

**LOCAL EDUCATIONAL AGENCY PLAN
PLAN ADDENDUM**

The Elementary Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116(c)(7)(A) requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this Plan Addendum template to address the items below. Type your responses in the expandable text boxes.

Please submit your completed Addendum by e-mail to LEAP@cde.ca.gov and indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (i.e., ZZZ Unified School District; PI Year 1; LEA Plan Addendum). If your LEA is also identified for Title III Year 2, please also note this in the subject line.

The Plan Addendum, which must be submitted to the California Department of Education (CDE) **no later than January 13, 2011**, is required to:

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

Please describe how you will address student learning needs, based on an analysis of data for why the prior LEA Plan was not successful. (First determine whether the LEA Plan was fully implemented as written. For assistance, please use the State Assessment Tools to help you with your analysis, review and/or revision. These tools are available on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1.1 Reason for Identification (First Year) LEA did not make AYP for 2010 for: Percent Proficiency: ELA</p> <p>Student Groups Failing to Make AYP Targets: English Learners ELA and Math Hispanic or Latino Students ELA and Math Socioeconomically Disadvantaged: ELA and Math</p>				

<p>From these results, the district has been identified for Program Improvement (PI).</p> <p><u>1.2 Implementation of LEA Plan</u> The most recent LEA Plan was written in 2009-2010 and involved widespread representation of all stakeholder groups in its development. A comprehensive process was followed to assess student needs, prioritize key needs, and set objectives to be carried out. The LEA Plan was Board adopted on June 8, 2010 and set for implementation for the 2010-11 school year. Results of testing from spring 2010 demonstrated that the District had not met proficiency targets for ELA; and that three student subgroups, English Learners, Hispanic or Latino and Socioeconomically Disadvantaged, had not reached proficiency targets in ELA and Math.</p> <p>1.3 For the 2010-11 school year, the LEA Plan will be fully implemented, along with this LEA Plan Addendum, and reflect new data and any new strategies that have been developed.</p>	<p>All staff 8/2010-6/2011</p>	<p>See LEA Plan Approved 6-8-10 for detail</p>	<p>See LEA Plan Approved 6-8-10 for detail</p>	<p>See LEA Plan Approved 6-8-10 for detail</p>
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2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

Please describe academic goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (Refer to the CDE AYP Reports Web page at http://www.cde.ca.gov/ta/ac/ay/aypreports.asp .)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><u>2.1 Participation Rate</u> At least 95% of 10th grade students enrolled in district schools will participate in CAHSEE testing to determine Annual Measurable Objectives. At least 95% of students enrolled in grades 9, 10, and 11 will participate in California Standards Tests (CSTs), to determine API.</p> <p><u>2.2 Percent Proficient—Annual Measurable Objectives</u> English Language Arts and Writing The percentage of 10th grade students, as a whole and for each subgroup, including Hispanic or Latino, EL, and SES students, scoring Proficient on the ELA portion of the CAHSEE will increase to 66.7% or higher, to achieve NCLB proficiency standards for AYP.</p> <p>Mathematics The percentage of 10th grade students, as a whole and for each subgroup, including Hispanic or Latino, EL and SES students, scoring Proficient on the Mathematics portion of the CAHSEE will increase to 66.1%, to achieve NCLB Proficiency standards for AYP.</p> <p><u>2.3 API as an Additional Indicator</u> The percentage of 9th, 10th, and 11th grade students scoring Proficient or Advanced in ELA, Mathematics, History/Social Science, and Science on the California Standards Tests (CSTs) will increase, to result in growth on the API of at least 1 point each year.</p>	<p>Principals Spring 2011</p> <p>English Teachers Spring 2011</p> <p>Math Teachers Spring 2011</p> <p>Principals Spring 2011</p>	<p>Administrator Time/ Testing Coordinator Testing Materials</p> <p>Instructional Time / Collaboration Time</p> <p>Instructional Time / Collaboration Time</p> <p>Administrator Time/ Testing Coordinator Testing Materials</p>	<p>\$3,000</p> <p>Approx \$5,000</p> <p>Approx \$5,000</p> <p>\$3,000</p>	<p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p>

