

**HUSD REVISION TO
APRIL 18, 2012 BOARD AGENDA**

**ITEM J.3
LEA PLAN UPDATE**

**LEA PLAN DOCUMENT ADDED AS
PAGE 3 TO 118**

Agenda Item:	J.3.				
Page Number:	1 of 118				
Bd. Meeting Date:	4/18/12				
Consent:	<table><tbody><tr><td><u> </u></td><td><u> x </u></td></tr><tr><td>Yes</td><td>No</td></tr></tbody></table>	<u> </u>	<u> x </u>	Yes	No
<u> </u>	<u> x </u>				
Yes	No				

BOARD OF EDUCATION SUMMARY REPORT

DIVISION: Educational Services

SUBMITTED BY: Francisca Sánchez, Associate Superintendent

SUBJECT: LEA Plan Update

BOARD GOAL: #3: Student achievement will drive budgetary decisions.

ACTION PLAN ITEM: #3.1: Values-Driven LEAP: Develop and implement a Local Educational Agency Plan that is driven by our values and beliefs about student achievement and success.

History/Background

Board Goal #1 states that student achievement will drive budgetary decisions. The Superintendent's Action Plan Objective 3.1 supports this goal: Develop and implement a Local Educational Agency Plan that is driven by our values and beliefs about student achievement and success.

School districts are required to develop a single, coordinated, comprehensive plan that coordinates all existing district, state and federal programs to establish a focus for raising the academic performance of all student groups to achieve state academic standards, especially student groups that are traditionally falling behind. In this context the plan, includes goals for improvements in instruction and learning, professional development, course offerings, high school graduation, and student counseling services in order to meet specific academic and support services goals for all groups of students.

In developing the Plan, the LEA reviews and analyzes its demographics, test results, performance, and resources. Federal law requires that school site administrators, teachers, and parents from the district be consulted in the planning, development, and revision of the LEA Plan. The development of the plan includes a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The plan must be rewritten every five years. The plan must be reviewed at least once a year and should be updated based on those reviews.

A powerful plan unites all components of the district -- the schools, departments, parents, students, and community -- to drive everyone to meet the district goals of educating all students to function at a high academic level, meeting 21st century expectations and university entrance requirements. This plan will inform the site level Single Plans for Student achievement (SPSAs). All groups including students, parents, teachers, and administrators provide input for the writhing and revisions of the plan. The plan typically includes initiatives to decrease the achievement gap for underserved groups of students including African American and Latino students, English Learners, economically disadvantaged students, and special needs students.

Implementation

Recently, the district developed a *Leadership Strategy for Creating Sustainable 21st Century Environments that Result in Powerful Student Success*. In order to achieve this focused outcome and the Board's new goals as effectively as possible, we need to ensure that all of our other district functions and decision-making are aligned to optimally support this educational outcome. The LEA Plan should be the vehicle that allows us to operationalize that intent of achieving a sustainable system of high performing schools for every group of students. It is the intention of the Superintendent and his leadership team to create a more strategic and responsive LEA Plan in the coming year.

In the interim, the current LEA Plan and its addenda has been revised to incorporate the new board/district goals and the priorities outlined in the Superintendent's Action Plan. It was necessary to take this interim step in order to ensure that the 2012-2013 Single Plans for Student Achievement (SPSAs) which our schools will be developing later this spring could reflect the new district direction and better align to board/district priorities.

Recommendation

This is an information item only for the Board's review and discussion.

California Department of Education
School and District Accountability Division

(CDE use only)
Application #

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

Mail original and two copies to:

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): **Hayward Unified School District**

County/District Code: **01-61192**

Dates of Plan Duration (should be five-year plan): **March 9, 2009 to June 30, 2014 (to be updated annually) 2011 – 2012 Update**

Date of Local Governing Board Approval: **March 11, 2009**

District Superintendent: **Donald Evans, Ed.D.**

Address: **24411 Amador Street**

City: **Hayward, CA**

Zip code: **94544**

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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.

Donald Evans, Ed.D.

Printed or typed name of Superintendent

Date

Signature of Superintendent

Jesus Armas

Printed or typed name of Board President

Date

Signature of Board President

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RUBRIC FOR EVALUATING PI YEAR 3 LEA PLAN REVISIONS

EXHIBIT J.3.
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Required Elements		Page Number
Instructional Materials: Mathematics		
1. The plan addresses district-wide implementation of most recent SBE-adopted/standards-aligned materials in mathematics:		19-20 & 40-45
<ul style="list-style-type: none"> ▪ Identifies core programs currently in place and describes current levels of adoption 		19-20
<ul style="list-style-type: none"> ▪ 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 		19
<ul style="list-style-type: none"> ▪ Describes materials for English learners and students with disabilities (e.g., ancillary materials and strategies to help students access the curriculum) 		20
2. The plan clearly outlines the district process to adopt and phase-in the 2007 mathematics curriculum by fall 2009		39 - 45
3. The plan incorporates the recommendations of the DAIT (<i>Write N/A if there are no DAIT recommendations in this area.</i>)		19-20 & 39-45
Instructional Materials: English-Language Arts (ELA)		
1. The plan addresses district-wide implementation of most recent SBE-adopted/standards-aligned materials in ELA:		36 - 39
<ul style="list-style-type: none"> ▪ Identifies core programs currently in place and describes current levels of adoption 		17-18
<ul style="list-style-type: none"> ▪ 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 		18
<ul style="list-style-type: none"> ▪ Describes materials for English learners and students with disabilities (e.g., ancillary materials and strategies to help students access the curriculum) 		18
2. The plan outlines a district process to adopt and phase-in the 2008 ELA curriculum by fall 2010		18-19 & 32-38
3. The plan incorporates the recommendations of the DAIT (<i>Write N/A if there are no DAIT recommendations in this area.</i>)		18-19 & 32-38

Pagination needs to be updated when completed

RUBRIC FOR EVALUATING PI YEAR 3 LEA PLAN REVISIONS

EXHIBIT J.3.
Page 6 of 118

Required Elements		Page Number
Professional Development for Teachers		
1. The plan prioritizes the professional development needs of all mathematics teachers:		22
▪ 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		22
▪ Documents schedule to provide all mathematics teachers with SB 472 training (plus the 80 hour practicum) in the newly adopted mathematics curriculum		22, 42
2. The plan prioritizes the professional development needs of all ELA teachers:		22
▪ 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		22
▪ 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		22, 35
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		35, 59
4. The plan incorporates the recommendations of the DAIT (<i>Write N/A if there are no DAIT recommendations in this area.</i>)		22, 35, 59
Professional Development for Administrators		
1. The plan addresses the professional development needs of all administrators:		
▪ Documents percent of administrators who have completed AB 75/430 training (institute and practicum) in the most recent curricula adopted by the district		22
▪ Documents steps to provide AB 430 training for all administrators who have not completed the institute and/or practicum		22, 35, 42
▪ Documents steps to provide administrators with training on the implementation of English learner programs, e.g., Specially Designed Academic Instruction in English (SDAIE)		22, 35 & 59
▪ Documents steps to provide administrators with training on the implementation of programs for students with disabilities, e.g., Response to Intervention (RtI)		36, 42, 59-60
2. The plan incorporates the recommendations of the DAIT (<i>Write N/A if there are no DAIT recommendations in this area.</i>)		22, 35-36, 42, 59-60

Pagination needs to be updated when completed

RUBRIC FOR EVALUATING PI YEAR 3 LEA PLAN REVISIONS

Required Elements		Page Number
Focus on High Priority Students		
1. The plan addresses the fundamental learning needs of English learners:		25, 46-54
<ul style="list-style-type: none"> ▪ 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) 		25, 53 25 - 26
2. The plan addresses the fundamental learning needs of students with disabilities:		26
<ul style="list-style-type: none"> ▪ 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 		26 26, 36 & 42, 59-60
3. The plan addresses the fundamental learning needs of other high priority students:		26
<ul style="list-style-type: none"> ▪ 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 		26, 33 & 40 18 -19, 21, 26
4. The plan incorporates the recommendations of the DAIT (<i>Write N/A if there are no DAIT recommendations in this area.</i>)		25-26, 33, 36, 40, 42, 59-60

PART I – BACKGROUND AND OVERVIEW

BACKGROUND

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

(Text of the legislation can be found at <http://www.cde.ca.gov/nclb/ft/>.)

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.
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.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by CDE to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment
- an accountability structure that measures school effectiveness in light of student achievement.

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, **local educational agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of

this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

**Descriptions of the Consolidated Application, the Local Education Agency Plan,
the Single Plan for Student Achievement and the Categorical Program Monitoring**

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

The Consolidated Application is the *fiscal* mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Single Plan for Student Achievement (School Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code Section 64001)*, developed by schoolsite councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

The Local Educational Agency Plan (LEA Plan)

The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain *programmatic* requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Categorical Program Monitoring is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify *compliance* with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

PURPOSE

In submitting this Local Education Agency Plan (LEAP), the Hayward Unified School District notes that 2010-2011 staffing, other expenditures and budget sources are estimates and are based on pending state/federal funding, contracts and services. Revisions in the LEA Plan will be ongoing.

This Plan outlines actions designed to meet the following five Performance Goals adopted by the California State Board of Education:

1. Improvement of student performance in reading and mathematics
2. Improvement in programs for limited-English-proficient students so that they attain proficiency or better in reading/language arts and math by 2013-2014.
3. Professional development and providing students with highly qualified teachers.
4. Safe, drug-free schools with environments conducive to learning
5. Dropout prevention and increased graduation rates.

The LEA Plan components and activities will be monitored to ensure implementation and the plan will be reviewed/updated annually, as required. This monitoring, review and updating will be performed by District staff with input from site staff, advisory committees and community members for Board approval. Board policies and California State Academic Content Standards guide the design of the LEA Plan.

PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT
(Optional)

	<i>LEA Plan – Comprehensive Planning Process Steps</i>
✓	1. Measure effectiveness of current improvement strategies
✓	2. Seek input from staff, advisory committees, and community members.
✓	3. Develop or revise performance goals
✓	4. Revise improvement strategies and expenditures
✓	5. Local governing board approval
✓	6. Monitor Implementation

FEDERAL AND STATE PROGRAMS CHECKLIST

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

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

DISTRICT BUDGET FOR FEDERAL PROGRAMS
DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Resource Account Number	Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
RS 3010	Title I, Part A	3,064,890.19	4,943,518.00	7,768,365.69	97%
RS 3060 RS 3161	Title I, Part C, Migrant Education	0	197,053.00	191,147.03	97%
RS 3110	Title I, Even Start	0	30,000.00	29,101.00	97%
RS 4035	Title II Part A, Subpart 2, Improving Teacher Quality	232,291.20	848,639.00	1,048,530.00	97%
RS 4045	Title II, Part D, Enhancing Education Through Technology	55,843.62	0	54,118.06	97%
RS 4203	Title III, Limited English Proficient	176,157.51	790,610.00	948,754.51	98%
RS 3550	Career Technical Education	0	148,267.00	143,837.00	97%
RS 5630	McKinney-Vento Homeless Education	0	38,406.00	37,254.83	97%
RS 3310 RS 3315 RS3320	IDEA, Special Education	0 0 0	3,358,418.00 147,602.00 267,471.00	325,464.89 143,041.10 259,206.15	97% 97% 97%
RS 4124	21 st Century Community Learning Centers	523,454.42	1,858,640.00	2,315,364.06	97%
RS 3180 RS 3181	School Improvement Grant (SIG) School Improvement Grant (SIG)	533,984.00 2,412,543.00	832,080.00 4,567,530.00	1,323,852.63 6,764,388.75	97% 97%
	TOTAL	6,999,163.94	18,028,234.00	21,352,425.70	
RS 5825	Promise Neighborhood Grant	1800.48	1,538,532	Not calculated yet	Indirect 3.09%

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Resource Account Number	Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
RS 7091	EIA – Limited English Proficient	1,484,729.91	5,793,523.00	7,064,610.58	97%
RS 5025	Child Development Programs	0	3,282,740.00	3,181,303.34	97%
RS 6105	Note: Must be earned to receive full award				
RS 6690	Tobacco Use Prevention Education – (Prop. 99)	87,632.27	176,150.00	255,875.71	97%
RS 0405	School Safety and Violence Prevention Act (AB 1113)	358,562.74	0	358,562.74	100%
RS 6010	Healthy Start	150,523.43	3,238,349.00	3,284,156.28	97%
RS 7400	QEIA	392,449.02	597,200.00	968,480.02	97%
	TOTAL	2,473,897.37	13,087,962.00	15,112,988.67	

DISTRICT PROFILE

Hayward Unified School District 20011 - 2012 Profile

Hayward Unified School District (HUSD) is the only public school district in the City of Hayward. It serves a highly diverse population of 20,758 students (CBEDS, October 2010) who reside in the City of Hayward and its immediate surroundings. Hayward is one of the largest cities in the East Bay, with a population in 2011 of 145,839 (CA Dept. of Finance, 2012) and a population that has a higher proportion of Latinos and multiracial persons than other communities in Alameda County.

The following information regarding demographics is taken from the California Department of Education's DataQuest website. The largest group of students attending district schools is Latino. In October 2007, the ethnic distribution of HUSD students was as follows: Latino – 57.7%; Asian – 14.98%; African American – 14.44%; White Non-Hispanic – 7.79%; Hawaiian/Pacific Islander 3.88; American Indian/Alaskan native 0.54%; Multiple/Other – 0.01%. Currently, 34.0% of the district's students are English Language Learners, a higher proportion than either the County (18.6%) or the State (23.0%). Although 29 languages are spoken by HUSD ELL students, a majority of the ELLs (84.7%) speak Spanish. Other languages with more than 100 students include Filipino, Hindi, Vietnamese, and Punjabi. According to the most recent information available on the CDE Dataquest site, a majority (55.8%) of district students receives free or reduced price school lunches, more than either the County (37.2%) or the State (50.9%). Parent education levels (STAR 2011) indicate that 19% are not a high school graduate, 27% are high school graduates, and 14% are college graduates. Special education students comprise (8%) of HUSD enrollment (STAR 2011).

HUSD operates 22 elementary schools, 5 middle schools, 3 comprehensive high schools, a continuation high school, an adult school, a child development program. The child development program provides: approximately 270 four year olds with a half-day State preschool program at 6 school sites; supports a child development program that serves children from three to seven years of age at the Helen Turner Children's Center and 4 school sites; and provides a *Satellite Family Daycare* program for infants through 3 years in 6 family day care homes.

A comprehensive California standards-based curriculum, assessment, and instructional program are provided for all students preschool through 12th grade. The state-adopted curriculum is aligned with California grade-level standards and California Content Frameworks.

Federal and state categorically-funded intervention programs provide services for English learners, special education students, and students who perform below grade level and/or are at risk for retention.

Hayward Unified School District

Vision for Student Success

The overarching goal of the district is to become a high performance district in which all students, particularly those who historically have performed at low levels, can and will excel.

The following Goals and represent the vision and expected results of school site plans.

- 1 Prepare all students, beginning with kindergarten, to be college-ready by meeting CSU/UC A-G requirements.
- 2 Raising API (825) scores for all schools and subgroups and meet annual growth targets.
- 3 Student achievement will drive budgetary decisions
- 4 Guided by a commitment to equity, create an environment which promotes an actively engaged and supportive community.
- 5 Engage all stakeholders to address the needs of the district for long-term stability.
- 6 The district will provide a safe and healthy learning environment.
- 7 The district is committed to high expectations and accountability.

NEEDS ASSESSMENT

Academic Performance and District Adequate Yearly Progress (AYP) Accountability Goals

SBE Performance Goal 1:
2013-2014.

All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by

Table 1

ELA –Percent Proficient or Advanced	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
State & District Targets	23.0%	23.0%	34.0%	45.0%	56.0%	67.0%	78.0%	89.0%	100.0%
LEA-wide	34.5%	33.3%	35.0%	38.1%	40.3%	42.3%			
African American or Black	32.1%	30.9%	30.4%	34.2%	34.7%	36.9%			
American Indian or Alaska Native	40.3%	43.9%	43.1%	41.4%	35.1%	46.6%			
Asian	53.3%	48.8%	54.7%	60.7%	63.3%	64.3%			
Hispanic	55.0%	52.4%	53.0%	58.9%	61.1%	65.3%			
Hispanic	25.6%	25.4%	27.5%	30.5%	33.8%	35.9%			
Pacific Islander	37.8%	36.9%	39.5%	41.3%	39.5%	39.2%			
White	49.0%	49.1%	51.0%	53.4%	54.5%	57.9%			
Two or More Races					45.8%	45.1%			
Socio-Economically Disadvantaged	27.2%	26.5%	28.3%	31.0%	34.0%	36.2%			
English Learners	21.2%	20.4%	23.2%	25.6%	27.6%	31.7%			
Students with Disabilities	16.4%	15.2%	17.8%	21.0%	21.7%	26.7%			

Table 2

Math-Percent Proficient or Advanced	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
State & District Targets	23.7%	23.7%	34.6%	45.5%	56.4%	67.3%	78.2%	89.1%	100.0%
LEA-wide	39.4%	37.2%	39.1%	40.0%	41.4%	43.7%			
African American or Black	29.3%	27.8%	28.5%	28.7%	30.3%	29.4%			
American Indian or Alaska Native	26.6%	26.9%	41.7%	34.5%	33.3%	44.8%			
Asian	61.9%	57.6%	62.4%	63.0%	64.8%	68.0%			
Hispanic	55.9%	56.7%	55.5%	58.3%	60.7%	64.3%			
Hispanic	34.2%	32.2%	34.7%	36.0%	37.5%	40.3%			
Pacific Islander	41.1%	38.5%	39.9%	39.2%	43.7%	41.4%			
White	48.7%	46.3%	47.75%	48.8%	48.0%	52.7%			
Two or More Races					42.7%	47.2%			
Socio-Economically Disadvantaged	34.3%	32.6%	34.5%	35.9%	37.5%	39.3%			
English Learners	33.1%	30.8%	33.7%	35.7%	36.2%	39.5%			
Students with Disabilities	19.3%	17.3%	17.9%	21.5%	24.2%	29.3%			

Table 3
Yearly API Growth

Growth API	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
State & District Targets	590	590	620	650	680	710	740	770	800
LFA-wide	683	672	688	690	707	715			
Asian American or Black	649	637	650	650	668	666			
American Indian or Alaska Native						698			
Asian	778	769	787	799	817	823			
Hispanic	778	770	779	788	807	818			
Hispanic	647	640	657	661	679	691			
Pacific Islander	701	698	705	701	716	712			
White	738	717	745	750	768	777			
Two or More Races					695	725			
Socio-Economically Disadvantaged	650	646	659	664	663	690			
English Learners	637	624	642	642	641	673			
Students with Disabilities	496	491	506	520	515	542			

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

Table 4
Yearly Graduation Rate

Graduation Rate	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
State & District Targets	82.9%	82.9%	83.0%	83.1%	83.2%	83.3%	83.4%	83.5%	83.6%
LFA-wide	87.1%	77.9%	82.8%	80.3%	77.5%	74.6%			

Table 5
AMAO Progress (CELDT)

California English Development Test (CELDT)		2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Making Annual Progress (AMIAO 1)	State & District Targets	52.0%	48.7%	50.1%	51.6%	53.1%	54.6%	56.0%	57.5%	59.0%
	LEA %	61.9%	53.3%	53.4%	56.3%	55.9%	50.5%			
	State & District Targets	31.4%	27.2%	28.9%	30.6%					
	LEA %	40.5%	33.5%	35.5%	37.2%					
Meeting English Proficiency (AMIAO 2)	State & District Targets					17.4%	18.7%	20.1%	21.4%	22.8%
	(Less than 5 yrs.)									
	LEA %					17.8%	16.1%			
	State & District Targets					41.3%	43.2%	45.1%	47.0%	49.0%
Adequate Yearly Progress for English Learner Subgroup at the LEA Level (AMIAO 3)	(5 yrs. or more)									
	LEA %					42.1%	38.1%			
	Participation Target-State/District	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%
	EL LEA-wide ELA Participation %	98.0%	98.0%	99.0%	99.0%	99.0%	99.0%	99.0%		
	EL LEA-Wide Math Participation %	99.0%	99.0%	99.0%	99.0%	99.0%	99.0%			
	ELA State & District Targets	23.0%	23.0%	34.0%	45.0%	56.0%	67.0%	78.0%	89.0%	100.0%
	EL Subgroup-ELA % Prof/Adv.	21.2%	20.4%	23.8%	25.6%	27.6%	31.7%			
	Math State & District Targets	23.7%	23.7%	34.6%	45.5%	56.4%	67.3%	78.2%	89.1%	100.0%
	EL Subgroup—Math % Prof/Adv.	33.1%	30.8%	34.8%	35.7%	36.2%	39.5%			

