No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901

LEA Plan Information:

Name of Local Educational Agency (LEA):   Alum Rock Union Elementary School District

County/District Code: 43-69369

Dates of Plan Duration: July 1, 2016 to June 30, 2017

Date of Local Governing Board Approval: 6-16-16

Superintendent: Dr. Hilaria Bauer

Address: 2930 Gay Ave.

City: San Jose, CA   Zip code: 95127
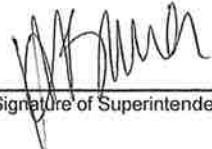
Phone: (408) 928-6820   Fax: (408) 928-6416

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

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Hilaria Bauer, Ph.D.
Printed or typed name of Superintendent   Date   Signature of Superintendent

Dolores Marquez-Frausto
Printed or typed name of Board President   Date   Signature of Board President

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Alum Rock Union Elementary School District

Amended Rubric for Evaluating Program Improvement Year 3

Local Educational Agency Plan Revisions

The revised LEA Plan will document steps to fully implement:
- Corrective Action 6: Institute and fully implement a new curriculum based on state academic content and achievement standards, including professional development based on scientifically-based research for all relevant staff [California *Education Code (EC)* Section 52055.57(c)]
- Additional recommendations made by a district assistance and intervention team **(DAIT)**

Required Elements	Location in LEA Plan
Instructional Materials: English-Language Arts (ELA)	
1. The plan addresses district-wide implementation of most recent SBE-adopted/standards-aligned materials in ELA:	
• Identifies core programs currently in place and describes current levels of adoption	
• Describes intervention materials for students performing below grade level, including K-8 strategic intervention materials for students working 1-2 years below grade-level standards and intensive intervention classes and materials for students working more than 2 years below grade level	**Pages 12-17; 20; 21-22**
• Describes materials for English learners and students with disabilities (e.g., ancillary materials and strategies to help students access the curriculum)	
2. The plan outlines a district process to adopt and phase-in the 2008 ELA curriculum by fall 2010	**Pages 18-21**
3. The plan incorporates the recommendations of the DAIT *(Write N/A if there are no DAIT recommendations in this area.*	**Pages 15; 20; 21-22**
Instructional Materials: Mathematics	
The plan addresses district-wide implementation of most recent SBE-adopted/standards-aligned materials in mathematics:	**Pages 22-27; 29 - 30; 34; 35-36**
• Identifies core programs currently in place and describes current levels of adoption	
• Describes intervention materials currently in place for students working below grade level, including K-8 strategic intervention materials for students working 1-2 years below grade-level	

standards and intensive intervention classes and materials for students working more than 2 years below grade level	
▪ Describes materials for English learners and students with disabilities (e.g., ancillary materials and strategies to help students access the curriculum)	

Required Elements	Location in LEA P...
Professional Development for Teachers	
1. The plan prioritizes the professional development needs of all mathematics teachers:	**Pages 12; 24; 30-31**
• Documents the percent of mathematics teachers who have completed AB 466/SB 472 training (40-hour institute and 80-hour practicum) in the most recent curriculum adopted by the district	
• Documents schedule to provide all mathematics teachers with SB 472 training (plus the 80 hour practicum) in the newly adopted mathematics curriculum	
2. The plan prioritizes the professional development needs of all ELA teachers:	**Pages 13; 16; 23**
• Documents the percent of ELA teachers who have completed AB 466/SB 472 training (40-hour institute and 80-hour practicum) in the most recent curriculum adopted by the district	
• Documents steps to provide SB 472 training to all ELA teachers who have not yet completed the institute and/or practicum in the currently adopted curriculum	
3. The plan prioritizes the need for all teachers of English Learners to complete SB 472 English Learner Professional Development (ELPD) after completing the initial 40-hour SB 472 institute	**Pages 13; 16; 22; 31; 36**
4. The plan incorporates the recommendations of the DAIT *(Write N/A if there are no DAIT recommendations in this area.)*	**Page 23; 36**
5. The plan clearly outlines the district process to adopt and phase-in the 2007 mathematics curriculum by fall 2009	**Pages 27-29; 30 – 36**
6. The plan incorporates the recommendations of the DAIT *(Write N/A if there are no DAIT recommendations in this area.)*	**Pages 24-35; 29-32; 36**

Rec, ed Elements	Location in LEA F
Professional Development for Administrators	
1. The plan addresses the professional development needs of all administrators:	Pages 12-13; 16; 22; 23-24; 30
▪ Documents percent of administrators who have completed AB 75/430 training (institute and practicum) in the most recent curricula adopted by the district	
▪ Documents steps to provide AB 430 training for all administrators who have not completed the institute and/or practicum	
▪ Documents steps to provide administrators with training on the implementation of English learner programs, e.g., Specially Designed Academic Instruction in English (SDAIE)	
▪ Documents steps to provide administrators with training on the implementation of programs for students with disabilities, e.g., Response to Intervention (RtI)	
2. The plan incorporates the recommendations of the DAIT *(Write N/A if there are no DAIT recommendations in this area.)*	Page 36

Required Elements	Location in LEA F...
Focus on High Priority Students	
1. The plan addresses the fundamental learning needs of English learners:	**Pages 13-16; 19; 21**
• Documents district policies for assessing, placing, and exiting English learners in ELD support	
• Documents instructional delivery strategies that render content comprehensible to students learning English (SDAIE)	
2. The plan addresses the fundamental learning needs of students with disabilities:	**Pages 13-14**
• Documents presence of or actions taken to provide support for teachers delivering specialized instruction to students with disabilities	
• Documents presence of, or actions taken to create, collaboration among general education and special education teachers by grade level or program	
3. The plan addresses the fundamental learning needs of other high priority students:	**Pages 12; 15**
• Documents presence of, or plans to provide, SBE-adopted intervention programs, offered as separate, extended-period classes, for all students requiring intensive intervention in reading/English-language arts and/or mathematics	
• Documents presence of, or plans to provide, transitional and support classes for students requiring strategic intervention in reading/English-language arts and/or mathematics	
4. The plan incorporates the recommendations of the DAIT *(Write N/A if there are no DAIT recommendations in this area.)*	**Pages 21-22**

2014-2015 FEDERAL AND STATE PROGRAMS CHECKLIST

The following state and federal programs support the implementation of the LEA Plan.

	Federal Programs		State Programs
X	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
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	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)
X	IDEA, Special Education	X	Other (describe):
	21st Century Community Learning Centers	X	Other (describe):

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	Other (describe):	X	Other (describe):	

DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2016-2017

Programs	Projected 2016-2017	Projected 2016-2017 Direct Services $	Projected 2016-2017 Direct Services %
Title I, Part A	$3,210,056	$2,728,548	85%
Title I, Part C, Migrant Education, Even Start			
Title I, Part C, Migrant Education			
Title I, Part D, Neglected/Delinquent			
Title II Part A, Subpart 2, Improving Teacher Quality	$779,943	$725,643	93%
Title II, Part D, Enhancing Education Through Technology			
Title III, Limited English Proficient	$477,677	$468,310	98%
Title III, Immigrants			
Title IV, Part A, Safe and Drug-free Schools and Communities			
Title V, Part A, Innovative Programs – Parental Choice			
Adult Education			
Career Technical Education			
McKinney-Vento Homeless Education			
IDEA, Special Education	$3,429,405	$3,190,440	93%
Other (describe) CA Mathematics & Science Partnership			
TOTAL	$7,897,131	$7,112,941	90%

DISTRICT BUDGET FOR STATE PROGRAMS – 2016-2017

Categories	Projected 2016-2017 District Entitlements	Projected 2016-2017 Direct Services to Students at Sites ($)	Projected 2016-2017 Direct Services to Students at Sites (%)
EIA – State Compensatory Education			
EIA – Limited English Proficient			
State Migrant Education			
School Library Instructional Block Grant			
Child Development Programs			
Educational Equity			
Gifted and Talented Education			
Tobacco Use Prevention Education – (Prop. 99)			
Immediate Intervention/ Underperforming Schools Program)			
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 (describe) After School Education and Safety Programs Lottery Instruction Materials	$2,725,320	$2,614,491	95%
TOTAL	$10,854,164	$9,980,963	92%

District Schools

Located in an area of great cultural, ethnic, linguistic, and socioeconomic variance, Alum Rock Union Elementary School District operates sixteen elementary schools and seven middle schools. The elementary schools include: Clyde Arbuckle Elementary, Sylvia Cassell Elementary, Cesar Chavez Elementary, Horace Cureton Elementary, A.J. Dorsa Elementary, O.S. Hubbard Elementary, Linda Vista Elementary, Learning in an Urban Community with High Achievement Elementary (L.U.C.H.A.), Lyndale Elementary, Millard McCollam Elementary, Donald J. Meyer Elementary, Ben Painter Elementary, Russo McEntee Academy, Thomas P. Ryan Elementary, and San Antonio Elementary. The middle schools consist of Clyde L. Fischer Middle, Joseph George Middle, Lee Mathson Middle, Ocala Middle, Renaissance Academy, Renaissance at Mathson, and Sheppard Middle. There are two K-8 schools: Adelante Dual Immersion Academy and Aptitud at Goss.

Two of our schools were recipients of the 2016 California Gold Ribbon Schools Award – Adelante Dual Language Academy and L.U.C.H.A Elementary School. The fact that many programs in the district have received State and County awards for excellence is indicative of ARUSD's commitment to continuous improvement.

Student Demographics

Rich in diversity, the student population is comprised of 78% Hispanic, 16% Asian, 2% White, 1.6% African American, 1% Other and 48% are English Learners. 89% of students qualify as unduplicated students (Foster Youth, English Learners, and Low Income). 100% of students participate in the Free and Reduced Lunch Program; 10.83% of the student population receives Special Education services; and 110 students participate in the Migrant Education Program. Because the majority of families in the attendance area lack the resources to provide little more than basic living commodities, most students enter the district with little or no pre-school preparation.

The ARUSD community reflects the cultural, ethnic, linguistic, and socioeconomic diversity of its students. Committed to education, the community has a tradition of involvement and interest in its schools and has approved bond measures to improve and remodel existing facilities even during times of economic distress.

District Staff

To support the needs of all learners, ARUSD employs 645 certificated and 172 classified staff members. To ensure that all certificated and classified staff has ongoing training opportunities, Alum Rock Union Elementary School District has a coherent, comprehensive plan for professional development that is data driven and directly linked to teaching and learning and the District's vision. Not only do professional development activities reflect best practices and a research-validated approach, but they also align with the California Standards for the Teaching Profession and with validated workforce practices.

From 2005-2010, the district supported Program Improvement Administrator (PIA) positions to assist schools in monitoring the instructional program. Each school in Program Improvement and the Special Education Department had PI support. Additionally, the district contracted a state-approved external PI provider to support the program improvement process. The external provider disaggregated student achievement data, trained administrators and staff on data analysis, and helped design appropriate interventions. Based on the specific activities of the action plan, the external provider provided professional development for teachers and administrators.

Assessments

In ongoing analysis of STAR, CELDT, local assessments on OARS (Online Assessment and Reporting System), the District's Writing Assessment, data from INSPECT Blueprint Assessments, and other local measures representing both formative and summative assessments, the District surfaced serious literacy-based needs. The data show that many of students in the district are scoring below grade level in literacy, and math. Not only are a majority of students entering ARUSD without any pre-school preparation, but many transfer students, from all language proficiency populations, are also entering school without basic phoneme recognition skills. Moreover, there are approximately thirty-one different languages spoken by students in the District, and many of the Limited English Proficiency students lack the Cognitive Academic Linguistic Proficiency (CALP) in their native language to transfer their learning to English. Combined with dwindling funds, an inordinately large population of students with autism, and an exceptionally large student population of English Learners that require ongoing support to meet the State's standards, the district is faced with a formidable challenge.

In 2004-2005, the district was designated as a Program Improvement (PI) district. The Annual Measurable Objectives (AMAOs) were not met for the Special Education subgroup in language arts or math. A focus has been placed on Special Education students.

Local Measures of Student Performance
(Other than State-level assessments)

OARS (Online Assessment and Reporting System)
Curriculum embedded-assessments and standards-based quizzes for English and mathematics are used to measure and monitor academic progress in the State Board of Education standards-based curriculum. The data derived from these tests is entered into OARS and is used to modify instruction to be more responsive to assessed needs and to provide timely interventions to support student achievement.

i-Ready
I-Ready is a diagnostic and progress monitoring assessment that assigns students to an individualized learning path and provides teachers with resources for instruction.

Alum Rock Union Elementary School District Writing Assessment
The district writing assessment is given to all students in the fall and spring of each year. Directly aligned with the State's standards, the assessment helps teachers to modify instruction and assessment strategies with the State's standards; establish grade level expectations for all students; and create a seamless educational transition for students that find it necessary to move from one school to another.

Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and* **mathematics, by** **2016-2017.** *Included are specific measurable achievement goals and objectives for all significant student subgroups, consistent with Adequate Yearly Progress (AYP).*
The table below describes Alum Rock Elementary School District's current level of student proficiency on the ELA and Mathematics CST.

English Language Arts	2012 % Tested	2012 % Prof	2012 Target	Growth Needed	2013 Target	Growth Needed	2014 Target	Growth Needed	Additional Indicator API	
District Overall	100	51.8	78.4%	26.6	89.2%	37.4	100%	48.2	2010 Base	746
African Amer.	100	43.8	78.4%	34.6	89.2%	45.4	100%	56.2	2011 Growth	770
Amer. Indian	100	42.9	78.4%	35.5	89.2%	46.3	100%	57.1	Change	25
Asian	100	73.3	78.4%	5.1	89.2%	145.9	100%	26.7	2011 Base	771
Filipino	100	70.8	78.4%	7.6	89.2%	18.4	100%	29.2	2012 Growth	784
Hispanic	100	46.5	78.4%	31.9	89.2%	42.7	100%	53.5	Growth Needed	14
Pacific Islander	100	61.5	78.4%	16.9	89.2%	27.7	100%	38.5		
White	100	69.2	78.4%	9.2	89.2%	20	100%			30.8
SED	100	51.8	78.4%	26.6	89.2%	37.4	100%			48.2
English Learners	100	45.1	78.4%	33.3	89.2%	44.1	100%			54.9
SWD	99	31.9	78.4%	46.5	89.2%	57.3	100%			68.1
Mathematics	2012 % Tested	2012 % Prof	2012 Target	Growth Needed	2013 Target	Growth Needed	2014 Target	Growth Needed	Additional Indicator Graduation Rate	
District Overall	100	57.1	79.0%	21.9	89.5%	32.4	100%	42.9	2010 Rate	N/A
African Amer.	100	40.8	79.0%	38.2	89.5%	48.7	100%	59.2	2011 Rate	N/A
Amer. Indian	93	52.4	79.0%	26.6	89.5%	37.1	100%	47.6	Change	N/A
Asian	100	78.7	79.0%	0.2	89.5%	10.7	100%	21.2	2012 Target	N/A
Filipino	100	73.6	79.0%	5.4	89.5%	15.9	100%			26.4
Hispanic	100	52.4	79.0%	26.6	89.5%	37.1	100%			47.6
Pacific Islander	100	74.7	79.0%	4.3	89.5%	14.8	100%			25.3
White	100	68.2	79.0%	10.8	89.5%	21.3	100%			31.8
SED	100	57.2	79.0%	21.8	89.5%	32.3	100%			42.8

English Learner	100	54.3	79.0%	24.7	89.5%	35.2	100%	45.7
SWD	99	36.9	79.0%	42.1	89.5%	52.6	100%	63.1

Performance Goal 1A: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2016-2017.*