<p>2.4 Graduation Rate The Grade 9-12 4-year Derived Dropout Rate for GJUHS is 13.9%, and the Adjusted Grade 9-12 4-Year Derived Dropout Rate is 14.7% (DataQuest 12/07/2010) The graduation rate goal for all schools and the LEA is 90%, to be met by 2019.</p>	Principals Spring 2011	Administrator Time/ Testing Coordinator Testing Materials	\$5,000	General Fund
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3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

Please describe the specific strategies that the district will use and how those strategies will be used to strengthen the core academic program.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3.1 The District has adopted the <u>Holt Literature and Language Arts</u> program, to ensure that all students receive English Language Arts instruction with materials that are research-based and that incorporate state standards in all domains of ELA.</p>	English Teachers 8/2010-6/2011	Instructional Materials	\$175,000	IMF, Lottery-Instructional, IDEA – ARRA
<p>3.2 The District has adopted the <u>Hampton Brown Edge English</u> program to ensure that all EL students receive English Language Development instruction with materials that are research-based, incorporate state standards, and are correlated to the CAHSEE exam.</p>	ELD Teachers 6/2010-6/2011	Instructional Materials	See Page 4 #3.1	See Page 4 #3.1
<p>3.3 The District utilizes <u>Prentice Hall Algebra 1 California Edition</u> to ensure that all students receive mathematics instruction with materials that are research-based and that incorporate state standards.</p>	Mathematics Teachers 8/2010-6/2011	Instructional Materials	\$51,000	IMF
<p>3.4 The District is implementing <u>Elements of Effective Instruction</u> training for all core teachers. Elements of Effective Instruction is research-based, and teaches and reinforces techniques teachers need to focus student attention, provide instruction that is cognitively appropriate, assess student mastery, and use data to guide re-teaching.</p>	Cohort I and II Administrators and Teachers 8/2010-6/2011	Staff Development Training- \$30/hr, Outside Services	\$19,000 \$16,000	Title I – ARRA Title I – ARRA

<p>3.5 Site Administrators will conduct Focus Walks regularly in all core classes to observe and ensure that lesson delivery strategies from <u>Elements of Effective Instruction</u> are being implemented faithfully. Administrators will report results to Superintendent.</p> <p>3.6 The District is leading a revision process for its courses of study for English 9, English 10, English 11, Algebra and Geometry. Course revision teams include Department Chairpersons and lead teachers from each district school. Courses of Study will include Pacing Guides and Benchmark Assessments as part of each course of study template, so all teachers will teach and transmit the core curriculum in a uniform manner.</p>	<p>Site Administrators Superintendent 8/2010-6/2011</p> <p>Department Chairpersons, Lead Teachers 8/2011-3/2011</p>	<p>Administrative Staff Time</p> <p>Staff Time @ \$30/hr approx 10 teachers each week for 1-2 hours.</p>	<p>\$15,000</p> <p>\$3,000</p>	<p>General Fund</p> <p>General Fund / Title 1- ARRA</p>
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4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify actions and how they will be supported. (See full implementation statements in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4.1 The District will ensure full implementation and daily use of SBE-approved, district adopted materials in mathematics, ELA, and ELD including <u>Prentice Hall Algebra 1 California Edition</u>, <u>Holt Literature and Language Arts</u>, and <u>Hampton Brown Edge English Language Development materials</u>.</p>	<p>Principals 8/2010-6/2011</p>	<p>Instructional Materials</p>	<p>\$51,000</p>	<p>IMF</p>