District Goal 2.1 21st Century Learning Environments
Reduce by 10% Non-Proficient Students for Each School and for Each Group
Reach 825 API at Every School within Three years

Table 6
Percent Proficient or Advanced to Reach Safe Harbor in Math Over 3 Years

2011	Subgroup	2012	2013	2014
43.7	LEA- wide	49.33	54.40	58.96
29.4	Black or African American	36.46	42.81	48.53
44.8	American Indian or Alaska Native	50.32	55.28	59.76
68.0	Asian	71.20	74.08	76.67
64.3	Filipino	67.87	71.08	74.00
40.3	Hispanic or Latino	46.27	51.64	56.48
41.4	Native Hawaiian or Pacific Islander	47.26	52.53	57.28
52.7	White	57.43	61.69	65.51
47.2	Two or more races	52.48	57.23	61.51
39.3	Socioeconomically Disadvantaged	45.37	50.83	55.75
39.5	English Learners	45.55	51.00	55.90
29.3	Students with Disabilities	36.37	42.73	48.46

Table 7
Percent Proficient or Advanced to Reach Safe Harbor in Language Arts Over 3 Years

2011		2012	2013	2014
42.3	LEA- wide	48.07	53.27	57.95
36.9	Black or African American	43.21	48.89	54.00
46.6	American Indian or Alaska Native	51.94	56.75	61.08
64.3	Asian	67.87	71.08	73.97
65.3	Filipino	68.77	71.89	74.70
35.9	Hispanic or Latino	42.31	48.08	53.27
39.2	Native Hawaiian or Pacific Islander	45.28	50.75	55.67
57.9	White	62.11	65.90	69.31
45.1	Two or more races	50.59	55.53	59.98
36.2	Socioeconomically Disadvantaged	42.58	48.32	53.49
31.7	English Learners	38.53	44.68	50.21
26.7	Students with Disabilities	34.03	40.63	46.57

Table 8

Growth Needed to Reach 825 API for Schools

2011 Current	School	# of points	2012	2013	2014
7417	Bowman	118	747	787	825
795	Burbank	30	805	810	825
695	Cherryland	130	738	781	825
733	East Avenue	92	764	794	825
771	Eden Garden	54	789	807	825
781	Eldridge	44	796	811	825
676	Fairview	149	726	776	825
818	Faith Ringgold	7	820	823	825
634	Glassbrook	191	618	762	825
742	Harder	83	770	798	825
695	Longwood	130	738	781	825
749	Lorin Eden	76	774	799	825
751	Palma Ceta	74	775	799	825
675	Park	150	725	775	825
717	Raus	108	753	789	825
718	Schafer	107	753	789	825
783	Southgate	42	797	811	825
798	Stonebrae	27	807	816	825
716	Strobridge	109	752	789	825
757	Treeview	68	78	803	825
	Tyrell				
748	Harte	77	774	799	825
721	Chavez	104	756	791	825
768	King	57	787	806	825
744	Ochoa	81	771	798	825
673	Winton	152	724	775	825
685	Hayward	140	732	778	825
690	Mt. Eden	135	735	780	825
661	Tennyson	164	716	770	825
490	Brenkwitz	335	602	714	825

Table 9

Growth Needed to Reach 825 API for District Level Subgroups					
2011 Current	Subgroups	# of points	2012	2013	2014
715	LEA-wide	110	752	789	825
666	Black or African American	159	719	772	825
698	American Indian	127	740	782	825
823	Asian	2	825	825	825
818	Filipino	7	820	822	825
691	Hispanic or Latino	134	736	780	825
712	Native Hawaiian or Pacific Islander	113	750	788	825
777	White	48	793	809	825
725	Two or More Races	100	758	791	825
690	Socioeconomically Disadvantaged	135	735	780	825
673	English Learners	152	724	774	825
542	Students with Disabilities	283	636	731	825

Address the fundamental teaching and learning needs in the schools of the LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement. Please describe how you will address those needs and problems and include a determination of why the prior LEA Plan was not successful.

KEY FINDINGS

Adequate Yearly Progress – AMOs

Participation Rate

Hayward Unified meets AYP participation rate requirements by ensuring at least 95% of our students participate in the California Standardized Testing and Reporting (STAR) Program. This applies to all student groups LEA-wide, school-wide, and to each subgroup.

Percent Proficient

District LEA-wide student performance did not meet AYP targets in English Language Arts or Math. The Asian sub-group did meet the target in math. At the same time the significant gap between higher performing groups and our targeted groups has not decreased. To eliminate this gap, performance in English Language Arts (ELA) needs to improve at an accelerated rate for the following subgroups because these subgroups did not make ELA AMOs: African American and Hispanic students, Socioeconomically Disadvantaged Students, English Language Learners, and Students with Disabilities. In math, the performance of the following student subgroups needs to be accelerated if they are to meet AYP Math AMO targets: African American students, Socioeconomically Disadvantaged Students, and Students with Disabilities. (see Tables 1 and 2 on page 14)

API - Additional Indicator for AYP

Hayward Unified annually exceeds the API target for Adequate Yearly Progress and its State Accountability Growth Targets. (see Table 3 on page 15)

Graduation Rate

After the LEA-wide graduation rate dropped in 2007, it increased sufficiently in 2008 to meet the AYP AMO target. In 2009/10 and 2010/11 the graduation rate decreased by almost 6% total; this is still an area of great concern to HUSD. (Table 4)

California English Language Development Test (CELDT) – AMAOs

AMAO 1 and AMAO 2- Annual Progress and Attaining English Proficiency

District-wide, English language learners in Hayward Unified did not meet annual growth targets for making Annual Progress in learning English (AMAO 1) or the percent of students attaining English proficiency on the CELDT (AMAO 2). (Table 5)

AMAO 3 - Adequate Yearly Progress for English Learner Subgroup at the LEA Level

District-wide, English language learners in Hayward Unified did not meet AMAO 3 criteria, except for participation rates. (Table 5)
The Instructional Program (EPC 1): Hayward Unified School District has implemented the 2002 State Board of Education (SBE)-adopted/standards-aligned reading/English/language arts/Math materials, described below. Implementation has been district-wide and the district has developed a plan to adopt the SBE-adopted/standards aligned 2008 ELA curriculum in the fall 2010.

Core Curriculum Matrix 2011-2012
Grades K-6

	Reading Language Arts	Language Arts Intervention	English Language Development	Academic Language Development	Mathematics	Math Intervention	History/Social Science	Science
K-3	<ul style="list-style-type: none"> Macmillan/McGraw-Hill, <i>California Treasures/Tesoros</i>, c2010 (English & Spanish) 	<ul style="list-style-type: none"> (Included in Macmillan/McGraw-Hill, <i>California Treasures/Tesoros</i>, c2010 (English & Spanish) 	<ul style="list-style-type: none"> E. L. Achieve <i>Creating Effective Systems for English Learners</i> (English) 	<ul style="list-style-type: none"> Developmental Studies Center: <i>Making Meaning</i>, c2008. 	<ul style="list-style-type: none"> Pearson Scott Foresman, <i>enVisionMath California</i>, c2009 (English & Spanish) 	<ul style="list-style-type: none"> (Included in Pearson Scott Foresman, <i>enVisionMath California</i>, c2009 (English & Spanish) 	<ul style="list-style-type: none"> Pearson Scott Foresman, <i>Scott Foresman History-Social Science for California</i>, c2006 (English & Spanish) 	<ul style="list-style-type: none"> Pearson Scott Foresman, <i>Pearson Scott Foresman California Science</i>, c2008 (English & Spanish)
4-5	<ul style="list-style-type: none"> Macmillan/McGraw-Hill, <i>California Treasures/Tesoros</i>, c2010 (English & Spanish) 	<ul style="list-style-type: none"> National Geographic/Hampton Brown, <i>Inside Language, Literacy and Content</i>, c2009 (English) 	<ul style="list-style-type: none"> E. L. Achieve <i>Creating Effective Systems for English Learners</i> (English) 	<ul style="list-style-type: none"> Developmental Studies Center: <i>Making Meaning</i>, c2008. 	<ul style="list-style-type: none"> Pearson Scott Foresman, <i>enVisionMath California</i>, c2009 (English & Spanish) 	<ul style="list-style-type: none"> SRA/McGraw-Hill, <i>SRA Number Worlds</i>, c2009 (English) 	<ul style="list-style-type: none"> Pearson Scott Foresman, <i>Scott Foresman History-Social Science for California</i>, c2006 (English & Spanish) 	<ul style="list-style-type: none"> Pearson Scott Foresman, <i>Pearson Scott Foresman California Science</i>, c2008 (English & Spanish)
6	<ul style="list-style-type: none"> Macmillan/McGraw-Hill, <i>California Treasures/Tesoros</i>, c2010 (English & Spanish) 	<ul style="list-style-type: none"> National Geographic/Hampton Brown, <i>Inside Language, Literacy and Content</i>, c2009 (English) 	<ul style="list-style-type: none"> E. L. Achieve <i>Creating Effective Systems for English Learners</i> (English) 	<ul style="list-style-type: none"> Developmental Studies Center: <i>Making Meaning</i>, c2008. 	<ul style="list-style-type: none"> McDougal Littell, <i>McDougal Littell CA Course 1</i>, c2009 (English & Spanish) 	<ul style="list-style-type: none"> SRA/McGraw-Hill, <i>SRA Number Worlds</i>, c2009 (English) 	<ul style="list-style-type: none"> Holt, Rinehart & Winston, <i>Holt California Middle School Social Studies</i>, c2006 (English & Spanish) 	<ul style="list-style-type: none"> Pearson Scott Foresman, <i>Pearson Scott Foresman California Science</i>, c2008 (English & Spanish)

Core Curriculum Matrix 2011-2012
Grades 7-8

	Reading Language Arts	Language Arts Intervention	English Language Development	Mathematics	Math Intervention	History/Social Science	Science
7	<ul style="list-style-type: none"> Pearson Prentice Hall, <i>Pearson Literature for California: Reading and Language Arts</i>, c2010 (English) 	<ul style="list-style-type: none"> National Geographic/Hampton Brown, <i>Inside Language, Literacy and Content</i>, c2009 (English) 	<ul style="list-style-type: none"> Heinle/Cengage Learning, <i>Milestones</i>, c2009 (English) 	<ul style="list-style-type: none"> McDougal Littell, <i>McDougal Littell CA Pre-Algebra</i>, c2009 (English & Spanish) 	<ul style="list-style-type: none"> SRA/McGraw-Hill, <i>SRA Number Worlds</i>, c2009 (English) 	<ul style="list-style-type: none"> Holt, Rinehart & Winston, <i>Holt California Middle School Social Studies</i>, c2006 (English & Spanish) 	<ul style="list-style-type: none"> McDougal Littell Science: <i>Focus on Life Sciences (California)</i>, c2007 (English & Spanish)

Core Curriculum Matrix 2011-2012
Grades 9-12

Math 9-12	Language Arts 9-10	History/Social Science 9-12	AP History /Social Science
<ul style="list-style-type: none"> • Pearson Prentice Hall, <i>Prentice Hall Mathematics: California Algebra I</i>, c2009 • Pearson Prentice Hall, <i>Prentice Hall Mathematics: California Algebra II</i>, c2009 • Pearson Prentice Hall, <i>Prentice Hall Mathematics: California Geometry</i>, c2009 • Pearson Prentice Hall, <i>Pre Calculus: Enhanced with Graphing Utilities</i>, 5th Edition, c2009 • Houghton Mifflin, <i>Calculus of a Single Variable</i>, 8th Edition, c2006 • Pearson Prentice Hall, <i>Stats: Modeling the World</i>, 3rd Edition, Bock/Velleman/De Veaux, c2010 (Hayward, Mt. Eden) 	<ul style="list-style-type: none"> • Pearson Prentice Hall: <i>Pearson Literature for California: Reading and Language</i>, c2010 	<ul style="list-style-type: none"> • Prentice Hall, <i>World History: The Modern World</i>, c2007 • Walch Publishing, <i>Power Basics® World History II—Renaissance to the Late 1800's</i>, c2005 • Walch Publishing, <i>Power Basics® World History III—1900 to Present</i>, c2005 • Prentice Hall, <i>Civilization Past & Present</i>, c2007 • Prentice Hall, <i>Documents In World History</i>, Vols. 1 & 2, c2006 • Teacher's Curriculum Institute, <i>Geography Alive! Regions and People</i>, c2006 • Prentice Hall, <i>World Cultures: A Global Mosaic</i>, c2004 • Prentice Hall, <i>World Geography: Building a Global Perspective</i>, c2007 • Prentice Hall, <i>United States History: Modern America</i>, c2008 • Walch Publishing, <i>Power Basics® United States History</i>, c2005 • Prentice Hall, <i>Magruder's American Government</i>, c2006 • Glencoe/McGraw-Hill, <i>Understanding Psychology</i>, c2003 • Holt, Rinehart & Winston, <i>Sociology: The Study of Human Relationships</i>, c2008 • Globe Fearon, <i>The Latino Experience in U.S. History</i>, c1994 • EMC/Paradigm Publishing, <i>Economics, New Ways of Thinking</i>, c2007 	<ul style="list-style-type: none"> • Prentice Hall, <i>Government by the People—National, State & Local Version</i>, c2006 • Lanahan Publishers, Inc. <i>The Lanahan Readings in the American Polity</i>, c2007 • McGraw-Hill, <i>AP Achiever: Advanced Placement Exam Prep Guide</i>, c2007 • Prentice Hall, <i>Foundations of Economics, AP Edition</i>, c2007 • Bedford/St. Martin, <i>The American Promise: A History of the United States</i>, c2005 • Thomson Learning, <i>Voices of the American Past: Documents in U.S. History</i>, Vols. 1 & 2, c2005 • AMSCO School Publications, Inc. <i>United States History: Preparing for the Advanced Placement Examination</i>, c2006
<p>Math Intervention 9-12</p> <ul style="list-style-type: none"> • McDougal Littell: <i>McDougal Littell Algebra Readiness</i>, c2009 • Glencoe/McGraw-Hill: <i>Triumphs</i>, c2010 (Hayward High, Mt. Eden) 			

These programs include many ancillary resources and materials for differentiated instruction. Each unit guide includes universal access directions and schedule. The programs also include an ELL Handbook for teachers. Benchmark and strategic interventions are embedded into the universal access components of the adopted core programs. Other strategic interventions vary by site. The district has moved towards providing a uniform district-wide system of interventions building from effective first teaching to strategic support and intensive interventions in order to systematically meet the individual needs of students

Interventions: Reading/Language Arts
At the middle school level (7th and 8th grades), HUSD students in need of strategic (1-2 years below grade-level) or intensive (2 or more years below grade level) support receive an additional period of intervention in Reading/Language Arts using the SBE-adopted core materials for strategic intervention and one of the following SBE-adopted programs for intensive intervention:

The programs include a placement test in order to identify the correct entry point for the student based on skill level, progress monitoring tools and other materials.

The district provides transitional and support classes for students requiring strategic intervention in reading/English/Language Arts and/or mathematics

New Mathematics core materials, including Universal Access materials, were adopted. Training of teachers was completed by June 2010. The Universal Access materials will be used to provide strategic interventions for students one to two years below grade level. Courses will be scheduled for math intervention students at the middle school level, and intervention time built into the daily schedule for elementary schools.

Hayward Unified is now implementing a district-wide intensive reading intervention program that serves 4th – 6th grade students that are two or more years below grade level during the school day.

Materials For English Language Learners and Students With Disabilities: Reading/Language Arts

The SBE-adopted *Tesoros de Lectura, c2010, (Spanish)* is used district-wide in grades K-6 bilingual and Dual Language Immersion classes for instruction according to guidelines outlined in the district's ELL Master Plan. These SBE-adopted core materials include universal access and ancillary material components that are designed to meet the needs of ELL and students with disabilities. All Spanish bilingual program students receive core instruction utilizing these SBE-adopted materials on a daily basis.

Students with Disabilities have access to standards-based instruction using materials as appropriate according to their Individualized Education Program (IEP). Teachers utilize universal access time and these materials in combination with instructional practices/strategies such as front-loading, use of visuals, scaffolding-up, productive group work, pre-teaching and re-teaching to meet the needs of ELL students and students with disabilities.

All ELLs receive daily English Language Development instruction using the SBE-adopted language arts materials and E.L. Achieve.

Intervention and Core Reading/Language Arts

The district adopted new Reading/Language Arts Intervention programs in 2010. HUSD adopted and purchased reading/language arts-ELD materials. The reading/language arts-ELD core adoption(s) were purchased in the Spring 2010 using IMFRP funds, and distributed to K-12 teachers before the beginning of the 2010-11 school year.

Summary of Findings: EPC 1

The district has provided professional development for three K-12 district-wide initiatives (Reading Apprenticeship [9-12],) in order to support students' mastery of grade level standards. There is a need to clarify for principals and teachers the distinction between core programs, district initiatives, supplementary materials and how they are expected to be used during core instructional time. In addition, teachers need guidance on classroom organization and management in order to provide universal access for differing groups of students in an effective manner, and to ensure that the elements of effective lessons are consistently implemented.

There is a need to ensure that students receiving special education services consistently:

- have goals in their Individualized Education Program (IEP) that are aligned with the grade level reading/language arts and math standards, all students with disabilities receive instruction in age-appropriate core English/reading/ language arts program;
- receive age-appropriate instruction in their core mathematics program
- receive additional mathematics support per their Individual Educational Plans from certificated special education teachers and special education instructional assistants. Interventions/goals are directly tied to the core curriculum and appropriate to meet the individual student's needs.

The following have been identified as areas of need related to EPC 1:

- Implementation of core instruction varies widely in quality. There is need to ensure consistency of implementation across classrooms and schools. This entails clarification for teachers and administrators on the elements of quality implementation. This clarification would include establishing reasonable parameters to guide the integration of district instructional initiatives into language arts and mathematics lessons.
- Better implementation of district-wide 4th – 6th grade intensive interventions during the school day for students who are 2 or more years below grade level in reading/language arts.
- There are intensive reading/English/language arts interventions district--wide at the middle school and high school levels. However, implementation is uneven and there is variation in level of implementation from class to class and among schools.
- Few math intervention classes are in place at the middle school and high school levels.
- The interventions that are in place are not yielding the accelerated results expected for our students, and so we intend to enrich the content and the pedagogy of the interventions to make them more engaging and responsive.
- English Language Development instruction varies significantly in key dimensions: implementation of state ELA and ELD standards, use of the Systematic ELD model, and pacing of instruction.
- Special Education IEP goals and support need to

Instructional Time (EPC 2):

The greatest challenge related to EPC 2 is ensuring that the time for "full" implementation of SBE-approved core materials in language arts, ELD, math and the additional time for interventions in both reading/language arts and mathematics fit into the limited minutes available at the elementary grade levels.. Schools frequently provide "interventions" to students outside of the regular school day, after school or during Saturday school. There is a need to clarify that "full" implementation of this EPC requires that the intervention minutes occur during the school day rather than after school.

With the coming of the Common Core Standards we intend to adjust the instructional time to ensure that all students, especially the lowest performing students, will have access to a full core curriculum, including, visual/performing arts, world languages, science, history/social science,

and physical education. No student will be denied access to a full core curriculum because of his/her performance in English language arts and/or mathematics.

We will also be scrutinizing interventions to ensure that they are effective, engaging and enriching while providing students with what they need to close the learning gap.

English/Reading/Language Arts

- K 60 minutes daily
- 1st – 3rd 2.5 hours daily
- 4th – 6th 2 hours daily
- 7th – 8th 1, 1.5, 2 hours daily

Mathematics

- K 30 minutes daily
- 1st - 6th 60 minutes daily
- 7th – 8th 60 minutes daily

English/Reading/Language Arts Intervention:

- K 30 minutes daily (additional time)
- 1-3 30-45 minutes daily (additional time)
- 4th -6th 30-45 minutes daily (additional time)
- 7th – 8th 2.5 – 3 hours daily

Math Intervention

- K - 6th 15 minutes daily
- 7th – 8th 30 minutes daily

Principals' Instructional Leadership Training (EPC 3):

Principals will receive training directly tied to the high leverage programs, practices, models, and approaches adopted by the sites and district and designed to dramatically improve the achievement of our lowest performing groups of students.

Instructional Leadership Team – Principals meet with the district instructional team twice monthly. At these meetings have the opportunity to collaborate, participate in literature talks and participate in innovative cadres.

Principals get ongoing professional development to understand the districts expectation for quality classroom instruction and interaction, including implementation of our essential pedagogical and assessment practices for 21st century learning environments of high engagement and performance.