Planned Improvement in Student Performance in Reading

Description of Specific Actions to Improve Education Practice in **Reading** ALUM ROCK will implement the following actions.	Persons Involved	Related Expenditures	Estimated Cost Funding Source	Benchmarks Timelines	DAIT Recommendations Needs Assessment
1. **Alignment of instruction with content standards:** Alum Rock adopted SRA Imagine It! K-5 in fall of 2008 and Pearson California Reading in fall of 2010. The current RLA intervention in grades 4th -8th is Language! <u>Common Core State Standards:</u> The supplemental CCSS bridge materials from SRA will be purchased for grades K-5. EngageNY ELA is used in middle schools.	Assistant Superintendent Instructional Services	Purchase SRA bridge materials	**Curriculum** $101,368.72 Base	By May 2017	
1.1 Site administrators will receive training on standards and how to coach and support teachers in the full implementation of the common core state standards.	Assistant Superintendent Instructional Services/ Assistant Superintendent Human Resources Officer Principals/ Deans			Agendas of Training Ongoing	**Curriculum:** Assistant Superintendent Instructional Services will implement a professional learning community geared towards supporting principals in understanding the CCSS. .
1.2 Teachers will be provided an overview of the Common Core State Standards and an in depth training on the instructional shifts and implications for English learners.	Assistant Superintendent Instructional Services / EI Coordinator	Extended duty for teachers /contracts SCCOE PD and from publishers	Base Funding $50,000 Title I	By May 2017	

1.3 District and site administrators will use a classroom observation tool to verify that differentiated activities are taking place to address the needs of all learners, especially English learners and Students with Disabilities: • Systematic, explicit direct instruction followed by guided and independent practice appropriate to the learning and language levels of all students • Daily use of materials (SRA *Imagine It*! K-5, Pearson EngageNY ELA, and Language! 4th Edition, ELD Program 2, Scaffolding techniques and cooperative learning activities with heterogeneous grouping and differentiated instruction to further engage all students • Checking for understanding throughout the lesson using a variety of techniques • Intervention and support using a tiered framework • Differentiated activities to maximize student participation, engagement, and production of oral language	Instructional Services Administrators/ Site Administrators				**Curriculum:** The Assistant Superintendent Instructional Services will monitor the use of Observation Tools **Human Resources:** Human Resources will train all administrators to supervise, observe and evaluate teachers in grade level appropriate, standards-based instruction recognizing effective instructional strategies for EL & SWD.
1.4 District, site administrators and teachers will attend EL Achieve Constructing Meaning Training.	El Coordinator/ Principals/ Assistant Superintendent Instructional Services / Site Administrators			Spring 2017	**Curriculum:**
1.5 District and site administrators will work with teachers to identify Common Core State Standards in our current adopted curricula and key instructional shifts in teaching the Common Core.	Assistant Superintendent Instructional Services Principals/ Teachers	Teacher Extra Duty	$20,000 Supplemental Concentration	Pacing guides and assessments aligned to CCSS Summer 2017	**Curriculum:** Assistant Superintendent Instructional Services will identify CCSS in curricula for reading language arts and major instructional shifts.
2. Use of standards-aligned instructional materials and strategies:					

2.1	Alum Rock will continue to use SRA *Imagine It* for K-5, Engaged NY ELA for grades 6-8, *Language!* for 4-8 intervention, and Program 2 for ELD. All teachers including those of English Learners and Students with Disabilities will daily and fully implement these adoptions.	Assistant Superintendent Instructional Services /Principals/ Site Administrators Teachers			Inventory and Purchase consumables August 2017	
2.3	District employs specialists for ELA, English Learners, and special education to ensure implementation of the standards-aligned adoptions and strategies to support teachers through direct support in the classroom and modeling effective instructional practices.	Assistant Superintendent Instructional Services / Principals/ Site Administrators	salaries	$160,000 Title I	Ongoing	
2.4	District grade level teacher teams annually review district grade level pacing guides to align them to key standards and adopted programs. • All teachers will implement pacing guides to ensure they know when standards are taught and in what sequence. • Principals will monitor and support teachers in implementing pacing guides through class observations and grade level/content collaborative meetings.	Assistant Superintendent Instructional Services /Principals/ Site Administrators Teachers	Post Pacing Guides on District Website		Revised Pacing Guides July 2017 Monitoring of Pacing Guides Ongoing	
2.6	District and site administrators and teachers develop/identify common district-wide assessments addressing key standards with cut points for proficiency levels to identify effectiveness of standards-based instruction.	Assistant Superintendent Instructional Services /Principals/ Teachers	Assessments iReady		District Assessments August 2017	**Data:** Assistant Superintendent Instructional Services will revise assessments to identify how students master key standards.
2.7	District provides training in data team analysis for site administrators and teachers to analyze common formative district assessments with a structured data protocol and use results to determine strengths and weaknesses of grade level standards-based instruction in ELA to determine appropriate instructional responses for students not reaching proficiency. There will be school Instructional	Assistant Superintendent Instructional Services /Principals/ Site Administrators	Data management/ Training	$240,000 Title I $60,000 Title III	Four ILT PLCs will occur in 2016-2017	**Curriculum and Data:** Assistant Superintendent Instructional Services will implement and monitor at all sites a consistently-used

Leadership Teams comprised of key teacher leaders and the site administrator.	Teachers				protocol for data analysis by grade levels.
2.9 District and site administrators with teachers use assessments to place, exit, and monitor progress of all students including ELs and SWDs needing intervention. Progress monitoring includes assessments that are found in the adopted intervention programs.	English Learner Coordinator and Special Education Coordinator/ Site Administrators Principals/ Teachers			Data from Assessments Spring 2016	
3. Extended learning time:					
3.1 District will ensure that all K-8 strategic intervention students, including English learners and Students with Disabilities will receive reading, and/or ELD intervention instruction during the school day using the core adoptions. The district will assist middle schools in developing master schedules to include an additional period for strategic reading intervention using ancillary materials included in *SBE Imagine It!, Pearson,* and *Language!*	Assistant Superintendent Academic Officer/ Principals/ Site Administrators Teachers	Materials	$40,000 Title I	Master Schedules Fall 2016 Ongoing	**Curriculum:** Superintendent and Assistant Superintendent Instructional Services will ensure all strategic students will receive universal access to access core RLA adoptions.
3.2 All intensive intervention students, including English learners and Students with Disabilities will receive reading and/or ELD intervention instruction during the school day and offered after school. The district will provide middle school assistance in developing a schedule to include two periods of reading intervention using *Language!* intervention materials. Assessments for placement and exit from interventions will be used.	Assistant Superintendent Instructional Services / Director Student Services / Principals/ Site Administrators Teachers	Materials	$150,000 Title III	Master Schedules Fall 2016 Ongoing	**Curriculum:** Superintendent will ensure all intensive students will have access to RLA intervention programs.

4. Increased access to technology:					
Alum Rock provides technology as a critical tool for delivering the core curriculum. There are over 500 Promethean Boards in the classrooms. Also available are ActiVote Responders, video, electronic encyclopedias and Interactive resources. All sites have the reading language arts and math textbooks electronically and hard copies. In addition, all students will have access to i-Ready, a diagnostic and program monitoring program that places students on an individual learning path. •	Assistant Superintendent Instructional Services / Principals/ Teachers/ Technology/ Personnel/ Computer Lab/ Technicians	Salaries Materials Software Hardware	$150,000Title I Supplemental Concentration	Ongoing	
5. Staff development and professional collaboration aligned with standards-based instructional materials: Program Improvement schools will work closely with Partners in School Innovation to support teacher collaboration aligned with standards-based curricula.	Assistant Superintendent Instructional Services		Same as 2.7		
5.1 Kindergarten, second grade, middle school RLA, middle school math, and middle school social studies teachers will particpate in professional learning communities regarding standards-based instruction. Principals and Resource Teachers will also participate in a PLC so they can work with all teachers at the school sites.	Assistant Superintendent Instructional Services				
5.2 District will provide in the summer an SB472 modified version of the institute for all untrained K-8 teachers (including special education) in all current RLA adoptions.	Assistant Superintendent Instructional Services / Principals/ Teachers			.	**Professional Development:** Assistant Superintendent Instructional Services will provide curriculum training.
5.3 District will provide all K-8 teachers with Common Core Sate Standards training in reading.	Assistant Superintendent Instructional Services / Principals/ Teachers	Extended duty	Supplemental Concentration	Certificates of Completion June 2017	**Professional Development:** Assistant Superintendent Instructional Services will provide training.

5.4 The district is currently providing training for the newly hired teachers in the RLA program.	Assistant Superintendent Instructional Services / Principals			Agendas Annually/Fall Certificates of Training Summer 2016	**Professional Development:** Assistant Superintendent Instructional Services and HR Director will require completion of curriculum training.
5.5 District will provide all 6-8 principals and Assistant Principals training in the new RLA adopted programs beginning summer 2014. • Provide training and monitoring for administrators to use observational tools to monitor and support the effectiveness of adapted instruction for SWDs and English Learners to learn grade level curriculum.	Assistant Superintendent Instructional Services / Principals/ Site Administrators	Training	$100,000 Title II	Certificates of Training Summer 2016	**Professional Development:** Assistant Superintendent Instructional Services
5.6 District will provide training for principals in how to monitor instructional programs for SWDs and how to facilitate expansion of service for SWDs through the collaborative model.	Director Student Services / Principals			Agendas 2016-2017	
5.7 District will provide teachers and principals professional development in PLCs to analyze and use state data and formative assessments to increase student achievement through ILTs.	Assistant Superintendent Instructional Services/ Principals/ Teachers	PLC Data Analysis Training	$100,000 Title II	Agenda 2016-2017	**Curriculum and Data:** Assistant Superintendent Instructional Services will provide PLC Data Analysis Training
5.8 The district and sites will promote professional collaboration of teachers, including special education teachers, through Data Team meetings by grade-level or content areas to examine student work samples, monitor students' mastery of grade-level standards, and plan instruction for students not mastering grade level/content area standards. Meetings will include all teachers K-8, including specialists and special education teachers. Elementary grade level leaders and middle school team leads will submit PLC agendas and minutes to site administration for review and signature. Principals will	Assistant Superintendent Instructional Services Principals/ Site Administrators Teachers			PLC Agendas and Minutes Ongoing	

discuss their site's efforts to promote collaborative teacher teams at principal meetings.					
5.9 Principals will ensure that each school's Single Plan for Student Achievement describes and funds specific activities that are aligned with the LEA Plan's professional development activities.	Director State and Federal Programs/ Principals			Single Plans for Student Achievement Annually	
5.10 District administrators will provide access to SELPA workshops to site administrators, special education teachers, paraprofessionals and parents.	Director Student Services / Principals	SELPA Training		Agendas Ongoing	
5.11 Paraprofessionals will participate in SELPA workshops to develop their understanding and practice of effective reading fluency and comprehension strategies.	Principals/ Paraprofessionals			SELPA Agenda, Sign-in Sheets	
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):					
6.1 District will monitor schools' activities to increase family participation around the areas of reading skills, parenting, communicating, learning at home, decision-making, collaborating, and volunteering.	State and Federal Director/ Principals/ Site Administrators				**Parent Involvement:** Principals will monitor parent activities at sites to increase participation.
6.2 District will establish with principals annual expectations for number and type of parent/community activities. Principals and staff will implement activities and provide agendas to district.	State and Federal Director/ Principals	Training Materials	$2000 Site Title I	Written Expectations Training Agendas Summer 2016 Annually	**Parent Involvement:** Principals will monitor parent activities at sites to increase participation.

6.3 Schools will send each parent his/her student's individual assessment results, with an explanation on how to interpret them. In addition standards-based report cards are issued two times a year in K-5 grades and four times a year in grades 6-8.	Principals Clerical Staff	Mailing Costs		Weekly Monitoring by Principals Ongoing	**Parent Involvement:** Principals will monitor parent activities at sites to increase participation.
6.4 Progress reports are sent out to all students who are underperforming and/or at risk of retention.	Principals Teachers	Printing Costs	$2,000 General Fund	Two times per year K-5, four times grades 6-8	**Parent Involvement:** Principals will monitor parent activities at sites to increase participation.
6.5 Evening programs (held in both English and Spanish) related to literacy, assisting students with schoolwork, curriculum issues, assessments, as well as parenting take place at school sites. Schools communicate with parents through the regular use of newsletters, annual Parent Handbook and School-Parent Compact.	Principals Teachers Parents	Printing of Folders and Materials	$1,000 Title I	Program Agendas Ongoing	
6.6 Each school will maintain a School Site Council with staff, parent and community representatives and an English Language Advisory Committee. Each year these two councils will review assessment data in reading and offer suggestions for site program improvement. Committees receive annual training for SSC and ELAC responsibilities, meeting protocol, Roberts Rules of Order, and appropriate by-laws. The DELAC also meets monthly for training and progress reports on achievement of ELs. These programs are held in both English and Spanish.	Director State and Federal Programs/ Principals/ Site Administrators/ Teachers/ Parents	Training Materials	$1,000 Site Title I	Annually	
6.7 Each school will hold at least one Title I Parent meeting annually. Title I parents will help create the school's Title I Parent Involvement Policy. At the meeting, parents will receive information about state standards for reading and ways they can support reading at home. These programs are held in both English and Spanish.	Site Staff Parents	Training Materials	$500 Site Title I	Annually	
6.8 District and site administrators will provide parents of Students with Disabilities with materials and training to help parents work with their children to improve literacy. These parents will also meet annually with their child's teacher(s) and site administrator to review student progress and update the IEP.	Assistant Superintendent Instructional Services / Principals/ Teachers/ Parents	Training Materials	$500 General Fund	Annually	

6.9 A monthly school-site newsletter will be distributed to the parents and will include topics of interest; classroom assessment dates, upcoming literacy events, and updates on achieving reading goals.	Principals/ Teachers	Printing Costs	$2,000 General Funds	Monthly	
6.10 District and site administrators will inform all parents of English Learners of the following: • The student's identification as an English learner, the student's benefit in receiving English language development (ELD) instruction, and the program's specific re-designation criteria. • The student's English proficiency level as measured by the California English Language Development Test, the means of assessment, and the status of the student's academic achievement • A student's placement in ELD instruction within the first four weeks of such placement if the student is enrolled after the beginning of the school year. • How to be involved in their children's education and how to assist their children in attaining proficiency in English and core academic subjects. • Notice about bilingual program option and timely process for waivers.	English Learner Coordinator/ Principals/ Staff	Printing Costs	General Funds $2,000	Annual Letters to Parents	
6.11 All schools have websites within the district's website that contain the site information: school events, school rules etc. School websites may also contain student work.	IT/School and district support staff	N/C	N/C	Current Information available and updated quarterly	
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):					
7.1 A pre-kindergarten readiness academy will be offered to incoming Kindergarteners as needed.	Principals Teachers	Teacher stipend materials	$5,000 Supplemental Concentration	Annually	

