

District Name: Lincoln Unified School District

CD Code: 39-68569

**LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM TEMPLATE**

**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](mailto: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 15, 2010**, 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 <a href="http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp">http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp</a> .)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
District is in the second year of a Comprehensive Plan for Student Achievement through Response to Intervention. The plan is not fully implemented and that is the reason the district has not met all of its AMOs. <b>Instructional Programs:</b> <ul style="list-style-type: none"> <li>▪ Establish a set of common Core Beliefs centered on the success of all students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Board of Trustees</li> <li>▪ Administrators-site and district level</li> <li>▪ Teachers-classroom and resource/support</li> <li>▪ Spring 2010</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher timesheets</li> <li>▪ Substitute costs</li> </ul>	<ul style="list-style-type: none"> <li>▪ \$5,000</li> </ul>	<ul style="list-style-type: none"> <li>▪ General Fund</li> </ul>

<ul style="list-style-type: none"> <li>▪ Review and update Board Policies related to the instructional programs and parental involvement.</li>   <li>▪ Use district adopted materials in all special education classrooms.</li>   <li>▪ Continue to implement the use of SBE approved replacement core/intervention materials grades 4-12.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Board of Trustees</li> <li>▪ Superintendent,</li> <li>▪ Cabinet</li> <li>▪ District Level Administrators</li> <li>▪ Spring 2010</li>   <li>▪ Principals</li> <li>▪ Special Ed Teachers</li> <li>▪ Fall 2009</li> <li>▪ Asst. Superintendent-Ed Services</li> <li>▪ Ed Services Directors</li> <li>▪ Principals</li> <li>▪ Teachers</li> <li>▪ Fall 2009 and ongoing</li> </ul>	<p style="text-align: center;">-0-</p> <ul style="list-style-type: none"> <li>▪ Houghton Mifflin workbooks</li>   <li>▪ Language! materials</li> <li>▪ Number Worlds materials</li> </ul>	<p style="text-align: center;">-0-</p> <ul style="list-style-type: none"> <li>▪ \$4,000</li>   <li>▪ \$130,000</li> </ul>	<p style="text-align: center;">-0-</p> <ul style="list-style-type: none"> <li>▪ IMF</li>   <li>▪ IMF</li> </ul>
<ul style="list-style-type: none"> <li>▪ Continue to monitor use of board-adopted materials for fidelity.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Asst. Superintendent-Ed Services</li> <li>▪ Ed Services Directors</li> <li>▪ Principals</li> <li>▪ Teachers</li> <li>▪ Ongoing</li> </ul>	<p style="text-align: center;">-0-</p>	<p style="text-align: center;">-0-</p>	<p style="text-align: center;">-0-</p>
<ul style="list-style-type: none"> <li>▪ Implement the revised (2008) English Learner Master Plan.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Director State &amp; Federal, Title I/EL Resource Teachers, Principals, Teachers</li> <li>▪ Fall 2009 Phase I and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Materials- Sheltered classes at high school</li> <li>▪ Materials for ELD</li> <li>▪ Materials for Newcomer classes</li> <li>▪ Structures &amp; Strategies training</li> </ul>	<ul style="list-style-type: none"> <li>▪ Cost reflected earlier</li>   <li>▪ \$11,000</li> </ul>	<ul style="list-style-type: none"> <li>▪ Title III</li> </ul>