In order to accelerate the achievement of HUSD students, especially English Language Learners (ELLs) and Standard English Learners (SELs), the district has supported professional development related to standards-based instruction in language arts, mathematics and Systematic ELD. Principals and other administrators participate in and provide ongoing support for this professional development.

Credentialed Teachers and Professional Development Opportunity (EPC 4):

Of the 929 HUSD classroom teachers, 97.1% meet the Highly Qualified Teacher requirements under NCLB, and 94.2% are "highly qualified" in their current assignment. Teachers will get ongoing professional development to understand the districts expectation for quality classroom instruction and interaction, including implementation of our essential pedagogical and assessment practices for Common e Core Standards and 21st century learning environments of high engagement and performance.

Coaches/TOSAs/PRTs will be trained in the new approaches/programs adopted by sites/district to provide site-based assistance to teachers and principals in their implementation. They will also be provided training in leadership effective and coaching. They will participate in the redesign of their roles to ensure that they are integral in supporting district and site goals for student achievement.

In order to accelerate the achievement of HUSD students, especially English Language Learners (ELLs) and Standard English Learners (SELs), the district has supported professional development related to standards-based instruction in language arts, mathematics and Systematic ELD. Principals and other administrators participate in and provide ongoing support for this professional development.

There is a need to continue to deepen the level of implementation related to these areas of professional development so that the initiatives impact equitably the instructional practice at the classroom level throughout the district. Also, the level of ongoing monitoring and support for classroom implementation of the professional development initiatives by principals need to increase.

Student Achievement Monitoring System (EPC 5):

Administrators have received training on the use of data to target instruction through the district's Online Assessment Reporting System (OARS). Ongoing professional development on the use of OARS is available to teachers, principals and other staff on an as-needed basis; ongoing training on the use of data to target instruction is also provided. All CST, CELDT, CAHSEE, CAT/6 data for multiple years is stored in the district's OARS database so that teachers, counselors, principals and district staff have ongoing access to it for program and student achievement monitoring. Local curriculum embedded assessment data for grades K-12 reading/LA, mathematics and intervention classes are stored in the OARS data base in order to monitor student progress every 6-8 weeks. CAHSEE intervention class assessments have been entered into OARS since January 2007. In order to monitor EL student progress, formative assessment data from the ADEPT (K-6) and ESL Levels 1-4 master tests were entered into OARS Summer 2009.

OARS provides staff with easy to read, specific data in the format of graphs, charts, and Excel spreadsheets that include the state CST proficiency levels, scale scores, raw scores and reporting cluster scores. Local assessment data is also available in the preceding formats. This assists staff to make appropriate decisions regarding student placement and instruction. Data from OARS can be disaggregated by significant subgroups, by proficiency levels, gender, language proficiency, etc. at the district level, school level, grade level, and teacher level. Annual data presentations that focus on site-specific, disaggregated, formative and summative data are provided. In addition, the K-6 Standards-based Report Card that includes an ELD section is completed on-line by all elementary teachers in the district.

Entry of assessment data into OARS is required. In December 2008, the HUSD Board of Trustees approved the *District Requirements, Accountability and Support for Increased Student Achievement* (see Appendix G). This document, which is now Board policy, clarifies expectations/requirements for all district schools, indicates how implementation will be monitored and identifies support that will be provided in order to accomplish these requirements. There is still inconsistent input of summative assessments. This is being addressed currently.

Ongoing Instructional Assistance and Support For Teachers (EPC 6):

Instructional support is offered to teachers through district and site-based teachers on special assignments (TOSAs). These TOSAs are funded through district and grant funds. The current TOSAs have a variety of titles, depending on their funding sources and subject area specialties. Instructional support personnel provide professional development and ongoing coaching support in the areas of Language Arts, Mathematics, Assessment/Data Analysis and services to English Language Learners. The availability of instructional support personnel varies widely from

school to school. A survey of administrators conducted at the end of the 2007-08 school year found that the coaches were viewed as highly effective resources.

The district has several Partner Teachers to provide ongoing coaching in reading/language arts-ELD, math and use of data to monitor student progress and inform instruction. These Partner Teachers work with staff, gradually releasing the coaching support role to teachers and building toward a peer-coaching model for ongoing instructional assistance and support for teachers.

Monthly Collaboration by Grade Level for Teachers Facilitated by the Principal (EPC 7):

The district provides regular time for teachers to collaborate on grade level teams at the elementary level and by departments at the middle school and high school levels. Increased collaboration between Special Education and regular classroom teachers is seen as an area of need. Special Education Individualized Education Plans need to be aligned to the Common Core standards. Often, learning objectives are based on the Woodcock Johnson assessment, which is not related to California grade level standards. Instructional support related to writing and implementing standards-based IEPs is needed.

Grade/departement level collaboration meetings take place at least 3 times per month. They focus on the areas of reading/language arts, math and English/academic language development and will emphasize meeting the needs of "at risk" students, especially English Learners, Standard English Learners, and students with disabilities. In addition, they will focus on college/career readiness, 21st century skills, and the 7 essential pedagogical principles, including analysis of real student work and classroom interactions. The discussions will include the use of data, student work, and teacher observation to monitor student progress and inform instruction.

There is great need for increased professional development for teachers and administrators about collaboration using a planning process that begins with analysis of student performance data, yields specific student academic achievement outcomes, and leads to action plans for improved classroom instruction. Site specialists and special education staff should be included in this collaboration process. While collaboration meetings are occurring regularly, there is great variation in the topics and outcomes of the meetings. This indicates a need for training in Professional Learning Communities. Meeting notes from many schools show little evidence of action planning, desired outcomes, follow-up activities to address concerns or use of student performance data in making instructional decisions.

Lesson Pacing Schedule (EPC 8):

The district provides pacing schedules for all core materials. Elementary and Middle School APS results indicate that they are "substantially" to "fully" in place. However, this is not the case at the high school level according to APS information. An ELD Course of Study and pacing guides (*HUSD ELD Planning Guide*) have been developed but are not consistently in use across the district at the elementary or the secondary levels. There is a need to provide more professional development so that teachers begin to utilize these guides consistently. Pacing of instruction also needs to be addressed in the planning and implementation of Special Education instruction. Standards to be addressed by the Special Education teacher should be specified in IEPs and the pacing of that instruction needs to take account of the pacing of core instruction within the Reading/Language Arts and Mathematics curricula. Professional development for Special Education teachers should address these issues.

Fiscal Support (EPC 9):

Our overall data indicates the need to use site and district resources in a more targeted manner to ensure that the all Common Core Standards and 21st Century goals for all subjects including, ELA, mathematics, science, arts, technology, etc., are met. Administrators and teachers need to understand:

- How to use EIA funds effectively to provide academic support for our targeted students including, African American, Latino, EL, SED and Special Ed.
- How general funds and categorical funds support students with disabilities and English language learners
- Supplanting vs. over and above services

Professional development will be provided in the area of budget management, focused on categorical funds allocated to site and district administrators. Emphasis will be placed on learning which are appropriate expenditures for the various funding sources, and aligning expenditures to site and district goals. Additionally, sites will receive instruction on how categorical funds can be used to support English Language Arts, Mathematics, and instruction for both Students with Disabilities and English language learners.

Hayward Unified School District's Board Goal #1 Prepare all students, beginning with kindergarten, to be college-ready by meeting CSU/UC A-G requirements.

1.1 Ensure the success of African American, Special needs, EL, SEL, and SED students.

Addressing the Fundamental Learning Needs of English Language Learners through English Learner Pathways

HUSD will build on the existing English Learner Master Plan to dramatically improve the achievement of English Learners. Current practices will be reviewed to determine effectiveness. Our AMAO data shows that there is a need to carefully examine the programs and materials used for ELD including: placement, implementation, effectiveness, and student engagement, in order to determine how to accelerate the progress of our EL students

We are developing a plan to provide a pre-K – 12 pathway designed to produce students who are academically proficient in at least two languages. The current bilingual programs will be studied to determine how to improve the biliteracy of the children in the existing programs by moving towards dual immersion programs for all HUSD students. All the following areas will be addressed by a team of administrators, support staff and teachers: identification, assessment, placement, instructional services, staffing, professional development, instructional materials, parent engagement, recruitment, evaluation, assessment, monitoring and design.

The goal of these programs will be for all students who graduate from these programs will be eligible to receive the Seal of Biliteracy award.

Teachers have received professional development in the implementation of "Systematic ELD" from the California Reading and Literacy Project. In view of the AMAO assessment results, staff will review the implementation of current ELD materials. The schools will have the option to pilot other EL instructional initiatives such as "GLAD", the Write Institute, etc.

District Policies for Assessing, Placing and Exiting English Learners in ELD

The first chapter of the HUSD ELL Master Plan, "Identification, Assessment and Program Placement", provides district staff with direction in the areas of assessing and placing students in instructional programs and ELD. This chapter includes:

- Step 1: Registration, including completion of the Home Language Survey
- Step 2: English Language Proficiency Assessment
- Step 3: Primary Language Assessment
- Step 4: Parent Notification of Results and Placement
- Step 5: Program Placement

Direction to staff regarding the monitoring of student progress and exiting English learners is found in Chapter 3 of the ELL Master Plan, "Monitoring and Reclassification". This chapter includes sections on "Monitoring Student Progress", the "Reclassification Process" and "Assessments Given to English Language Learners". It also addresses the Language Review Team process and the development/monitoring of ELL Intervention Catch-Up Plans.

Students are placed in ELD instructional groupings initially based on CELDT scores. Student progress through the ELD levels is monitored through the year using multiple measures including the ADEPT test for elementary students and ELD Mastery tests for secondary students. Language Review Team monitors individual ELL student academic and ELD progress. Those ELL students who meet established district reclassification criteria are moved to R-FEP status and their academic progress is monitored for three years.

Instructional delivery strategies that render content comprehensible to students learning English (SDAIE)

Teachers use SDAIE strategies (including but not limited to setting a language learning goal, accessing prior experience, scaffolding, applications to the real world, modeling of task and language, use of visuals, rhythm or music, Total Physical Response, Repetition, interactive activities, word banks, etc.) to make instruction in the content areas comprehensible to ELL students. For English Language Development, Systematic ELD is used. This model emphasizes a focus on grammar forms and functions; as well as strategies appropriate to render content comprehensible. Some teachers and administrators have received professional development in the SLOP model of strategies. The district supports professional development related to services for ELLs with ELL TOSAs, who are available for on-site support, and who continue to provide district leadership in this area.

Addressing the Fundamental Learning Needs of Students with Disabilities

Presence of or Actions taken to provide support for teachers delivering specialized instruction to students with disabilities

District special education staff developed materials and professional development modules that are used in monthly professional development sessions with special education site staff members. These site members receive the training modules and provide the professional development to General Education staffs at each site. In addition to ongoing professional development, teachers need intensive and ongoing coaching in the classroom so that they learn how to use the strategies they've learned related to differentiation of instruction and other strategies related to working with students with disabilities. Principals need a consistent walk-through tool that addresses effective strategies for teaching students with disabilities, particularly in the area of differentiation of instruction. This tool needs to be embedded in the professional development that principals and teachers receive, and there needs to be accountability for its implementation and ongoing use.

The district will implement an early intervention system at each school that includes universal screening, tiered interventions and progress monitoring.

Presence of or Actions taken to create, collaboration among general education and special education teachers by grade level or program

Opportunities need to be created for special education and general education teachers to meet on instructional concerns, review data on the learning of students with disabilities, and align their instructional agendas (including IEPs) around the standards as well as the learning needs of the identified students.

Addressing the Fundamental Learning Needs of Other High Priority Students
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

Plans to provide transitional and support classes for students requiring strategic intervention in reading/English/Language Arts and/or mathematics
New Mathematics core materials, including Universal Access materials, were adopted and are being implemented. Ongoing training of teachers will be continued as new teachers are hired. Universal Access materials are used to provide strategic interventions for students who are less than two years below grade level. Courses are scheduled for math intervention students at the middle school level, and intervention time is built into the daily schedule for elementary schools.

At each site, grade-level teacher teams meet collaboratively to discuss student performance and use results to inform their instruction and to plan for benchmark, strategic and intensive instructional intervention. These assessments include but are not limited to the following assessments:

English Language Development

Alisal Developmental English Proficiency Test (ADEPT). The ADEPT assesses a student's ability to understand and generate utterances using a scope and sequence of language forms across the five levels of English proficiency (Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced). It is a formative oral language assessment designed to (1) identify a student's instructional level for systematic ELD instruction; (2) understand a student's receptive and expressive language abilities to inform instruction; and (3) monitor student progress in English proficiency. The ADEPT assesses both receptive and expressive English language proficiency of key language forms.

The ADEPT is administered to all K-6 English Language Learners in all instructional programs and at all proficiency levels. Beginning in 2008-09, it is administered twice (Fall and Spring). The primary uses will be to identify instructional levels, to monitor progress during the year and adjust instruction accordingly; to measure progress in English proficiency.

Milestones ELD Mastery Tests. These chapter, unit, and end-of-level tests are given to 7th – 12th grade students in ELD class levels 1 – 5. Tests measure students' progress in meeting the ELD standards and benchmarks defined for each level in the ELD Courses of study.

Reading/Language Arts

For all of the assessments discussed in this section, results are either scanned or hand entered into the OARS assessment database so that they can be easily analyzed and used for instructional decision making.

Formative Assessments

In Kindergarten, formative assessments have been created by Kindergarten teachers to address the end-of-year grade level state standards for Kindergarten. The language arts tests focus on:

1. Phonemic Awareness
2. Phonics Skills including recognition of upper and lower case letters, sound/letter correspondence, high frequency word recognition
3. Reading and Listening comprehension
4. Speaking and Listening
5. Writing

Results are used for diagnosis, identifying students who may experience difficulties in reading so that early interventions may be applied, analyze patterns in the class and grade level cohort, and use the results to inform instruction. The assessments are given in English to students enrolled in SEI and Mainstream English programs, in Spanish to students enrolled in bilingual and Dual Immersion programs grades 1-3, and in English to students enrolled in bilingual and Dual Immersion programs grades 4-6.

In first through sixth grade, formative assessments are given every trimester. These are the Macmillan-McGraw Hill Treasures and Tesoros Unit assessments. They are given in the language of reading instruction: English for students in SEI and Mainstream programs (gr. 1-6), and Spanish for students in bilingual and Dual Immersion programs, if that is the student's language of reading instruction. The Unit tests assess students' understanding of the specific reading and oral language skills taught in each theme. Multiple choice subtests cover grade-specific skills related to the standards: phonics/decoding, high frequency words, comprehension skills, structural analysis, spelling, grammar, writing skills, information and study skills. The Unit assessments also include two fluency passages to assess the individual student's oral fluency in Words Correct Per Minute (WCPM) and writing prompts designed to measure student progress toward meeting proficiency on grade level writing application standards.

In the middle schools (Grades 7-8), both formative and summative assessments are given multiple times each year. Summative assessments are given at the end of each quarter reflecting the Pierson English curriculum. Formative assessments are administered mid-quarter and focus on single standards that were addressed in the curriculum within the quarter. They are given in English and cover grade-specific standards and skills taught in each course. Additionally, all middle schools implemented a district-wide writing prompt for all 7th and 8th students. Teachers from throughout the district collaboratively scored the papers using holistic and analytic writing rubrics. Middle school teachers are planning to administer a diagnostic test measuring grade level standards achievement at the beginning of the 2012/13 school year.

At the high school level (Grades 9-12), formative and summative assessments are currently used only at all three high schools in grades 9-11. These are standards-based, curriculum-embedded assessments developed through English Department collaboration from all three high schools. For tenth grade a diagnostic /baseline assessment is used to identify students' mastery of prior grade level skills and is used to inform pedagogical practice for differentiation of instruction. Unit assessments are also used for each unit of study at grades 9, 10 and 11 that assess students' understanding of the specific reading and oral language standards taught within the unit of study. Unit assessments include grade-specific skills related to comprehension, structural analysis, vocabulary, analysis of text features, grammar, spelling, and writing.

Benchmark (Trimester) Tests

In Kindergarten, the trimester Language Arts assessments focus on mastery of Kindergarten grade level standards in reading and writing taught during the trimester. These assessments are aligned to the language arts pacing schedules. They are given in English and Spanish depending on the language of reading instruction. They are used to measure progress towards end-of-year benchmark standards.

In first through sixth grade, the Curriculum Associates ELA Practice Tests are administered three times during the year. These summative assessments are used to provide teachers with standards-based assessment data in order to target instruction and ensure students are making progress toward meeting end-of-year grade level standards. They are administered to all students in all programs in English. For second graders participating in the bilingual program, the first summative test is administered in Spanish and the remaining two summative tests are administered in English.

In first through sixth grade, the HUSD Bilingual Alternative Supplement Tests are used to assess and monitor progress in Spanish Language Arts. The tests measure students' progress in mastering the Spanish Language Arts standards for each grade level. Their structure is similar to that of the English benchmark tests and includes a multiple-choice section, fluency passages, and writing prompts in Spanish.

Mathematics

For all of the assessments discussed in this section, results are either scanned or hand entered into the OARS assessment database so that they can be easily analyzed and used for instructional decision making.

Formative Assessments

Curriculum-embedded formative assessments are administered each 6-8 weeks during the year to all students. In Kindergarten, constructed response assessments aligned to the math standards and pacing guide. In Grades K-6 the formative assessments consist of 10-20 multiple choice questions related to 3-5 key math standards. The assessments are aligned to grade level pacing guides and reflect the teaching that has just occurred. In Grades 7-8, the curriculum-embedded formative assessments are administered each 6-8 weeks to all students. They consist of 6-10 multiple choice items related to 2-3 key mathematics standards. The assessments are aligned to grade level pacing guides and reflect the teaching that has just occurred.

Summative Tests

In Kindergarten, a summative test aligned to the standards and pacing guide is given each trimester to assess mastery of Kindergarten mathematics grade level standards taught within the trimester. In Grades 1-6, there is a summative test each trimester, consisting of a mix of multiple choice and constructed response items. These tests are aligned to the grade level pacing guides and reflect the teaching that occurred during the trimester. In Grades 7-8, these summative tests are given at the end of each semester rather than each trimester.

High School Mathematics Assessments

A system of assessments for high school courses is being implemented for Algebra 1 and Geometry. The formative assessments (administered every 6-8 weeks) are keyed to two to three math standards each, aligned to the Algebra I or Geometry course timeline, and reflect the teaching that has just occurred. A comprehensive, standards-aligned mid-term is given at the end of the semester and a final examination is given at the end of the year.

All three high schools also are implementing a similar standards-aligned assessment system for the Conceptual Geometry course. There are midterm and final course examinations that are keyed to standards aligned to course timelines, and reflective of teaching that has occurred. The final examination covers the entire course.

The district will support development of similar assessments for Algebra II during the 2012-13 school year.

Uses of Assessment Information

a. Measuring Progress Toward Standards

The curriculum-embedded formative and summative assessments described above allow teachers to gauge student performance against specifically identified standards which have been addressed in classroom instruction. Such assessments as the Unit Assessments and periodic Curriculum Associates Practice Tests are keyed to the course pacing guides, ensuring that there is an adequate match between taught and tested curriculum. This information, supplemented by informal teacher assessments, allows for a continuous process of monitoring and evaluation of student learning that is aligned with key standards throughout the year. The use of the OARS system to record, recall and analyze data allows teachers to access individual student data, longitudinal views of students' progress on the grade level standards, and comparison data using multiple measures. The district's standards-based report card allows clear communication to parents of students' performance on grade level standards.

b. Assessment for screening, diagnosis and instruction

The K-6 language arts and mathematics curricula include screening and diagnostic beginning-of-course assessments which teachers use for instructional placement and initial diagnosis of learning strengths and needs. Throughout the year, teachers use the 6-8 week assessments described above to monitor students' progress and inform instruction. School site collaboration meetings bring together grade level or departmental teams to discuss results, identify specific individuals and groups of students with specific needs, and design instructional strategies to address those needs, as well as assign students to strategic and intensive interventions. Additionally, the use of INSIDE intervention placement test provides information for the most accurate level of intervention placement.

c. Determining Needed Program Revisions

The OARS system allows the district and individual sites as well as teacher teams to monitor progress toward proficiency on the standards in a disaggregated manner. This allows sites to respond in a targeted way to students who are performing below proficiency. Training in use of OARS was initiated in 2004 and continues with strong support from the district's Department of Standards, Assessment, Research and Evaluation.

d. Identifying Students at Risk of Reading Failure

A variety of measures and assessments are in place to identify students who are at-risk of reading failure, provide diagnosis, monitor progress and evaluate the effectiveness of interventions. These include but are not limited to:

- Early screening with curriculum embedded placement tests;
- Progress monitoring through curriculum embedded formative and benchmark assessments;
- Collaborative grade level meetings at sites to discuss student progress and intervention opportunities, and to develop intervention plans;
- ADEPT assessments for ELL students;
- Support from data produced by OARS, to use in evaluating progress, determining interventions, and supporting low-achieving subgroups of students.