<p>4.2 Course revisions will take place for English 9, 10, and 11, and Algebra 1 and Geometry, to include Pacing Guides and Bench Mark Assessments as part of the course of study template for all teachers to implement.</p>	<p>Department Chairpersons, Lead Teachers 8/2010-3/2011</p>	<p>See Section 3 #3.6</p>	<p>See Page 5 Section 3 #3.6</p>	<p>See Page 5 Section 3 #3.6</p>
<p>4.3 ELA Intensive Intervention ancillary <u>Holt Literature and Language</u> materials correlated to the core English program will be used with identified intensive intervention students.</p>	<p>Principals 8/2010-6/2011</p>	<p>Instructional Materials</p>	<p>See Page 4 Section 3 #3.1</p>	<p>See Page 4 Section 3 #3.1</p>
<p>4.4 EL students at CELDT proficiency levels 1-3 will receive daily ELD instruction with the district adopted, articulated high school version of SBE-adopted EDGE English ELD program materials, levels A, B, and C.</p>	<p>Site Administrators 8/2010-6/2011</p>	<p>Staff Time , Instructional Materials</p>	<p>See Page 4 Section 3 #3.1</p>	<p>General Fund, See Page 4 Section 3 #3.1</p>
<p>4.5 The District will provide the current SBE-adopted Algebra I textbook and ancillary materials for universal access, <u>Prentice Hall Algebra I</u>, for all students, who will receive daily instruction in Algebra I courses.</p>	<p>Principals 8/2010-6/2011</p>	<p>Instructional Materials</p>	<p>See Page 5 Section 4 #4.1</p>	<p>See Page 5 Section 4 #4.1</p>
<p>4.6 Each school site will maintain a master schedule that complies with and monitors daily implementation of instructional time for the current district-adopted core ELA instructional program, <i>which is given priority and protected from interruptions</i></p>	<p>Principals 8/2010 and 1/2011</p>	<p>Administrator Time</p>	<p>General Fund</p>	<p>General Fund</p>
<p>4.7 Each school site will maintain a master schedule that complies with and monitors implementation of additional instructional time within the school day for students identified for strategic support in ELA, linked to grade level English 9 or English 10 courses, for high priority students.</p>	<p>Principals 8/2010 and 1/2011</p>	<p>Administrator Time</p>	<p>General Fund</p>	<p>General Fund</p>

<p>4.8 Each school site will maintain a master schedule that complies with and monitors the daily implementation of additional instructional time within the school day for ELD instruction for identified EL students, using the district adopted ELD materials. <i>This time is given priority and protected from interruptions.</i></p>	<p>Principals 8/2010 and 1/2011</p>	<p>Administrator Time</p>	<p>General Fund</p>	<p>General Fund</p>
<p>4.9 Each school will maintain a master schedule that complies with and monitors daily implementation of instructional time for Algebra I, which utilizes the current SBE-adopted standards-based Algebra 1 program. <i>This time is given priority and protected from interruptions.</i></p>	<p>Principals 8/2010 and 1/2011</p>	<p>Administrator Time</p>	<p>General Fund</p>	<p>General Fund</p>
<p>4.10 Each school will maintain a master schedule that complies with and monitors daily implementation of additional instructional time within the school day for Algebra I students working at the strategic intervention level and using ancillary materials from the <u>Prentice Hall Algebra</u> program.</p>	<p>Principals 8/2010 and 1/2011</p>	<p>Administrator Time</p>	<p>General Fund</p>	<p>General Fund</p>

5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Please explain how the LEA identified professional development needs of instructional staff and LEA plans to support professional development. <i>(See full implementation statements in the APS and the DAS located on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.)</i>	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
5.1 Professional Development needs of staff were identified through a survey sent to all staff in Spring 2010.	Superintendent May 2010	Supt. Time	Approx \$2,000	General Fund
5.2 All principals, vice principals, and teacher leaders will complete <u>Elements of Effective Instruction</u> training , in order to implement and validate effective teaching strategies to use with all students, including students of greatest need.	Superintendent 8/2010-6/2011	Administrator Time Staff Time @ \$30/hr approx 18 hours for 20-25 teachers	\$2,000 \$14,000	General Fund Title I – ARRA
5.3 All site administrators and teachers will complete training on Power School , the new district student data system, to become effective users of data, including formative curriculum embedded assessments, benchmark assessments and state summative data to inform classroom and school-wide practices.	Principals 8/2010-6/2011	Administrator Time Staff Time @ \$30/hr approx 4 hours for 20-25 teachers	\$3,000	Title I - ARRA
5.4 All teachers of ELD, ELA and intensive intervention will complete a comprehensive professional development program for the implementation of the instructional materials of the <u>Hampton Brown Edge</u> and/or <u>Holt Literature and Language</u> program.	Superintendent Summer 2010	Staff Time @ \$30/hr	\$9,000	Title I, EIA
5.5 All teachers of mathematics will complete professional development on a review of <u>Prentice Hall Algebra</u> , to target the needs of all student groups receiving instruction in Algebra 1 and intensive Algebra support.	Superintendent Spring 2011	Staff Time @ \$30/hr	\$3,000	Title I, EIA