7.2 Intermediate schools provide incoming spring orientation programs for both parents and incoming 6th grade students as well as summer programs in reading and math to promote successful transition to 7th grade. Principals and counselors of intermediate schools articulate with the high school district to provide activities that promote successful transition to 9th grade.	Principals/ 7-8 Grade Teachers	Program Printing	$500 Site General Fund	Orientation Programs Spring Annually	
8. Monitoring program effectiveness:					
8.1 Each site will use its Single Plan for Student Achievement aligned to the Local Educational Agency Plan that will be monitored by the School Site Council, informed by ELAC recommendations, and revised each year based on assessment data.	Principals/ Teachers/ SSC Members	Printing of SPSAs	General Fund	Annually	
8.2 Alum Rock staff will participate in all phases and components of the state's standards-based assessment system.	Coordinator Academic Services	Testing Costs	General Fund State Reimbursement	Annually	
8.3 Teachers will regularly assess students' mastery of grade level standards by examining student work, and end of unit exams.	Teachers	Standards aligned short cycle assessments		Every 14-28 Days	
8.4 Systematic collection of assessments will be analyzed as follows: Individual classroom, grade level, site and district level.	Principals and district personnel	N/C	N/C	Every 45 -60 Days	
8.5 District and site assessment results collected on OARS will be analyzed by teachers in grade level and content teams as PLCs and used to monitor student progress, program effectiveness, and intervention practices during the year.	Assistant Superintendent Instructional Services / Principals/ Site Administrators	Data Management	$55000 General Fund	Ongoing	
9 Targeting services and programs to lowest-performing student groups:					
9.1 Alum Rock provides students in K-8 with identified special needs a program in the least restrictive environment based upon their individual needs as determined by assessment data. This data will include, but	Assistant Superintendent Instructional Services /	Student Testing		Ongoing	

not be limited to: state test data; district formative assessment data; Psycho-educational and/or speech and language assessments; teacher-made assessments; student self-reflective inventory (grades 4 through 8); family history and parent observation; medical and psychological information and assessments; and student work samples.	Principals/ Teachers				
9.2 Alum Rock will provide students in grades 3-8 who scored Basic, Below Basic or Far Below Basic on the local assessments additional time within the school day for reading intervention. Students in grades 4-8 will use the adopted reading intervention programs. District-wide assessments will be used to target children who struggle in reading in grades K-2, and these students will be provided additional instructional time. District will notify parents before the start of school or within 10 days of placement, if their child is not enrolled in the core program.	Principals/ Teachers			Ongoing	
9.3 Alum Rock will provide students in grades 3-8 who scored Basic, Below Basic or Far Below Basic on local assesments additional time for reading intervention through extended day and extended year programs after school.	Principals Site Staff	Teacher Extra Duty Time Salaries	Extended Day/Year Funds	Ongoing	
10. Any additional services tied to academic needs:					
10. 1 Before/after school intervention classes will be offered to at-risk students scoring below basic in language arts.	Principal Teachers	Teachers salaries and benefits	$2,300,000 ASES grant funding	Sept. –June annually Summer	
10.2 Additional services that foster improved student achievement in reading language arts are homework centers at each school site focusing on the needs of at risk students	District Administrators				
10.3 The district will provide EL Achieve CM training sessions which will focus on use of effective ELD strategies	District Administrators	Training	Title III $300,000		
10.4 Sites with high numbers of Migrant students will receive additional support in the form of after school services to students and families.	County Office of Ed.	Teachers and materials	Migrant Funds	Attendance records	
10.5 A multiple service team approach will address the health, social and economic needs of the families.	Principal Staff	N/C	N/C		

Performance Goal 1B: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2016-2017.*

Planned Improvement in Student Performance in Mathematics

Description of Specific Actions to Improve Education Practice in **Mathematics** ALUM ROCK will implement the following actions.	Persons Involved	Related Expenditures	Estimated Cost Funding Source	Benchmarks Timelines	DAIT Recommendations Needs Assessment
1. Alignment of instruction with content standards:					
1.1 Site administrators receive training on standards and how to coach, supervise and support teachers in instituting the full implementation the new Mathematics Programs: Envision Math and CPM 6th - 8th	Assistant Superintendent Instructional Services / Director of HR / Principals/ Site Administrators			Agendas Annually/Fall Certificates of Training Summer 2016	**Professional Development:** The Assistant Superintendent Instructional Services will schedule PD on the current math programs.
1.2 District will purchase and fully implement a grades 4-7 mathematics intervention program to be in all grade 4 through 7 programs and available to all students including EL and SWD students	Assistant Superintendent Instructional Services / Principals			Completed	**Curriculum:** Assistant Superintendent Instructional Services will purchase and implement grade 4-7 math intervention program materials by Fall 2016
1.3 District and site administrators will implement classroom observation tools used to verify that the following differentiated activities are taking place to address the needs of all learners, especially English learners and Students with Disabilities: • Systematic, explicit direct instruction followed by guided and independent practice appropriate to the learning and language levels of all students • Daily use of new math materials including universal access materials to address math intervention needs of students • Scaffolding techniques and cooperative learning activities with heterogeneous grouping and differentiated instruction to further engage all	Assistant Superintendent Instructional Services / Principals/ Site Administrators			Observation Tools for SWD and EL Classes Ongoing	**Curriculum:** Assistant Superintendent Instructional Services will provide district and site administrators' support on classroom walk-through observations (especially for classes of special education students and English Learners. **Human Resources:** Human Resources will train all administrators to

students • Intervention and support using a tiered framework • Differentiated activities to maximize student participation, engagement, and oral language					supervise, observe and evaluate teachers in grade level appropriate, standards-based instruction recognizing effective instructional strategies for English learners and Students with Disabilities
1.4 District and site administrators and teachers receive training to focus instruction on high leverage strategies that address the unique needs of English learners and Students through Constructing Meaning training. Administrators monitor implementation of strategies using walkthrough observation tool.	English Learner Coordinator/ Special Education Coordinator Principals/ Site Administrators Teachers		Title III Same as 10.3	Agendas Observation Tools for SWD and EL Classes Ongoing	**Curriculum:** District Instructional Services Administrators will monitor implementation of high leverage strategies for ELs and SWDs through quarterly site classroom walkthroughs with principals.
1.5 District and site administrators and teachers receive training to focus their instruction on these additional high leverage strategies to address the unique needs of Students with Disabilities. These strategies are: • Explicit Direct Instruction (EDI) • Bell to Bell Instruction • Student Engagement Strategies • Accommodations including motivational charts, color coded materials, books on tape, and specially lined paper	Director Student Services/ Principals/ Teachers			Agendas Observation Tools Ongoing	**Curriculum:** Director Student Services will provide administrators with training on how to observe for high leverage instructional strategies for Students with Disabilities.
1.6 District and site administrators receive training to verify that Students with Disabilities are educated in age- appropriate general education settings with appropriate accommodations and support as defined by their IEPs. This includes use of the collaborative or push-in model.	Assistant Superintendent Instructional Services / Director of HR/ Principals/ Site Administrators			Agenda	**Curriculum:** The Assistant Superintendent Instructional Services will review district special education programs to analyze how special education students receive services according to the criteria of the Restrictive Environment.

1.7 District and site administrators will work with Pivot Learning Partners to help teachers to identify key standards for mastery for each grade level in mathematics that all students will know or be able to do.	Assistant Superintendent Instructional Services / Principals/ Teachers			Summer 2016	
1.8 To monitor student learning of standards, district-wide assessments will be reviewed for content of key grade level standards and revised if necessary. These district assessments will administered by all Alum Rock teachers. • All teachers K-8 will scan individual student tests into iReady for district-wide assessments. • Teachers will use data to determine appropriate intervention strategies for students including ELs and SWDs. • Principals will use iReady to monitor teachers giving the assessments. • District will monitor principals' use of iReady to track that all teachers give assessments. • District will use data from the district-wide assessments to evaluate program effectiveness and learn how to better support the school sites. • Administrator Assessment/Accountability will provide annual iReady training district-wide for new staff members and update training for all staff members.	Assistant Superintendent Instructional Services / Principals/ Site Administrators	Data Management Printing Costs for District Assessments	$55,000 General Fund	Written Expectations	**Curriculum:** Assistant Superintendent Instructional Services will review district math assessments for key standards and a monitoring system for principals and teachers to ensure all assessments are given and results are used to monitor programs. **Governance:** Superintendent will work to develop annually board agenda items describing calendar for reporting student progress (disaggregated for ELs and SWDs) in mastering standards based on summative (CST) and formative assessments for Math.
2. Use of standards-aligned instructional materials and strategies:					
2.1 Alum Rock will use Envision Math and CPM math 6-8 to address math intervention needs of students. All teachers including those of English Learners and Students with Disabilities will daily and fully implement these programs.	Assistant Superintendent Instructional Services / Director of HR/ Principals/ Site Administrators Teachers	Purchase replacement materials		Inventory Purchase Orders July 2016 Ongoing	**Curriculum:** Universal access with use of ancillary materials.

2.2 To ensure that the above programs are daily and fully implemented, the district will: • Work with Business Services to maintain the textbook inventory and purchasing system to ensure that all students including English learners and Students with Disabilities have access to SBE adopted texts and materials before the first day of school. • Require principals verify that all classrooms including those for special education have full sets of adopted program materials. For students at grades 4-7 (including special education) working at 2 or more years below grade level, students will use the grade level core math program and the intervention program. • Monitor that principals visit classrooms weekly to ensure that the instructional materials are being used daily, with fidelity, and for the appropriate length of instructional time: Grade K, 30 minutes (+15 minutes for intervention) Grades 1-6, 60 minutes (+15 minutes for intervention) Grades 7-8, 1 period (+1 period for intervention) • Examine and monitor curriculum for extended day programs and summer school to ensure that all materials in use are standards-based. • District and site administrators will ensure that all students including under-performing Students with Disabilities and English learners have access to the core curriculum by examining grade level and team daily schedules to verify the schedules allocate the required instructional time in the core curriculum for all students. (See above for instructional times.)	Assistant Superintendent Instructional Services Director of HR/ Principals/ Site Administrators Teachers			Inventory System July 2016 Verification of instruction Ongoing	**Curriculum:** Assistant Superintendent Instructional Services and principals will verify that all students and all classrooms (including special education) have complete set of programs. **Curriculum:** Assistant Superintendent Instructional Services and principals will verify that all students and all classrooms (including special ed) have the appropriate minimal instructional time in math.
2.3 District and middle school administrators will develop master schedules that incorporate the following: • All middle school students, including English learners and Students with Disabilities and matriculating 6th graders will be assessed in the	Director of HR/ Principals/ Site Administrators Teachers			Verified Master Schedules Spring 2016 Ongoing	**Curriculum and Human Resources:** Assistant Superintendent Instructional Services and Director of HR will monitor all middle school

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spring in mathematics before the middle school master schedule is developed. Common district assessments will be used for placement and administered in spring. • Master schedule will be developed first for students requiring math strategic and intensive interventions. • Assessed students will receive the necessary additional intervention classes (strategic and intensive mathematics) as indicated by their spring assessments. • Highly qualified, well-trained teachers will teach intervention classes.					master schedules for correct placement of students in interventions and assignment of HQT to these classes.
2.4 District employs specialists to support English Learners and special education to ensure implementation of the standards-aligned adoptions and strategies including district content experts and site coaches with skills to support teachers through direct support in the classroom and modeling effective instructional practices.	Director of HR/ Principals/ Site Administrators	Salaries	Title I and III	Ongoing	
2.5 District grade level teacher teams developed pacing guides for new math adoptions and will annually review them to align to key standards and adopted programs. • All teachers will implement pacing guides to ensure they know when standards are taught and in what sequence. • Principals will monitor and support teachers in implementing pacing guides through class observations and grade level/content collaboration.	Assistant Superintendent Instructional Services / Principals/ Site Administrators	Post Pacing Guides on District Website		Revised Pacing Guides In place 2015-2016 Monitoring of Pacing Guides Ongoing	**Curriculum:** Assistant Superintendent Instructional Services will align pacing guides to key standards; all teachers will implement pacing guides; all principals will monitor use of pacing guides.
2.6 District and site administrators and teachers develop/identify common district-wide assessments addressing key standards with cut points for proficiency levels (Advanced, Proficient, Basic, Below Basic, Far Below Basic) to identify effectiveness of standards-based instruction.	Assistant Superintendent Instructional Services / Principals/ Site Administrators Teachers	Assessments on OARS	$15,000 Title I	District Assessments Fall 2016	**Curriculum and Data:** Assistant Superintendent Instructional Services will revise assessments to identify how students master key standards.

2.7	District provides training in data team analysis for site administrators and teachers by ILT PLCs to analyze common formative district assessments with a structured data protocol and use results to determine strengths and weaknesses of grade level standards-based instruction in math to determine appropriate instructional responses for students not reaching proficiency.	Assistant Superintendent Instructional Services / Director of HR/ Principals/ Site Administrators Teachers	Data Training Outside Consultant	$5000 Title I	Agendas for ILT PLCs	**Curriculum and Data:** Assistant Superintendent Instructional Services will implement and monitor at all sites a consistently-used protocol for data analysis by grade levels.
2.8	District administrators and principals (K-5, 6-8) meet after each district assessment to review disaggregated student achievement data (ELs and SWDs) and discuss effective instructional strategies and programs for implementation at all sites.	Assistant Superintendent Instructional Services / Director of HR/ Principals/ Site Administrators				
2.9	Site administrators with teachers use assessments to place, exit, and monitor progress of all students including ELs and SWDs needing intervention in math. Progress monitoring includes assessments that are found in the adopted intervention programs	Principals/ Teachers			Data from Assessments Fall 2016	
3. Extended learning time:						
3.1	District will ensure that all K-8 strategic intervention students, including English learners and students with Disabilities will receive mathematics intervention instruction during the school day using the basic grade level adoptions. The district will assist middle schools in developing master schedules to include an additional period for strategic math intervention using ancillary - materials included in basic grade level adoptions for 7th grade math and Algebra for 8th grade.	Director Student Services / Assistant Superintendent Instructional Services / Principals/ Site Administrators	Materials	$20,000 Title I	Master Schedules Fall 2016 Ongoing	
3.2	All intensive intervention students, including English learners and Students with Disabilities will receive mathematics intervention instruction during the school day and offered after school. The district will provide middle school assistance in developing a schedule to include two periods of math one of basic grade level core and one of math intervention using the adoptions	Director Student Services / Assistant Superintendent Instructional Services / Director of HR/ Principals/	Materials		Master Schedules Fall 2016 Ongoing	**Curriculum:** Superintendent and Assistant Superintendent of Instruction will ensure all intensive students will have access to mathematics intervention

in 2.9. Assessments for placement and exit from interventions will be used.	Site Administrators Teachers				programs.
3.3 District and site administrators will take the following steps to guarantee that all students, including English learners and students with disabilities receive access to a systematic framework of tiered interventions, regardless of the school they attend or the teacher to whom they are assigned: • District will develop a self-study process for the school sites to examine how they currently provide targeted intervention/support for students, including on-going monitoring. The results of the study will identify which components of Response to Intervention (RtI) are currently evident at the site, the degree to which these components have improved student achievement, and what additional interventions/supports need to be implemented. • District will provide introductory information on RtI including alternative models for principals to share with staff. • District will support the implementation of RtI by helping each school site create and monitor an implementation plan that reflects student needs and school culture. • District will identify assessment instruments to be used for district-wide screening of both academic and behavioral needs. The district expectation is that general education and special education instructional staffs assume an active role in the assessment process.	Assistant Superintendent Instructional Services / Principals/ Site Administrators Teachers	RtI Training		RtI Training Agendas 2016-2017 Ongoing	**Curriculum:** Assistant Superintendent Instructional Services will provide training in RtI for site implementation of tiered interventions
3.4 Students will have access to the community-based and/or site-based after school programs where assistance in mathematics is available. Participating student progress will be shared with classroom teachers. The After School Program has been implemented on all of the sites as the primary after school program for children. The program addresses academic and social skills and effectively engages students in such programs as: homework centers, language arts and math instruction, music, arts,	State and Federal Director/ Principals/ Site Administrators Teachers	STAR After School Teachers Pay	Hourly Supplemental Program ASES	Students Served in Programs Ongoing	

enrichment and recreation (sports.)					
4. Increased access to technology:					
4.1 Alum Rock provides technology as a critical tool for delivering the core curriculum. Alum Rock School District has over 200 Promethean boards, ActiVote responders video, electronic encyclopedias and Interactive resources. Some schools have all textbooks electronically and hard copies. In addition every school in the district has at least one computer lab with 35-40 multi-media ready, Internet connected stations. Every school has software to use for word processing, spreadsheets, presentations, and Internet research. The district technology focuses on integrating technology into the mathematics curriculum for all students K-8 including our EL, GATE and special education students focusing on grade level math standards. Content Standards are supported through the integration of calculators and calculator based lab technology using a variety of sensors (motion detectors, light detectors etc.)	Principals/ Teachers/ Technology/ Computer Lab/ Technicians	Salaries Materials Software Hardware	$500,000 Title 1	Ongoing	
4.2 Through the use of technology, all students have access to a rigorous core curriculum that reinforces math skills and concept building. The mathematics program adopted by the district in grades K-5 and 6-8 includes technology to help students meet or exceed the standards for their grade level. District and school websites link the larger community to the classrooms while providing schedules, programs and resource information.	Academic Services Principals Teachers Technology Personnel Computer Lab Technicians	Salaries Materials Math Software Hardware	$500000 Title II Part D Title I General Fund	Ongoing	
4.3 Administrators and teachers use OARS technology to scan assessments, develop student data reports, and use this information for data analysis. These reports allow staff to monitor program effectiveness, student mastery of reading standards, and alignment of assessments and materials to standards. Teachers use these reports in grade level collaboration to organize student intervention groups by standard and math skill needed.	Academic Services Principals Teachers Technology Personnel	OARS Contract	$55,000 General Fund	Ongoing	