Goal 1.1: Student Engagement and Achievement – Academic Success for African American, Special Needs, EL and SEL students

Goal 2.1: Reduce by 10% non-proficient students school-wide (Safe Harbor) and reach 825 API at every school and group

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in
READING/LANGUAGE ARTS

1. Alignment of instruction with content standards

Implement the Essential Program Components -
EPCs will be "fully" implemented by each school according to the Board and Superintendents Goals.

1. Participation in technical assistance regarding the APS program audit
2. Purchase consumable materials for SBE-adopted reading/language arts intensive intervention programs
3. Ensuring that the time for "full" implementation of SBE-approved core materials in language arts, ELD, math and the additional time (during the school day) for interventions in both reading/language arts and math is provided daily.

English/Reading/Language Arts	
• K	60 minutes daily
• 1 st – 3 rd	2.5 hours daily
• 4 th – 6 th	2.0 hours daily
• 7 th – 8 th	1, 1.5, 2 hours daily
English/Reading/Language Arts Intervention:	
• K	30 minutes daily (additional time)
• 1-3	30-45 minutes daily (additional time)
• 4 th -6 th	30-45 minutes daily (additional time)
• 7 th – 8 th	2.5 – 3 hours daily
ELD for Each ELL (separate from Reading/Language Arts):	
• K	30 minutes daily
• 1 st – 6 th	45 minutes daily
• 7 th – 12 th	One year-long daily block or period

4. Fully implement pacing guides in reading/language arts/ELD
5. Maintaining evidence to support APS self-ratings

Persons Involved/
Timeline

Related Expenditures

Estimated Cost

Funding
Source

Fall 2011 and Ongoing

Consumable Materials

\$50,000

Site Teachers

Ed. Services staff

Site Administrators

Human Resources staff

Asset Superintendent of
Business Services

Alternative Governance
Board

Consultant

Site General
Fund
DAIT
Title II

Description of Specific Actions to Improve Education Practice in READING/LANGUAGE ARTS	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Each school will implement a Single Plan for Student Achievement that is aligned to the Superintendent's Action Plan, district instructional initiatives and Board goals</p> <ol style="list-style-type: none"> 1. Schools will annually conduct an APS 2. Results of the APS will inform the revision of each Single Plan for Student Achievement which will address APS items that are not yet substantially implemented including a multi-tier intervention process to meet the needs of struggling students and the Site Equity Action Plan. 3. The district Technical Assistance team will review draft SPSAs and provide feedback to schools 	<p>Spring 2012 and ongoing</p> <p>SSC and ELAC members Principal Ed Services staff Site support staff</p>	<p>Substitute Teachers</p>	<p>80,000</p>	<p>Title I School & Library Improvement Block Grant Funds SIP</p>
<p>2. Align instructional materials and strategies to the Common Core standards:</p> <p>The district will implement a plan to ensure Common Core standards are fully implemented in all classrooms by 2014</p> <p>District Partner teachers will receive training and provide on-site coaching support to school staffs related to the implementation of district initiatives focused on teaching to the Common Core standards. This support will include:</p> <ul style="list-style-type: none"> • In-class modeled lessons • Facilitation of grade level/department collaborations • Facilitation of data talks • Professional development to deepen teachers' practice related to the initiatives 	<p>Principals Teachers</p>	<p>Books Partner teachers Substitutes for release time</p>	<p>\$600,000</p>	<p>DAIT EIA</p>
<p>SBE-adopted reading/language arts intensive intervention program aligned to common core standards</p> <p>Implement SBE-adopted reading/language arts intensive intervention programs (4th – 12th grades)</p> <ol style="list-style-type: none"> 1. Align Reading Language Arts Intervention programs and Intervention for English Learners programs to the Common Core Standards 2. Implement flowchart showing entry/exit criteria for interventions 	<p>Assoc Superintendent Ed Services and Staff Director, Assessment, Research and Evaluation</p>	<p>Substitute teachers</p>		<p>School and Library Improvement Block Grant Funds Instructional Materials Fund</p>
<p>C) SBE- reading/language arts program aligned to Common Core English/reading/language arts programs (K-12)</p> <ol style="list-style-type: none"> 1. Develop an evaluation tool for teachers/staff to use when reviewing programs/materials based on Common Core standards 3-Review HUSD Reading Language Arts student performance data 8-2. Align California Reading Language Arts to Common Core Standards=Disseminate materials to all schools so that they are available for use before the beginning of the 2010-11 school year 	<p>June 2012</p> <p>Assoc Superintendent Ed Services Director, Assessment,</p>	<p>Substitute teachers</p>		<p>School and Library Improvement Block Grant Funds Instructional Materials</p>

Description of Specific Actions to Improve Education Practice in READING/LANGUAGE ARTS		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. Extended learning time:					
A) After-school intervention programs		Ongoing			
<u>B)</u> The district will continue to offer after-school intervention programs (21 st Century CCLC and YEP) to extend learning time for high priority students		Student Services staff		\$3,800,000	AESES Supplemental
1. Each school will identify students for participation based on multiple measures of student achievement including CST, curriculum-embedded assessments and district benchmark assessments 2. After school programs will be based on grade level standards, assessed student needs and will be aligned with & support regular classroom instruction.					
B) Supplemental Educational Support Services		Ongoing	Contracts with SES Provider(s)	\$900,000	Title I
<u>C)</u> Supplemental Support services will be provided to targeted students according to PI guidelines		Director, Federal and State Programs	Parent notification letters	\$20,000	
1. Each school will identify students who qualify for SES services based on district identified criteria 2. Parents will be notified of services in a timely manner 3. SES Programs will begin within the first six weeks of the school year.					
4. Increased access to technology:					
A) Fully implement the use of OARS and ZANGLE at each school site.		Ongoing	Professional Development		Title I Title III EIA Microsoft Voucher Grant
Provide training and support on OARS, as needed on a site-by-site basis and ZANGLE • Monitor the entry of formative and benchmark data into OARS • Ensure the use of OARS data for collaboration meetings		Ed Services Staff Director, Assessment, Manager, Educational Data	Substitute teachers		
B) Develop Technology Fluency					
Provide training for all staff in state of the art technology 5. Staff development and professional collaboration aligned with Common Core:					
<u>2.A)</u> Principals get ongoing professional development to understand the districts expectation for quality classroom instruction and interaction, including implementation of our essential pedagogical and assessment practices for 21 st century learning environments of high engagement and performance.		Ongoing		\$42,000	Title II AB430
<u>2.B)</u> Teachers will get ongoing professional development to understand the districts expectation for quality classroom instruction and interaction, including implementation of our essential pedagogical and assessment practices for Common Core Standards and 21 st century learning environments of high engagement and performance.		Ongoing	Contract with providers		Title II SB472
<u>2.A)</u> Teachers have received professional development in the implementation of "Systematic ELD" from the California Reading and Literacy Project.		and Ongoing	Substitute teachers	\$150,000 per yr	Title III
• In view of the AMAO assessment results, staff will review the implementation of current ELD materials. The schools will have the option to		Director, Services to ELLs Ed Services staff	Contract with providers		

Description of Specific Actions to Improve Education Practice in READING/LANGUAGE ARTS		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
D) Implementation of District Instructional Initiatives will continue <u>1.C</u> Teachers will implement the following strategies in a manner that is consistent with implementation of state-approved instructional materials <u>1.a.</u> Instructional Read Aloud/Reading Apprenticeship <u>2.b.</u> Writer's Workshop <u>3.c.</u> Concepts and skills related to instructional leadership <u>4.D</u> Principals will monitor site implementation of initiatives through Principal walk-throughs		Ongoing Teachers Site administrators Ed Services staff		No additional costs	
E) Schools will fully implement collaboration meetings and data talks for review of student data and instructional decision making <ul style="list-style-type: none">The district will provide direction and support to principals in supporting collaboration of site staffSchedule collaboration meetings, at least monthly, to focus on language arts data and planningDevelop and utilize a protocol for meetings that begins with an analysis of student performance data and yields specific student academic achievement outcomesProvide staff training on the protocol and its useDocument collaboration discussions and decisions		Ongoing Teachers Site administrators Partner Teachers Ed Services staff	Substitute teachers	135,000	General Fund Title I ELAP EIA DAIT
F) Increase collaboration between Special Education and General Education teachers <ul style="list-style-type: none">Provide training on Special Education compliance at all sitesSchedule opportunities for Special Education and General Education teachers to collaborate on instructional planning and other issuesImplement at each site an early intervention system, including universal screening, tiered interventions, and progress monitoring.					
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):					
A) Provide parent informational/training sessions on student achievement and how it is measured		Director of Student and Parent Empowerment		\$375,000	Adult Ed Hewlett Grant
B) Continue to implement parent notification procedures					
C) Continue parent engagement activities including parent institutes such as Project Inspire.		Coordinator of Intervention and Parent Empowerment			
D) Implement an electronic communication system (such as School Loop or other) to allow for increased communication between parents and teachers. <ul style="list-style-type: none">Provide parents access to student grades and attendance informationProvide email communication optionsProvide parents with access to student assignments		Parent Liaison			
E) Continue to provide translation of documents					

Description of Specific Actions to Improve Education Practice in READING/LANGUAGE ARTS	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>A) Preschool to Elementary School</p> <ul style="list-style-type: none"> Child Development teacher completes a Transition to Kindergarten packet. This packet is sent to the school where the child has been enrolled. It includes a Student Profile and a Child's Development Progress form (from the Child Development Division of the CDE). The Student Profile summarizes the student's personal and social skills, effective learning styles and strategies, physical and motor skills, as well as attendance and work habits. The Child Development teacher uses the results from the recently completed Desired Results Developmental Profile assessment to complete the Child's Development Progress form. This form focuses on the student's strengths, areas the child is working on, and how teachers and parents can help this child learn and develop at home and in school. PreK parent meetings held 3 times per year 			\$250,000	Child Development funds
<p>8. Monitoring program effectiveness:</p> <p>A) All schools will use data to inform instruction and to monitor program effectiveness.</p> <ul style="list-style-type: none"> Principals will analyze data every 6-8 weeks and meet with staff for data reviews Staff will hold data talks by department and/or grade levels Departments and staffs will meet to review and analyze student work Staff will use information from formative and benchmark assessments to inform instruction and improve student learning Principals and district staff will monitor the use of OARS and ZANGLE by classroom teachers <p>B) Use of Disaggregated Data</p> <ul style="list-style-type: none"> Data will be disaggregated by significant sub-group in order to monitor student progress. The progress of the following significant subgroups will be specifically monitored: English Language Learners, Students with Disabilities, Hispanic students, African American students and socioeconomically disadvantaged students <p>C) Principal Walk Throughs</p> <ul style="list-style-type: none"> Principals will make regular classroom observations to monitor implementation of core curriculum and district initiatives. Principals will use an observation protocol (Principal's Log) for classroom walkthroughs Principals will provide staff with timely, evidence-based feedback regarding walk throughs 	<p>Site staff Ed Services Staff</p> <p>Site staff Ed Services Staff</p>	<p>Substitutes</p> <p>Substitutes</p>	<p>\$34,000</p> <p>\$10,000</p>	<p>General Fund (Microsoft Voucher funds) DAIT</p> <p>Site Discretionary Funds SIP</p>

Description of Specific Actions to Improve Education Practice in READING/LANGUAGE ARTS	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
A) Learning Scans <ul style="list-style-type: none">The district will conduct 1 Learning Scan per year per school to provide schools with feedback related to program implementationEach school will conduct 3-4 school self-scans per year	Site staff Ed Services Staff	Substitutes ELL Staff Salaries	\$250,000	Site Discretionary Funds Title I Title III EIA ELAP Title I
B) Monitoring of ELL Services (ELL Master Plan Monitoring) <ul style="list-style-type: none">Documents will be reviewed annuallySchools will be monitored every 3 years. These triennial review will include review of documents, related to ELL services, interviews and observations, to ensure implementation of the ELL Master Plan,Each school will monitor the progress of English learners including ELL Catch-Up plans and reclassification through the Language Review Team (LRT) process.				
C) Alternative Governance Board for PI Year 5 schools <ul style="list-style-type: none">The AGB will conduct a site visit to gather data related to the Systematic Alignment and Accountability portfolio, APS related patterns/trends, classroom observations, Interviews, document reviewThe AGB develops a Corrective Action Plan for the schoolFollow-up site visits are conducted by the AGB				
9. Targeting services and programs to lowest-performing student groups:				
i. Special Education will be aligned to and support Common core grade-level standards <u>1.D) Special Education IEP goals and support will be aligned to grade-level standards</u> <u>1.a. Provide Special Education teachers with professional development related to writing aligned goals</u> <u>2.b. Base entry and exit criteria on common assessments</u> <u>3.c. Address identified student needs based on these assessments</u> <u>4.d. Differentiate goals and accommodations based on identified student needs</u>	SELPA staff		\$17,250	SELPA funds
B) Fully Implement Review of ELL Students' performance by Language Review Teams and development/monitoring of ELL Catch-up Plans	Site staff ELL Specialists Principals Ed Services staff		\$25,000	Title III EIA ELAP Title I

Description of Specific Actions to Improve Education Practice in READING/LANGUAGE ARTS	Persons Involved/ Timeline	Related Expenditures	Estimated Cost \$500,000	Funding Source CAHSEE Supplemental Hourly Funds
<p>C) Intervention instruction will:</p> <p><u>EE</u> have entry and exit criteria based on regular common assessments</p> <p><u>EF</u> address identified student needs based on those assessments (for example, a student who is deficient in comprehension should not receive an intervention in fluency)</p> <p><u>EG</u> provide for close student monitoring</p> <p><u>EH</u> be of short term duration—no student should be in an intervention class/program for more than two years</p>	<p>Site staff EL Specialists Principals Ed Services staff</p>			
<p>10. Any additional services tied to student academic needs:</p>				

Performance Goal 1: <i>All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.</i>	
1.1	<i>Student Engagement and Achievement</i>
1.2	<i>21st Century Learning Environments</i>

Planned Improvement in Student Performance in Mathematics
(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in MATHEMATICS	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source													
1. Alignment of instruction with content standards: A) Implement the Essential Program Components - ±1) EPCs will be "fully" implemented by each school according to the Academic Program Survey including <ol style="list-style-type: none">Purchase of the most recent SBE-adopted math materialsEnsuring that the time for "full" implementation of SBE-approved core materials in language arts, ELD, math and the additional time (within the school day) for interventions in math is provided daily.	Fall 2009 and Ongoing Site Teachers Ed. Services staff Site Administrators Human Resources staff Asst Superintendent of Business Services DLT DAIT		\$50,000	Site General Fund DAIT Title II													
<table><tr><td colspan="2">Mathematics</td></tr><tr><td>• K</td><td>30 minutes daily</td></tr><tr><td>• 1st - 6th</td><td>60 minutes daily</td></tr><tr><td>• 7th - 8th</td><td>60 minutes daily</td></tr><tr><td colspan="2">Math Intervention</td></tr><tr><td>• K - 6th</td><td>15 minutes daily</td></tr><tr><td>• 7th - 8th</td><td>30 minutes daily</td></tr></table> <ol style="list-style-type: none">Fully implement pacing guides in mathematicsMaintaining evidence to support APS self-rating	Mathematics		• K	30 minutes daily	• 1 st - 6 th	60 minutes daily	• 7 th - 8 th	60 minutes daily	Math Intervention		• K - 6th	15 minutes daily	• 7 th - 8 th	30 minutes daily			
Mathematics																	
• K	30 minutes daily																
• 1 st - 6 th	60 minutes daily																
• 7 th - 8 th	60 minutes daily																
Math Intervention																	
• K - 6th	15 minutes daily																
• 7 th - 8 th	30 minutes daily																
2. Use of standards-aligned instructional materials and strategies: A) All schools will implement district initiatives including Algebraic Thinking and Reasoning	Principals Teachers	Partner teachers Substitutes for release time	\$600,000	DAIT EIA													

Description of Specific Actions to Improve Education Practice in MATHEMATICS	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
B) SBE-adopted intensive intervention materials for Mathematics (K-12) <u>H-J)</u> Purchase SBE-adopted math intensive intervention programs 1. Convene an elementary, middle school and high school math intervention textbook adoption committee 2. Develop an evaluation tool for teachers/staff to use when reviewing programs/materials 3. Review HUSD math student performance data 4. Review California Math Standards 5. Review/analyze the state adopted Math Intervention programs 8-	2009 Assoc Superintendent Ed Services Adoption committee Director, Standards, Assessment, Research and Evaluation Assistant Superintendent, Business Services	Substitute teachers	\$500,000	School and Library Improvement Block Grant Funds Instructional Materials Fund
C) SBE-adopted math program (K-7) <u>H-K)</u> Purchased the most recent SBE-adopted math materials (K-7) <u>2-1.</u> Implement the evaluation tool for teachers/staff to use when reviewing programs/materials <u>3-2.</u> Review HUSD math student performance data <u>4-3.</u> Review California Math Standards <u>5-4.</u> Review/analyze the state adopted math basic programs <u>8-5.</u> Disseminate consumable materials to all schools.	2009 Assoc Superintendent Ed Services Adoption committee Director, Standards, Assessment, Research and Evaluation Assistant Superintendent, Business Services	Substitute teachers	\$1,000,000	School and Library Improvement Block Grant Funds Instructional Materials Fund
D) SBE-adopted/standards aligned math programs (8-12) <u>H-L)</u> Purchase the most recent SBE-adopted (8 th) standards-aligned math materials (9-12) 1. Implement the evaluation tool for teachers/staff to use when reviewing programs/material <u>3-2.</u> Review HUSD math student performance data <u>4-3.</u> Review California Common Core Math Standards <u>5-4.</u> Review/analyze the state adopted math basic programs <u>8-5.</u> Disseminate consumable materials to all schools.	2009 Assoc Superintendent Ed Services Adoption committee Director, Standards, Assessment, Research and Evaluation Assistant	Substitute teachers	\$200,000	School and Library Improvement Block Grant Funds Instructional Materials Fund

Description of Specific Actions to Improve Education Practice in MATHEMATICS		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. Extended learning time:		Superintendent, Business Services			
A) After-school intervention programs <u>EN</u> The district will continue to offer after-school intervention programs to extend learning time for high priority students 1. Each school will identify students for participation based on multiple measures of student achievement including CST, curriculum-embedded assessments and district benchmark assessments 2. After school programs will be based on grade level standards, assessed student needs and will be aligned with & support regular classroom instruction.		Ongoing Student Services staff		\$3,800,000	AESC Supplemental
B) Supplemental Educational Support Services <u>EN</u> Supplemental Support services will be provided to targeted students according to PI guidelines 1. SES Programs will begin within the first six weeks of the school year. 2. Parents will be notified of services in a timely manner 3. SES Programs will begin within the first six weeks of the school year.		Ongoing Director, Federal and State Programs	Contracts with SES Provider(s) Parent notification letters	\$900,000 \$20,000	Title I
4. Increased access to technology:					
Fully implement the use of OARS and ZANGLE at each school site. <u>E1</u> Provide training and support on OARS, as needed on a site-by-site basis, and ZANGLE <u>E2</u> Enter formative and benchmark student assessment data in a timely manner <u>E3</u> Monitor data entry to ensure completeness and timeliness <u>E4</u> Develop a "package" of data reports that will be used regularly in collaboration meetings 5. Document use of OARS and ZANGLE in collaboration meeting records and administrator log		Fall 2009 and Ongoing Ed Services Staff Director, Standards, Assessment, Research and Evaluation Manager, Educational Data	Professional Development Substitute teachers	\$380,000	Microsoft Voucher Technology Fund
5. Staff development and professional collaboration aligned with standards-based instructional materials:					
C) Schools will fully implement collaboration meetings for review of student data and instructional decision making ▪ Schedule monthly meetings to focus on math data and planning ▪ Develop and utilize a protocol for meetings that begins with an analysis of student performance data and yields specific student academic achievement outcomes ▪ Provide staff training on the protocol and its use ▪ Document collaboration discussions and decisions		Ongoing Teachers Site administrators Ed Services staff	Substitute teachers	\$135,000	General Fund Title I ELAP EIA