<ul style="list-style-type: none"> <li>Seek Board Approval of a list of supplemental materials for use in K-8 for differentiation, supplemental/targeted instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Asst. Superintendent-Ed Services</li> <li>Principals,</li> <li>Teachers</li> <li>Fall &amp; Winter 2009</li> </ul>	<ul style="list-style-type: none"> <li>Approved materials</li> </ul>	<ul style="list-style-type: none"> <li>-0-</li> </ul>	<ul style="list-style-type: none"> <li>-0-</li> </ul>
<ul style="list-style-type: none"> <li>Seek Board Approval of a list of intervention materials for use in 4-12 replacement core programs.</li> </ul>	<ul style="list-style-type: none"> <li>Asst. Superintendent-Ed Services</li> <li>Fall &amp; Winter 2009</li> </ul>	<ul style="list-style-type: none"> <li>Edge 9-12 (ELA)</li> <li>Avenues K-8 (ELA)</li> </ul>	<ul style="list-style-type: none"> <li>\$35,000</li> <li>\$6,000</li> </ul>	<ul style="list-style-type: none"> <li>IMF</li> </ul>
<p><b>Instructional Time:</b></p> <ul style="list-style-type: none"> <li>Ensure that master schedules reflect the required number of instructional minutes in English/language arts and mathematics, provide time for re-teaching and intervention within the school day.</li> </ul>	<ul style="list-style-type: none"> <li>Asst. Superintendent-Business</li> <li>Asst. Superintendent-Ed Services</li> <li>Principals</li> </ul>	<ul style="list-style-type: none"> <li>-0-</li> </ul>	<ul style="list-style-type: none"> <li>-0-</li> </ul>	<ul style="list-style-type: none"> <li>-0-</li> </ul>
<ul style="list-style-type: none"> <li>Cluster students to maximize their academic performance, (gender, race, ability, EL, behavior) and connection to their school community.</li> </ul>	<ul style="list-style-type: none"> <li>Principals</li> <li>Teachers</li> <li>Ongoing-spring of each year</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration meetings teacher-substitutes timesheets</li> </ul>	<ul style="list-style-type: none"> <li>\$5,000</li> </ul>	<ul style="list-style-type: none"> <li>Site block grants</li> </ul>
<p><b>Ongoing Instructional Assistance &amp; Support:</b></p> <ul style="list-style-type: none"> <li>Identify proven strategies, programs, and materials to be used during targeted instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Asst. Superintendent-Ed Services</li> <li>Ed Services Directors</li> <li>Principals</li> <li>Teachers</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Committee meeting-substitutes timesheets</li> <li>Title I/EL resource teacher meetings-timesheets</li> <li>Professional library-District and site levels</li> <li>Substitute</li> </ul>	<ul style="list-style-type: none"> <li>\$3,000</li> <li>\$500</li> <li>\$10,000</li> </ul>	<ul style="list-style-type: none"> <li>Title I</li> <li>Title I</li> <li>Title II</li> </ul>

<ul style="list-style-type: none"> <li>Train teachers in the use of board approved supplemental materials to be used during targeted instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Asst. Superintendent-Ed Services</li> <li>Coordinator-Professional Development</li> <li>Ongoing 2009-2011</li> </ul>	<ul style="list-style-type: none"> <li>costs-timesheets</li> <li>Materials</li> <li>Differentiated Instruction</li> </ul>	<ul style="list-style-type: none"> <li>\$45,000</li> </ul>	<ul style="list-style-type: none"> <li>Title I-ARRA</li> <li>Title II</li> </ul>
<ul style="list-style-type: none"> <li>Ensure use of technology is an instructional tool to which all teachers and students have access.</li> </ul>	<ul style="list-style-type: none"> <li>Asst. Superintendent-Ed Services</li> <li>Ed Services-Directors</li> <li>Director Instructional Technology</li> <li>Coordinator Instruction/Assess Technology</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Reading Plus</li> <li>Reads Naturally</li> <li>Destination</li> <li>Apple Tech Training</li> <li>Aleks</li> <li>Training/Support</li> </ul>	<ul style="list-style-type: none"> <li>\$850</li> <li>\$20,000</li> <li>\$25,000</li> <li>\$4,000</li> <li>\$52,000</li> </ul>	<ul style="list-style-type: none"> <li>Title I-ARRA</li> <li>Title I</li> <li>Title II, Pt. D</li> <li>Lottery</li> </ul>
<p><b>Student Achievement Monitoring:</b></p> <ul style="list-style-type: none"> <li>Provide staff with student achievement data on an ongoing basis and help them to analyze and understand the data and how it drives instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Asst. Superintendent-Ed Services</li> <li>Director Instruction Technology</li> <li>Student Information Coordinator</li> <li>Instruction/Assess Technology</li> <li>Coordinator Professional Development</li> <li>Principals</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>DataDirector-staff</li> <li>PowerSchool-staff</li> <li>MAP</li> <li>Professional development</li> <li>Ongoing support and coaching</li> </ul>	<ul style="list-style-type: none"> <li>\$98,000</li> <li>\$100,000</li> <li>\$75,000</li> <li>\$10,000</li> </ul>	<ul style="list-style-type: none"> <li>General Fund</li> <li>General Fund</li> <li>Lottery</li> <li>Title I-ARRA</li> </ul>