<p>5.6 The school/district will provide ongoing instructional assistance and support to teachers of grade nine and ten ELA, ELD, Algebra 1 and intensive intervention classes through weekly structured collaboration and release time. Collaboration is led by department chairs, lead teachers and administrators to assist teachers with data analysis, monitoring student progress, and strategies for instructing intervention students, EL students and students with disabilities (SWDs).</p>	<p>Principals 8/2010-6/2011</p>	<p>Staff Time / Collaboration Time</p>	<p>\$30,000</p>	<p>General Fund</p>
<p>5.7 The school/district will support teachers through the implementation of a new assessment and monitoring system, Power School, that provides timely data from state testing and common assessments based on the current grade nine and ten ELA, ELD and Algebra standards-aligned materials. Teachers will become competent users of data to monitor student achievement and progress, and be able to modify instruction to achieve more effective student results.</p>	<p>Superintendent 8/2010-6/2011</p>	<p>See Page 8 #5.3</p>	<p>See Page 8 #5.3</p>	<p>See Page 8 #5.3</p>
<p>5.8 The school/district general and categorical funds will be coordinated, prioritized and allocated to align with the full implementation of the Essential Program Components of the Academic Program Survey for ELA, ELD and Algebra 1.</p>	<p>Superintendent/CBO 8/2010-6/2011</p>	<p>Administrator Time</p>	<p>\$5,000</p>	<p>General Fund</p>
<p>5.9 The Single Plan for School Achievement (SPSA) of each school is aligned with the goals and activities in the LEA Plan.</p>	<p>Principals 8/2010-6/2011</p>	<p>-</p>	<p>-</p>	<p>-</p>
<p>5.10 The District will require that SPSA expenditures of each school detail their alignment to the Essential Program Components.</p>	<p>Superintendent 8/2010-6/2011</p>	<p>-</p>	<p>-</p>	<p>-</p>

6. English Learners

- a. **Title III Status and Title I Program Improvement (PI) Status:** An LEA that is also in Title III Year 2 should insert the Improvement Plan Addendum in the expandable space below. LEAs in Title III Year 4 are required to complete the online Action Plan and need not address Item 6.

Improvement Plan Addendum

Reason for Identification

While EL students have consistently met AMAO goals 1 and 2, they have not met AMAO Goal 3, academic achievement in ELA and Mathematics, based on CAHSEE proficiency levels for 10th grade EL students. **For Title III, the District is presently identified as Year 3.**

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

Please describe how you will address student learning needs, based on an analysis of data for why the prior LEA Plan was not successful. <i>(First determine whether the LEA Plan was fully implemented as written. For assistance, please use the State Assessment Tools to help you with your analysis, review and/or revision. These tools are available on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.)</i>	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><u>1.1 Reason for Identification (First Year)</u> LEA did not make AYP for 2010 for: Percent Proficiency: ELA Student Groups Failing to Make AYP Targets: English Learners ELA and Math Hispanic or Latino Students ELA and Math Socioeconomically Disadvantaged: ELA and Math</p> <p>From these results, the district has been identified for Program Improvement (PI).</p>				

<p><u>1.2 Implementation of LEA Plan</u> The most recent LEA Plan was written in 2009-2010 and involved widespread representation of all stakeholder groups in its development. A comprehensive process was followed to assess student needs, prioritize key needs, and set objectives to be carried out. The LEA Plan was Board adopted on June 8, 2010 and set for implementation for the 2010-11 school year. Results of testing from spring 2010 demonstrated that the District had not met proficiency targets for ELA; and that three student subgroups, English Learners, Hispanic or Latino and Socioeconomically Disadvantaged, had not reached proficiency targets in ELA and Math.</p> <p>1.3 For the 2010-11 school year, the LEA Plan will be fully implemented, along with this LEA Plan Addendum, and reflect new data and any new strategies that have been developed.</p>	<p>All staff 8/2010-6/2011</p>	<p>See LEA Plan Approved 6-8-10 for detail</p>	<p>See LEA Plan Approved 6-8-10 for detail</p>	<p>Title III, Title I</p>
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2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