Description of Specific Actions to Improve Education Practice in MATHEMATICS		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
D) Increase collaboration between Special Education and General Education teachers <ul style="list-style-type: none"> Provide training on Special Education compliance at all sites Schedule opportunities for Special Education and general education teachers to collaborate on instructional planning and other issues Implement at each site an early intervention system, including universal screening, tiered interventions, and progress monitoring. 		General Ed Teachers Special Ed Teachers Site administrators SELPA		\$500,000	SELPA Site funds
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):					
A)ii. Provide parent informational/training sessions on student achievement and how it is measured				\$50,000	Adult Ed Hewlett Grant
B)iii. Continue to implement parent notification procedures					
B)iv. Continue parent engagement activities including parent institutes such as Project Inspire.					
B)v. Implement an electronic communication system (such as SchoolLoop or other) to allow for increased communication between parents and teachers. <ul style="list-style-type: none"> Provide parents access to student grades and attendance information Provide email communication options Provide parents with access to student assignments 					
E) Continue to provide translation of documents					
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):					
A) Preschool to Elementary School <ul style="list-style-type: none"> Child Development teacher completes a Transition to Kindergarten packet. This packet is sent to the school where the child has been enrolled. It includes a Student Profile and a Child's Development Progress form (from the Child Development Division of the CDE). The Student Profile summarizes the student's personal and social skills, effective learning styles and strategies, physical and motor skills, as well as attendance and work habits. The Child Development teacher uses the results from the recently completed Desired Results Developmental Profile assessment to complete the Child's Development Progress form. This form focuses on the student's strengths, areas the child is working on, and how teachers and parents can help this child learn and develop at home and in school. 				\$250,000	Child Development Fund

Description of Specific Actions to Improve Education Practice in MATHEMATICS	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> ▪ Prek parent meetings held 3 times per year 				
8. Monitoring program effectiveness:				
A) All schools will use data to inform instruction and to monitor program effectiveness. <ul style="list-style-type: none"> ▪ Principals will analyze data every 6-8 weeks and meet with staff for data reviews ▪ Staff will hold data talks by department and/or grade levels ▪ Departments and staffs will meet to review and analyze student work ▪ Staff will use information from formative and benchmark assessments to inform instruction and improve student learning ▪ Principals and district staff will monitor the use of OARS and ZANGLE by classroom teachers 	Site staff Ed Services Staff	Substitutes	\$34,000	General Fund (Microsoft Voucher funds) DAIT
B) Use of Disaggregated Data <ul style="list-style-type: none"> ▪ Data will be disaggregated by significant sub-group in order to monitor student progress. ▪ The progress of the following significant subgroups will be specifically monitored: English Language Learners, Students with Disabilities, Hispanic students, African American students and socioeconomically disadvantaged students 	Site staff Ed Services Staff	Substitutes	\$10,000	Site Discretionary Funds SIP
C) Principal Walk Throughs <ul style="list-style-type: none"> ▪ Principals will make regular classroom observations to monitor implementation of core curriculum and district initiatives. ▪ Principals will use an observation protocol (Principals Log) for classroom walkthroughs ▪ Principals will provide staff with timely, evidence-based feedback regarding walk throughs 	Site staff Ed Services Staff	Substitutes		Site Discretionary Funds
D) Learning Scans <ul style="list-style-type: none"> ▪ The district will conduct 1 Learning Scan per year per school to provide schools with feedback related to program implementation ▪ Each school will conduct 3-4 school self-scans per year 	Ed Services Staff Site Staff	Substitutes ELL Staff Salaries	\$250,000	Site Discretionary Funds Title II Title III EIA ELAP Title I
E) Monitoring of ELL Services (ELL Master Plan Monitoring) <ul style="list-style-type: none"> ▪ Documents will be reviewed annually ▪ Schools will be monitored every 3 years beginning in 2007-08. These triennial review will include review of documents, related to ELL services, interviews and observations, to ensure implementation of the ELL Master Plan, ▪ Each school will monitor the progress of English learners including ELL Catch-Up plans and reclassification through the Language Review Team (LRT) process. 				

Description of Specific Actions to Improve Education Practice in MATHEMATICS	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
F) Alternative Governance Board process for Year 5 schools <ul style="list-style-type: none"> ▪ The AGB will conduct a site visit to gather data related to the Systematic Alignment and Accountability portfolio, APS related patterns/trends, classroom observations, interviews, document review ▪ The ABG develops a Corrective Action Plan for the school ▪ Follow-up site visits are conducted by the DOC 	Ed Services Staff	Substitutes		Title I
9. Targeting services and programs to lowest-performing student groups: <ul style="list-style-type: none"> A. Provide support for under-performing African American students <ul style="list-style-type: none"> ▪ See Appendix: African American Initiative B. Special Education will be aligned to and support grade-level standards <ul style="list-style-type: none"> ±Q) Special Education IEP goals and support will be aligned to grade-level standards 1-a. Provide Special Education teachers with professional development related to writing aligned goals 2-b. Base entry and exit criteria on common assessments 3-c. Address identified student needs based on these assessments 4-d. Differentiate goals and accommodations based on identified student needs 	SELPA Staff Site Special Ed staff		\$17,250	SELPA Funds
B) Fully Implement Review of ELL Students' performance by Language Review Teams and development/monitoring of ELL Catch-up Plans	Site staff ELL Specialists Principals Ed Services staff		\$25,000	Title III EIA ELAP Title I
C) Intervention instruction will: <ul style="list-style-type: none"> ±P) have entry and exit criteria based on regular common assessments ±Q) address identified student needs based on those assessments (for example, a student who is deficient in comprehension should not receive an intervention in fluency) ±R) provide for close student monitoring ±S) be of short term duration—no student should be in an intervention class/program for more than two years 			\$250,000	CAHSEE Supplemental Hourly Funds
10. Any additional services tied to student academic needs:				

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<p>Performance Goal 2: <i>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.</i></p>	
<p>Planned Improvement in Programs for LEP Students and Immigrants (Title III) (Summarize information from district-operated programs and approved school-level plans)</p>	
<p>Required Activities</p>	
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>1. According to its Master Plan for Services to English Language Learners, the district offers five program options for English Learners: 1) Structured English Immersion (SEI); 2) English Language Mainstream (ELM); 3) Transitional Bilingual Education (TBE); 4) Developmental Bilingual Education (DBE); and 5) Dual Language Immersion (DLI). Two schools offer Dual Language Immersion; one is English-Spanish, and the other is English-Mandarin. The Title III subgrant supports implementation of these programs, each of which includes research-based strategies to assist students in attaining English fluency, mastering academic standards in the content areas, and developing cultural proficiency.</p> <p>2. Subgrant funds are dedicated to supporting schools in fully implementing the provisions of the master plan and supporting students through materials acquisition, site ELL specialists, district ELL TOSAs, and professional development for teachers and administrators. These efforts are closely coordinated with Title I and with the district systematic alignment initiative.</p> <p>3. Schools are held accountable for meeting AMAOs, making AYP for ELLs, and annual measurement of English proficiency to determine the degree to which students are making progress in attaining English proficiency, meeting state academic standards and showing satisfactory levels of achievement. All schools are required to address shortcomings in these areas in their annual school plans. These plans are reviewed by a district committee which suggests needed revisions before the plan is approved by the Board of Trustees. Principals are required to submit an annual Assurances Checklist showing that they are implementing key features of the ELL Master Plan. Implementation is monitored through annual paper screening and, each three years, an in-depth site visit by district personnel. Monitoring of ELL programs is also included in the district's monitoring of overall school operations, which includes Learning Scans carried out annually as well as annual school plan review. In the case of students in Title I Program Improvement, additional accountability measures are taken (see pp. 80-81).</p> <p>4. The district promotes parental and community participation in programs for ELLs by: implementing site ELAC and districtwide DELAC advisory committees for parent participation in governance; providing translation and interpretation services for communications with parents, as well as communicating with parents in the home language whenever possible; assigning staff members to parent support functions and hiring parent liaisons; facilitating parent attendance at parent meetings and training sessions; providing parent training on a variety of topics, including but not limited to parent rights, school advocacy, school programs and operations; promoting parent volunteerism; and training staff on how to communicate and work effectively with parents.</p>

Required Activities	Description of how the LEA is meeting or plans to meet this requirement.
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c)).</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>The district's ELL Master Plan specifies that all English Language Learners will have access to appropriate ELD instruction. As we work toward full implementation of the Master Plan, the following steps will be taken:</p> <ol style="list-style-type: none"> 1. English Language Learners will be placed in ELD instruction according to CELDT Level. At the elementary level, the ELD time block will address CELDT levels 1-5. Elementary sites will work within grade level teams or schoolwide to construct a plan on how to meet each proficiency level within the ELD time block. Site ELL Specialists and district staff will support classroom teachers in the development of a plan to meet this need. At the secondary level, students will be placed in ELD classes at Levels 1-5 based on CELDT results and ELD Mastery Tests. Schedules will allow for movement in student placement as they increase in English proficiency. 2. The district is in the process of developing ELD courses of study and pacing guides. Training on these tools will begin immediately and be accomplished by June 2010. All teachers will receive this training, and implementation will be supported by site ELL Program Specialists and ELL coaches. Principals and district staff will monitor and support implementation. 3. Elementary schools will implement the Systematic ELD approach. Training has already begun and will be completed by June 2010. Coaching will be provided to support implementation. All sites will schedule collaboration time for the development and refinement of lesson planning and modeling of ELD lessons. 4. District staff will conduct school site reviews to ensure students are placed according to English proficiency levels. In addition, district and site administrators will review the daily schedule of ELLs to verify that they have access to both SDAIE instruction and ELD instruction. 5. An annual evaluation of program implementation and outcomes will be conducted. The parameters of this evaluation are outlined in Chapter 6 of the district's ELL Master Plan. Evaluation of outcomes will include analysis of growth on the CELDT and of attainment of English proficiency as measured by the CELDT, as well as academic achievement as measured by the California Standards Tests, Standards Tests in Spanish and CAHSEE. The evaluation will be presented to the Board each year, as well as being made available to the public.

Allowable Activities	Required Activities	
<p>4. Upgrade program objectives and effective instructional strategies.</p>	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom. 	
<p>Yes or No</p> <p>Yes</p>	<p>The district has focused on professional development designed to improve the delivery of services and raise instructional quality for English Language Learners. For two years, the district's Instructional Leadership Academy received instruction on effective work with English Learners from Dr. Ivannia Hinman. During this period, the district ELL Master Plan was also rewritten. Since the roll-out of the Master Plan, the Director of ELL Services and her staff of TOSAs have worked intensively with site administrators and teachers on implementation issues. Over the coming years the district will continue to provide high quality professional development accompanied by additional support for implementation in the form of teacher collaboration time, coaching and monitoring of implementation and effectiveness of strategies. The training will be adjusted to meet changes in staffing and need. Paraprofessionals will be provided training in strategies for effectively supporting ELLs in the classroom.</p> <ul style="list-style-type: none"> 1. Training in Systematic ELD for all elementary sites. Teachers will also be trained in ADEPT assessment to measure students' growth in English proficiency. Teachers who have completed training will be provided follow-up sessions where they can share and discuss lessons, provide feedback, and share data on the effectiveness of their strategies. 2. Training in SIOP for all secondary teachers. This training is designed to increase teachers' ability to implement SDAIE strategies to boost the performance of ELLs in content classes. 3. Training for all teachers in district-developed ELD courses of study and pacing guides. 4. Content experts and specialists such as the ELL Program Specialists, ELL site specialists, and ELL coaches will provide districtwide training and coaching to teachers on the above materials and strategies. 5. Content experts and specialists will provide teachers support through: classroom coaching and feedback, development of lessons and use of pacing guides, analysis of data to inform instruction. 	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>

If yes, describe:
Goal 3 of this plan (see above, p. 57-61) summarizes professional development activities designed to introduce and support implementation of effective instructional strategies. The district's instructional initiatives are all designed to meet the district goal of improved services to and achievement of all students, with special reference to English Language Learners and Standard English Learners. Program objectives are reviewed each year at both the district and school site levels. These reviews include evaluations of implementation of initiatives as well as student outcomes. Objectives are updated based on the results of these evaluations.

Description of how the LEA is meeting or plans to meet this requirement.	
<p>5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.</p>	<p>Yes or No</p> <p>Yes</p> <p>If yes, describe: The district will fully implement strategic and intensive interventions per Essential Program Components 1 and 2 of the Academic Program Survey. Materials for intensive interventions in Reading/Language Arts and Mathematics will be adopted (Spring 2009). These materials will be selected from among those approved for ELLs. Full implementation of interventions will be a focus of district monitoring and support efforts during 2009-10 and 2010-11. In addition to interventions during the school day, the district will continue to offer support in reading and math in its extended day/week/year programs, with special attention to the needs of ELLs and Standard English Learners.</p>
<p>Allowable Activities</p> <p>Develop and implement programs that are coordinated with other relevant programs and services.</p>	<p>Yes or No</p> <p>Yes</p> <p>If yes, describe: The HUSD employs a variety of strategies to coordinate and integrate educational services throughout the district to increase program effectiveness, eliminate duplication and reduce fragmentation of the instructional program. Title III falls under the auspices of the Director of Services to English Language Learners. The Associate Superintendent for Educational Services meets weekly with each of the department heads in order to get updates on operations of the various programs and ensure coordination. She also conducts monthly division meetings. The individuals involved in these meetings include but are not limited to: all program directors and coordinators in the department and teachers on special assignment. These meetings provide opportunities for various department heads to exchange information and collaborate on district goals and priorities. The Associate Superintendent also meets twice per month with all program directors, providing an additional opportunity for sharing of information and coordination of effort. In addition to these meetings, there are other standing committees that work to further district priority efforts. These include the ELL Coordinating Council for ongoing monitoring and discussion of programs for English Learners, and the Elementary and Secondary Curriculum Councils for ongoing review and improvement of K-12 curriculum and instruction, including identification of professional development needs. During the Curriculum Council meetings, the program directors address concerns and future plans, and get input from the participants. The Instructional Leadership Academy and District Leadership Team meetings provide opportunities for feedback from school principals and other administrators.</p>

Description of how the LEA is meeting or plans to meet this requirement.	
<p>6. Develop and implement programs that are coordinated with other relevant programs and services. (continued)</p>	<p>Allowable Activities</p>
<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p>Allowable Activities</p>
<p>Yes or No</p> <p>Yes</p>	<p>If yes, describe:</p> <p>Preceding sections describe the design and delivery of instruction that is directed toward improving the English proficiency and academic achievement of English Language Learners (see sections 1-6 of this part), including systematic ELD instruction, use of SDAIE and primary language techniques, provision of appropriate instructional support and professional development, and monitoring/ongoing improvement of programs and instructional delivery. An additional component that is of great importance in supporting development of English proficiency and high academic achievement is appropriate student placement, monitoring of progress and timely exit from programs. The following steps will be taken to ensure that these functions are carried out in a high quality manner. For more information on this as well as other aspects of the instructional program, see the district's ELL Master Plan.</p> <ul style="list-style-type: none"> Schools will review initial assessment data of new ELLs to place students in classrooms that will meet their needs at their English proficiency levels. In addition, schools will review students' educational history and primary language information to appropriately address any additional language needs revealed in the course of the assessment. Schools will review annual CELDT, CST and ELA/Math placement assessments to place students in English Reading/Language Arts and Mathematics classes that will address both their subject matter needs and English proficiency needs. Teachers and site administrators will monitor students' progress and exit students as needed so that students can be placed in higher level classes when appropriate.

	Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<p>Yes or No</p> <p>Yes</p> <p>If yes, describe: The district is committed to establishment and fully implemented parent advisory committees at all schools (ELAC) and at the district level (DELAC). With regard to community participation programs, family literacy services and parent outreach and training activities, the ELL Master Plan contains the following. In order to promote meaningful participation of parents of English Language Learners at in the education of their children, the following types of activities may be carried out at the district or site levels. This list is not all-inclusive.</p> <ul style="list-style-type: none"> ▪ Whenever possible, the school will provide translations and interpretation of school information for all language groups. ▪ Communication in the home language. When 15% or more of the school's students are speakers of the same language, the school will provide written translations of all school information in that language. All parents who are Limited English Proficient will be provided with oral translations in their primary language. Translators are made available for parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, SST and Language Review Team (LRT) meetings, suspension and expulsion conferences and hearings, and for all due process actions held at the district level. District bilingual staff are available to interpret or translate documents for school sites. ▪ Site administrators will plan and provide for primary language through the use of paraeducators or other staff. ▪ School sites may assign a staff member and alternate to provide for parent support at the site, and/or may employ a parent liaison. ▪ Parent meetings should be parent friendly, held at convenient meeting times, with childcare, food, and translation services provided. ▪ Parent training sessions shall be provided on parental rights, and parents should be encouraged, in a variety of ways, to exercise these rights. ▪ The school may encourage parent volunteerism by providing opportunities for parents to volunteer and to provide training on how parents can effectively participate in school. ▪ Training on school advocacy may be provided. Such trainings can include informational sessions on school operations and who to go to for assistance related to problems or concerns. ▪ The district provides ongoing staff development to all school staff on how to work with parents, including communication skills and sensitivity to their backgrounds, needs and concerns.

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 – <ul style="list-style-type: none"> 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	If yes, describe: English Learners will have equal access to educational technology resources at the school sites.	
	Yes		
10. Other activities consistent with Title III.	Yes or No No	If yes, describe:	

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

<p>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.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p>Required Activity</p> <ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; c. the method of instruction used in the program in which their child is or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<p>Parents go to the school site to register their children. If this is the first time the child has been enrolled in a California school, the parent is given the Home Language Survey. Students whose home language is other than English are referred to the district's Assessment Center for English and primary language assessment. Based on these results, the child is classified as an English Learner. At this point, the parents are notified of their child's identification as an English Learner and all the items a-g in the left-hand column of this page. This notification occurs in a face to face meeting at the Assessment Center as well as in writing, and the parent is given an opportunity to ask and receive answers to questions.</p> <p>Once the official notice of CELDT results is received, the district mails to the parents the Initial CELDT Results Parent Notification Form and the school provides to the parent a CELDT Information Parent Brochure.</p>

Required Activity	Description of how the LEA is meeting or plans to meet this requirement.
<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<p>A thorough explanation of the parent's rights is given orally at the initial meeting where the results of initial assessment are explained verbally to the parent. This explanation includes the parent's right to removal from a program, parental exception waiver rights and procedures, including appeal procedures if a waiver request is denied. The explanation about parental rights is also presented in writing.</p>
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the school year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>	<p>Initial notification of new enrollees takes place immediately upon completion of the assessment process, and in all cases within two weeks of program placement. Annual notifications take place within 30 days of the beginning of school. These notifications review all the information included in the previous explanations, including the information on program options and parental rights/waiver requests. Each parent of an ELL student receives notification in writing of the child's assessment results and placement for the coming year. A parent meeting is held at each school at the beginning of the year to explain all the program and waiver information.</p>
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>	<p>The district policy is that a letter notifying parents of failure of the school to meet AMAOs will be mailed home within 30 days of receipt of the Title III Accountability Report.</p>

Plans to Provide Services for Immigrants

<p>If the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</p>		<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	
<p>Allowable Activities</p>	<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p>Yes or No</p> <p>No</p>	<p>If yes, describe: The district does not receive Title III Immigrant funding.</p>
	<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p>Yes or No</p> <p>No</p>	<p>If yes, describe:</p>
	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth:</p>	<p>Yes or No</p> <p>No</p>	<p>If yes, describe:</p>

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

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

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> The district's Systematic Alignment Plan contains a professional development component that supports the district's strong commitment to improving teacher practice and increasing student achievement. The district has invested significant resources in developing a cadre of content experts/coaches (the district and site TOSAs), including Partner Teachers, ELL TOSAs, reading and math coaches, and others, who develop materials, provide professional development for teachers, and support teachers in implementation of district instructional initiatives. Extensive training and follow-up support in the following instructional initiatives has been provided: 1) Instructional Read Aloud and Reading Apprenticeship; 2) Writer's Workshop; 3) Algebraic Thinking and Reasoning. Teachers and administrators have received training and follow-up support on use of student achievement data through Data Talks and the OARS electronic data storage/analysis/reporting system. Extensive support has been provided to school sites on the implementation of the ELL Master Plan, including training in Systematic ELD, SIOP and GLAD. New teachers receive extensive and highly effective support through the district's BTSA program. Administrators and other instructional leaders have received professional development in the above-mentioned instructional initiatives and on topics related to instructional leadership, classroom observation, and coaching through the Instructional Leadership Academy and Leadership Team meetings. District staff members have participated in AB75 and AB466 training, and plans exist to continue materials-based training through the new legislation (AB430 and SB472). The district is committed to facilitating completion of this professional development for all site level certificated staff. The district has been successful in recruiting, hiring and retaining highly qualified teachers. 	<ul style="list-style-type: none"> Implementation of high quality, standards-based instruction remains inconsistent. There is need to increase the quality of implementation of the district's instructional initiatives and of the adopted curricula, in the interest of increased student achievement. Continued content expert/coaching support from TOSAs (including Partner Teachers) is needed in order to help teachers integrate the knowledge they have gained from district professional development efforts (for example, using IIRA and/or Algebraic Thinking and Reasoning to support and strengthen implementation of district-adopted, standards-based curricula). Continued training and support is needed on Data Talks, OARS, and the new ZANGLE system, including implementation of a collaboration meeting protocol that will increase teams' ability to move from examination of data to identification of student needs and development of instructional plans to address those needs. Training and support on effective instruction for ELLs and implementation of the ELL Master Plan continues to be needed. In order to improve the performance of students with disabilities, the following areas need to be addressed: 1) writing IEPs that are standards-based; 2) standards-based methods for evaluation of student progress, including systematic use of core program formative and benchmark assessment data; 3) professional interchange between special education and general education staff, using a common language and common understandings. There is a need to address the placement of experienced, highly qualified teachers in the lowest performing schools and in intervention assignments. District administrators need to make full use of their right to assign.