<p><b>Monthly Collaboration:</b></p> <ul style="list-style-type: none"> <li>Build collaboration time into the teacher’s schedule.</li> </ul> <p><b>Parent Involvement:</b></p> <ul style="list-style-type: none"> <li>Involve more parents from our underrepresented student populations as partners in their student’s education, and establish parent task forces/support groups led by parents to help other parents understand our academic programs, state and federal requirement, state standards, their role in their child’s education.</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent</li> <li>Cabinet</li> <li>Principals</li> <li>Teachers</li> </ul> <ul style="list-style-type: none"> <li>Principals</li> <li>Director State &amp; Federal</li> <li>Outreach Workers</li> <li>Title I/EL Resource Teachers</li> <li>PIQE March 2010</li> <li>PTF February 2010</li> <li>Lincoln Latin Leadership ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Academic Conferences</li> <li>Substitutes</li> </ul> <ul style="list-style-type: none"> <li>Two parent institute for Quality Education (PIQE)</li> <li>Lincoln Latin Leadership activities and celebrations (LLL)</li> <li>Parent Task Force planning committee (PTF)</li> </ul>	<ul style="list-style-type: none"> <li>\$50,000</li> </ul> <ul style="list-style-type: none"> <li>\$10,000</li> <li>\$6,000</li> <li>\$1,000</li> </ul>	<ul style="list-style-type: none"> <li>Title I</li> <li>EIA/SCE</li> <li>General Fund</li> </ul> <ul style="list-style-type: none"> <li>21<sup>st</sup> Century Benefiting Ed Partnership</li> <li>Title I</li> <li>Title I</li> <li>EIA/SCE</li> </ul>
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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 <a href="http://www.cde.ca.gov/ta/ac/ay/aypreports.asp">http://www.cde.ca.gov/ta/ac/ay/aypreports.asp</a> .)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <li>API <ul style="list-style-type: none"> <li>District 09 growth 779, grew 15 points from the 08 base. At the district level, all subgroups are at or above the federal requirement of 620 to grow by 1 point per year if above 620, except our students with disabilities who are at 576.</li> <li>At the site level: All sites are meeting the targets except: <ul style="list-style-type: none"> <li>Sierra – did not meet target, Socioeconomically Disadvantaged students who declined by 27 points from 08-09.</li> <li>Colonial Heights – did not meet target, English Learners decreased by 16.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>All staff</li> <li>Parents</li> <li>Students</li> <li>Ongoing</li> </ul>	<p>-0-</p>	<p>-0-</p>	<p>-0-</p>