5. Staff development and professional collaboration aligned with standards-based instructional materials:					
5.1 Alum Rock teachers will receive training in the instructional materials through PLC meetings and regular PD.	Academic Services Principals/ Site Administrators Teachers		Title I and CCCS Funds		
5.2 District will provide in the summer training for new and untrained teachers on the use of the district math materials.	Academic Services/ Principals Site Administrators Teachers				
5.3 District will provide all teachers training on EL Achieve's Constructing Meaning PD for English Learners	Academic Services/ Principals/ Site Administrators Teachers	ELPD Teachers ELPD Principals		Certificates of Completion 2016-2017	**Professional Development:** Constructing Meaning.
5.4 The School Transformation Department will monitor Constructing Meaning PD	Assistant Superintendent Instructional Services/ Principals/ Site Administrators			Certification Certificates	**Professional Development:** Constructing Meaning
5.5 The district will provide training for new site administrators on district curricular programs.	Assistant Superintendent Instructional Services / Principals/ Site Administrators				
5.6 District will provide training and monitoring for administrators to use observational tools to monitor and support the effectiveness of instructional materials for SWDs and English Learners to learn grade level curriculum.	Assistant Superintendent Instructional Services Principals Site Administrators				

5.7 District will provide professional development to principals and appropriate district administrators in RtI so that they can lead their staff in developing and implementing pyramids of intervention to support all learners, especially English Learners and students with disabilities in math.	Assistant Superintendent Instructional Services / Principals Site Administrators Teachers	RtI Training			
5.8 District will provide training for principals in how to monitor instructional programs for SWDs .	Assistant Superintendent Instructional Services / Principals Site Administrators			Agendas	
5.9 District will provide intense professional development designed to increase ability of all teachers and principals to use the data collection system (OARS) for math assessments especially to monitor progress of English Learners and special education students thorough the PLC model.	Assistant Superintendent Instructional Services / Director of HR Principals Site Administrators			Agendas	
5.10 District will provide all teachers and principals professional development in PLCs to analyze and use state data and formative assessments to increase student achievement in mathematics.	Assistant Superintendent Instructional Services /, Principals Teachers	PLC Data Analysis Training			**Curriculum and Data:** Assistant Superintendent Instructional Services will provide PLC Data Analysis Training
5.11 The district and sites will promote professional collaboration of teachers, including special education teachers, through Data Team meetings by grade-level or content areas to examine student work samples, monitor students' mastery of grade-level standards, and plan instruction for students not mastering grade level/content area standards. Meetings will include all teachers K-8, including specialists and special education teachers. Elementary grade level leaders and middle school team leads will submit PLC agendas and minutes to site administration for review and signature. Principals will discuss their site's efforts to promote collaborative teacher teams at principal meetings.	Principals Site Administrators			PLC Agendas and Minutes Ongoing	

5.12 District and principals will ensure that all teaching staff with less than two years of experience in the district and experienced teachers who need assistance will receive in-class support on the implementation of standards–based instruction from a support provider as part of the district Induction Program.	Assistant Superintendent Instructional Services / Director HR, Principals	Mentor/ Provider	30,000Title II 60,000 Title III	Agendas of BTSA Training Ongoing	
5.13 Principals will ensure that each school's Single Plan for Student Achievement describes and funds specific activities that are aligned with the LEA Plan's professional development activities.	Director State and Federal Programs/ Principals			Single Plans for Student Achievement Annually	
5.14District administrators will provide access to SELPA workshops to site administrators, special education teachers, paraprofessionals and parents.	Director Student Services/ Principals	SELPA Training		Agendas Ongoing	
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):					
6.1 District will monitor schools' activities to increase family participation around the areas of math skills, parenting, communicating, learning at home, decision-making, collaborating with the community, and volunteering.	Superintendent Ed Services Principals				**Parent Involvement:** Principals will monitor parent activities at sites to increase participation.
6.2 District will establish with principals annual expectations for number and type of parent/community activities. Principals and staff will implement activities and provide agendas to district.	Director State and Federal Programs/ Principals	Training Materials	$2000 Site Title I	Written Expectations Training Agendas Summer 2016 Annually	**Parent Involvement:** Principals will monitor parent activities at sites to increase participation.
6.3 Each school will send each parent his/her students' individual math assessment results, with explanatory information .	Ed Services	Printing	$1,000 Title I		
6.4 Standards-based report cards are sent home two times per year at K-5 and four times per year 6-8 and progress reports are sent out to all students who are underperforming and/or scoring below basic.	Principals Site Administrators Teachers	Duplicating and Mailing	$1,000 General Fund	Two times per year K-5 and 4 times per year 6-8.	

6.5	Evening programs (held in both English and Spanish) related to mathematics, assisting students with schoolwork, curriculum issues, assessments, as well as parenting take place at school sites. Schools communicate with parents through the regular use of newsletters, annual Parent Handbook and School-Parent Compact.	Principals Site Administrators Teachers Parents	Printing of Materials	$1,000 Title I	Program Agendas Ongoing	
6.6	Each school will maintain a School Site Council with staff, parent and community representatives and an English Language Advisory Committee. Each year these two councils will review assessment data in math and offer suggestions for site program improvement. Committees receive annual training for SSC and ELAC responsibilities, meeting protocol, Roberts Rules of Order, and appropriate by-laws. DELAC also meets monthly for training and progress reports on ELs. These programs are held in both English and Spanish.	Principal Teachers Parents	N/C	Translators	SSC/ELAC Agendas Parent night programs	
6.7	District and site administrators will provide parents of Students with Disabilities with materials and training to help parents work with their children to improve math skills. These parents will also meet annually with their child's teacher(s) and site administrator to review student progress and update the IEP.	Director Student Services/ Principals Site Administrators Teachers Parents	Training Materials	$500 General Fund	Annually	
6.8	Outreach coordinators and counselors at intermediate schools regularly communicate with parents in both English and Spanish regarding student attendance, behavior, and academic progress	Principals. Counselors Parents	Salaries	Title I Title II	Logs of Parent Contact Ongoing	
6.9	District and site administrators will inform all parents of English Learners of the following: • The student's identification as an English learner, the student's benefit in receiving English language development (ELD) instruction, and the program's specific re-designation criteria. • The student's English proficiency level as measured by the California English Language Development Test, the means of assessment, and the status of the student's academic achievement • A student's placement in ELD instruction within the	EL Coordinator/ Principals Site Administrator Staff	Printing Costs	General Fund	Annual Letters to Parents	

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first four weeks of such placement if the student is enrolled after the beginning of the school year. • How to be involved in their children's education and how to assist their children in attaining proficiency in English and core academic subjects. • Notice about bilingual program option and timely process for waivers.					
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):					
7.1 District provides early intervention programs for parents and students including ongoing activities	Director	Salary	Supplemental Concentration	Ongoing	
7.2 Elementary schools provide summer opportunities for parents and students to attend Kindergarten Academies as a transition to school. These programs are held in both English and Spanish.	Principals Kindergarten Teachers	Teacher Extra Duty	Title I	Kindergarten Academy Annually in Summer	
7.3 Intermediate schools provide incoming spring orientation programs for both parents and incoming 6th grade students as well as summer programs in math to promote successful transition to 7th grade. Principals and counselors of intermediate schools articulate with the high school district to provide activities that promote successful transition to 9th grade.	Principals 7-8 Grade Teachers	Program Printing	$500 Site General Fund	Orientation Programs Spring Annually	
7.4 Grade level parent assemblies to introduce mathematics benchmarks	Principals Teachers				
7.5 Parent outreach to explain middle school math curriculum and grade level placement.	Principals Teachers				
8. Monitoring program effectiveness:					
8.1 Each site will use its Single Plan for Student Achievement aligned to the Local Educational Agency Plan that will be monitored by the School Site Council, informed by ELAC recommendations, and revised each year based on assessment data.	Principals Teachers SSC Members	Printing of SPSAs	General Fund	Annually	

8.2 Alum Rock staff will participate in all phases and components of the state's standards-based assessment system.	District Staff	Testing Costs	General Fund State Reimbursement	Annually
8.3 District administrators and principals with their staff will analyze annual state and federal test data, API, AYP, CELDT and AMAO results to monitor programs and drive changes in instructional practice as needed.	Superintendent District Administrators Principals Site Staff	OARS Contract	General Fund	Annually
8.4 District and site assessment results collected on Data will be analyzed by teachers in grade level and content teams as PLCs and used to monitor student progress, program effectiveness, drive changes in the instructional calendar and intervention practices during the academic year.	Assistant Superintendent Instructional Services / Principals Site Administrators Teachers	Data Management	$55,0000 General Fund	Ongoing
8.5 Daily administrative and principal walk-throughs will ensure adherence to the core curriculum and lesson plan pacing.	District Administrators Principals			
9. Targeting services and programs to lowest performing student groups:				
9.1 Alum Rock provides students in K-8 with identified special needs a program in the least restrictive environment based upon their individual needs identified by assessment data. This data will include, but not be limited to: state test data; district formative assessment data; Psycho-educational and/or speech and language assessments; teacher-made assessments; student self-reflective inventory (grades 4 through 8); family history and parent observation; medical and psychological information and assessments; and student work samples.	Superintendent District Administrators Principals Teachers	Student Testing		Ongoing
9.2 Alum Rock will provide students in grades 3-8 who scored Basic, Below Basic or Far Below Basic on the local assessments additional time within the school day for reading intervention. Students in grades 4-8 will use the adopted reading intervention programs.	Superintendent District Administrators Principals Teachers			Ongoing

District-wide assessments will be used to target children who struggle in math in grades K-2, and these students will be provided additional instructional time.				
9.3 Alum Rock will provide students in grades 3-8 who scored Basic, Below Basic or Far Below Basic on the local assessments additional time for math intervention through extended day and extended year programs after school and during the summer.	Superintendent District Administrators Principals Site Staff	Teacher Extra Duty Time Salaries	Extended Day/Year Funds	Ongoing
9.4 Effective implementation of Homework Centers at each site will focus on the needs of identified at-risk students.	Principal District Coordinator and teachers	Cost per site will vary depending on number of students		In place Sept –June annually
10. Any additional services tied to student academic needs:				
10.1 Every site has a SST (Student Study Team) to address the academic and behavioral needs of the students.	Principals Site Administrators	N/C	N/C	
10.2 Site Resource teacher will work with general education teachers to provide additional classroom Intervention strategies for at-risk students	Director Student Services / Principals Teachers			
10.3 Each site will calendar and hold regular "Family Math Nights"			Site Categorical	on-going throughout the year

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)

Required Activities	Description of how the LEA is meeting or plans to meet this requirement.
1. The LEA Plan describes planned improvements under Title III (Per Sec. 3116(b) of NCLB). Descriptions of the required sections (a-d) listed below are explained in the adjacent section. a. Programs and activities developed, implemented, and administered under the sub grant; b. How the district will use the sub grant to meet all annual measurable achievement objectives described in Section 3122; c. How the district will hold elementary and secondary schools receiving under this subpart accountable for: • meeting the annual measurable achievement objectives described in Section 3122; • making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B); • annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1); d. How the district will promote parental and community participation in LEP programs	All English learners will have access to appropriate English Language Development (ELD) instruction. ELD instruction shall not be less than 30 minutes per day in grades K-5 and 30-50 minutes per day in grades 6-8. Rigor of instruction will be maintained by the ongoing analysis of assessment data, planning and monitoring of instruction and implementation of best instructional practices and strategies to address EL needs. In grades K-5, teachers use Imagine It! English Language Development and in grades 6-8, teachers use Pearson CA Language Central as their ELD materials as well as Universal Access in the Core Curriculum. The Alum Rock Union Elementary School District currently provides the following basic instructional services to students identified as English Learners: Structured English Immersion (SEI): K-8 EL students who have been assessed on the CELDT and found to be at (CELDT levels 1-3) receive daily designated instruction in ELD and access to core content subjects through SDAIE instruction. There is a 6th-8th grade Newcomer Program at targeted schools. ELD instruction shall be not less than 30 minutes per day in grades K through 8. ELD instruction shall be based on the appropriate level using challenging, state-approved instructional materials. Rigor of instruction will be maintained by implementing SDAIE with fidelity and using frontloading techniques as appropriate. A pacing calendar for each grade level has been developed and disseminated for all grade levels including intervention programs and English Language Development programs. (B.3.c)

