This revision process occurs at least once per year and the plans are approved by the district's Board of Education. The plans address needs for improving extended learning opportunities, performance of and interventions for at-risk students, transitional programs, research-based staff development, and parent involvement.</p>

	Description of how the LEA is meeting or plans to meet this requirement:
<p>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:</p> <ul style="list-style-type: none"> • 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. 	<p>No TAS schools</p>

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:
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • 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. 	<p>No TAS schools</p>
<p>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.</p>	<p>No TAS schools</p>
<p>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.</p>	<p>No TAS schools</p>

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:
<p>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:</p> <ul style="list-style-type: none"> • 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. 	<p>Each Program Improvement school in Pittsburg Unified School District maintains a Single Plan for Student Achievement based on the CDE template. These plans summarize the schools' data which led them to be placed in PI and the specific strategies they plan to use to exit PI. These strategies include as regular collaboration, data analysis, use of highly effective, proven instructional strategies, etc. They are reviewed monthly by the School Site Council and expenditures are approved both by the SSC as well as by district administrative personnel. This review process is meant to ensure the schools' efforts are directly supporting the schools' needs as identified in their annual needs assessments as well as to ensure that they are supporting the improved achievement of identified, at-risk students.</p>

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:
<p>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.</p>	<p>Annually before school begins, Pittsburg Unified School District mails a letter to the home of each student who attends a Program Improvement school to inform them of the school’s PI status. The letter includes information pertaining to why the school is in PI, the offer of School Choice, the offer of Supplemental Educational Services for schools in PI year 2 or higher, what the district is doing to support the school to exit PI, what the school’s efforts are to exit PI, and what the parents can do to support the school and become more involved in the efforts to exit PI.</p>
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p>Pittsburg Unified School District invites all students who attend a Program Improvement school to sign-up for SES (PI year 2 or higher) or School Choice. Students who participate in the free-reduced price lunch program may enroll in SES as long as they remain at a PI school. Students may sign up for School Choice and transfer with district paid transportation to a non-PI school. Sign-ups are taken within the first month of school or within the first month of the student’s enrollment into a PI school.</p> <p>If after the first enrollment period there are more funds available for SES and Choice, a second enrollment period is held mid-school year. If the demand exceeds the potential funding, students are prioritized for SES based on need using student achievement data and teacher feedback.</p>

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:
<p>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.</p>	<p>Pittsburg Unified School District annually completes the Equitable Distribution Plan which outline show the district will ensure that all school have highly qualified teachers in every class. PUSD also ensures that parents are informed of their right to know the credential status of their student's teacher and also ensures that parents are notified in a timely manner when their child is not being taught by a highly qualified teacher.</p> <p>PUSD also maintains an MOU and budget, submitted annually to CDE, outlining how teachers and administrators will be supported financially, when necessary, to ensure they are highly qualified for their positions.</p>
<p>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.</p>	<p>Pittsburg Unified School District, under federal law, supports sites to spend a portion (at least 1%) of their Title I funds on parent involvement. In addition to parent training and the annual Title I Parent Meetings, schools involve parents with numerous school events such as Back to School Nights, Family Nights, Parent Informational Coffees, Bring Your Parent to School events, Parent Conferences, etc. Other ways schools and the district involve parents are through Parent Clubs, the use of Parent Volunteer Coordinators, School Site Councils, English Learner Advisory Committees, District Advisory Committees and District ELAC. The SSC and the DAC are responsible for annually reviewing the school and district Parent Involvement Policies.</p>

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:
<p>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:</p> <ol style="list-style-type: none"> 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. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>Pittsburg Unified School District maintains a preschool program with classrooms on various elementary sites.</p> <p>PUSD does not have any of the other listed programs.</p>

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)	<ul style="list-style-type: none"> Parents receive certified letters of graduation requirements twice a year. Graduation status of the student is also provided. Renaissance – An incentive program for students with a GPA of 2.9 and below. Students who improve their GPA are given an opportunity to attend specially planned activities. CAHSEE Preparation After school tutorial is provided six weeks prior to CAHSEE Summer School Intervention Programs Avid Puente Bridge to College Program Project EXCEL Mastery Center Parent Conferences scheduled as needed Algebra Academy Supplementary Counseling Services AB407 Immigrant Student stay for 3 years in EL 	Seniors	Counselors Administrators Parents	Increase graduates by 5%	Gen Fund 10 th grade counseling
		All	Ongoing Counselors Administrators Parents	Increase eligibility by 5%	Title I
		At risk	Same as above	Increase rate of students passing CAHSEE and graduating high school	Gen Fund, Puente, Gear Up
			Same as above	Same as above	Same as above
		All	Same as above	Same as above	Same as above
		9-10	Same as above	Same as above	Same as above
		Jr. High	Same as above	Same as above	Same as above
		All	Same as above	Same as above	Same as above
5.2 (Dropouts)	<ul style="list-style-type: none"> Alternative Education Truancy Sweeps Probation officers and police visit homes and require students to attend school Cooperation between City and School – Truancy Sweeps 	At Risk	Principals / Counselors, Student Services Director, Administrators, Counselors	Reduce drop out figure by 5%	Gen Fund
			Ongoing Same as above	Same as above	Title I
		All	Same as above	Same as above	Gen Fund, Puente, Gear Up

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
	<ul style="list-style-type: none"> Library Program Attendance policy Extra Curricular Activities Stevenson Academy Home Visitation Grant Choice of 100 Clubs Sports 				
5.3 (Advanced Placement)	<ul style="list-style-type: none"> All students who score a 4 or a 5 on the CST within a content area are automatically placed in either an Honors or the appropriate Advanced Placement course. 	All	AERIES Help Desk Ongoing	Increase number of students taking rigorous courses and demanding higher student achievement.	Gen Fund
	<ul style="list-style-type: none"> AVID PUENTE Bridge to College 	9-12 9-10 9-10	Teachers/ Counselors Asst. Supt. Ed Serve. Ongoing	Same as above	Gen Fund, Puente
	<ul style="list-style-type: none"> Middle School Program offers advance classes in Math and Language Arts. 	All students 6-8	Counselors Teachers Ongoing	Same as above	Gen Fund
	<ul style="list-style-type: none"> UC Berkeley Summer Classes, Community College Classes – Students have the opportunity to attend university and community colleges to advance their learning. 	All students	Teacher Counselors Ongoing	Gives students access to more rigorous course work not available during the school day with virtual instruction in state-of-the-art facilities.	Same as above
	<ul style="list-style-type: none"> Add AP Calculus. Add additional Honors courses at the 9th and 10th grade levels in ELA and Biology. 	11-12 9-10	Counselors Teachers Ongoing	Increased Opportunities	Same as above
	<ul style="list-style-type: none"> Concurrent enrollment in Community College Classes. 	9-10	Principal Counselors Ongoing	Increased Opportunities	Same as above
	<ul style="list-style-type: none"> Teachers observe date to change placement – focus on student performance. 	All students	Teachers Counselors Ongoing	Access to more rigorous courses	Same as above

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.
- 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 contract with a District Assistance and Intervention Team (DAIT) must also secure signatures from their DAIT leads.

Print Name of Superintendent

Signature of Superintendent

Date

Print Name of Board President

Signature of Board President

Date

Print Name of District Assistance and Intervention Team (DAIT)

Signature of DAIT Lead

Date

Print Name of Title III Regional County Office of Education Lead (if applicable)

Signature of Title III Regional
County Office of Education Lead (if applicable)

Date

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.