<ul style="list-style-type: none"> <li>▪ AYP</li> </ul> <p>To reach the 2009-10 AYP targets the following gain's must be made in English Language Arts;</p> <table style="margin-left: 40px;"> <tr> <td></td> <td colspan="2" style="text-align: center;">2010 Target - 56%</td> </tr> <tr> <td>LEA Wide</td> <td>53.9</td> <td>2.1</td> </tr> <tr> <td>African American</td> <td>38.5</td> <td>17.5</td> </tr> <tr> <td>Asian</td> <td>60.1</td> <td>1.0</td> </tr> <tr> <td>Filipino</td> <td>63.5</td> <td>1.0</td> </tr> <tr> <td>Hispanic</td> <td>44.7</td> <td>11.3</td> </tr> <tr> <td>White (not Hispanic)</td> <td>63.8</td> <td>1.0</td> </tr> <tr> <td>SED</td> <td>40.0</td> <td>16</td> </tr> <tr> <td>English Learners</td> <td>39.6</td> <td>16.4</td> </tr> <tr> <td>SWD</td> <td>25.5</td> <td>30.5</td> </tr> </table> <p>To reach the 2009-10 AYP targets the following gain's must be made in Mathematics;</p> <table style="margin-left: 40px;"> <tr> <td></td> <td colspan="2" style="text-align: center;">2010 Target - 56.4%</td> </tr> <tr> <td>LEA Wide</td> <td>58.4</td> <td>1.0</td> </tr> <tr> <td>African American</td> <td>40.4</td> <td>16</td> </tr> <tr> <td>Asian</td> <td>70.3</td> <td>1.0</td> </tr> <tr> <td>Filipino</td> <td>70.1</td> <td>1.0</td> </tr> <tr> <td>Hispanic</td> <td>51.7</td> <td>4.7</td> </tr> <tr> <td>White (not Hispanic)</td> <td>65.2</td> <td>1.0</td> </tr> <tr> <td>SED</td> <td>48.5</td> <td>7.9</td> </tr> <tr> <td>English Learners</td> <td>52.3</td> <td>4.3</td> </tr> <tr> <td>SWD</td> <td>33.6</td> <td>22.8</td> </tr> </table>		2010 Target - 56%		LEA Wide	53.9	2.1	African American	38.5	17.5	Asian	60.1	1.0	Filipino	63.5	1.0	Hispanic	44.7	11.3	White (not Hispanic)	63.8	1.0	SED	40.0	16	English Learners	39.6	16.4	SWD	25.5	30.5		2010 Target - 56.4%		LEA Wide	58.4	1.0	African American	40.4	16	Asian	70.3	1.0	Filipino	70.1	1.0	Hispanic	51.7	4.7	White (not Hispanic)	65.2	1.0	SED	48.5	7.9	English Learners	52.3	4.3	SWD	33.6	22.8	<ul style="list-style-type: none"> <li>▪ All staff</li> <li>▪ Parents</li> <li>▪ Students</li> <li>▪ Ongoing</li> </ul>	-0-	-0-	-0-
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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><b>Instructional Programs:</b></p> <ul style="list-style-type: none"> <li>▪ Full implementation of the district’s Comprehensive Plan for Student Achievement through Response to Intervention- a district wide three-tiered plan to address the academic needs of all students- year 2 of a 5 year roll out of the plan.               <ul style="list-style-type: none"> <li>○ Targeted Instruction</li> <li>○ Differentiated Instruction</li> <li>○ Supplemental Instruction</li> <li>○ Intervention/Replacement Core</li> <li>○ Data Driven Instruction</li> </ul> </li> <li>▪ Monitor for direct instruction components               <ul style="list-style-type: none"> <li>○ clear learning objective</li> <li>○ checking for understanding</li> <li>○ guided practice</li> <li>○ gradual release</li> <li>○ independent practice</li> </ul> </li> </ul> <p><b>School Administrator Instructional Leadership Training, Credentialed Teacher Professional Development:</b></p> <ul style="list-style-type: none"> <li>▪ Continue to implement the following best practices               <ul style="list-style-type: none"> <li>○ <i>Professional Learning Communities</i>–Dufour, Baker, Mohammed</li> <li>○ <i>Failure Is Not An Option</i>–Blankenship, Fullan</li> </ul> </li> <li>▪ Address the achievement gap through training all staff in the work of Randal Lindsey, <i>Cultural Proficiency</i>.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Asst. Superintendent-Ed Services</li> <li>▪ Ed Services Directors</li> <li>▪ Principals</li> <li>▪ Teachers</li> <li>▪ Paraprofessionals</li> <li>▪ Spring 2011</li> <li>▪ Superintendent</li> <li>▪ Cabinet</li> <li>▪ Principals</li> <li>▪ Ed Services Directors</li> <li>▪ Ongoing</li> <li>▪ District Administrative Team</li> <li>▪ Each site professional learning community</li> <li>▪ Ongoing 2009-2011</li> <li>▪ District and site administrators</li> <li>▪ Spring and Summer 2010</li> <li>▪ Site leadership</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff development</li> <li>▪ Materials</li> <li>▪ Substitutes</li> <li>▪ Presenters</li> <li>-0-</li> <li>▪ Solution Tree books and materials</li> <li>▪ PLC institutes</li> <li>▪ Leadership teams collaboration, planning time</li> <li>▪ Books – <i>Cultural Proficiency</i></li> <li>▪ Workshops</li> </ul>	<p>Shown in Section 1</p> <p>-0-</p> <p>\$15,000</p> <p>\$45,000</p> <p>\$20,000</p> <p>\$5,000</p> <p>\$5,000</p>	<ul style="list-style-type: none"> <li>▪ Title II</li> <li>▪ Title I-ARRA</li> <li>-0-</li> <li>▪ Title II</li> <li>▪ Title I</li> <li>▪ Title I-ARRA</li> <li>▪ Title II</li> </ul>