	AMAO 1 - Annual Growth				AMAO 2 - Attaining English Proficiency							
	Actual		Target		< 5 Years Actual		> 5 Years Actual		< 5 Years Target	< 5 Years Target	> 5 Years Target	> 5 Years Target
School Name	11-12	12-13	13-14	14-15	11-12	12-13	11-12	12-13	13-14	14-15	13-14	14-15
Target Goal →	56%	57.5%	59%	60.5%	20.1%	21.4%	45.1%	47%	22.8%	24.2%	49%	50.9%
Alum Rock Union	**66.6**	**60.6**	**59.11**	**57.5**	**21.3**	**27.8**	**43.2**	**45.9**	**27.2**	**22.8**	**43.6**	**n/a**
A.J. Dorsa Elementary	73.7	64.4	62.5	50.4	18.6	32.7	44.2	48.6	34.5	24.1	56.4	0
Adelante Dual Language Academy	66.9	67.4	62.3	60.8	26.4	38.7	59.3	56.7	30.4	34.1	52	30.1
Anthony P. Russo Academy	64.3	70.4	66.2	61.6	15.0	23.2	n/a	n/a	22.8	31.6	n/a	n/a
Ben Painter Elementary	65.3	62.9	69.2	68	35.7	36.4	50.0	54.3	38.0	35.0	60.6	n/a
Cesar Chavez Elementary	65.0	60.2	59.2	63.5	19.4	22.9	53.5	28.6	21.8	28.2	52.9	n/a
Clyde Arbuckle Elementary	64.1	62.7	51.8	62.5	26.3	24.7	41.3	37.5	20.2	28.2	35.0	n/a
Donald J. Meyer Elementary	67.5	60.7	54.4	60.1	23.2	25.4	46.2	28.9	21.3	28.1	34.8	n/a
Horace Cureton Elementary	53.5	62.2	61.4	58.6	23.4	29.6	34.6	37.2	25.8	28.8	42.3	n/a
James McEntee Academy	72.2	66.4	59.6	--	48.2	42.2	51.6	28.6	40.5	--	58.8	n/a
Learning in an Urban Community with High	72.7	66.1	71.1	60.3	37.3	32.6	85.7	71.4	31.9	27.3	66.7	n/a
Linda Vista Elementary	71.5	64.2	50.2	52.8	31.5	28.4	45.0	51.5	22.6	25.4	31.0	n/a
Lyndale Elementary	68.4	62.2	65.1	54.7	30.7	26.9	45.5	59.0	28.7	26.8	57.9	n/a
Mildred Goss Elementary	65.4	64.7	54.9	--	28.0	24.1	42.1	66.7	30.3	--	31.0	--
Millard McCollam Elementary	76.8	67.1	75.0	66.7	43.1	34.2	42.3	37.5	40.2	32.7	31.6	n/a
O.S. Hubbard Elementary	64.0	65.6	58.1	56.9	25.8	31.7	42.9	53.1	27.4	26.8	43.6	n/a
San Antonio Elementary	77.5	58.9	58.6	65.0	34.9	29.5	69.2	57.9	26.8	32.0	48.1	n/a
Sylvia Cassell Elementary	61.7	48.8	46.9	65.7	19.5	17.7	38.5	31.4	22.1	27.9	22.9	n/a
Thomas P. Ryan Elementary	67.8	47.6	64.2	49.5	25.1	19.2	38.2	25.9	26.4	26.3	43.6	n/a
Clyde L. Fischer Middle	59.3	46.4	57.1	48.2	37.1	25.0	46.3	39.9	15.4	35.3	45.5	n/a
Joseph George Middle	67.6	57.9	52.1	42.9	25.0	28.6	58.9	49.7	29.4	30.5	38.6	n/a
Lee Mathson Middle	58.6	64.2	54.2	50.7	26.5	13.6	47.8	48.1	19.4	36.1	40.4	n/a
Ocala Middle	68.9	55.5	53.1	60.5	40.0	22.9	59.3	48.3	25.0	45.9	43.1	n/a
Renaissance Academy	74.4	70.3	43.8	70.6	100.0	25.0	68.3	61.8	100.0	61.8	41.9	n/a
William Sheppard Middle	62.8	52.4	53.8	53.0	23.8	15.9	53.2	42.2	15.6	35.2	42.3	n/a
	AMAO I				AMAO II							
AMAO Goals	2011	2012	2013	2014	2011	2012	2011	2012	2013	2014	2013	2014
	56%	57.5%	59%	60.5%	20.1%	21.4%	45.1%	47%	22.8%	24.2%	49%	50.9%

Name	AMAO 3 ELA			Target		AMAO 3 Math			Target	
	12-13	13-14	14-15	12-13	14-15	09-10	10-11	11-12	12-13	14-15
	%	%	%	%	%	%	%	%	%	%
Alum Rock Union	**42.6**	**47.9**	**51.8**	**89.2**	**100.0**	**51.4**	**57.0**	**57.1**	**89.5**	**100.0**
A.J. Dorsa Elementary	38.1	43.1	43.8	89.2	100.0	52.7	57.8	62.5	89.5	100.0
Adelante Dual Language Academy	45.0	50.7	57.6	89.2	100.0	61.5	61.9	67.6	89.5	100.0
Anthony P. Russo Academy	49.5	61.5	66.0	89.2	100.0	62.4	70.1	72	89.5	100.0
Ben Painter Elementary	47.3	48.0	52.7	89.2	100.0	61.7	69.7	71.4	89.5	100.0
Cesar Chavez Elementary	31.8	44.7	50.0	89.2	100.0	49.5	62.8	66.9	89.5	100.0
Clyde Arbuckle Elementary	39.2	48.5	51.9	89.2	100.0	47.9	55.6	62.6	89.5	100.0
Donald J. Meyer Elementary	46.5	54.3	59.6	89.2	100.0	64.6	69.9	72.2	89.5	100.0
Harry Slonaker Elementary	34.0	46.9	42.4	89.2	100.0	63.3	70.6	67.7	89.5	100.0
Horace Cureton Elementary	44.7	52.3	52.8	89.2	100.0	62.6	75.7	67.9	89.5	100.0
James McEntee Academy	54.0	61.6	65.8	89.2	100.0	73	73.9	72.2	89.5	100.0
Learning in an Urban Community with High	36.7	43.6	53.2	89.2	100.0	60.4	62.1	68.3	89.5	100.0
Linda Vista Elementary	44.3	50.5	56.2	89.2	100.0	58.1	70.0	69.9	89.5	100.0
Lyndale Elementary	42.2	47.6	43.8	89.2	100.0	51.6	62.5	57.3	89.5	100.0
Mildred Goss Elementary	36.2	43.8	47.1	89.2	100.0	44	64.3	57.4	89.5	100.0
Millard McCollam Elementary	68.3	67.3	72.7	89.2	100.0	78.3	78.3	83.7	89.5	100.0
O.S. Hubbard Elementary	42.4	46.3	54.5	89.2	100.0	61	58.9	71.8	89.5	100.0
San Antonio Elementary	39.9	48.2	54.9	89.2	100.0	60.4	69.7	62.4	89.5	100.0
Sylvia Cassell Elementary	49.6	53.9	53.9	89.2	100.0	68.3	67.4	72.3	89.5	100.0
Thomas P. Ryan Elementary	38.3	45.2	48.5	89.2	100.0	52.1	64.4	60.7	89.5	100.0
William R. Rogers Elementary	33.3	41.6	49.0	89.2	100.0	61.3	67.8	58.2	89.5	100.0
Clyde L. Fischer Middle	27.6	35.6	45.1	89.2	100.0	35.4	43.4	52.8	89.5	100.0
Joseph George Middle	40.5	45.2	43.3	89.2	100.0	30.4	38.5	35.1	89.5	100.0
Lee Mathson Middle	31.8	32.1	38.8	89.2	100.0	37.0	37.6	31.5	89.5	100.0
Ocala Middle	45.2	49.5	51.1	89.2	100.0	42.4	38.8	37.1	89.5	100.0
Renaissance Academy	59.9	65.2	68.5	89.2	100.0	53.9	62.2	63.8	89.5	100.0
William Sheppard Middle	54.9	51.0	57.6	89.2	100.0	41.0	38.9	40.0	89.5	100.0
AMAO Goals	AMAO 3 ELA					AMAO 3 Math				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
	56.8	67.6	78.4	89.2	100	58.0	68.5	79.0	89.5	100.0

Required Activities	Description of how the LEA is meeting or plans to meet this requirement.

Title III (Per Sec. 3116(b) of NCLB). Descriptions of the required sections (a-d) listed below are explained in the adjacent section.
 	
a. Programs and activities developed, implemented, and administered under the sub grant;
 	
b. How the district will use the sub grant to meet all annual measurable achievement objectives described in Section 3122;
 	
c. How the district will hold elementary and secondary schools receiving under this subpart accountable for:
 	
   • meeting the annual measurable achievement objectives described in Section 3122;
   • making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B);
   • annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);
   • How the district will promote parental and community participation in LEP programs
	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/ELA 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 appropriate state authorizations.
	
	In order to meet annual API, AYP, and AMAO targets, the LEA expects consistent implementation from site to site and classroom to classroom of the adopted materials. Teachers will participate in ELPD opportunities to deepen their knowledge of instruction and instructional strategies to support English learners.
	
	Student formative data is currently used to inform instruction on a frequent basis in RLA and mathematics for English learners. The district will continue training in the use of the data management systems and the use of the data with an emphasis on the data of English learner progress in accessing the core curriculum.
	
	English Language Learners, who are also special education students, receive daily designated instruction in English, as well as access to core content subjects through SDAIE as outlined in their Individualized Education Program plans.
	
	Teachers who work with EL students possess appropriate state authorizations or are in training to receive the appropriate state authorizations.

Required Activities	Description of how the LEA is meeting or plans to meet this requirement.

The LEA Plan describes planned improvements under Title III (Per Sec. 3116(b) of NCLB). Descriptions of the required sections (a-d) listed below are explained in the adjacent section.
 	
a. Programs and activities to be developed, implemented, and administered under the sub grant;
b. How the district will use the sub grant to meet all annual measurable achievement objectives described in Section 3122;
c. Describe how the district will hold elementary and secondary schools receiving under this subpart accountable for:
    ▪ meeting the annual measurable achievement objectives described in Section 3122;
    ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B);
    ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);
d. Describe how the district will promote parental and community participation in LEP programs.
	The Alum Rock Union Elementary School District will use Title III funds to hire personnel and provide the following supplemental programs and service to English Learners:
	    a. Tutorials (before and after school hours)
	    b. Intervention Programs
	    c. Saturday Academies
	    d. Pre-Kindergarten orientation program at selected schools
	    e. Supplemental curriculum and materials
	    f. Translation and Interpreting Services
	    g. Professional Development
	
	English learners are educated in the core reading/language arts and mathematics curriculum, with appropriate interventions to supplement core classes. The Intervention program, Language! is being used as a core RLA replacement program to accelerate students. Teachers are implementing sound instructional practices including explicit direct instruction followed by guided and independent practice, scaffolding techniques, and incorporating higher-level critical thinking skills. (B.1.a)
	
	Monitoring for students' learning and instructional fidelity of the ELD instructional materials will be monitored by the EL Coordinator. The EL Coordinator will facilitate data discussions on the growth of English learners and coordinate the EL assessments and grade level ELD placement. The EL Coordinator will serve as a conduit to the site principal and to the district office informing administrators on English learner progress and what the administration can do to provide additional support.

Required Activities	Description of how the LEA is meeting or plans to meet this requirement.

1. The LEA Plan describes planned improvements under Title III (Per Sec. 3116(b) of NCLB). Descriptions of the required sections (a-d) listed below are explained in the adjacent section.
 	
a. Programs and activities to be developed, implemented, and administered under the sub grant;
b. How the district will use the sub grant to meet all annual measurable achievement objectives described in Section 3122;
c. How the district will hold elementary and secondary schools receiving under this subpart accountable for:
   ▪ meeting the annual measurable achievement objectives described in Section 3122;
  ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B);
  ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);
d. How the district will promote parental and community participation in LEP programs.
	• The Coordinator of EL Services, will review the adopted materials for reading/language arts and mathematics in order to ascertain that all materials are available for English learners including universal access materials (B.1.c)
	• The Coordinator of EL Services will routinely visit and observe core and ELD classrooms to verify that all English learners are being instructed in the core reading/language arts and mathematics curriculum (B.1.c)
	• The Coordinator of El Services and principals will review the daily schedule of English learners to verify that they have access to both the core curriculum in English–language arts (ELA) and to English language development (ELD) instruction (B.1.b).
	
	English Learners are expected to demonstrate progress on CELDT as shown below. Academic progress is also measured by the California Standards Test (CST) in reading/language arts and math. This chart demonstrates the District expectation for English learners to grow one performance level in English Language Development for one year of instruction.

CELDT Level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Reclassified
	1st year	2nd year	3rd year	4th year	5th year	6th year
		1st year	2nd year	3rd year	4th year	5th year
			1st year	2nd year	3rd year	4th year
				1st year	2nd year	3rd year
					1st year	2nd year

Required Activities	Description of how the LEA is meeting or plans to meet this requirement.

1. The LEA Plan describes planned improvements under Title III (Per Sec. 3116(b) of NCLB). Descriptions of the required sections (a-d) listed below are explained in the adjacent section.
 	
a. Programs and activities to be developed, implemented, and administered under the sub grant;
b. How the district will use the sub grant to meet all annual measurable achievement objectives described in Section 3122;
c. Describe how the district will hold elementary and secondary schools receiving under this subpart accountable for:
   • meeting the annual measurable achievement objectives described in Section 3122;
   • making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B);
   • annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);
d. How the district will promote parental and community participation in LEP programs.
	The Alum Rock Union Elementary School District has established the following systemic reporting and monitoring for EL learners and immigrant students:
	a. ELD (K – 2): progress on ELD standards mastery, as measured by district report card (measured each semester).
	b. ELD (3 – 8): progress on ELD standards mastery, as measured by district report card (measured each quarter).
	c. ELA: progress in mastering language arts standards as measured by on-going formative assessments.
	d. ELA: progress in writing, based on grade level writing standards, as measured by district writing prompts (yearly) and individual school writing assessments.
	e. Math: progress in mastering standards as measured by on-going formative assessments.
	
	English learners who do not score Proficient or Advanced in the previous Spring's CSTs will be targeted for intervention instruction the following fall. Students will receive additional small group instruction designed to address their learning needs. This instruction will be designed to increase English proficiency and knowledge in the core academic subject areas.
	
	The Alum Rock Union Elementary School District will use Title III funds to help EL students meet the measurable objectives through the following:
	• Targeted interventions for EL students who are not making adequate progress on formative and summative assessments:
	   o Teachers meet to research effective intervention programs.
	   o Purchase supplementary materials.
	• Ongoing professional development on El Achieve Constructing Meaning.
	• Utilization of a district database system that collects and provides disaggregated data to schools and individual teachers on student academic growth and progress towards benchmarks.

Required Activities	Description of how the LEA is meeting or plans to meet this requirement.

The LEA Plan describes planned improvements under Title III (Per Sec. 3116(b) of NCLB). Descriptions of the required sections (a-d) listed below are explained in the adjacent section.
 	
a. Programs and activities to be developed, implemented, and administered under the sub grant;
b. How the district will use the sub grant to meet all annual measurable achievement objectives described in Section 3122;
c. How the district will hold elementary and secondary schools receiving under this subpart accountable for:
    ▪ meeting the annual measurable achievement objectives described in Section 3122;
    ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B);
    ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);
d. How the district will promote parental and community participation in LEP programs.
	a. Assessment results are disseminated to sites for study. District administrators, site principals, and teachers meet to analyze the data and determine if EL students meet their annual yearly progress goal (based on length of time in the district's language program). If the sites have not met their annual yearly progress target, a study session is held to examine the program and its implementation. Necessary changes are implemented immediately for the new school year.
	b. The district will provide data systems and training to teachers and administrators to disaggregate student assessment data in order to improve instruction for English learners. Training will focus on assistance using OARS and Cruncher.
	c. To determine the effectiveness of the trainings and programs on improved student achievement, longitudinal growth data will be collected on student's English proficiency and their progress on the Content Standards Tests (CST). Adjustments to the programs and trainings will be made based upon the student assessments results.
	d. An annual report is presented to the Board of Trustees regarding academic progress of English Language Learners in the district.
	e. Professional development is provided for administrative staff and teachers in the following areas:
	    ▪ EL Master Plan
	    ▪ EL Achieve Constructing Meanging
	    ▪ CELDT
	    ▪ Reclassification
	    ▪ Diversity and Equity training
	    ▪ ELD strategies
	    ▪ Standards-based instructional planning for ELD, ELA and math

Required Activities	Description of how the LEA is meeting or plans to meet this requirement.

1. The LEA Plan describes planned improvements under Title III (Per Sec. 3116(b) of NCLB). Descriptions of the required sections (a-d) listed below are explained in the adjacent section.
 	
a. Programs and activities to be developed, implemented, and administered under the sub grant;
b. How the district will use the sub grant to meet all annual measurable achievement objectives described in Section 3122;
c. How the district will hold elementary and secondary schools receiving under this subpart accountable for:
   ■ meeting the annual measurable achievement objectives described in Section 3122;
   ■ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B);
   ■ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);
d. How the district will promote parental and community participation in LEP programs.
	The Alum Rock Union Elementary School District will use Title III funds to encourage and promote broad involvement of the parents of EL students and the community. All schools currently have written parent involvement policies and all schools have an English Learner Advisory Committee (ELAC). Each school has a parent representative on the District English Learner Advisory Committee (DELAC). Leadership and parental involvement training is offered for DELAC parent leaders and members. Adult literacy & ESL and citizenship classes are provided for parents and community members.
	