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

Planned Improvements for Professional Development (Title II)
(Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:

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: The professional development plan focuses on specific identified needs to enable teachers and administrators to more effectively implement the EPCs. All teachers and administrators will complete this training over a two-year period. Continued support on the district's instructional initiatives will emphasize how IRA, Reading Apprenticeship, Algebraic Thinking and Reasoning and Writer's Workshop can inform and strengthen the implementation of the adopted curriculum materials. Professional development on effective instructional strategies for ELLs and Students with Disabilities can help boost the achievement of students in these groups.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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: The activities are part of HUDS's Systematic Alignment for Student Achievement initiative. They are components of a comprehensive strategy to align district resources in support of improved instructional quality. There is ample research and evaluation evidence supporting the conclusion that each of the teaching strategies will have a measurable, positive impact on academic achievement. The systematic alignment initiative is built on conclusions derived from the effective schools research which focuses on building a strong positive climate in which high expectations coupled with daily actions to reinforce student achievement have positive results.	Ed Services staff		\$100,000	DAIT Title II Title III SELPA EIA
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: See item 2 above. The activities address the needs of low-achieving students, specifically low-income and minority students, ELLs and students with disabilities. Full implementation of interventions with teachers trained on the intervention materials, use of the universal access materials on a regular basis, and consistent implementation of the district's instructional initiatives in a manner that will contribute to students' higher order thinking and reflective activity will all have positive impacts on all groups of students.			\$100,000	DAIT

Please provide a description of:

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:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Coordination of the professional development activities is the responsibility of the Associate Superintendent for Educational Services. This administrator will ensure that consistent communication and coordination occurs between all stakeholders and staff responsible for development, implementation and facilitation of activities. An annual professional development calendar will be developed and published. The overriding principle in development of the calendar will be to ensure that all professional development activities support the district's goals, emergent needs, and the systematic alignment plan.</p>			\$380,000	Title II AB430 funds AB 762 funds
<p>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:</p> <p>The following activities will be implemented. These activities are directly aligned to the assessed needs of teachers and principals, as well as to the district's Systematic Alignment plan.</p> <ul style="list-style-type: none"> ▪ SB 472 training in reading/language arts and mathematics for all teachers, including intervention materials for intervention teachers. ▪ AB430 instructional materials training for all site administrators. ▪ English Learner Professional Development highly recommended for all teachers and principals. ▪ Support for 80-hour follow-up training related to SB472/AB430. ▪ Content expert/coaching support (for example, using Partner Teachers) for implementation with fidelity of instructional materials and instructional program features in reading/language arts and math, including implementation of district instructional initiatives. ▪ Continued professional development on data use and Data Talks, including training for teachers and administrators on OARS and ZANGLE, as well as implementation of a common collaboration protocol. ▪ Continued professional development and content expert/coaching support to site personnel on implementation of the ELL Master Plan, including the following instructional strategies: 1) Systematic ELD; 2) SIOP; 3) GLAD. ▪ Professional development for general education and special education teachers and site administrators regarding: 1) the roles and responsibilities of all staff for special education students; 2) effective collaboration between general education and special education teachers; 3) implementation of an early intervention system (ie., RtI); 4) incorporation of standards into 			\$380,000	Title I Title II Title III DAIT SB472 AB430 SELPA

Please provide a description of:

<p>IEPs; 5) Use of the IEP by general education and special education staff in designing and evaluating the learning of identified students; 6) use of student achievement data in developing IEPs, implementing instructional programs, and evaluating student outcomes.</p> <ul style="list-style-type: none"> Continued professional development for coaches/content experts on effective strategies for working as instructional leaders in their relationships with teachers. Continued professional development for administrators on instructional leadership, including strategies for improving implementation of curriculum materials with fidelity and promoting deeper implementation of district instructional initiatives, as well as use of the right to assign in order to ensure appropriate teacher placement. 	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>Title II and Ed Tech funds will be integrated to support professional development related to technology.</p>			\$147,000	Ed Tech
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>The main thrust of technology training will be to prepare teachers to more effectively use technology tools in the analysis and use of student achievement data. As noted above, the focus will be on use of OARS and ZANGLE to retrieve student formative and benchmark assessment results, analyze the data in useful ways, and use it to make student placement and instructional decisions.</p>			\$147,000	Ed Tech, Title II
<p>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:</p> <p>Professional development priorities are guided by the district's Systematic Alignment plan, and adapted to ongoing identification of needs results were aggregated. The DAIT team used these results as well as its own data gathering efforts to identify strengths and needs. The elementary and secondary Curriculum Councils also address professional development needs on a regular</p>	DAIT DLT Curriculum Councils		\$100,000	DAIT

Please provide a description of:

basis. A district committee with representation of teachers, TOSAs, as well as site and central office administrators, gave final shape to the plan.

	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> ☐ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; ☐ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; ☐ Involve parents in their child's education; and ☐ Understand and use data and assessments to improve classroom practice and student learning. <ul style="list-style-type: none"> ▪ Addressing needs of diverse students. Teachers will be trained to differentiate instruction to meet varying student needs within the core program. Intervention strategies will also be addressed, and key teachers will be trained on the intervention materials. Specialized training will be provided on meeting the needs of ELL students and Students with Disabilities. ▪ Addressing classroom behavior and interventions. The program will include establishing rituals and routines, universal access, and interventions. ▪ Involving parents in their child's education. See section above on involving parents, page 51. ▪ Using data/assessments to improve classroom practice and learning. This will be addressed directly through the training on OARS, ZANGLE and Data Talks. 			\$100,000	Title II DAIT EIA
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p>				

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: Spring 2008 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by: <ul style="list-style-type: none"> 5th grade: 1 percentage point 7th grade: 5 percentage points 	5 th 4% 7 th 20%	5 th 3% 7 th 15%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by: <ul style="list-style-type: none"> 2 percentage points at all grade levels 	7 th 7% 9 th 10% 11 th 15%	7 th 5 % 9 th 8% 11 th 13%
The percentage of students that have used marijuana will decrease biennially by: <ul style="list-style-type: none"> 5th grade: 1 percentage point 7th grade: 3 percentage points 	5 th 2% 7 th 18%	5 th 1% 7 th 15 %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by: <ul style="list-style-type: none"> 5 percentage points at all grade levels 	7 th 21% 9 th 30% 11 th 40%	7 th 16% 9 th 25% 11 th 35%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by: <ul style="list-style-type: none"> 3 percentage points at all grade levels 	7 th 10% 9 th 16% 11 th 20%	7 th 7 % 9 th 13 % 11 th 17%

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey Continued	Most Recent Survey date: Spring 2008 Baseline Data	Biennial Goal (Performance Indicator)
	<p>The percentage of students that feel very safe at school will increase biennially by:</p> <ul style="list-style-type: none"> 5 percentage points at all grade levels 	<p>5th 46%</p> <p>7th 16%</p> <p>9th 16%</p> <p>11th 14%</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:</p> <ul style="list-style-type: none"> 5 percentage points at all grade levels 	<p>7th 33%</p> <p>9th 27%</p> <p>11th 25%</p>	<p>7th 28%</p> <p>9th 22%</p> <p>11th 20%</p>

Truancy Performance Indicator	Most Recent Survey date: Spring 2008 Baseline Data	Biennial Goal (Performance Indicator)
	<p>The percentage of students who have been truant will decrease annually by 1.5 percentage point(s) from the current LEA rate shown here.</p> <p>25.45%</p>	<p>22.45%</p>

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.

<p align="center">Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p align="center">Most recent date: Spring 2008 Baseline Data</p>	<p align="center">Biennial Goal (Performance Indicator) 2010</p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:</p> <ul style="list-style-type: none"> • 5 percentage points at each grade level 	<p>5th 51% 7th 32% 9th 24% 11th 33%</p>	<p>5th 56% 7th 37% 9th 29% 11th 38%</p>
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:</p> <ul style="list-style-type: none"> • 5 percentage points at each grade level 	<p>5th 55% 7th 55% 9th 41% 11th 44%</p>	<p>5th 60% 7th 60% 9th 46% 11th 49%</p>
<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:</p> <ul style="list-style-type: none"> • 5 percentage points at each grade level 	<p>5th 16% 7th 12% 9th 8% 11th 12%</p>	<p>5th 21% 7th 17% 9th 13% 11th 17%</p>
<p>The percentage of students that report high levels of school connectedness at their school will increase biennially by:</p> <ul style="list-style-type: none"> • 5 percentage points at each grade level 	<p>5th 46% 7th 33% 9th 20% 11th 29%</p>	<p>5th 51% 7th 38% 9th 25% 11th 34%</p>

Other Performance Measures

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

LEA Specified Performance Measures		Performance Indicator Goal	Baseline Data
Student Participation in Counseling (Process to Collect Data)			
School site counselor/coordinator records of student participation in counseling		5 th 10% 7 th 15%	

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

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Second Step	V	K-6	500	7.1.09	9.1.09	10.1.09
Project ALERT	A,T,D	6-8	1560	2.10.07	10.3.07	Spring 08
Project Toward No Drug Abuse (TND)	A,T,D,V	9-12	1493	8.31.07	9.25.07	Spring 08

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
x	After School Programs	Youth Development	K -12
x	Conflict Mediation/Resolution	V	3-6; 7-8
x	Early Intervention and Counseling	V	K - 6
	Environmental Strategies		
x	Family and Community Collaboration	ATODV	K -12
	Media Literacy and Advocacy		
	Mentoring		
x	Peer-Helping and Peer Leaders	TOD	9 -12
	Positive Alternatives		
x	School Policies	ATODV	K -12
x	Service-Learning/Community Service	Youth Development	K -12
x	Student Assistance Programs		
x	Tobacco-Use Cessation	T	9 -12
x	Youth Development, Caring Schools , Caring Classrooms	ATODV	K -12
	Other Activities		

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

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

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

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

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

☐

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

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

The Hayward Unified School District has selected the following programs: Next Step, K-6; Project ALERT, 6-8; and Project Toward No Drug Abuse (9-12). These science-based programs were selected by an advisory committee comprised of students, parents, teachers, counselors, representatives from the Police Department, CBOs, and other community members.

Second Step was selected because it is research-based, and was developed to address anger management, and promote prosocial behaviors.

Project ALERT was selected because of the relatively high rates of AOD use, discipline referrals, socioeconomically disadvantaged students, and student transiency in our middle schools. Project ALERT was particularly appealing because of its focus on parent involvement and its interactive and motivational nature.

Project TNDD was selected because it offers a comprehensive approach to the problems of ATODV. The relatively high rates of Hayward high school students on the CHKS indicators highlight the urgent need to address these issues in a systematic way.

The research-based activities selected from Appendix D supplement, enhance and extend the learning addressed in the textbook curricula. Collectively, these prevention/intervention activities address youth development, resilience, and acquisition of assets in support of academic achievement.

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

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

The CHKS will be conducted on a biennial basis as required by law. The Core Module, Tobacco and Resiliency modules will continue to be our focus. The district will conduct regular evaluations during alternate years through observations at school sites, data from the CSSA reports, pre-post tests taken by students, and informal surveys. The survey administered to high school students by the Hayward Youth Commissioners will provide data on effectiveness of individual program components. We will continue to collaborate with the Hayward Police Department, The City of Hayward, the Hayward Parks and Recreation Department and Neighborhood Alert to share data. The results from the diverse strategies used by our community agencies, will be used to refine, improve and strengthen our program by contributing to a process of triangulation that identifies trends and provides data on strengths and needs of our programs and their target populations. We will collaborate with the various organizations and stakeholders in order to implement needed change.

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

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

Data Collection

- CHKS data are collected every two years.
- Surveys with questions covering the 12 Performance Indicators will be conducted during alternate years.
- Peer educators will administer pre-post tests after classroom presentations.
- HUSD consumer satisfaction surveys will be conducted every May.

Reporting Timeline

- Evaluation results will be made public through the district and school newsletters, and on the district Web site.
- Board presentations will be given on a quarterly basis to update program evaluation and progress.
- Evaluation results can also be put on the District's Web site and updated quarterly.
- Summary information will be made available to community agencies by June of each year.

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

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

The HUSD defines students with greatest need as:

- Those with low SES;
- English Language Learners;
- Members of the African American and Hispanic ethnic groups;
- Students with Disabilities;
- Students who are performing below standards; and
- Students who have received disciplinary action.

The following services are funded for students with the greatest need:

- Early identification and intervention services with counselors from CBOs.
- CWA/Outreach workers
- After-school activities and other youth development opportunities
- Saturday School for those cited for ATOD
- A referral system for family counseling and support services
- Student Assistance Programs

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

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

SDFSC/TUPE programs will coordinate with other federal, state and local prevention programs such as AB1113, After School Programs, 21st Century Community Learning Centers, and Service Learning. Representatives from our Advisory Board will meet quarterly to help integrate/augment these programs. District-wide efforts will be made to continually assess the coordination, implementation and effectiveness of all programs.

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

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

Parents are involved in various ways in our district.

"Community Conversations" are held with groups of parents at school sites. These sessions are conducted in Spanish and English. At these meetings, parents receive information and resources on issues that are of concern to them. The district and school newsletters publicize opportunities for parent involvement. Parent groups are formed at many of the schools. These groups are parent-driven. Drug Awareness workshops and assemblies are provided for students and their families. Some of these take place during the school day, others in the evening. These gatherings often include food and childcare so as to make attendance easier for parents.

Parents are notified of district policies and programs at the beginning of each school year. These notifications include descriptions of the district's discipline plan and such issues as parent choice options and safe school criteria and status. The district has developed an Action Plan to meet the recommendations of the CPM team for improvements in district policies and parental notification.

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

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

The HUSD Pregnant Minors and Minor Parents Program is located at Tennyson High School. The setting provides a nursery for the children and a classroom setting for the minors. Classroom instruction includes the harmful effects of tobacco. A Student Assistance Program is also available at this campus along with a tobacco cessation group. A school-based health clinic is also operated on this campus, providing ATOD information and counseling. Minors are also referred to programs offered by Kaiser and the American Lung Association. All of these services are available for students in alternative programs as well as the comprehensive high school's regular program.

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

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

Position/Title	Full time equivalent
Jeanette Antaki/Coordinator	.40
Leticia Pajoluk/Clerical Support	.50

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	<ul style="list-style-type: none"> Reduce counselor/student ratio to 400 to 1. Develop a 12th grade Reading/Writing Development Course created through a partnership with Cal State U. East Bay. Course designed to help seniors pass the UC/CSU English Language Arts Placement Examinations. Continue the Puente program. Add a Puente program for African American students Continue the AVID program Develop plans to increase rigor, relevance and relationships in the high school programs Visit academically successful HS to observe programs 	<ul style="list-style-type: none"> All HS students HS Seniors Latino students AfrAmer students Students needing support to develop skills for college success All HS students All HS students 	<p>2009-10 Dep Sup Business, HS principals 2009-10 Implement Engl Dept, Assoc Sup Ed Serv, HS Prin</p> <p>Ongoing Puente Coord</p> <p>2009-10 Implement Puente Coord</p> <p>Ongoing AVID Coord</p> <p>2008-09, Ongoing HS Reform Comm., HS Principals</p> <p>Ongoing HS principals and faculty teams</p>	<p>Budget, counselor hires</p> <p>Course descriptions, schedules</p> <p>Puente program budget, schedule, student evals</p> <p>Avid program budget, schedule, student evals</p> <p>Planning meeting minutes, written plan approved by board, implementation data</p> <p>Visitation schedules and participant lists, records of post-visitation processing and use of lessons learned</p>	<p>General Fund</p> <p>No additional cost</p> <p>No additional costs</p>

Performance Indicator	Activities/Actions	Students Served	Timeline/ Persons) Involved	Benchmarks/ Evaluation	Funding Source
5.2 (Dropouts)	<ul style="list-style-type: none"> Reduce counselor/student ratio to 400 to 1 	<ul style="list-style-type: none"> All HS Students 	<ul style="list-style-type: none"> 2009-10 DepSup Business, HS principals 	<ul style="list-style-type: none"> Budget, counselor hires 	General Fund
	<ul style="list-style-type: none"> Require students who are failing to meet with their counselors to develop academic support plans 	<ul style="list-style-type: none"> HS students with academic deficits 	<ul style="list-style-type: none"> 2009-10 HS principals, counselors 	<ul style="list-style-type: none"> Records of counselor meetings with students 	No additional costs
	<ul style="list-style-type: none"> Develop plans to increase rigor, relevance and relationships in the high school programs 	<ul style="list-style-type: none"> All HS students 	<ul style="list-style-type: none"> 2008-09, Ongoing HS Reform Comm., HS Principals 	<ul style="list-style-type: none"> Planning meeting minutes, written plan approved by board, implementation data 	No additional costs
5.3 (Advanced Placement)	<ul style="list-style-type: none"> Visit academically successful HS to observe programs 	<ul style="list-style-type: none"> All HS students 	<ul style="list-style-type: none"> Ongoing HS principals and faculty teams 	<ul style="list-style-type: none"> Visitation schedules and participant lists, records of post-visitation processing and use of lessons learned 	
	<ul style="list-style-type: none"> Provide CAHSEE workshops for students at risk 	<ul style="list-style-type: none"> Students in need of support to pass CAHSEE 	<ul style="list-style-type: none"> Ongoing HS principals and counselors 	<ul style="list-style-type: none"> Enrollment in CAHSEE workshops 	
	<ul style="list-style-type: none"> Add new AP courses. 	<ul style="list-style-type: none"> A-F students 	<ul style="list-style-type: none"> 2009-10, ongoing HS Prin, faculty, Assoc Sup Ed Serv 	<ul style="list-style-type: none"> List of AP courses and descriptions, course schedules 	No new costs
	<ul style="list-style-type: none"> Eliminate barriers that prevent students from access to AP courses. 	<ul style="list-style-type: none"> A-F students 	<ul style="list-style-type: none"> HS Prin, Reform Comm, Assoc Sup Ed Serv 	<ul style="list-style-type: none"> Reform Committee minutes, Board approvals of proposals, evidence of outcomes (will vary depending on the approved strategies) 	No new costs

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.

<p>Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."</p>	
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. <p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	<p>Description of how the LEA is meeting or plans to meet this requirement:</p> <p>The district ranks all of its school attendance areas in order of poverty from highest to lowest, using percentages of students from low income families. These schools are ranked annually on the district's Consolidated Application, Part 1, using free and reduced lunch eligibility.</p> <p>The district focuses on eligible schools in which there is a concentration of children from low-income families that exceeds 75 percent. After these schools are served, schools with rankings from 75% poverty or below (to 57.2%) become eligible for Title I funding. The district has chosen to rank by poverty districtwide, without regard to grade span. After establishing the ranking, the district distributes funds to schools in rank order.</p>

Additional Mandatory Title I Descriptions (continued)

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

For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:

- A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.
- Effective methods and instructional strategies based on scientifically-based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.
- Instruction by highly qualified teachers and strategies to attract and keep such teachers.
- High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.
- Strategies to increase parental involvement.
- Assistance to preschool children in transitioning from early childhood programs to elementary school programs.
- Timely and effective additional assistance to students who experience difficulty mastering state standards.

Description of how the LEA is meeting or plans to meet this requirement:

All schools, including Title I schools, in HUSD operate within the parameters of the district's strategic plan for systematic alignment and accountability. This plan calls for the following to be implemented at a high level in all schools:

- Use of data to inform instructional decision making and school improvement efforts;
- Full implementation of State Board and district adopted, standards-based curricula;
- Implementation of district instructional initiatives, including Instructional Read Aloud, Writer's Workshop, and Algebraic Thinking and Reasoning, within the context of the adopted curricula;
- Full implementation of the district's Master Plan for English Language Learners;
- Improved school attendance;
- Engagement with parents and community;
- Annual evaluation of student outcomes and program quality.