<ul style="list-style-type: none"> <li>▪ Train teachers and paraprofessionals to recognize and respect the different learning styles of students.</li> </ul> <p><b>Ongoing Instructional Assistance &amp; Support:</b></p> <ul style="list-style-type: none"> <li>▪ Refine the role and responsibilities of the following district-level teams to help sites identify, monitor, and meet the needs of all students: Leadership Team, Academic Support Team/Education Services and Evaluation Team/Special Education Department (collaboration).</li> </ul> <ul style="list-style-type: none"> <li>▪ Refine the role and responsibilities of the following teams at each site to identify, monitor, and address the needs of all students: Leadership Team, Academic Support Teams, and Evaluation Teams (collaboration).</li> </ul> <p><b>Student Achievement Monitoring:</b></p> <ul style="list-style-type: none"> <li>▪ Use data to drive all instructional decisions.</li> </ul>	<p>teams</p> <ul style="list-style-type: none"> <li>▪ Coordinator Professional Development</li> <li>▪ Fall &amp; Spring 2009-2010</li> </ul> <ul style="list-style-type: none"> <li>▪ Asst. Superintendent-Ed Services</li> <li>▪ Principals</li> <li>▪ Director Special Education</li> <li>▪ Special Education staff</li> <li>▪ Spring 2010</li> </ul> <ul style="list-style-type: none"> <li>▪ Principals</li> <li>▪ Teachers</li> <li>▪ Paraprofessionals</li> <li>▪ Special Education staff</li> <li>▪ Title I/EL resource</li> <li>▪ Spring 2010</li> </ul> <ul style="list-style-type: none"> <li>▪ Coordinator Professional Development</li> <li>▪ Fall &amp; Spring 2009-2010</li> <li>▪ Asst. Superintendent-Ed Services</li> <li>▪ Ed Services Directors</li> <li>▪ Student Information Coordinator</li> <li>▪ Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>▪ Workshops and on site support</li> <li>▪ Substitute</li> <li>▪ Materials</li> </ul> <p style="text-align: center;">-0-</p> <ul style="list-style-type: none"> <li>▪ Substitutes timesheets</li> </ul> <ul style="list-style-type: none"> <li>▪ DataDirector</li> <li>▪ MAP</li> <li>▪ PowerSchool</li> <li>▪ Servers</li> </ul>	<ul style="list-style-type: none"> <li>▪ \$25,000</li> <li>▪ \$2,000</li> </ul> <p style="text-align: center;">-0-</p> <ul style="list-style-type: none"> <li>▪ \$10,000</li> </ul> <ul style="list-style-type: none"> <li>▪ Cost reflected earlier</li> </ul>	<ul style="list-style-type: none"> <li>▪ Title I-ARRA</li> <li>▪ Title II</li> </ul> <p style="text-align: center;">-0-</p> <ul style="list-style-type: none"> <li>▪ Title I-ARRA</li> </ul>
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<p><b>Parent Involvement:</b></p> <ul style="list-style-type: none"> <li>Investigate strategies and processes to improve the connection between families and school.</li> </ul>	<p>Instruction/Assess Technology</p> <ul style="list-style-type: none"> <li>Coordinator Professional Development</li> <li>Student Information Specialist</li> </ul> <p>Principals</p> <ul style="list-style-type: none"> <li>Teachers</li> <li>Parents</li> <li>Director State &amp; Federal</li> <li>Outreach workers</li> <li>Lincoln Latin Leadership</li> </ul>	<ul style="list-style-type: none"> <li>Books &amp; materials</li> <li>Parent Task Force</li> </ul>	<ul style="list-style-type: none"> <li>\$5,000</li> </ul>	<ul style="list-style-type: none"> <li>Title I</li> </ul>
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**4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.**

<p>Please identify actions and how they will be supported.  <i>(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 <a href="http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp">http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp</a>.)</i></p>	<p>Persons Involved/Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p><b>Instructional Programs:</b></p> <ul style="list-style-type: none"> <li>Monitor academic programs for consistent implementation across the district.</li> </ul> <p><b>Lesson Pacing:</b></p> <ul style="list-style-type: none"> <li>Review and revise current district pacing guides and common assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Asst. Superintendent-Ed Services</li> <li>Ed Services Directors</li> <li>Coordinator Professional Development</li> <li>Principals</li> <li>Teachers</li> <li>Asst. Superintendent-Ed Services</li> <li>Ed Services</li> </ul>	<p>-0-</p> <ul style="list-style-type: none"> <li>Compensation for committee work</li> </ul>	<p>-0-</p> <ul style="list-style-type: none"> <li>\$4,000</li> </ul>	<p>-0-</p> <ul style="list-style-type: none"> <li>General Fund (SIP)</li> </ul>