	Title III will:
	• Build capacity for strong parent involvement through technical assistance, which will be made available for planning effective parent involvement and coordinating with other programs.
	• Provide oral interpretation and written translations for parents regarding student assessment results (SBAC/CAASSP, API and AYP).
	• Ensure School-Parent Compacts describe the responsibilities of the school, parent, and students in improving student achievement.
	• Provide classes for parents to develop skills, techniques and strategies to assist their children at home.
	• Ensure that all communications that are sent home will be translated into the major languages represented at the sites.
	• Provide oral interpretation for every advisory meeting and parent conference at both the District and site level.
	• Provide access to "silent" oral translating machines for use at District meetings and at school sites.
	• Establish a web site for the District, with links to the schools that provides updated information on meetings, data, etc.
	• Support a District display of each school's special activities, accomplishments, events, and awards.

Required Activities	Description of how the LEA is meeting or plans to meet this requirement.
2. How the district will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in: • English proficiency; and • Academic achievement in the core academic subjects	The Alum Rock Union Elementary School District currently offers daily ELD and SDAIE instruction in the core academic subjects for the EL students. Program goals promote high expectations for student success while developing a positive self-concept in students. Standards-aligned content curricula and instruction are implemented at all sites. Ongoing monitoring of student progress takes place 4 times a year, with close attention paid to the achievement of our AMAO targets. ELD: Each EL student, upon assessment for language proficiency level, receives daily, targeted instruction in ELD appropriate to his/her level of fluency in English. At some schools, teachers team-teach for ELD instruction, and no more than two ELD levels and two grade levels are grouped together during ELD time. Students in grades K-5 receive a minimum of 30 minutes of ELD instruction daily and students in grades 6-8 receive a minimum of 30 minutes of ELD instruction daily using state board-approved and district-adopted ELD materials. Students are grouped by proficiency level. (No more than two ELD levels are grouped together for ELD instruction.) Each EL student currently receives access to core content through specially designed academic instruction in English (SDAIE). EL students at less than reasonable fluency in English are grouped together to receive the core content within their grade level through SDAIE instruction that is taught by a qualified teacher. Title III will enhance the current instructional program for EL students by providing: • Opportunities for teachers of EL students to meet through grade level, staff and department meetings to discuss EL student academic progress by looking at samples of student work based on previously agreed-upon targeted essential standards and assessment. • Supplemental content area materials for students at less than reasonable levels of fluency to supplement state-adopted programs. • On-going training for teachers, coaches and administrators to enhance the quality of planning and instruction for more effective SDAIE instruction in the content areas.

Required Activities	Description of how the LEA is meeting or plans to meet this requirement.

2. How the district will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in:
    • English proficiency; and
   • Academic achievement in the core academic subjects
	• State Board of Education ELD Instructional materials
	• Intervention programs, offered by specially trained teachers, that provide additional support for newly arrived EL students and/or EL students designated as at-risk of not meeting benchmarks or of retention.
	In addressing the needs of the identified students, Title III funded programs will use consistent, systematic instruction to support students:
	    • acquire new knowledge and vocabulary through reading and writing
	    • read and comprehend leveled fiction and textual material
	    • engage in meaningful reading and writing
	    • do expository, narrative, response to literature and persuasive writing (based upon grade-level ELA standards and grade-span ELD standards)
	Research-based best practices and common characteristics of highly effective instructional programs form the basis for this program. These include:
	    • data analysis and implementation (Schmoker, 2001)
	    • provide content support for all teachers (Elmore, 2004)
	    • small classes, with small group or individual instruction (Cooper et.al 2000)
	    • quality professional development focused on targeted, instructional strategies (Goldschmidt and Swigert, 2003)
	    • high academic expectations and a clear academic focus (Ascher 1988)
	    • specific interventions and curriculum for teachers designed to meet identified student needs (White and Johnson 1999)
	    • sufficient time for advance planning (Ascher 1988)
	    • careful design and planning, which establishes clearly defined needs and goals (Planning and Evaluation Services 1998)
	    • a clear focus on using the extended time effectively (Planning and Evaluation Services 1995)

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Required Activities	Description of how the LEA is meeting or plans to meet this requirement.

3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.
 	
a. designed to improve the instruction and assessment of LEP children;
b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;
c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;
d. Long term effect will result in positive and lasting impact on teacher performance in the classroom.
	The professional development plan will provide on-going, EL PD). Teachers, administrators and other support staff will also have opportunities to develop expertise in best practices in the following areas through workshops:
	• Constructing Meaning
	• Specially Designed Academic Instruction in English (SDAIE)
	• ELD Trainings
	• ELD Standards
	• EDI
	• Cultural diversity
	• Anti-bias training
	• Use of adopted ELA/ELD materials
	• Effective instructional practices for culturally diverse students
	• Communicating with linguistically and culturally diverse parents
	• Balanced literacy
	• Curriculum planning
	    o ELD/ELA connections
	    o Differentiated instruction
	    o Grouping models
	    o Standards-based lesson planning, backward mapping design
	    o Subject matter projects
	
	Teachers of EL students will learn new strategies and skills that will improve their instruction and positively affect the achievement of EL students in their classrooms. As available, teachers will be provided the opportunity to attend local, national and state conferences where the most current research, strategies and materials will be presented and discussed.
	• CABE (California Association for Bilingual Education)
	• California Reading Association
	• NABE (National Association for Bilingual Education)
	• EL Accountability Conference
	• Asilomar Conference

Allowable Activities	Description of how the LEA is meeting or plans to meet this requirement.
4. Upgrade program objectives and effective Instruction strategies. **Yes or No** **Yes**	Establish school site and district wide continuous improvement processes that examine the academic achievement of students and the programs that contributed to their increased achievement. Evaluate the effectiveness of programs based upon the students' achievement and make modifications as necessary. As part of the Alum Rock Union Elementary District's Title III program, a K-8 EL Liaison committee will meet monthly to: - analyze EL student achievement data - determine responsibilities and priorities for program implementation at each school - review supplementary materials and intervention programs - clarify filling out of ELD Progress Reports - clarify ELAC and DELAC roles - review the latest compliance items i.e. CPM - clarify reclassification process - address follow-up monitoring and Individual Learning Plans - receive professional development - share resources Additionally, in order to improve the percentage of students reaching proficiency in English language arts, students will receive explicit vocabulary development and explicit academic language development. Title III, as funds allow, will also be used to provide stipends for committee members to attend after school meetings and to provide for substitutes if release time is needed for committee members.

	Allowable Activities	Description of how the LEA is meeting or plans to meet this requirement.	

	5. Provide –
	   a. tutorials and academic or vocational education for LEP students; and
	   b. intensified instruction.
		Yes or No
		Yes
			If yes, describe:
			The Alum Rock Union Elementary School District will provide intervention programs that will focus on the specific needs of identified EL students in order to assist them in developing English language proficiency, high levels of academic proficiency, and in meeting re-designation criteria. Specific areas of focus include improvement of reading fluency, reading comprehension, word analysis, and vocabulary development. The intensive intervention program will be designed to support and complement the students' regular English Language Arts/English Language Development and core content instructional program.
			
			Based on identified student needs, a flow chart will be developed mapping the common thread between ELA and ELD Standards, specific academic skills, teaching techniques and assessments.
			
			Instruction will include a variety of activities and strategies that promote EL achievement. The classroom teacher will model good reading strategies and the student will learn critical concepts of how print works, and connect text to self, text to text, and text to the community and world.
			
			Teachers incorporate CM strategies where EL's are supported with sentence frames, structured language practice routines where students work in small groups, think, pair, share, talking sticks, etc
			
			The writing component of the reading/language arts curriculum will focus on expository, narrative, persuasive writing and response to literature. Writing instruction will include shared, modeled, paired and independent writing. Students will work to meet grade-level ELA and grade-span ELD Standards for writing applications and conventions.
			
			In order to encourage independent reading for pleasure and academic advancement, ELs will have access to appropriate reading materials. Students will read daily.
			
			Instructional materials will be designed and modified using information from on-going formal and informal assessment of each student's strengths and needs.

Allowable Activities	Description of how the LEA is meeting or plans to meet this requirement.	
6. Develop and implement programs that are coordinated with other relevant programs and services.	**Yes or No** Yes	**If yes, describe:** Using a variety of funding sources, including Title III, services will be utilized to extend the regular instructional program and focus on the needs of EL students. The following collaborative services will be coordinated to meet each student's identified needs: ● Current, existing intervention programs ● Site tutoring programs ● AVID ● Migrant Education Program
7. Improve the English proficiency and academic achievement of LEP children.	**Yes or No** Yes	**If yes, describe:** The Alum Rock Union Elementary School District will identify interventions and supplemental services to meet identified EL students' individual needs in order to improve English proficiency and academic achievement. This program will be supported by the collaboration and coordination with the following District programs and related services: ● Academic Services ● Resource teachers ● Migrant Education
Allowable Activities	Description of how the LEA is meeting or plans to meet this requirement.	

8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –
o To improve English language skills of LEP children; and
o To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.
	Yes or No
	
	Yes
		If yes, describe:
		A variety of funding sources, including Title III, will be used by the Alum Rock Union Elementary School District to educate and empower parents of EL students to become an integral part of the school and community and ensure academic success for their children. Connecting the families with needed educational and social services is an essential part of creating an atmosphere conducive to academic success. The District plans to offer classes and programs to parents of EL children including:
		● Health Services informational meetings
		● Special Education Parent Meetings
		● Parent education classes
		   o Adult literacy
		   o Working with your child at home
		   o Parenting
		▪ Family literacy nights

| | | Monthly parent meetings English Learner Advisory Committee (ELAC) District English Learner Advisory Committee (DELAC) Parent University Parent Jubilee YMCA – Project Cornerstone Computer classes Migrant Education PIQE
Materials will be translated into the primary language of the parents when necessary. Childcare will be provided at meetings/classes. As often as possible, classes will be held in neighborhood schools. Parents will be surveyed as to their background and experiences, and encouraged to share their knowledge and skills within classes and within the school community.

The district will offer a series of parent training sessions on the state accountability system, standards-based curricula, and strategies to support the child's learning at home.

The district and schools will target parent conferences and informal meetings with principals to educate parents on how to support their child's learning at home and at school. |
| | | |

Allowable Activities	Description of how the LEA is meeting or plans to meet this requirement.	
9. Improve the instruction of LEP children by providing for – o The acquisition or development of educational technology or instructional materials o Access to, and participation in, electronic networks for materials, training, and communication; and o Incorporation of the above resources into curricula and programs.	**Yes or No** **Yes**	**If yes, describe:** Teachers will continue to develop their technology expertise by integrating curriculum through their participation in peer coaching and attendance in technology courses at school sites, and the District Office. Teachers with technology expertise will serve as a peer-coach and will guide other teachers in the development of instructional materials and lessons that integrate technology into their curriculum. Peer coaches will assist teachers in implementing technology lessons in their classrooms. The district will continue to implement the following programs: Accelerated Reader, Compass Learning, Inspiration, Kidspiration, Discovery Streaming and Electronic Encyclopedias. Students will have increased access to desktop and laptop computers to create projects and documents that reflect in-depth levels of learning. The district will explore new, emerging technologies that will enhance and supplement students' learning (e.g., digital microscopes and handheld computers).
10. Other activities consistent with Title III.	**Yes or No** **Yes**	**If yes, describe:** o Training for paraprofessionals o Additional conference attendance on topics related to meeting the needs of EL students

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

Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.	Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	

1. The district informs the parent/s of El students of each of the following (per Sec. 3302 of NCLB):
 a. the reasons for the identification of their child as LEP and in need of placement in a 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 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;
	Upon registration of their student, and annually thereafter, parents will receive a written explanation of the following information:
	 • The reasons for the identification of their child as EL and in need of services (Home Language Survey response, score on initial CELDT test)
	 • The child's level of English proficiency and how it was assessed (explanation of CELDT level, and explanation of CELDT exam), and the status of the student's academic achievement. It is important to review CST and/or other academic information, GPA, and results of other district assessments.
	 • The method of instruction the student will receive:
	   o Program description that includes information on time in ELD
	   o Materials to be used
	   o Yearly goals explained so that parents can monitor progress
	     ▪ How this program is designed to meet the needs of the child (design based on Categorical Program Monitoring (CPM) requirements, research, past successful experiences).
	     ▪ How this program design helps their child learn English (emphasis on ELD component, training of teachers)
	     ▪ Specific redesignation criteria and expected rate of promotion if student participates in this program.
	     ▪ If the student has a disability, the services prescribed by the IEP work together with the program in which the student is enrolled to maximize his/her learning experiences.

Required Activities	Description of how the LEA is meeting or plans to meet this requirement.
h. information pertaining to parental rights that includes written guidance detailing – i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; 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. iv. These meetings may also serve to provide a forum for parents of EL children to share their recommendations for program design and goals.	A variety of funding sources, including Title III, will be used to hire personnel at the district and site levels who will be available to parents to ensure full understanding of this information. As part of the assessment process, parents will receive a detailed explanation of the procedures and EL program placement from the school site administrator or representative. When testing is completed, parents will receive their child's scores, the rationale for identification as EL or FEP, and an explanation of their child's suggested program placement. Following initial placement, progress is formally evaluated during the year. Parents are informed in writing of their child's scores (report cards) and any changes in program or classification. • K – 5 report cards sent each semester • 6 – 8 report cards sent quarterly School site ELAC and District DELAC meetings focus on informing parents about instructional programs and how they can support their child's academic achievement. Annual parent notification, taking place within 30 days of the beginning of each school year, includes detailed complete program descriptions and parent rights. Back to School Nights, held within the first 45 days of school, are designed to provide translated information to parents of their child's instructional program. In addition to parent notification of assessment results and program participation, Title III support additional parent meetings to ensure their children are being properly included in all possible school services: • Special Education • AVID
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.	For students who enroll after the beginning of the school year, this process will take place within 30 days of being placed in a language program.

LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.	If the district or school site fails to make its Adequate Yearly Progress (AYP), all parents will be notified of such failure in writing in a language they understand within 30 days of release of data by CDE. District personnel will answer any questions the parents may have regarding the failure of the district or school site to make its AYP. More than one general meeting will be held to explain the AYP and the lack of school progress and options to parents. Childcare and translation will be provided.

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. Required Activities	Description of how the LEA is meeting or plans to meet this requirement.

1. The district informs the parent/s of El students of each of the following (per Sec. 3302 of NCLB):
 	
h. the reasons for the identification of their child as LEP and in need of placement in a program;
 	
i. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;
 	
j. 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;
 	
k. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;
 	
l. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
 	
m. 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 under this title are used for children in secondary schools;
 	
n. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;
	Upon registration of their student, and annually thereafter, parents will receive a written explanation of the following information:
	
	• The reasons for the identification of their child as EL and in need of services (Home Language Survey response, score on initial CELDT test)
	
	• The child's level of English proficiency and how it was assessed (explanation of CELDT level, and explanation of CELDT exam), and the status of the student's academic achievement. It is important to review CST and/or other academic information, GPA, and results of other district assessments.
	
	• The method of instruction the student will receive:
	  o Program description that includes information on time in ELD
	  o Materials to be used
	  o Subjects taught in L1 and materials to be used
	  o Yearly goals explained so that parents can monitor progress
	
	▪ How this program is designed to meet the needs of the child (design based on Categorical Program Monitoring (CPM) requirements, research, past successful experiences).
	
	▪ How this program design helps their child learn English (emphasis on ELD component, training of teachers)
	
	▪ Specific redesignation criteria and expected rate of promotion if student participates in this program.
	
	▪ If the student has a disability, the services prescribed by the IEP work together with the program in which the student is enrolled to maximize his/her learning experiences.