The intent of this plan is to improve student achievement and high school graduation rates, with special reference to students at risk, defined in HUSD as English Language Learners, Standard English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities. The following discussion of the ten essential components of Title I Schoolwide Programs shows how these programs support and incorporate the district's systematic alignment reform strategy.

1) Comprehensive Needs Assessment

Schools are given information on student performance on state-mandated measures at the beginning of each school year, in the form of tables and graphs showing a disaggregated analysis of patterns of achievement, including the achievement of members of significant subgroups of students.

Teachers also make use of formative assessment data through the on-line OARS system, generating reports which are useful in instructional planning

and identifying students for interventions. The district provides training in the use of student performance data, including collaboration for instructional decision making through Data Talks. School strengths and areas of need are assessed annually through the Academic Program Survey, which is completed by school staff and presented to the district for review and feedback. The district provides a school plan template which integrates NCLB requirements with the state APS instrument. Schools are expected to address in their annual plans any area with a rating of less than "Substantia I" on the APS.

2) School Reform Strategies

The district provides guidance on school reform strategies through its Systematic Alignment and Accountability plan, including the use of the APS as a key planning tool. Schools are provided tools for self-monitoring (APS, school scans, district instructional initiatives, the ELL Master Plan, etc.) and holds schools accountable through a variety of monitoring and review processes. All children are provided the opportunity to reach proficiency or higher on state standards through universal availability of standards-based materials, the district emphasis on full implementation, including implementation of the district instructional initiatives and the ELL Master Plan, timely use of achievement data to make instructional decisions and identify students in need of interventions, and availability of school choice options as well as extended learning opportunities.

3) Highly Qualified Teachers

The HUSD recruitment and hiring processes are designed to facilitate the identification and successful hiring of Highly Qualified Teachers (HQT). The district attends recruitment fairs at Bay Area and Central Valley colleges and universities. In addition, principals and Human Resources Department staff access information/ applicants. Principals also contact, interview and recommend applicants to the HR department. Applicants' records are checked to determine HQT status and experience. In May and June, the district holds a series of teacher screening panel interviews. The panel members are principals and the Human Resources director. HQT candidates are selected on the basis of their qualifications and interview performance. Only HQT teachers with CLAD/BCLAD certification are hired. Those with 5 or more years of experience are assigned to high poverty, low achieving schools. BCLAD teachers are hired for bilingual alternative and dual immersion classrooms.

The District operates a 2-year BTSA Induction Program for all new HQT teachers. Coaching support is available at many schools. In addition, the district offers a comprehensive professional development program, including training on district instructional initiatives as well as materials-based training through AB430. Administrators are also offered training through the Instructional Leadership Academy and the District Leadership team meetings.

In areas of teacher shortage (for example, math and science), some teachers are given limited assignment permits in order to teach in their subject areas with their supplemental authorizations. These teachers are required to complete at least 6 units per year toward HQT certifications, or to pass the CSET

4) Professional development

The district has provided AB466 training in Reading/Language Arts and Mathematics for teachers, and as new adoptions are completed, will provide AB430 training as well. In addition, the district has identified certain strategies as part of its reform efforts, and has provided intensive training in these strategies for all teachers. Coaches at the school sites provide support for teachers in implementation of the standards-based curricula and effective strategies. In addition, school administrators are provided with monthly training on instructional leadership. The district conducts Learning Scans annually at all schools. These visits highlight effective use of strategies. All schools are encouraged to involve their teachers in additional learning scans at their own sites throughout the year.

5) Teacher assignment

Policies and procedures are in place to ensure that economically disadvantaged and underperforming students attending high poverty, low performing schools are not taught by under-qualified teachers in greater numbers than student attending low poverty and/or high achieving schools. The following strategies have been adopted.

- The staff responsible for master scheduling must be trained to develop master schedules using up-to-date NCLB HQT information. The Director of HR will
 - supply them with this up-to-date information. Uniform master scheduling procedures need to be established and implemented to enable the Assistant Superintendent of HR and the Director of HR to verify that teachers are qualified to teach their assigned courses and to ensure that HQT compliance is maximized at each middle and high school. (EQ Plan req. 2, Phases 1, 2 & 3). In September, the HR Department will provide each site with a report verifying experience, credentials held, and evaluation rotation schedule to all principals at all sites.
- In providing technical assistance to schools, HR will continue and improve upon the recruiting process established in 2007-2008. Recruitment fairs at colleges in the immediate area and central valley were attended by the Assistant Superintendent and Director of HR. Principals from all schools attended at least 1 recruitment fair. Only HQT and/or experienced teachers were selected for district teacher screening interview panels attended by the Director of HR and district principals of elementary, middle, and high schools. The most highly qualified and experienced teacher candidates were planned for high poverty, low achieving schools. (EQ Plan Req.2, phases 1,2,&3)
- In providing technical assistance to schools, HR must continue with and improve upon the current procedure of closely monitoring the progress of its teachers towards becoming HQT by the end of the school year. Currently, credential technicians monitor progress and inform the Director of HR and site principals of teachers who are not meeting their HQT responsibilities.
- The District should implement exit interviews and surveys, and school climate instruments to monitor teacher attrition at high poverty/high minority, low achieving sites. The District must investigate, establish, and implement strategies to retain highly qualified, effective teachers a high poverty schools.

6) Parental involvement

Title I funds, per Title I regulations, are also used to support parent involvement. HUSD reserves at a minimum 1 percent of the district's entitlement for parental involvement. Parents of Title I students are involved through the SSC in decisions concerning how these funds are expended at the various sites. The district has developed and distributed a written parent involvement policy which clearly states how the district will support the involvement of parents.

7) Preschool to Kindergarten Transitions

When a child leaves the Child Development Program for Kindergarten, the Child Development teacher completes a Transition to Kindergarten packet. This packet is sent to the school where the child has been enrolled. It includes a Student Profile and a Child's Development Progress form (from the Child Development Division of the CDE). The Student Profile summarizes the student's personal and social skills, effective learning styles and strategies, physical and motor skills, as well as attendance and work habits. The Child Development teacher uses the results from the recently completed Desired Results Developmental Profile assessment to complete the Child's Development Progress form. This form focuses on the student's strengths, areas the child is working on, and how teachers and parents can help this child learn and develop at home and in school.

8) Including teachers in decision making

Teachers have many opportunities to be involved in decision making at the site and the district levels. Involvement in instructional planning based on review of student data is carried out through grade level and/or departmental collaboration, which will occur three times per month beginning with the adoption of this plan. Teacher representatives also participate on School Based Decision Making Teams (SBDMs), which have an important role in all decisions made at the site level, and are the locus of schoolwide self-review and planning processes. Teachers are also represented on the School Site Councils (SSC) and English Learner Advisory Councils (ELAC).

At the district level, teachers participate in textbook adoption committees, the Curriculum Councils, the English Learner Coordinating Council, and other district committees.

9) Effective, Timely Assistance to Students Not Meeting Standards

During the school day, students are provided with interventions based on the state's intervention model: benchmark, strategic and intensive. The district has not heretofore provided intensive interventions within the school day, but will do so beginning in 2009-10 (see the section on Goal 1, pp.32-45).

The district provides extended learning opportunities via before school, after school, Saturday school and other intervention programs. Additionally, Title I students at risk of not meeting state and district standards are targeted for summer school. These programs are funded wholly or partially with Title I funds. Instructional materials and strategies used in intervention programs are carefully selected and are based on scientific research.

10) Coordination and Integration of Programs

See the section on Coordination of Services below, pp. 83

Title I funds are used for the following purposes:

- To support extended learning programs;
- To make available classroom support personnel to assist schools in the implementation of the Title I program, e.g., adult instructional aides, resource teachers, counselors and workers skilled in technology;
- To purchase instructional materials and supplies for classroom use;
- To provide professional development that can be sustained over time for personnel providing services to Title I students, including classroom teachers and parents;
- To provide consultants to assist sites with curriculum development or to provide professional development in reading, language arts, or mathematics;
- To provide training for administrators, teachers and paraprofessionals working with English Learners;
- To purchase computers and related equipment (printers, scanners, etc.), and technical support;
- To provide child care and refreshments for parent education activities and other meetings;
- To pay registration for seminars, conferences and workshops for parents and instructional staff;
- To pay for substitute coverage for staff and parents attending professional development activities;
- To provide transportation and pay admission fees for study trips;
- To pay stipends (or extra hourly) for staff providing intervention services before school, after school or on Saturdays;
- To provide assemblies
- To purchase supplemental testing materials;
- To translate information for newsletters and other correspondence, and interpret at parent training sessions and meetings.

<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>No district schools have Targeted Assistance Programs.</p>
<p>Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. Please note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.</p>	
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>Description of how the LEA is meeting or plans to meet this requirement:</p> <p>No district schools have targeted assistance programs.</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>No district schools have target assistance programs.</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	<p>No district schools have targeted assistance programs.</p>

Additional Mandatory Title I Descriptions (continued)

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

If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:

- Assistance in developing, revising, and implementing the school plan.
- Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas.
- Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI.
- Assistance in analyzing and revising the school budget so the school's resources are used effectively.

Description of how the LEA is meeting or plans to meet this requirement:

The HUSD has instituted a comprehensive system of district expectations, accountability and school support which applies to all schools and includes specific additional support for schools in Program Improvement under NCLB. School principals are trained in this system. The main features of this system include:

- District Technical Assistance in Implementing PI Requirements
The district provides guidance and technical assistance to PI schools in meeting the legal requirements for PI schools. This guidance includes parental notification, school plan revision, implementation of school choice options, budgeting of resources to ensure that professional development is adequately supported, provision of supplemental educational services (Year 2 and above), hiring of external technical assistance providers (Year 2 and above), local corrective actions (Year 3 and above) and alternative governance (Years 4 and 5)
- District Oversight Committee

A District Oversight Committee consisting of central office administrators, Board members, technical assistance team members, and external support providers works with Year 4 and 5 schools. Activities include visitations to the school to gather evidence regarding school strengths and needs in relation to the district's systematic alignment and accountability plan and the APS; development of a corrective action plan for the school, bimonthly site monitoring visits, and school progress reports to the District Oversight Committee alternating with the site visits.

- Assistance in developing, revising, implementing the School Plan
The district has developed a school plan template that integrates the state's template for the Single Plan with the CDE-identified Essential Program Components (EPCs) and the reform initiatives in the district's strategic plan. Schools self-assess using the Academic Program Survey, an instrument based on the EPCs, and address the areas of weakness through the single plan. The plans are reviewed by a district committee before approval, and implementation is monitored by a technical assistance team, with support provided as needed.

- Use of Data
All schools use the APS to assess the effectiveness of their program using the 9 EPCs, and the findings inform the development of the school of Plan. The district has developed a system of diagnostic and formative/benchmark assessment using multiple measures of student learning. Results are stored in OARS, an assessment database system that provides powerful reporting features that enable school staff to analyze student data to inform instruction. The district has trained teachers in data talks to enable collaborative use of data for instructional decision making. Ongoing assistance in this process is provided by site resource teachers and coaches, as well as the district Office of Assessment and Evaluation and the school's technical assistance team.

<ul style="list-style-type: none"> ▪ Assistance re: effective strategies <p>The district has provided AB466 training in Reading/Language Arts and Mathematics for teachers, and as new adoptions are completed, will provide AB430 training as well. In addition, the district has identified certain strategies as part of its reform efforts, and has provided intensive training in these strategies for all teachers. Coaches at the school sites provide support for teachers in implementation of the standards-based curricula and effective strategies. In addition, school administrators are provided with monthly training on instructional leadership. The district conducts Learning Scans annually at all schools. These visits highlight effective use of strategies. All schools are encouraged to involve their teachers in additional learning scans at their own sites throughout the year. This is required of Year 4 and 5 PI schools.</p> <ul style="list-style-type: none"> ▪ Assistance re: budget and effective use of resources <p>All school Single Plans are monitored to ensure that budgets support all planned activities, and that expenditures are aligned with the budgets and used to support planned activities. Year 3 through 5 PI schools receive additional monitoring of budgets and expenditures. The Associate Superintendent for Educational Services must approve all expenditures.</p>
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Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p>	<p>Letters are mailed to the parents of all students attending PI schools outlining their right to school choice and supplemental services. The letter includes information to the effect that all students in a school identified for program improvement have the option of transfer to another public school within the district that has not been so identified. The letter further explains that if public school choice is required to be provided, the district will provide or pay for transportation for the student to the public school that the student chooses to attend.</p>
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p>Priority for public school choice is given to low income families. In addition, the district also contracts with approved providers for provision of supplemental educational services for eligible students who remain in the PI school. Supplemental educational services include tutoring and other supplemental academic enrichment services that are in addition to the instruction provided during the school day. Parents are given information regarding supplemental services providers based on a list of providers approved by the California Department of Education. Priority for supplemental educational services is given to students from low income families. Student Services, Child Welfare and Attendance, Curriculum and Instruction and Federal and State Programs collaborate and coordinate public school choice and supplemental educational services.</p>

Additional Mandatory Title I Descriptions
(continued)

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

Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	Description of how the LEA is meeting or plans to meet this requirement: The Director of Federal and State Programs coordinates and collaborates with the Associate Superintendent of Educational Services, the Directors of Certificated and Classified Personnel, and the Teacher Induction/BTSA Coordinator to provide professional development for principals, teachers, paraeducators and, where appropriate, pupil services personnel, parents and other staff, to increase their capacity to enable all students to meet state standards. The district spends a minimum of 5% of its Title I allocation on professional development, and combines Title I funds with funds from Title II, as well as other state and federal funding sources for professional development. Combining Title I and Title II funding allows the district to provide professional development of sufficient intensity to ensure that all teachers meet high standards and are aware of instructional strategies that are scientifically research based and sustainable over time. See the section on professional development earlier in this plan for details about the district's ambitious and comprehensive professional development program.
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	Educational Services and the Superintendent's Office provide coordination of resources to prepare parents to be involved in the schools and in their children's education. To this end the Superintendent convenes a monthly "Parent Community Meeting." During the meeting the Superintendent and Associate Superintendent discuss district goals and objectives relative to increasing student academic achievement. Student Services also convenes Parent Institute for Quality Education a parent education activity that takes place at all middle schools. The Institute focuses on a wide variety of topics including but not limited to how a school system functions and the "Road to the University." The Director of Programs and Services for ELLS in conjunction with DELAC also convenes annually a Parent Symposium that provides workshops for parents on a wide variety of topics which include interpretation of CELDT scores and college readiness. The Symposium is a result of the annual parent survey that is administered to parents of English learners. A variety of district resources are utilized to fund these and other activities. The funding sources include but are not limited to: EIA, Hewlett Grant, Title III, Migrant Education and General Funds.

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.

Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:

- a. Even Start
 - b. Head Start
 - c. Reading First
 - d. Early Reading First
 - e. Other preschool programs
 - f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities.
- Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.

Description of how the LEA is meeting or plans to meet this requirement:

The HUSD employs a variety of strategies to coordinate and integrate educational services throughout the district to increase program effectiveness, eliminate duplication and reduce fragmentation of the instructional program. The Department of Federal and State Programs has as one of its major responsibilities the implementation, monitoring and evaluation of the district's Title I program and related services. This department falls under the auspices of the Associate Superintendent for Educational Services. The Associate Superintendent meets weekly with each of the department heads in order to get updates on operations of the various programs and ensure coordination. She also conducts monthly division meetings. The individuals involved in these meetings include but are not limited to: all program directors and coordinators in the department and teachers on special assignment. These meetings provide opportunities for various department heads to exchange information and collaborate on district goals and priorities. The Associate Superintendent also meets twice per month with all program directors, providing an additional opportunity for sharing of information and coordination of effort. In addition to these meetings, there are other standing committees that work to further district priority efforts. These include the English Learner Coordinating Council for ongoing monitoring and discussion of programs for English Learners, and the Elementary and Secondary Curriculum Councils for ongoing review and improvement of K-12 curriculum and instruction, including identification of professional development needs. During the Curriculum Council meetings, the program directors address concerns and future plans, and get input from the participants. The Instructional Leadership Academy and District Leadership Team meetings provide opportunities for feedback from school principals and other administrators.

Most Title I sites have a program resource teacher who works with the administrators, other site support staff and teachers to integrate scientifically based instructional strategies into the classroom. The district also provides teachers on special assignment to work with school site staff on implementation of the EL Master Plan and to coach teachers on instructional strategies.

The Director of Federal and State Programs works especially closely with the Director of Services to ELLs and the Director of Standards, Assessment, Research and Evaluation in order to ensure that Title I, Title III and EIA programs are integrated. She does the same with the Associate Superintendent for Educational Services to coordinate Professional Development with Title I and other programs.

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

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% 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 schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 11114 and assist schools as the schools implement such plans or undertake activities pursuant to section 11115 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 11116, 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 11118 and 11119 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 11116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).

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

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
(A) have the lowest proportion of highly qualified teachers;
(B) have the largest average class size; or
(C) are identified for school improvement under section 1116(b).

- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
 - Strategies for using technology to improve academic achievement and teacher effectiveness.
 - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.

- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
 - Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
 - A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
 - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - Collaboration with adult literacy service providers.
 - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - 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.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

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

- 39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
- 40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
- 41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
- 42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
- 43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
- 44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

- 45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
- 46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
- 47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
- 48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
- 49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
 - Security procedures at school and while students are on the way to and from school.
 - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
 - A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.
53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.
54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:
- will be used to make decisions about appropriate changes in programs for the subsequent year;
 - will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
 - will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
- (i) truancy rates;
 - (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
 - (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
 - (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)
57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while

in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

58. The LEA assures that a minimum of 95% 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.

<p align="center">African American Student Achievement BOARD PRIORITY GOAL AREA: ACADEMICS</p>	
Prepare all students, beginning at Kindergarten, to be college ready by meeting the UC/CSU a-g requirements.	
Strategic Initiative	STUDENT ENGAGEMENT & ACHIEVEMENT Dramatically improve student engagement and achievement with focus on African American students, students with special needs, and English Learners/Standard English Learners.
Key Objective	Design and implement a culturally and linguistically responsive 21 st Century African American Student Achievement Initiative that will respond to the HUSD school community's concerns and that will yield dramatically improved engagement, achievement, and 21 st century success for HUSD's African American students.