<ul style="list-style-type: none"> <li>▪ Clarify the required district benchmark assessments at all grade levels for ELA and Mathematics.</li>   <li>▪ Develop site, grade/department common assessments.</li>   <li><b>Ongoing Instructional Assistance &amp; Support:</b></li> <li>▪ Identify specific strategies, processes, and programs to help EL students become proficient.</li>   <li><b>Student Achievement Monitoring:</b></li> <li>▪ Identification by name, grade and area of need/concern of all at risk students (below proficient on CST, below</li> </ul>	<ul style="list-style-type: none"> <li>Directors <ul style="list-style-type: none"> <li>▪ Coordinator Professional Development</li> <li>▪ Summer 2010</li> </ul> </li>   <li>Asst. Superintendent-Ed Services <ul style="list-style-type: none"> <li>▪ Ed Services Directors</li> <li>▪ Coordinator Professional Development</li> <li>▪ Summer 2010</li> </ul> </li>   <li>Principals <ul style="list-style-type: none"> <li>▪ Grade level/department teams</li> <li>▪ Winter &amp; Spring 2010</li> </ul> </li>   <li>Director State &amp; Federal <ul style="list-style-type: none"> <li>▪ Coordinator Professional Development</li> <li>▪ Title I/EL resource teachers</li> <li>▪ General Education teachers</li> <li>▪ SJCOE trainer partner</li> <li>▪ Fall 2009 &amp; Spring 2010</li> </ul> </li>   <li>Principals <ul style="list-style-type: none"> <li>▪ Teachers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Compensation for committee work</li>   <li>▪ Substitutes timesheets</li> <li>▪ Collaboration time</li>   <li>▪ Workshops</li> <li>▪ Monthly meetings</li>   <li>▪ Substitutes timesheets</li> </ul>	<ul style="list-style-type: none"> <li>▪ \$4,000</li>   <li>▪ \$10,000</li>   <li>▪ \$8,000</li> <li>▪ \$1,000</li>   <li>▪ \$10,000</li> </ul>	<p style="text-align: center;">-0-</p> <ul style="list-style-type: none"> <li>▪ General Fund (SIP)</li>   <li>▪ General Fund (SIP)</li> <li>▪ Title I</li> <li>▪ Title I-ARRA</li> <li>▪ EIA</li>   <li>▪ EIA/LEP</li> <li>▪ Title III</li>   <li>▪ Title I</li> <li>▪ EIA/SCE</li> </ul>
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<p>intermediate on CELDT, below proficient on CAPA and below proficient on CMA) and student groups (Students with disabilities, African American, Hispanic, English Learners, Socioeconomically Disadvantaged) not making adequate academic progress and development of a plan to address their specific needs.</p> <ul style="list-style-type: none"> <li>▪ Monitor the academic progress of all students at consistent intervals.</li> <li>▪ Administer Measure Academic Progress (MAP)- fall, winter spring to identify specific gaps in students learning and as a predictor of academic success and performance on CST.</li> <li>▪ Develop a transition plan for students with disabilities, EL, etc. to support them as the move out of “replacement core” programs into general education.</li> <li>▪ Clarify for administrators, general education teachers, and parents the criteria/guidelines for determining the</li> </ul>	<ul style="list-style-type: none"> <li>▪ Academic Support Team</li> <li>▪ Student Information Coordinator</li> <li>▪ Coordinator Instruction/Assess Technology</li> <li>▪ Ongoing</li> <li>▪ Board of Trustees</li> <li>▪ Superintendents</li> <li>▪ Cabinet</li> <li>▪ Principals</li> <li>▪ Teachers</li> <li>▪ Parents</li> <li>▪ 8-10 weeks</li> <li>▪ Principals</li> <li>▪ Coordinator Instruction/Assess Technology</li> <li>▪ Proctors</li> <li>▪ MAP lead teachers</li> <li>▪ Teachers</li> <li>▪ Fall, Winter, Spring</li> <li>▪ Asst. Superintendent-Ed Services</li> <li>▪ Director Special Education</li> <li>▪ Special Education staff</li> <li>▪ Principals</li> <li>▪ General Education staff</li> <li>▪ Director Special Education</li> </ul>	<ul style="list-style-type: none"> <li>▪ Collaboration time</li> <li>▪ Benchmark assess.</li> <li>▪ Academic conference</li> <li>▪ MAP</li> <li>▪ Assessments</li> <li>▪ Substitutes timesheets</li> </ul>	<p>-0-</p> <p>-0-</p> <ul style="list-style-type: none"> <li>▪ Listed in #3</li> <li>▪ \$10,000</li> </ul> <p>-0-</p>	<p>-0-</p> <ul style="list-style-type: none"> <li>▪ Lottery</li> <li>▪ General Fund (SIP)</li> <li>▪ EIA</li> </ul> <p>-0-</p>
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<p>appropriate assessment for students with disabilities- CAPA, CSI, CMA.</p> <ul style="list-style-type: none"> <li>Continually monitor student progress toward mastering grade level standards.</li> </ul>	<ul style="list-style-type: none"> <li>Special Education staff</li> <li>Asst. Superintendent-Ed Services</li> <li>Ed Services Directors</li> <li>Principals</li> <li>Teachers</li> <li>Coordinator Professional Development</li> <li>Coordinator Instruction/Assess Technology</li> </ul>	<p>-0-</p>	<p>-0-</p>	<p>-0-</p>
<p><b>Monthly Collaboration:</b></p>				
<ul style="list-style-type: none"> <li>Ensure participation of general education teachers in IEP meetings to provide information and participate in the decision-making on accessing the core curriculum in the appropriate setting.</li> </ul>	<ul style="list-style-type: none"> <li>Director Special Education</li> <li>Principals</li> </ul>	<ul style="list-style-type: none"> <li>Substitutes timesheets</li> </ul>	<ul style="list-style-type: none"> <li>\$2,000</li> </ul>	<ul style="list-style-type: none"> <li>General Fund</li> </ul>
<ul style="list-style-type: none"> <li>Ensure implementation of IEP required accommodations and modifications in the special education and general education classroom for students participating in the core curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Director Special Education</li> <li>Principals</li> <li>Teachers</li> <li>Ongoing</li> </ul>	<p>-0-</p>	<p>-0-</p>	<p>-0-</p>
<ul style="list-style-type: none"> <li>Strengthen the relationship between the special education staff, the Title I/EL resource staff and the general classroom teacher to meet the needs of our most at risk students.</li> </ul>	<ul style="list-style-type: none"> <li>Director State &amp; Federal</li> <li>Director Special Education</li> <li>Special Education staff</li> <li>Principals</li> <li>Teachers</li> <li>Title I/EL resource teachers</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Substitutes timesheets</li> <li>Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>\$10,000</li> </ul>	<ul style="list-style-type: none"> <li>General Fund (SIP)</li> <li>EIA</li> </ul>
<ul style="list-style-type: none"> <li>Provide processes for communication between special education staff, Title I/EL support staff and general</li> </ul>	<ul style="list-style-type: none"> <li>Asst. Superintendent-</li> </ul>	<ul style="list-style-type: none"> <li>Substitute timesheets</li> </ul>	<ul style="list-style-type: none"> <li>No additional</li> </ul>	