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)). Allowable Activities		Description of how the LEA is meeting or plans to meet this requirement.
1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;	**Yes or No**	
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;	**No**	
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;		
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program;		
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;		
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; • 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		

Performance Goal 3: *In 2016-17, all students will be taught by highly qualified teachers.*

Summary of Needs and Strengths for Professional Development
[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

STRENGTHS	NEEDS
1. The district ensures that all recruitment efforts lead to the employment of highly qualified teachers per NCLB. 2. Induction and Intern programs for new teachers are aligned with district goals to maximize staff development efforts. 3. K-8 teachers participate in ongoing training in all curricular areas and in implementation of the Common Core State Standards. All K-8 teachers will be trained in Constructing Meaning to support English Language Learners	The district wide teacher needs assessment identified the need for continued training in the following areas: ♦ Common Core State Standards ♦ Science ♦ Differentiation of Instruction ♦ ELD ♦ Math ♦ Writing ♦ Classroom Management ♦ Technology Integration

Performance Goal 3: *By 2016-17, all students will be taught by highly qualified teachers.*

Planned Improvements for Professional Development (Title II)

Description of:	Persons Involved	Related Expenditures	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: a. Alum Rock Union Elementary School District (ARUESD) will conduct an annual needs assessment in the following	1) Curriculum and Instruction Administrators, Principals, Teachers	1) N/C	1) N/C	1) N/C

areas: ♦ Formative and summative student assessments, and ♦ Meeting student content and academic achievement standards. b. School and district professional goals will be created to assist district staff to move towards proficiency levels in content standards for all students. c. Professional development activities will be designed and selected based on staff strengths and needs in relation to student achievement results.	2) Principals, Teachers 3) Principals, Teachers Curriculum and Instruction Staff	2) N/C 3) Extended Duty, Materials	2) N/C 3)100,000	2) N/C 3) Categorical Funds
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: a. ARUSD will review research on: ♦ Professional development activities that assist teachers and administrators to ensure that all students will meet or exceed state content and academic standards. ♦ Topics that have the greatest impact on teacher's ability to accelerate learning of students in lowest performing groups. ♦ Professional development that is differentiated based on teacher effectiveness and assignments. b. Successful teachers and administrators will serve as demonstrators and coaches to ensure that best teaching practices are commonplace in all schools.	1) Principals, Teachers and District Support Staff 2) Principals and Teachers, Curriculum and Instruction Staff	1) Extended Duty, Consultants and Materials 2) N/C	1) 50,000 2) N/C	1) Categorical Funds 2) N/C
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. To determine to what degree the professional development activities have a substantial, measurable, and positive impact on student academic achievement, the District will concentrate on the following: (1) How well do the activities focus on students meeting/exceeding key/essential standards through the use of State-adopted/standards-based materials and formative	Curriculum and Instruction Staff, Principals, Teachers	N/C	N/C	N/C

assessments? (2) To what degree are the activities built on the strengths and needs of the staff in relation to academic and cultural learning strengths and needs of the student population? (3) How well do selected professional development resources apply to particular under-performing student populations? (4) How well integrated are materials adoption/selection, intervention approaches, and family and community relations with the professional development system?				
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: The Alum Rock Union Elementary School District will ensure that professional development activities are: (1) Coordinated to address staff needs in assisting all students (English Learners, Special Education and GATE) to meet or exceed State academic standards. Teachers not authorized for ELs will be required to have training, courses, and tests that will be paid for from Title II, Part A. (2) Designed to help teachers integrate standards-based curriculum, instructional practice, assessment and understanding of the strengths and needs of the students in their classroom. (3) Focused on classroom management, interventions and working with students'	Curriculum and Instruction Staff, Principals, Teachers	Extended Duty, Consultants, Materials	$50,000	Supplemental Concentration

Description of:	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
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:	1) Teachers	1) Teacher Extended Duty	1) $35,000	1) Supplemental Concentration
a. Teachers will learn how to use collaboration time to focus instruction and assessment on the key/essential standards in the strands/subject matter areas in need of improvement.	2) Teachers	2) N/C	2) N/C	
b. At grade level meetings teacher collaboration time will focus on selecting common assessments for key/essential standards, joint review of student work on those assessments, and planning for revising/reviewing/re-teaching/moving on.	3) Teachers	3) N/C	3) N/C	2) N/C
c. Staff development activities will focus on core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement.	4) Principals/monthly sessions	4) Trainers	4) 10,000	3) N/C
d. Principals' professional development will combine the leaders' roles in supporting standards implementation, organization and management for continuous improvement, and addressing the diverse needs of students, particularly students in the lowest-performing groups in the district.				4) Title II
Provide RTI to:				
a. Special Education, ELs and others students who scored at basic, below basic and far below basic on CSTs in language arts and math during the school day, before/after-school, Saturday programs and Summer Intervention.	5) Teachers, Principals	5) Extended Duty	5) $100,000	5) Title III
b. Identified students who are not making appropriate progress on the California English Language Development Test (CELDT) will participate in targeted interventions during the school day, after-school, in Saturday programs, and Summer Intervention.	6) Teachers	6) Extended Duty	6) $75,000	6) Title III

Description of:	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
6) How the LEA will integrate 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: The Alum Rock Union Elementary School District will ensure that technology-related professional development links to other district and school professional development activities and are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards. Teachers will participate in peer coaching, after school workshops, and online staff development to learn how to use technology as a productivity tool and as a teaching tool. Teachers will be able to integrate technology into the curriculum.	Curriculum and Instruction Staff, Principals, Teachers	Extended Duty	$20,000	Supplemental Concentration
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. a. On-line professional development in the effective use of technology to support standards-based practices will be available at each school. Teacher licensing will be available to allow access to this resource. b. Students will use a variety of technology, computer application, and content-specific curriculum software to increase achievement. Students will use i-ready to receive instruction at their instructional level. Students will use Google Drive to create and collaborate with others. Students will use electronic encyclopedias to conduct research on a topic related to the curriculum. Primary grade students will use headphones to listen to stories accessible through educational web sites or CD ROMs.	1) Principals, Teachers District Staff 2) District Staff Teachers	1) Software License 2) Online License	1) $35,000 2) 350,000	1) Supplemental Concentration 2) Supplemental Concentration

Description of:	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
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: In planning professional development activities and preparing for the LEA plan, the Alum Rock Union Elementary School District has brought together teachers, principals, parent representatives and district personnel. With guidance from the District, representatives have established professional development goals that are tied to: (1) teachers' and principals' knowledge and skills, (2) organizational support for improved teaching and learning, (3) student achievement, and (4) professional development activities and strategies to accomplish the goals and monitor the impact of the activities.	Teacher, Principals, Parent Representatives District Support Staff	N/C	N/C	N/C
9) How the LEA will provide training to enable teachers to: ♦ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; ♦ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; ♦ Involve parents in their child's education; and ♦ Understand and use data and assessments to improve classroom practice and student learning. a. Teacher collaboration time focused on reviewing assessments. b. Grade level meetings, staff meetings and district grade level meetings, focused on researched-based practices in subject matter areas most needing improvement. c. District sponsored Professional Development workshops will provide intensive, focused professional learning on how to academically accelerate students identified in the lowest performing groups. d. The District will provide training to parents in areas such as homework completion, school attendance, the use of technology, literacy development and understanding of student assessment data. e. Monthly grade level meetings will be used to provide direction to teachers in analyzing assessment data to improve student learning.	a. Teachers b. Teachers c. Teachers d. Principals e. Principal and Teachers	a. Extended Duty & District Trainers b. N/C c. Trainers and Extended Duty d. Extended Duty e. N/C	a. $15,000 b. N/C c.$15,000 d.$5,000 e. N/C	a. Supplemental Concentration b. N/C c. Supplemental Concentration d. Supplemental Concentration e. N/C

Description of:	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
10) How the district will use under this subpart to meet the requirements of Section 1119:				
a. The district will continue its partnership with local Schools of Education to provide funding for course work for multiple and single subject credentials.	a. Human Resources	a. N/C	a. N/C	a. N/C
b. The district will continue its partnership with local Schools of Education to provide funding for course work and tests for 100% of teachers to have required authorization to teach English Learners.	b. Human Resources	b. Trainer Cost	b. $2,000	b. Supplemental Concentration
c. The district will support partnerships with neighboring districts and local community colleges to provide course work in subject matter competency.				

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):

STRENGTHS	NEEDS
1) The district has a strategic plan outlining its vision for a positive school-learning environment. Through the use of the district-wide Student Success Team, the district continues to plan and implement strategies to support an environment conducive to student learning. 2) The district has an effective, progressive discipline policy. 3) A district-wide system has been implemented to effectively provide support in the following areas: truancy issues, early interventions through community counselors, and on-going services to identified students and their families. 4) In accordance with district policy, a Comprehensive School Safety Plan has been developed and implemented at each school. 5) Administrators and staff, throughout the district, promote a school environment which supports the assumption that the emotional, psychological and social needs of students are intrinsically related to academic achievement. The district provides information to parents annually through a "Student/Parent Handbook" document, and school/district websites. 6) In June 2008, the community passed Measure J, a local bond initiative, to support improvements in district facilities.	1) District and school need to provide training and activities for more involvement of parents to support the learning environment at the site level. 2) The physical environment at various sites is in need of repair. 3) Opportunities for students to participate in the decision-making process and to have a voice in school climate issues need to be created. 4) Schools need to emphasize positive behavior to mediate the bullying problem among students.

Environments Conducive to Learning (Activities):
The following activities or programs supported by all NCLB or state funded programs are implemented to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning.

Activities
1. In December 2007, the district hired a Child Welfare and Attendance Community Liaison to improve student attendance and to reduce student truancy district-wide. This position is still in place. 2. A full-time District Student Services Coordinator was hired for the 2013 -2014 school year to support the reduction in truancy and suspensions, monitor/support enrollment and open enrollment for middles schools, oversee school safety plans and work in collaboration with local law enforcement agencies to support school safety, coordinate and monitor 504 plans, coordinate expulsion hearings, and support the implementation of laws related to the health and wellness of students. This position is still in place. 3. A broad range of after-school programs exist to effectively engage students. Such programs include the following: homework centers, tutoring, conflict resolution training, music, arts and sports. 4. School-Linked Programs were implemented in all schools to effectively work with parents on a variety of school issues. School-Linked Programs helped the schools, county and non-profit agencies design, implement and coordinate a responsive system of service delivery to parents. 5. Students have been d in conflict resolution and peer mediation at several sites. 6. The Peace Builders Program is currently in place at several schools; other school administrators continue to explore how to purchase and implement this program. The purpose of the Peace Builders program is to provide students with skills and knowledge for conflict resolution, anti-bullying strategies, and peer mediation by engaging them in problem solving situations. 7. Some of our schools have adopted and implemented the B.E.S.T. (Building Positive Behavior Support in Schools) Program. Five other sites are implementing PBIS (Positive Behavioral Interventions and Supports).

Activities
8. Most middle schools are provided a full-time counselor to address student academic, social and emotional needs.
9. A Community-based program (Alum Rock Counseling Center – ARCC) will provide integrated school based counseling services to several sites. Services will include mental health services: crisis intervention, intake, assessment, individual and group counseling, case management and truancy reduction services. A mentoring program will be provided at Ocala. Services will include life skills classes, school-based counseling and parent engagement meetings.
10. The district has developed a student/parent handbook that is updated and revised annually. It is given to all students and their families during the first week of class; it is also posted on the ARUSD website and a hard copy of it is in every school front office.
11. ARUSD was successful with the passage of Measure G in June 2008 that provided $175 million to improve school facilities: The new San Antonio School was built; a new administration building was built at Hubbard; Fischer, Linda Vista, Lyndale and Mathson received new heating, ventilation and air conditioning (HVAC); and Arbuckle, Chavez, Cureton, Dorsa, Hubbard, Linda Vista and Mathson received new parking and bus drop off zones.
12. Measure J was passed this school year and will provide $125M to be used for projects that would be ADA compliant, HVAC installations, roofs, Life/Safety and other major infrastructure improvements.
13. All schools are provided a three-hour after-school program through the CDE After School Education and Safety (ASES) grant.
14. Each middle school is provided a half-time Academic Emphasis Counselor to monitor the academic progress of all seventh and eighth grade students.

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 community and other qualitative data or information, the following list of strengths and needs related to preventing risk behaviors is below.

STRENGTHS	NEEDS
1) The district will continue its current collaborations with the following City and County links: Gardner Mental Health Clinic Intervention; Safe Campus Initiative; Emergency Response Services; C2-SJPD Crime Prevention Unit; EMQ; Alum Rock Counseling Center; CYO (California Youth Outreach); Police/School Liaisons; City of San José's Mayor's Gang Prevention Task Force; SJPD TAB's Center; District Attorney's Truancy Abatement Unit; City of San José's Parks, Recreation and Neighborhood Services; Cal-SOAP; Community College District's Evergreen and City of San Jose's campuses; SCCOE's Alternative Schools Program: Foster Youth Services, SJPD's School Safety Community Services; East Valley YMCA; Bay Area After-School All-Stars; City Year: City of San Jose's Recreation and Neighborhood Services; Santa Clara County Health and Mental Health Departments; Children's Health Initiative; San Jose State University. 2) The district has hired School Resource Officers (off-duty San Jose Police Officers) to work during school hours at every district middle school. The officers help the schools provide a safe, orderly learning environment. Schools continue to explore and implement programs such as Peace Builders and Character Counts. A student/parent handbook was institutionalized in 2007-2008 which addresses consequences for engaging in bullying and harassing behaviors. Starting in 2008-09 the Student/Parent Handbook addresses cyber bullying and cyber threats. In 2016-2017, annual updates will continue.	1) A district-wide Coordinator was hired in 2006 in the Student Services Department to address planning, funding, resource development and linkages to CBO services. This position is still needed and in place.

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

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115(a)(1)(B)):
The district is required to establish a biennial goal for all of the performance indicators listed below. 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 is explained below:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 03/1/15 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will **decrease** biennially by:	5th 3% 7th 4%	5th 2% 7th 3%
The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by:	7th 3%	7th 2%
The percentage of students that have used marijuana will **decrease** biennially by:	5th 1% 7th 2%	5th 0% 7th 0%
The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by:	7th 1%	7th 0%
The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by:	7th 2%	7th 1%
The percentage of students that feel very safe at school will **increase** biennially by:	5th 76% 7th 71%	5th 86% 7th 81%
The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by:	7th 12%	7th 6%

Truancy Performance Indicator		
The percentage of students who have been truant will **decrease** annually by 30% 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.	13.2%	9.2%
Protective Factors **Performance Measures** **from the California Healthy Kids Survey**	**Most recent date:** 03/01/15 **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 98% 7th 89%	5th 100% 7th 99%
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 98% 7th 94%	5th 100% 7th 100%
The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by:	5th 89% 7th 81%	5th 99% 7th 91%
The percentage of students that report high levels of school connectedness at their school will **increase** biennially by:	5th 98% 7th 63%	5th 100% 7th 73%

Other Performance Measures

Listed below are other performance measures and performance indicators the district has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). The information specifies the performance measure, the performance indicator goal, and baseline data for that indicator.

LEA Specified Performance Measures Participation in Community Performance Measures (Process to Collect Data)	Performance Indicator *Goal*	Baseline Data
School site principal, counselor/coordinator and student records	5th 10% 7th 15%	5th 75% 7th 70%

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

The district has designated and listed 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 district will adopt and implement to serve 50 percent or more of the students in the target grade levels.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
After School Programs: **Think Together, City Year, Citizen Schools, East Valley YMCA, City of San Jose Parks Recreation & Neighborhood Services**		K-8	2,600	Annually	N/A	January 2016
Red Ribbon Week		K-8	11,000	October 2016	N/A	October 2016
School Links Services		K-8	11,000			October 2016
Truancy Abatement Collaborative		K - 8	3840	N/A	N/A	On-going

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

Based on the research cited in Appendix D, each activity the district will implement as part of the comprehensive prevention program is shown below.