Please describe academic goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (Refer to the CDE AYP Reports Web page at http://www.cde.ca.gov/ta/ac/ay/aypreports.asp .)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><u>2.1 Participation Rate</u> At least 95% of 10th grade students enrolled in district schools will participate in CAHSEE testing to determine Annual Measurable Objectives. At least 95% of students enrolled in grades 9, 10, and 11 will participate in California Standards Tests (CSTs), to determine API.</p> <p><u>2.2 Percent Proficient—Annual Measurable Objectives</u> English Language Arts and Writing The percentage of 10th grade students, as a whole and for each subgroup, including Hispanic or Latino, EL, and SES students, scoring Proficient on the ELA portion of the CAHSEE will increase to 66.7% or higher, to achieve NCLB proficiency standards for AYP.</p> <p>Mathematics The percentage of 10th grade students, as a whole and for each subgroup, including Hispanic or Latino, EL and SES students, scoring Proficient on the Mathematics portion of the CAHSEE will increase to 66.1%, to achieve NCLB Proficiency standards for AYP.</p> <p><u>2.3 API as an Additional Indicator</u> The percentage of 9th, 10th, and 11th grade students scoring Proficient or Advanced in ELA, Mathematics, History/Social Science, and Science on the California Standards Tests (CSTs) will increase, to result in growth on the API of at least 1 point each year.</p>	<p>Principals Spring 2011</p> <p>English Teachers Spring 2011</p> <p>Math Teachers Spring 2011</p> <p>Principals Spring 2011</p>	<p>Administrator Time/ Testing Coordinator Testing Materials</p> <p>Instructional Time / Collaboration Time</p> <p>Instructional Time / Collaboration Time</p> <p>Administrator Time/ Testing Coordinator Testing Materials</p>	<p>\$1,000</p> <p>Approx \$2,000</p> <p>Approx \$2,000</p> <p>\$1,000</p>	<p>Title III, Title I</p> <p>Title III, Title I</p> <p>Title III, Title I</p> <p>Title III, Title I</p>

<p>2.4 Graduation Rate The Grade 9-12 4-year Derived Dropout Rate for GJUHSD is 13.9%, and the Adjusted Grade 9-12 4-Year Derived Dropout Rate is 14.7% (DataQuest 12/07/2010) The graduation rate goal for all schools and the LEA is 90%, to be met by 2019.</p>	Principals Spring 2011	Administrator Time/ Testing Coordinator Testing Materials	\$2,000	Title III, Title I
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3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

Please describe the specific strategies that the district will use and how those strategies will be used to strengthen the core academic program.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3.1 The District has adopted the <u>Holt Literature and Language Arts</u> program, to ensure that all students receive English Language Arts instruction with materials that are research-based and that incorporate state standards in all domains of ELA.</p>	English Teachers 8/2010-6/2011	See Page 4 Section #1, 3.1 and 3.2	See Page 4 Section #1, 3.1 and 3.2	See Page 4 Section #1, 3.1 and 3.2
<p>3.2 The District has adopted the <u>Hampton Brown Edge English</u> program to ensure that all EL students receive English Language Development instruction with materials that are research-based, incorporate state standards, and are correlated to the CAHSEE exam.</p>	ELD Teachers 6/2010-6/2011	See Page 4 Section #1, 3.1 and 3.2	See Page 4 Section #1, 3.1 and 3.2	See Page 4 Section #1, 3.1 and 3.2
<p>3.3 The District utilizes <u>Prentice Hall Algebra 1 California Edition</u> to ensure that all students receive mathematics instruction with materials that are research-based and that incorporate state standards.</p>	Mathematics Teachers 8/2010-6/2011	See Page 4 Section #1, 3.3	See Page 4 Section #1, 3.3	See Page 4 Section #1, 3.3