<p>education staff to ensure students have access to core curriculum through appropriate modifications.</p> <p><b>Parent Involvement:</b></p> <ul style="list-style-type: none"> <li>Develop strong relationships with parents to help them understand both their role and responsibilities in their child's education and the roles of the school.</li> </ul>	<p>Ed Services</p> <ul style="list-style-type: none"> <li>Ed Services Directors</li> <li>Principals</li> <li>Teachers</li> <li>Academic Support Team</li> </ul> <p>Superintendent</p> <ul style="list-style-type: none"> <li>Director State &amp; Federal</li> <li>Director Special Education</li> <li>Principals</li> <li>Teachers</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Parent workshops</li> <li>Parent meetings</li> <li>Family night</li> </ul>	<p>cost, done with academic conferencing</p> <ul style="list-style-type: none"> <li>\$16,000</li> <li>\$5,000</li> </ul>	<ul style="list-style-type: none"> <li>Title I</li> <li>EIA/SCE</li> </ul>
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**5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.**

<p>Please explain how the LEA identified professional development needs of instructional staff and LEA plans to support professional development. (See full implementation statements in the APS and the DAS located on the CDE State Assessment Tools Web page at <a href="http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp">http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp</a>.)</p>	<p>Persons Involved/Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p><b>Administrative Instruction Leadership Training:</b></p> <ul style="list-style-type: none"> <li>Train administrators and staff in <i>Cultural Proficiency</i>-Randall Lindsey's work.</li> <li>Develop administrator's skills as instructional leaders – to include access to core for all students, ELD monitoring instructional programs and academic progress of all students.</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent</li> <li>Cabinet</li> <li>Directors</li> <li>Principals</li> <li>Asst. Superintendent-Ed Services</li> <li>Director State &amp; Federal</li> <li>Director Special Education</li> <li>Principals</li> <li>Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Books</li> <li>Training</li> <li>Workshop fees</li> <li>Conference fees</li> <li>Books &amp; resources</li> </ul>	<ul style="list-style-type: none"> <li>\$20,000</li> <li>\$5,000</li> </ul>	<ul style="list-style-type: none"> <li>Title I-ARRA</li> <li>EIA</li> <li>Title III</li> </ul>