Check	Activities	Program ATODV Focus	Target Grade Levels
✓	After School Programs		K-8
✓	Conflict Mediation/Resolution	ATODV	K-8
✓	Early Intervention and Counseling		K-8
✓	Environmental Strategies		K-8
✓	Family and Community Collaboration		K-8
	Media Literacy and Advocacy		
	Mentoring		
✓	Peer-Helping and Peer Leaders		
	Positive Alternatives		
✓	School Policies	ATODV	
	Service-Learning/Community Service		
	Student Assistance Programs		
✓	Tobacco-Use Cessation	ATODV	K-8
✓	School Habitual Attendance Reduction Program	ATODV	K-8
✓	Middle School Drug Prevention and School Safety	ATODV	6-8

✓	School Links Services	ATODV	K-8
✓	Tobacco Use Cessation	ATODV	K-8
✓	Red Ribbon Week		K-8
✓	Youth Development Caring Schools Caring Classrooms	ATODV	K-8
	Other Activities		

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

The district has designated and listed the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E.

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Peace Builders	Conflict Resolution	K-8	1,500	1998	Ongoing since 1998	1998
Peer Medication/conflict resolution	Conflict Resolution	6-8	1,500	2000	Ongoing since 2000	2000

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

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

Life Skills, a district-sponsored program is nationally recognized due to its long history of success in tobacco, alcohol and drug prevention and intervention. The program specifically targets 6th grade students to provide information about health, knowledge, attitudes and behaviors pertaining to tobacco, alcohol and drugs.

Conflict Resolution is a district-sponsored program that teaches students to resolve their disputes without resorting to violence. It challenges our schools to provide an environment in which all of our students can feel physically and psychologically free from threats

and danger. The diversity of the school's population is respected and celebrated. The program specifically addresses the following three areas: (1) Peer Mediation – training groups of students to conduct peer mediations; (2) Education – teaching students conflict resolution principles in separate courses and integrating the concepts into the curriculum; and, (3) School Community - training parents, teachers, students and other staff in the principles of conflict resolution to create a peaceful school.

Evaluation and Continuous Improvement (4115 (a)(2)(A)):
A description for how the district will conduct regular evaluations of the effectiveness of the district's alcohol, tobacco, other drug use and violence prevention program and how the results of the evaluation will be used to refine, improve and strengthen the program is provided below.

Evaluation data for these programs is generated through the California Healthy Kids Survey's administered to students biennially. This program is researched-based and has proven effective throughout various school districts. Prior to the implementation of the CHKS, base-line data was obtained identifying specific existing needs. Since the implementation of specific programs, base-line data has been compared to yearly program results to analyze program effectiveness. The results have been used for funding and reporting purposes. Specifically, collected data is analyzed to detect district-wide trends in program strengths and weaknesses at program sites.

Use of Results and Public Reporting (4115 (a)(2)(B)):
A description of the steps and timeline the district will use to publicly report progress toward attaining performance measures for the SDFSC program and 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 is provided below.

Data Collection Timeline:
1. Baseline CHKS data and progress data will be collected in 2014 and 2016.
2. Surveys with questions covering the 12 Performance Indicators were conducted by Fall 2015.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):
A description of SDFSC funded program services will be targeted to the district's schools and students with the greatest need. (Section 4114 [d][3]) is provided below.

Multiple factors are used to target SDSDSC funded program services to the district's schools and students with the greatest need. The district reviews the following factors: Students who receive Title I services, English Language Learners, school discipline records, school attendance, and other factors as defined by Student Success Team, such as student achievement. The following are services funded or directed to students/schools with the greatest need: EMQ-Families First: After School Tutoring – Academic Mentoring and

Athletic Activities; Middle School Drug/School Safety –AB 1802 Academic Emphasis Counselors and interns; funding for professional development of administrators and counselors.

Coordination of All Programs (4114 (d)(2)(A)):
An explanation of how the district will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs is provided below.

The district has formed a partnership with other funded programs, including: Safe Schools Healthy Students, School Linked Services, Middle School Drug Prevention/School Safety, etc. These partnerships include law enforcement, county and city personnel, and community agencies. In addition, the district works in collaboration with our neighboring high school district on various school safety and truancy issues. This collaboration includes representatives from the City of San Jose, county and several community agencies.

Parent Involvement (4115 (a)(1)(e)):
A description of the parent involvement and e the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program is provided below.

Parents are involved in the Alum Rock Union Elementary School District at many levels, such as planning and designing programs, assisting in the classroom and volunteering on committees. Parents are recruited from all ethnic and socioeconomic groups. Parents are in charge of various activities at schools which focus on safe and drug free topics. Regular communications through school and district websites and parent monthly newsletters will continue to inform parents on a variety of issues. Other notification procedures such as "Parent Choice Options" and Safe School Status are in place to meet compliance timelines indicated by NCLB.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):
A description of services and referral procedures for pregnant minors and minor parents enrolled in the district and how they will be provided with tobacco-use prevention services is provided below. The information includes any student eligible to participate 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.

Pregnant minors and minor parents are referred to Alum Rock's Student Services Department by school personnel and/or parents and the annual Student/Parent handbook. The District Nurse and Director of Student Services determine the program or services needed for the pregnant minor.

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):
Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section104420 [b][3])

Position/Title	Full time equivalent
(Does Not Apply)	

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 LEAs 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)	N/A				
5.2 (Dropouts)	N/A				
5.3 (Advanced Placement)	N/A				

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.

Please describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The district will serve, in rank order of poverty, (elementary) schools above 75% poverty. If an elementary school is above 75% but not selected for funding, the school and any middle school above 75% free and reduced lunch, will receive similar funding from another source.

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115 will identify the eligible children most in need of services under this part. **NA**

Additional Mandatory Title I Descriptions (continued)
Please provide a general description of the nature of the programs to be conducted by the LEAs schools under Sections 1114 and 1115 and, where 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.

Title I must supplement the basic educational program, so that if these were to be eliminated, the core instructional program would remain intact.
Examples of allowable programs are:
- increased learning time
- supplemental support of the core academic curriculum
- special grouping or tutoring to assist low performing students
- counseling
- pupil services
- mentoring
- college and career awareness and preparation
- academic intervention programs
- after-school programs
- individual student academic assessment (except the CELDT and CST)

- parent outreach and education
- Pre-K program

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116 as in need of improvement.

1) Assist the school(s) to analyze data and budgets
2) Develop school plans on an annual basis on scientifically based-research to strengthen the core academic subjects and address specific academic issues
3) Adopt a comprehensive reform model
4) Provide a professional development program that directly addresses the student academic achievement problem
5) Establish specific annual, measurable objectives for continuous and substantial progress by each group of low performing students
6) Incorporate activities before school, after school and during the summer
7) Incorporate a teacher-mentoring program
8) **Additional Mandatory Title I Descriptions (continued)**

Please describe the actions the LEA will take to implement public school choice and Supplemental Services, consistent with the requirements of Section 1116.

In accordance with the requirements of Section 1116, the Alum Rock Union Elementary School District will implement the following required steps regarding Program Improvement schools and **providing school choice**: **(Not required for 2016-2017)**

The District will provide information to parents on the:

1. Meaning of Program Improvement identification,
2. Reasons for the identification
3. Strategies the school is using to address the problem of low achievement,
4. Strategies and resources used by the district and state to help the school,
5. Opportunities for parents to become involved,

6. District procedures for school choice, including that not later than the first day of school, following identification, parents have the option to transfer their child to another school in the district that is not in Program Improvement status. Transportation will be provided if it does not violate the District's open enrollment policy.

In accordance with the requirements of Section 1116, the Alum Rock Union Elementary School District will implement the following required steps regarding Program Improvement schools and **providing supplemental services**: **(Not required for 2016-2017)**

The District will provide to parents:

1. An annual notice of the availability of supplemental educational services in an understandable and uniform format and to the extent practicable, in a language parents can understand.

2. A description of the supplemental services, and qualifications and demonstrated effectiveness of the providers.

3. Assistance, if requested, in choosing a provider from the approved list.

4. An explanation of an equitable process for serving students if the number of spaces available for services is not sufficient to serve all students.

5. An assurance that the district and the student's school will not disclose to the public the name of the student that is receiving supplemental services without the written consent of the parents.

Specific achievement goals for the student, a timeline for achieving the goals, how a student's progress will be measured, and how the teacher and parents will be informed of a student's progress will be provided to the parent.

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 sections 1118 and 1119.

Title I and Title II will provide professional development activities designed and selected based on staff strengths and needs in relation to student achievement results. The Alum Rock Union Elementary School District (ARUSD) will conduct an annual needs assessment in the following areas:
- Goal of meeting highly qualified teacher criteria;
- Formative and summative student assessments; and,
- Meeting student content and academic achievement standards.

ARUSD will ensure that professional development activities are: (1) coordinated to address staff needs in assisting all students (English Learners and Special Education) to meet or exceed State academic standards; (2) designed to help teachers integrate standards-based curriculum, instructional practice, assessment and understanding of the strengths and needs of the student populations in their classes; (3) focused on classroom management, interventions and working with students' families and other topics required by funding sources within the context of ensuring that all students meet or exceed State content and academic achievement standards.

ARUSD will complete a review of research on professional development activities to ensure:
- Professional development activities assist teachers and administrators to support all students in meeting or exceeding state content and academic standards.
- A focus on topics that have the greatest impact on teacher's ability to accelerate student learning in the lowest performing groups.

- The design of a professional development program that is both comprehensive and differentiated based on teacher need and assignment.

ARUSD will conduct a needs assessment survey focused on teachers and administrators. The survey results will be used to prioritize identified needs, and to develop a Master Plan focused on professional development for teachers and administrators in the district. Title I and Title II will be used to support such things as: release time for new teachers to visit with experienced teachers; high quality training in identified areas; in-depth analysis of student achievement results to drive instruction; and, classroom management for newly credentialed and non-credentialed teachers.

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.

ARUSD will coordinate and integrate educational services to increase program effectiveness. To accomplish this, ARUSD will:
  a. Coordinate staff development for teachers and administrators.
  b. Ensure effective collaboration of services and resources.
  c. Provide for parent and community involvement.

2. Collaboration of Services and Resources

The district will collaborate with agencies that offer pre-school programs. Summer kindergarten transition programs will be offered at selected sites to develop language and reading readiness skills using Title I, Title II, Title III and Supplemental Concentration funds.

Additional services will be provided to address student academic needs:
  a. Homework support at each site
  b. Migrant Education services to students and families
  c. Before/after-school intervention programs (before and after school)
  d. Summer interventions

3. Parent Out-Reach Efforts and Collaboration of Resources

Parent outreach programs will include: ESL, Computer Classes, Parent Empowerment and additional parent trainings. The services will focus on areas related to address family health, social and economic needs. Funding from categorical programs will also be used to support all students and families with special needs.

ARUSD has ensured that each child of a homeless individual and each homeless youth will have equal access to the same free, appropriate, public education provided to other children in our district. The district ensures efficient and effective management of resources. The resources identified below are used by the district to support the schools in meeting the needs of all of our students, including those in a homeless situation:

  a. EIA - Materials and professional development for EL students
  b. Parent education and English as a Second Language classes
  c. Homework assistance through after-school programs or tutoring organizations to support student achievement
  d. District After-School Intervention Program
  e. Conflict Resolution Programs
  f. Safe Schools/Healthy Students

Part III
Assurances and Attachments

Assurances

Signature Page

Appendix

Appendix A: California's NCLB Performance Goals and Performance Indicators

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

To assure the LEAs 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% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.

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

14. Provide technical assistance and support to school wide 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 <u>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))</u> 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:
    o 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; and
    o is enforcing the operation of such technology protection measure during any use of such computers by minors; and
    o 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.
    o Any LEA that <u>does</u> 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 students 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:

        o Allows a teacher to communicate effectively with all students in the class.
        o Allows all students in the class to learn.

- o Has consequences that are fair, and developmentally appropriate.
- o Considers the student and the circumstances of the situation.
- o 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% 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

Hilaria Bauer, Ph.D.
Print Name of Superintendent

Signature of Superintendent

6/14/16
Date

APPENDIX A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2016-2017.*

1.1   **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2   **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)

1.3   **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

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.*

2.1.   **Performance indicator:** The percentage of limited-English-proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2   **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.3   **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3: *By 2016-2017, all students will be taught by highly qualified teachers.*

3.1   **Performance indicator:** The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2   **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of "professional development" in section 9101(34).)

3.3   **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

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

4.1   **Performance indicator:** The percentage of persistently dangerous schools, as defined by the State.

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

5.1   **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2 **Performance indicator:** The percentage of students who drop out of school:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

Below is a listing of Web site links for accessing district-level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)
  http://www.cde.ca.gov/psaa/api/index.htm

- California Basic Educational Data System (CBEDS)
  http://www.cde.ca.gov/demographics/coord/

- California English Language Development Test (CELDT)
  http://www.cde.ca.gov/statetests/celdt/celdt.html

- California High School Exit Exam (CAHSEE)
  http://www.cde.ca.gov/statetests/cahsee/eval/eval.html

- California Standardized Test (CST)
  http://www.cde.ca.gov/statetests/index.html

- DataQuest
  http://data1.cde.ca.gov/dataquest/

- School Accountability Report Card (SARC)
  http://www.cde.ca.gov/ope/sarc/

- Standardized Testing and Reporting (STAR) Program
  http://www.cde.ca.gov/statetests/star/index.html

APPENDIX C

Science-Based Programs

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center: Research-Validated Programs)

B: < http://www.colorado.edu/cspv/blueprints/model/overview.html >(University of Colorado: Blueprints)

C: < http://modelprograms.samhsa.gov/model_prog.cfm >(Center for Substance Abuse Prevention: Model Programs)

D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)

E: < http://www.gettingresults.org/ > (Getting Results)

School-Based Programs

Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
		Intended program outcomes and target grade levels. See research for proven effectiveness					
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E

I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E
Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
Community and Family-based Programs							
Intended program outcomes and target setting. See research for proven effectiveness							

100

Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

Research-based Activities (4115 (a)(1)(C)):
The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

Research-based Activities	
Activities	*Research Summaries Supporting Each Activity:*
After School Programs	Getting Results Part I, page 77-78
Conflict Mediation/Resolution	Getting Results Part I, page 63-65 Getting Results Part I, page 127-129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100-101 Getting Results Part I, page 106-107
Environmental Strategies	Getting Results Part I, page 73-75 Getting Results Part II, page 47-48 Getting Results Part II, page 76-79 Getting Results Part II, page 89-94
Family and Community Collaboration	Getting Results Part I, page 104-105 Getting Results Part II, page 26-28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22-24
Mentoring	Getting Results Part I, page 49
Peer-Helping and Peer Leaders	Getting Results Part I, page 104-106 Getting Results Update 3, page 43-45
Positive Alternatives	Getting Results Part I, page 79-81 Getting Results Part I, page 104-106 Getting Results Part I, page 108-109
School Policies	Getting Results Part I, page 66-72 Getting Results Part II, page 22-23
Service Learning/Community Service	Getting Results Part I, page 81-83 Getting Results Part II, page 46-47
Student Assistance Programs	Getting Results Part I, page 89-90

Tobacco-Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42-43 Getting Results Part II, page 72-74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121-123 Getting Results Part I, page 136-137 Getting Results Part II, page 28 Getting Results Update 1

APPENDIX E

Promising or Favorable Programs

Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.

A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)

B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)

C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)

D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)

E: < http://www.gettingresults.org/ > (Getting Results)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B

Program	Target						Category
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A

Program	Target						Category
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B