<p>3.4 The District is implementing <u>Elements of Effective Instruction</u> training for all core teachers. Elements of Effective Instruction is research-based, and teaches and reinforces techniques teachers need to focus student attention, provide instruction that is cognitively appropriate, assess student mastery, and use data to guide re-teaching.</p>	<p>Cohort I and II Administrators and Teachers 8/2010-6/2011</p>	<p>See Page 4 Section #1, 3.4</p>	<p>See Page 4 Section #1, 3.4</p>	<p>See Page 4 Section #1, 3.4</p>
<p>3.5 Site Administrators will conduct Focus Walks regularly in all core classes to observe and ensure that lesson delivery strategies from Elements of Effective Instruction are being implemented faithfully. Administrators will report results to Superintendent.</p>	<p>Site Administrators Superintendent 8/2010-6/2011</p>	<p>See Page 5 Section #1, 3.5</p>	<p>See Page 5 Section #1, 3.5</p>	<p>See Page 5 Section #1, 3.5</p>
<p>3.6 The District is leading a revision process for its courses of study for English 9, English 10, English 11, Algebra and Geometry. Course revision teams include Department Chairpersons and lead teachers from each district school. Courses of Study will include Pacing Guides and Benchmark Assessments as part of each course of study template, so all teachers will teach and transmit the core curriculum in a uniform manner.</p>	<p>Department Chairpersons, Lead Teachers 8/2011-3/2011</p>	<p>See Page 5 Section #1, 3.6</p>	<p>See Page 5 Section #1, 3.6</p>	<p>See Page 5 Section #1, 3.6</p>

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

Please identify actions and how they will be supported. (See full implementation statements in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4.1 The District will ensure full implementation and daily use of SBE-approved, district adopted materials in mathematics, ELA, and ELD including <u>Prentice Hall Algebra 1 California Edition</u>, <u>Holt Literature and Language Arts</u>, and <u>Hampton Brown Edge English Language Development</u> materials.</p> <p>4.2 Course revisions will take place for English 9, 10, and 11, and Algebra 1 and Geometry, to include Pacing Guides and Bench Mark Assessments as part of the course of study template for all teachers to implement.</p> <p>4.3 ELA Intensive Intervention ancillary <u>Holt Literature and Language</u> materials correlated to the core English program will be used with identified intensive intervention students.</p> <p>4.4 EL students at CELDT proficiency levels 1-3 will receive daily ELD instruction with the district adopted, articulated high school version of SBE-adopted EDGE English ELD program materials, levels A, B, and C.</p> <p>4.5 The District will provide the current SBE-adopted Algebra I textbook and ancillary materials for universal access, <u>Prentice Hall Algebra I</u>, for all students, who will receive daily instruction in Algebra I courses.</p>	<p>Principals 8/2010-6/2011</p> <p>Department Chairpersons, Lead Teachers 8/2010-3/2011</p> <p>Principals 8/2010-6/2011</p> <p>Site Administrators 8/2010-6/2011</p> <p>Principals 8/2010-6/2011</p>	<p>See Page 5 Section #1, 4.1</p> <p>See Page 6 Section #1, 4.2</p> <p>See Page 6 Section #1, 4.3</p> <p>See Page 6 Section #1, 4.4</p> <p>See Page 6 Section #1, 4.5</p>	<p>See Page 5 Section #1, 4.1</p> <p>See Page 6 Section #1, 4.2</p> <p>See Page 6 Section #1, 4.3</p> <p>See Page 6 Section #1, 4.4</p> <p>See Page 6 Section #1, 4.5</p>	<p>See Page 5 Section #1, 4.1</p> <p>See Page 6 Section #1, 4.2</p> <p>See Page 6 Section #1, 4.3</p> <p>See Page 6 Section #1, 4.4</p> <p>See Page 6 Section #1, 4.5</p>