YEAR ONE IMPLEMENTATION 2011 - 2012

Focus Areas	Action Steps	Responsibility	Completion Date	Evidence of Success	Potential Funding
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Focus Areas	Action Steps	Responsibility	Completion Date	Evidence of Success	Potential Fundin
<p>1. Initiative Vision & Design</p> <p>Engage district staff, students, and parents; community partners; and recognized experts in the design of the initiative for phase-in beginning in the 2011-2012 school year.</p> <p>Incorporate a Critical Race Theory (CRT) lens to guide the design and implementation of the Initiative.</p> <p>Our target is to ensure that by design HUSD's African American students achieve high levels of engagement, achievement, and 21st century success.</p> <p>Currently, using almost any measure of success, African American students in HUSD experience less school success than their Asian, Filipino, and White peers.</p>	1.1 Convene a Design Team to:	Francisca Sanchez	10/1/11	The Design Team is convened and provides recommendations for the design of the Initiative.	Community Engagement Fund
	<ul style="list-style-type: none"> Envision what a 21st Century African American Student Achievement Initiative tailored to the strengths, needs, and interests of HUSD's students would look like. Develop recommendations for the design and implementation of such an initiative and the necessary support systems: environments of high expectations, high quality instruction and interaction, and high intellectual performance; 21st century culturally and linguistically responsive curriculum, pedagogical practices, and instructional resources; performance assessments and other measures of student, classroom, school, and district progress and success; professional development and support; family and community engagement; leadership development; funding and resource allocation; and supporting partnership agreements. Develop the relationships necessary to do our best collaborative work now and in the future on behalf of our African American students. 				
	1.2 Draft and disseminate the proceedings of the convening.				
	<ul style="list-style-type: none"> Draft is reviewed for general accuracy by Convening liaisons. 				
	1.3 Revise the preliminary Action Plan for African American Student Achievement to incorporate Design Team recommendations.				
	1.4 With the assistance of an inclusive stakeholder group (administrators		2/5/12	A rollout plan is designed.	Community Engagement

Focus Areas	Action Steps	Responsibility	Completion Date	Evidence of Success	Potential Funding
<p>2. Direction & Support to Principals & Sites</p> <p>Provide direction and support to principals and schools to better ensure African American student success.</p> <p>Our target is to ensure that every African American student experiences high quality classroom instruction and interaction, leading to high levels of engagement and intellectual performance.</p> <p>Currently, although African American students make up only 14.5% of HUSD's students, they represent 22% of special education students, including 20% of students in the Mental Retardation category, 37.5% of students in the Emotional Disturbance category, and 25% of students in the Specific Learning Disabilities category.</p> <p>These figures speak to the lowered expectations that exist in our schools for</p>	<p>teachers, parents, students, community), design the rollout of the initiative.</p>			Verification of staff attendance.	Fund
	<p>1.5 Conduct Critical Race Theory (CRT) training with a local trainer who knows the Hayward community/history.</p>		2/15/12		EIA/Title I
	<p>2.1 Create and communicate to the principals and sites the district vision for African American student success that will guide our work.</p>	Francisca Sanchez	2/15/12	Samples of communications received by principals and sites.	NA
	<p>2.2 Establish a process for site principals, staff, and students to identify and make visible examples of this vision in practice.</p>		2/15/12	Process developed.	EIA/Title I
	<p>2.3 Communicate to the principals and sites our instructional priorities and expectations for African American student success. Determine the content and format of professional development for staff on the instructional priorities and implementation guidelines.</p>		2/28/12	Samples of communications and professional development.	NA
	<p>2.4 At the sites, implement those instructional priorities with fidelity.</p>	Site Principals	4/28/12	Principals and central office staff share evidence of these practices in action and student work reflecting these practices.	NA
	<p>2.5 Communicate to principals and sites our expectations for quality classroom instruction and interaction for African American student success, including implementation of our essential pedagogical and assessment practices for 21st century learning environments of high intellectual engagement and performance. Train staff on these practices.</p>	Francisca Sanchez	3/15/12	District leadership initiate conversations with HEA regarding the development of templates and protocols.	
	<p>2.6 Provide guidance to principals for establishing systems to monitor teacher practice and to engage teachers in examining the impact of their practice on African American student engagement, achievement, and 21st century success.</p> <ul style="list-style-type: none"> Focus teacher collaboration on 	Principal Evaluation Team	5/15/12	Through DL T/IL T sharing, principals provide examples of monitoring systems and structures in use at sites.	EIA/Title I

Focus Areas	Action Steps	Responsibility	Completion Date	Evidence of Success	Potential Fundin
<p>African American achievement and point to diminished prospects for African American student success beyond school.</p> <p>In particular, the overrepresentation of African American students in the Emotional Disturbance and Learning Disabilities categories underscore the need for the consistent use of focused teacher classroom practices proven to result in high intellectual performance among African American students.</p>	<p>identifying, designing, and rehearsing strategies and approaches to improve African American student engagement and high intellectual performance.</p> <ul style="list-style-type: none"> Create multiple opportunities at sites and across sites for teacher collaboration. 				
	<p>2.7 Provide guidance to principals for establishing structures to support their staffs' capacity and growth in ensuring African American student success. Establish processes for site staff and students to identify and make visible culturally and linguistically responsive research-proven practices that support African American student achievement.</p>		3/30/12	<p>Samples of structures established. Examples of implemented practices.</p>	EIA/Ttitle
	<p>2.8 Provide professional development to administrators and teachers regarding our vision, instructional priorities, essential pedagogical practices, deep learning, and other topics supportive of African American student success.</p> <ul style="list-style-type: none"> Structure and provide teachers with a safe, trusting, and nurturing arena for implementing and addressing the Initiative and expanding their knowledge and repertoire of culturally and linguistically responsive pedagogy. Build teacher leadership capacity through targeted professional development that incorporates research-supported practices that yield high levels of African American student engagement, achievement, and 21st century success. 	Lead TBD	Monthly	<p>Professional development calendars, agenda, and materials. Evaluations of professional development indicate significant levels of implementation of those practices.</p>	EIA/Ttitle I/Ttitle I
	<p>2.9 At each school and district wide, monitor implementation of essential pedagogical</p>	Principal Evaluation	Monthly	<p>Site and central office staff provide concrete examples of</p>	EIA/Ttitle I

Focus Areas	Action Steps	Responsibility	Completion Date	Evidence of Success	Potential Fundin
3. Academic Preparation Engage African American students in ongoing learning opportunities to develop high levels of academic preparation PreK-12, including building their mastery of advanced literacies and high-level multimedia, multilingual, and multicultural skills and increasing their access to technology and digital-based learning. Our target is to ensure that every African American student achieves high levels	practices and supporting staff structures/protocols. <ul style="list-style-type: none"> Establish infrastructure and protocols for prioritizing African American student engagement and achievement in professional learning communities and professional development. 	Team		teacher and student work that demonstrates the essential practices.	
	2.10 Provide ongoing support and coaching for principals to expand their knowledge of and access to resources aligned to the Initiative		5/15/2012	Evaluations indicate greater self-efficacy in identifying supporting resources.	EIA/Title I/Title II
	2.11 New core, extended, support, and extracurricular services for African American students will be selected based on their alignment to the Initiative and their capacity to dramatically improve African American student engagement, achievement, and 21 st century success.	Lead TBD	3/15/12	A protocol/process is developed for central office and sites to assess the alignment and value added dimensions of proposed additional services.	EIA/Title I
	3.1 Strengthen and improve the articulation and delivery of the Academic Language Development (ALD) programs for African American students through implementation of the Academic English Mastery Program. <ul style="list-style-type: none"> Provide training for two cohorts of teachers. Provide teachers trained with classroom libraries of culturally and linguistically responsive literature. 	Lead TBD	6/30/12	60 Teachers complete Level 1 training. Classroom libraries purchased and delivered to sites.	EIA/Title I
	3.2 Implement innovative strategies. <ul style="list-style-type: none"> Support student voice and artistic expression through arts-based writing and reading learning experiences. Establish a Bay Area Urban Debate League program at one high school. Establish tutoring and mentoring programs for all African American 	Lead TBD	6/30/12	Samples of student accomplishments.	EIA/Title I

Focus Areas	Action Steps	Responsibility	Completion Date	Evidence of Success	Potential Funding
<p>of academic language and rigorous academic success, including gifted and talented-like learning, access to meaningful technology and digital learning, and proficient or advanced status on the CSTs and CAHSEE.</p> <p>Currently, African American students in HUSD have a subgroup API of 666, compared to the district API of 715, and the state African American subgroup API of 696. The only numerically significant subgroup in HUSD with a lower API is Students with Disabilities (SWD).</p> <p>In HUSD, only 36.9% of African American students are at proficient or above on the state English Language Arts test, compared to the district average of 42.3%. Only 29.4% of African American students are at proficient or above on the state mathematics test, compared to the district average of 43.7%</p>	students needing academic assistance.				
	3.3 Develop the skills and capacities of educators serving African American students. <ul style="list-style-type: none"> • Provide Critical Race Theory/Courageous Conversations training for two cohorts of staff on systemic inequities. • Provide training through Enid Lee Consultants for up to five schools. 	Lead TBD	6/30/12	Report of professional development provided and who participated.	EIA/Title I/Title II
	3.4 Complete Phase I roll out of district essential pedagogical practices for African American student success.	Lead TBD	5/15/12	Site and central office staff provide concrete examples of teacher and student work that demonstrates the essential practices.	EIA/Title I
	3.5 Provide gifted and talented learning opportunities for African American students. <ul style="list-style-type: none"> • Provide staff training and pilot the Renzulli Learning System at 3-5 schools for rigorous, asset-based talent development. 	Lead TBD	3/15/12	In year one, 25% of African American students at the pilot schools participate in Renzulli Learning.	EIA/Title I
	3.6 Reduce the percentage of non-proficient African American students at every school in all areas tested on the CST and CAHSEE. <ul style="list-style-type: none"> • Work with principals to establish site-based plans to address this. • Provide test-taking strategies and test preparation sessions for African American students scoring below proficient on CST or not passing the CAHSEE. 	Principal Evaluation Team	8/30/12	Results from 2012 CST/CAHSEE assessments show 10% reduction in percentage of non-proficient African American students district wide and at each school.	EIA/Title I/Intervention Funds
	3.7 Create and complete Phase I implementation of an educational technology system that promotes intelligence, integration, and interaction	EIT Director	3/30/12	A plan is developed. A proposal to support educational technology integration has been	Microsoft Settlement Funds

Focus Areas	Action Steps	Responsibility	Completion Date	Evidence of Success	Potential Fundin
<p>4 College, Career, & 21st Century Readiness</p> <p>Graduate all African American students college, career, and 21st century ready.</p> <p>Our target is to ensure that every African American student begins the primary grades with an articulated success plan and graduates having successfully completed the UC/CSU a-g course sequence and equipped with HUSD's identified core 21st century skills.</p> <p>Currently, African American students pass the high school exit exam at lower rates (math 66%; ELA 70%) than students overall in the district (math 73%; ELA 74%) and at significantly</p>	<p>and that provides equitable access for African American students to core curriculum and academic language in the classroom, school, and community.</p> <ul style="list-style-type: none"> Assess the current educational technology services and resources available to African American students and families at each site. Include an accountability tool to inform technology purchasing decisions and ensure purchases support educational technology needs and plans. 			<p>funded.</p> <p>An accountability rubric/tool is developed.</p>	
	<p>4.1 Phase in the development of individual College, Career, & 21st Century Student Success and Monitoring Plans for every African American Kindergarten student.</p>	Lead TBD	5/30/11	<p>Success Plans are completed for all Kindergarten African American students.</p>	EIA/Title I
	<p>4.2 Revise existing and adopt new academic policies that revise the graduation requirements to include the UC/CSU A-G course sequence and to improve access to advanced study for all students.</p>	Lead TBD	4/28/12	<p>Recommended policy revisions are approved by the Board.</p>	EIA/Title I
	<p>4.3 In preparation for increasing the enrollment of African American students in advanced courses at the high school level, assess the middle and high school course taking patterns of African American students.</p>	Lead TBD	3/28/12	<p>Disaggregated baseline data on African American student enrollment in middle school a-g prep and high school a-g and advanced courses, and AVID/PUEENTE has been collected.</p>	EIA/Title I
	<p>4.4 Increase the enrollment of African American middle and high school students in AVID, Puente, or other proven college preparation and support programs. Design and pilot Black Scholar Academies at one high school and one middle school. Establish a student college mentoring program with mentors drawn from the community to</p>	Lead TBD	5/30/12	<p>A detailed action plan for expanding AVID, PUEENTE, and A-G course completion rates, and CSU/UC eligibility for African American students has been completed.</p> <p>Design and pilot of Black Scholar Academy model.</p>	EIA/Title I

Focus Areas	Action Steps	Responsibility	Completion Date	Evidence of Success	Potential Fundin
<p>lower rates than their White peers (math 88%; ELA 89%).</p> <p>The cohort graduation rate for African American students in HUSD is 56.1%, while the cohort dropout rate is 36.5%, compared to 64.9% and 30.6% respectively for the district overall.</p> <p>African American students graduate having successfully completed the UC/CSU a-g course sequence at a lower rate (34.9%) than do students overall in the district (41.1%).</p>	guide African American students in the process of going to college.			A mentoring program is established.	
	4.5 Develop a portfolio of credit earning alternatives for African American secondary students.	Lead TBD	5/28/12	Portfolio of credit-earning alternatives	EIA/Title I
	4.6 Design, fund, and implement a 21 st century learning summer institute for summer 2012 to include opportunities for African American students to engage in hands-on project design and product development, performance, and culminating learning faire, and for staff to engage in a 21 st century teaching practicum.	Christy Gerren	4/1/12	A 21 st century learning summer institute takes place, and African American students participate in at least the same proportion as they are represented in the district demographics.	EIA/Title I/Title II
<p>5. Safe School Environments Create and support safe, affirming, and enriched school environments for African American students.</p> <p>Our target is to ensure that every African American student receives fair and restorative discipline, and the necessary culturally and linguistically responsive support to fully develop their identities and participate equitably in leadership roles.</p> <p>Currently, African American students in HUSD are disciplined</p>	<p>5.1 Establish opportunities for African American students PreK-12 to develop their voice and leadership in ways that respect and affirm their multiple identities and to participate in decision-making around issues where they are key stakeholders.</p> <ul style="list-style-type: none"> • Create a group for parents and students to provide input to the development of these voice and leadership activities and projects. • Provide African American mentors for African American students. • Include students' perspectives on effective teaching practices. • Provide forums for students to address issues of peer pressure on African American student attendance, engagement, and achievement. 	Lead TBD	3/30/12	Stakeholder surveys indicate improvements in school climate/culture and in opportunities for African American students to participate in school events and activities.	EIA/Title I

Focus Areas	Action Steps	Responsibility	Completion Date	Evidence of Success	Potential Funding
disproportionately more often and more severely than their peers: In the 10-11 school year, African American students made up 29% of the students recommended for expulsion although they are only 14.5% of the student enrollment. Similarly, African American students comprise more than 30% of those students suspended.	<ul style="list-style-type: none"> • Solicit student input in developing incentive and motivation systems. 5.2 Design and complete Phase I implementation of a Restorative Practices system that promotes and strengthens positive school culture, enhances pro-social relationships within the school community, and reduces suspensions K-12 for African American students. • Ensure the system includes a culturally responsive alternative discipline program to suspensions and referrals. • Provide culturally responsive support programs that advocate for and empower African American students and expand staff/community capacity to respond with appropriate services for students, i.e., Projects ABLE and Lyrical Minded. • Identify proactive discipline measures for different staff stakeholder groups to implement and train staff on these. • Provide ongoing professional development, coaching, and mentoring for site administrators, teachers, and other staff on creating anti-racist, culturally and linguistically responsive classroom and school environments. • Track and make public disaggregated data on suspensions and other significant disciplinary actions and set an improvement target for the 2012-2013 year. • Establish celebrations of milestone achievements and of successes for students, parents, teachers, and 	Chien Wu-Fernandez	5/30/12	Suspension rates for African American students have been reduced by 10%.	TBD

Focus Areas	Action Steps	Responsibility	Completion Date	Evidence of Success	Potential Fundin.
6 Powerful Family & Community Engagement Engage African American families and communities in powerful learning and collaboration. Our target is to ensure that African American parents and community members have access to culturally and linguistically responsive parent education and leadership opportunities that better prepare them to support their students as powerful learners and achievers.	community organizations and members.				
	5.3 Develop and implement a wrap-around student service model designed to support African American students' multiple and diverse needs and positively impact their educational success. <ul style="list-style-type: none">• Develop and implement a culturally and linguistically responsive Life Skills program (including self management and discipline/parenting) for parents and students to help promote positive social behaviors.	Chien Wu-Fernandez	Plan: 2/15/12 Implement 3/12 and ongoing	Stakeholder surveys indicate improvements in availability of support services.	TBD
	5.4 Implement the Attention to Attendance project to improve African American student attendance. <ul style="list-style-type: none">• Provide incentives that acknowledge students' efforts and successes in attendance.	Chien Wu-Fernandez	1/20/12	Attendance rates improve by 2% at the elementary level and by 4% at the secondary level.	TBD
	6.1 Clarify and communicate the main purposes and expected outcomes of the Parent Centers so they support parent education and leadership for African American parents, and African American student achievement. <ul style="list-style-type: none">• Host African American parent/family/caregiver information nights at the three high schools for the feeder schools.• Create a parent and a student survey on expectations and purposes of the Parent Centers.• Host Parent Center Open House and communicate these in multiple ways, including word of mouth, flyers, email, etc.	Chien Wu-Fernandez	2/15/12	The purposes and outcomes for the Parent Centers have been defined and communicated to staff and parents. A 20% increase in African American parent use of Parent Center services is achieved by 6/30/12.	TBD/Title I
	6.2 Engage African American families and	Chien Wu-	5/15/12	At least 50 African American	EIA/Title I

Focus Areas	Action Steps	Responsibility	Completion Date	Evidence of Success	Potential Fundin
Currently, anecdotal data indicate that African American parents are less likely to access the school Parent Resource Centers, to participate in parent training opportunities, and to volunteer in their children's schools. This is an area where we are lacking quantitative baseline data and so will need to establish a baseline in 11-12.	<ul style="list-style-type: none"> communities in leadership and partnership opportunities. Develop and implement African American parent advocacy and leadership training for specific needs of African American students. Involve the faith communities. Use culturally and linguistically responsive strategies to engage parents and community. 	Fernandez		parents successfully complete the district parent leadership program.	
	<p>6.3 Establish a District African American Parent Advisory Committee.</p> <ul style="list-style-type: none"> The District African American Parent Advisory Committee's (DAAPAC) purpose will be to (a) assist the district leadership in the decision-making process concerning programs and services.; (b) provide opportunities for parents to give advise at the district level; (c) assist in establishing goals and objectives for required programs and services; and (d) assist in planning forums on student achievement, district-wide cultural celebrations and other culturally responsive activities that promote involvement of parents and principals and promote student learning. 	Lead TBD	3/15/12	A DAAPAC is established.	EIA/Title I
	<p>6.4 Establish internal and external communication protocols and processes to ensure African American families, community members, and partner organizations have timely and user-friendly access to the information they need to effectively support our vision for African American student success.</p> <ul style="list-style-type: none"> Develop an email distribution list and phone tree to communicate regularly with parents. 	Lead TBD	4/15/12	A minimum of three new communication protocols or collateral has been implemented. African American stakeholder satisfaction surveys indicate 80% satisfaction with District communications. Webpage is up and updated weekly.	EIA/Title I

Focus Areas	Action Steps	Responsibility	Completion Date	Evidence of Success	Potential Fundin
7 Evaluation Conduct an annual district analysis, disaggregated by school site and grade level, to evaluate the effectiveness of its African American Student Achievement Initiative. Our target is to establish a functional student information and data system that allows us at a district and site level to accurately assess our progress on all aspects of this initiative. Our current student	<ul style="list-style-type: none"> Create a comprehensive DVD that provides information to parents about the Initiative and the specifics of the action plan, including available programs, services, and resources; contact information; age/grade specific strategies for supporting student learning at home; parent center information; parent website. Establish an African American Student Achievement Initiative webpage on the HUSD website and post resources and updates weekly. 				
	6.5 Establish a formal partnership with CSUEB's Urban Leadership Institute to support African American student success in HUSD schools.	Francisca Sanchez	3/15/12	A formal partnership agreement is established.	TBD
	6.6 In collaboration with CSUEB, host Black History Month events with an emphasis on the history of Hayward's African American community.	Lead TBD	3/15/12	At least 30 HUSD students attend.	TBD
	7.1 Create a matrix of all the data elements required to monitor the implementation and effectiveness of the Initiative.	Lead TBD	1/30/12	Data Element Matrix	TBD
	7.2 Evaluate the current student information system and identify the level of accuracy and availability of all the data elements of the Initiative. <ul style="list-style-type: none"> Identify baseline data sufficient to measure the success of the Initiative over time, where the current system provides such data. 	Lead TBD	4/12	System Evaluation and Recommendations Matrix of Baseline Data Available	TBD

Focus Areas	Action Steps	Responsibility	Completion Date	Evidence of Success	Potential Funding
information system does not provide coherent and connected student demographic, achievement, and programmatic data that can be easily used at the district, site, or teacher levels. Neither does it provide a means to effectively and efficiently monitor progress on the data elements identified in the initiative action plan(s).					

SIGNATURE PAGE

Print Name of Superintendent

Signature of Superintendent

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 2013-2014.*

- 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 2005-2006, 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/psad/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/stateests/celdt/celdt.html>
- California High School Exit Exam (CAHSEE) <http://www.cde.ca.gov/stateests/cahsee/eval/eval.html>
- California Standardized Test (CST) <http://www.cde.ca.gov/stateests/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/stateests/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

	Intended program outcomes and target grade levels. See research for proven effectiveness						
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x		x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x	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 PEERsuation	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		A, C, E
Project ALERT	6 to 8	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 (TNID)	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						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	A, C, E
Responding in Peaceful and Positive Ways	6 to 12				x	x	C, D, E
Rural Educational Achievement Project	4						C
School Violence Prevention Demonstration Program	5 to 8						C
Second Step	Pre-K to 8						A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	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							
Name	Intended program outcomes and target setting. See research for proven effectiveness						
	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					C
FAN (Family Advocacy Network) Club	Families		x	x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families						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:

<i>Research-based Activities</i>	<i>Research Summaries Supporting Each Activity:</i>
Activities	Getting Results Part I, page 77-78
After School Programs	Getting Results Part I, page 63-65
Conflict Mediation/Resolution	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
Corner School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		D
Facing History and Ourselves	7 to 12				x		C
Family Health Promotion	Families	x	x	x		x	B
FAST Track	1 to 6				x		C
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		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			B
Primary Mental Health Project	Pre k to 3					x		D
Project Alive	K to 12			x				A
Project BASIS	6 to 8					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
Project Status	6 to 12				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	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						C
Strengthening Hawaii Families	Families				x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x			x			C
Synagogue 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
Woodstock Youth Development Project	K to 8	x		x			x	C
Yale Child Welfare Project	Families				x			B