<p>4.6 Each school site will maintain a master schedule that complies with and monitors daily implementation of instructional time for the current district-adopted core ELA instructional program, <i>which is given priority and protected from interruptions</i></p>	<p>Principals 8/2010 and 1/2011</p>	<p>See Page 6 Section #1, 4.6</p>	<p>See Page 6 Section #1, 4.6</p>	<p>See Page 6 Section #1, 4.6</p>
<p>4.7 Each school site will maintain a master schedule that complies with and monitors implementation of additional instructional time within the school day for students identified for strategic support in ELA, linked to grade level English 9 or English 10 courses, for high priority students.</p>	<p>Principals 8/2010 and 1/2011</p>	<p>See Page 6 Section #1, 4.7</p>	<p>See Page 6 Section #1, 4.7</p>	<p>See Page 6 Section #1, 4.7</p>
<p>4.8 Each school site will maintain a master schedule that complies with and monitors the daily implementation of additional instructional time within the school day for ELD instruction for identified EL students, using the district adopted ELD materials. This time is given priority and protected from interruptions.</p>	<p>Principals 8/2010 and 1/2011</p>	<p>See Page 7 Section #1, 4.8</p>	<p>See Page 7 Section #1, 4.8</p>	<p>See Page 7 Section #1, 4.8</p>
<p>4.9 Each school will maintain a master schedule that complies with and monitors daily implementation of instructional time for Algebra I, which utilizes the current SBE-adopted standards-based Algebra L program. This time is given priority and protected from interruptions.</p>	<p>Principals 8/2010 and 1/2011</p>	<p>See Page 7 Section #1, 4.9</p>	<p>See Page 7 Section #1, 4.9</p>	<p>See Page 7 Section #1, 4.9</p>
<p>4.10 Each school will maintain a master schedule that complies with and monitors daily implementation of additional instructional time within the school day for Algebra I students working at the strategic intervention level and using</p>	<p>Principals 8/2010- 6/2011</p>	<p>See Page 7 Section #1, 4.10</p>	<p>See Page 7 Section #1, 4.10</p>	<p>See Page 7 Section #1, 4.10</p>

5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Please explain how the LEA identified professional development needs of instructional staff and LEA plans to support professional development. <i>(See full implementation statements in the APS and the DAS located on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.)</i>	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5.1 Staff development needs were identified in spring 2010 in a staff development survey sent to all staff.</p> <p>5.2 All principals, vice principals, and teacher leaders will complete Elements of Effective Instruction training, in order to implement and validate effective teaching strategies to use with all students, including students of greatest need.</p> <p>5.3 All site administrators and teachers will complete training on Power School, the new district student data system, to become effective users of data, including formative curriculum embedded assessments, benchmark assessments and state summative data to inform classroom and school-wide practices.</p> <p>5.4 All teachers of ELD, ELA and intensive intervention will complete a comprehensive professional development program for the implementation of the instructional materials of the <u>Hampton Brown Edge</u> and/or <u>Holt Literature and Language</u> program.</p> <p>5.5 All teachers of mathematics will complete professional development on a review of <u>Prentice Hall Algebra</u>, to target the needs of all student groups receiving instruction in Algebra 1 and intensive Algebra support.</p>	<p>Superintendent May 2010</p> <p>Superintendent 8/2010-6/2011</p> <p>Principals 8/2010-6/2011</p> <p>Superintendent 8/2010-6/2011</p> <p>Superintendent 8/2010-6/2011</p>	<p>See Page 8 Section #1, 5.1</p> <p>See Page 8 Section #1, 5.2</p> <p>See Page 8 Section #1, 5.3</p> <p>See Page 8 Section #1, 5.4</p> <p>See Page 8 Section #1, 5.5</p>	<p>See Page 8 Section #1, 5.1</p> <p>See Page 8 Section #1, 5.2</p> <p>See Page 8 Section #1, 5.3</p> <p>See Page 8 Section #1, 5.4</p> <p>See Page 8 Section #1, 5.5</p>	<p>See Page 8 Section #1, 5.1</p> <p>See Page 8 Section #1, 5.2</p> <p>See Page 8 Section #1, 5.3</p> <p>See Page 8 Section #1, 5.4</p> <p>See Page 8 Section #1, 5.5</p>

<p>5.6 The school/district will provide ongoing instructional assistance and support to teachers of grade nine and ten ELA, ELD, Algebra 1 and intensive intervention classes through weekly structured collaboration and release time. Collaboration is led by department chairs, lead teachers and administrators to assist teachers with data analysis, monitoring student progress, and strategies for instructing intervention students, EL students and students with disabilities (SWDs).</p> <p>5.7 The school/district will support teachers through the implementation of a new assessment and monitoring system, Power School, that provides timely data from state testing and common assessments based on the current grade nine and ten ELA, ELD and Algebra standards-aligned materials. Teachers will become competent users of data to monitor student achievement and progress, and be able to modify instruction to achieve more effective student results.</p> <p>5.8 The school/district general and categorical funds will be coordinated, prioritized and allocated to align with the full implementation of the Essential Program Components of the Academic Program Survey for ELA, ELD and Algebra 1.</p> <p>5.9 The Single Plan for School Achievement (SPSA) of each school will be aligned with the goals and activities in the LEA Plan.</p> <p>5.10 The District will require that SPSA expenditures of each school detail their alignment to the Essential Program Components.</p>	<p>Principals 8/2010-6/2011</p> <p>Superintendent 8/2010-6/2011</p> <p>Superintendent/CBO 8/2010-6/2011</p> <p>Principals 1/2011-6/2011</p> <p>Superintendent/CBO 1/2011- 6/2011</p>	<p>See Page 9 Section #1, 5.6</p> <p>See Page 9 Section #1, 5.7</p> <p>See Page 9 Section #1, 5.8</p> <p>See Page 9 Section #1, 5.9</p> <p>See Page 9 Section #1, 5.10</p>	<p>See Page 9 Section #1, 5.6</p> <p>See Page 9 Section #1, 5.7</p> <p>See Page 9 Section #1, 5.8</p> <p>See Page 9 Section #1, 5.9</p> <p>See Page 9 Section #1, 5.10</p>	<p>See Page 9 Section #1, 5.6</p> <p>See Page 9 Section #1, 5.7</p> <p>See Page 9 Section #1, 5.8</p> <p>See Page 9 Section #1, 5.9</p> <p>See Page 9 Section #1, 5.10</p>

- a. **Title I Program Improvement Status Only: Include specific academic achievement and English Language Proficiency goals, targets and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB.**
 (See Title III Accountability Report Information Guide available on the CDE Title III Accountability Web page at <http://www.cde.ca.gov/ta/ac/t3/index.asp>).

Please describe those goals and targets.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
N/A				

7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

Please describe those activities and how the LEA will incorporate them.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
7.1 Galt High School and Estrellita High School will provide individualized tutoring, both before and after school, as well as additional bus transportation to enable students to stay after for additional assistance.	Principals 8/2010-6/2011	Instructional / tutorial time, instructional materials, supplies	\$310,000	Each School, 21 st Century After School Program
7.2 The District will provide a summer school program to enable students working below grade level to make up courses they have failed and to gain additional skills in ELA and Algebra, to prepare them to pass the CAHSEE.	Superintendent 6/2011-7/2011	Instructional Time	\$50,000	Each School, 21 st Century After School Program

8. Include strategies to promote effective parental involvement in the school.

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
8.1 Schools/district provides Parent Project classes and support groups, in English and Spanish, to provide parents with strategies to deal with students with challenging behavior issues.	Administrators 10/2010-5/2011	Daycare staffing, Administrator/ Staff Time, Supplies	\$10,000	Title I
8.2 District/schools will conduct ELAC, DELAC, School Site Council and Parent Advisory meetings, in English and Spanish, with topics structured to meet parent needs and ensure greater involvement in their child's educational program.	Administrators 9/2010-5/2011	Administrator/ Staff Time, Supplies	\$3,000	EIA/Title III
8.3 Schools/district will conduct outreach meetings with parents of 8 th grade students at feeder districts, to communicate high school expectations and programs available, and to seek parent involvement.	Administrators 1/2011-3/2011	Administrator/ Staff Time, Supplies	\$3,000	General Fund

LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE

Local Educational Agency (LEA) **Plan Information:**

Name of LEA: Galt Joint Union High School District

County District Code: 34-67355

Date of Local Governing Board Approval: January 11, 2011

District Superintendent: Dr. Daisy Lee

Address: 12945 Marengo Road

City: Galt

Zip Code: 95632

Phone: 209-745-3061

FAX: 209-745-0881

E-mail
dllee@ghsd.k12.ca.us

Signatures:

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

Signature of Superintendent	Printed Name of Superintendent	Date
Signature of Board President	Printed Name of Board President	Date

Signature of Title III English Learner Coordinator/Director	Printed Name of Title III English Learner Coordinator/Director	Date

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

By submission of the local board approved LEA Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

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