<ul style="list-style-type: none"> <li>▪ Continue to study the work of Rick and Becky Dufour, Robert Eaker, Michael Fullan, Anthony Mohammed, Randall Lindsey, the Hope Foundation (Blankenship), to develop Professional Learning Communities at all school sites with clearly developed intervention and support processes/pathways in use (Comprehensive Plan for Student Achievement through Response to Intervention).</li> </ul> <p><b>School Administrator Instructional Leadership Training, Credentialed Teacher Professional Development:</b></p> <ul style="list-style-type: none"> <li>▪ Continue to train special education staff to teach appropriate skills and concepts using modified materials and strategies.</li> <li>▪ Train and support general education teachers in the planning and use of accommodations and modifications for students with disabilities to access core curriculum.</li> </ul> <ul style="list-style-type: none"> <li>▪ Train and support general education staff in structures and strategies to help English Learners acquire language and access core curriculum.</li> </ul> <ul style="list-style-type: none"> <li>▪ Train teachers in use of intervention materials.</li> </ul>	<p>Professional Development</p> <ul style="list-style-type: none"> <li>▪ Ongoing</li> </ul> <ul style="list-style-type: none"> <li>▪ Asst. Superintendent-Ed Services</li> <li>▪ Director Special Education</li> <li>▪ Coordinator Professional Development</li> </ul> <ul style="list-style-type: none"> <li>▪ Asst. Superintendent-Ed Services</li> <li>▪ Director State &amp; Federal</li> <li>▪ Title I/EL resource teachers</li> <li>▪ Coordinator Professional Development</li> </ul> <ul style="list-style-type: none"> <li>▪ Asst. Superintendent-Ed Services</li> <li>▪ Coordinator Professional Development</li> <li>▪ Fall 2009</li> </ul>	<ul style="list-style-type: none"> <li>▪ Workshops</li> <li>▪ Books &amp; materials</li> </ul> <ul style="list-style-type: none"> <li>▪ Workshop fees</li> <li>▪ Substitutes</li> <li>▪ Books</li> </ul> <ul style="list-style-type: none"> <li>▪ Workshop fees</li> <li>▪ Presenter fees</li> <li>▪ Substitutes</li> </ul> <ul style="list-style-type: none"> <li>▪ SB 472</li> <li>▪ Publisher Trainers</li> <li>▪ Substitutes</li> </ul>	<ul style="list-style-type: none"> <li>▪ \$4,000</li> <li>▪ \$6,000</li> </ul> <ul style="list-style-type: none"> <li>▪ \$15,000</li> </ul> <ul style="list-style-type: none"> <li>▪ \$25,000</li> </ul> <ul style="list-style-type: none"> <li>▪ \$25,000</li> </ul>	<ul style="list-style-type: none"> <li>▪ Title I-ARRA</li> <li>▪ Title II</li> <li>▪ Lottery</li> </ul> <ul style="list-style-type: none"> <li>▪ Medi-cal</li> <li>▪ General Fund</li> </ul> <ul style="list-style-type: none"> <li>▪ Title I-ARRA</li> <li>▪ Title II</li> <li>▪ EIA</li> <li>▪ ELAP</li> </ul> <ul style="list-style-type: none"> <li>▪ IMF</li> <li>▪ Title II</li> </ul>
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<p><b>Ongoing Instructional Assistance and Support:</b></p> <ul style="list-style-type: none"> <li>▪ Use a coaching/modeling/support model of professional development aligned to the specific needs of individual school staffs- determining their knowledge and skills in the areas listed below and designing professional development to meet their specific needs.</li> <li>▪ Provide appropriate training to all staff-teachers, paraprofessionals, and administrators to ensure consistent implementation of the comprehensive plan for student achievement through RTI. Areas to be addressed: <ul style="list-style-type: none"> <li>○ Components of the Comprehensive Plan for Student Achievement through RTI</li> <li>○ Response to Intervention</li> <li>○ Best instructional practices, strategies, and structures</li> <li>○ Differentiated Instruction</li> <li>○ Targeted Instruction</li> <li>○ English Language Development</li> <li>○ Specially designed academic instruction in English (SDAIE).</li> <li>○ Sheltered Instruction Observation Protocol (SIOP).</li> <li>○ Access to the core programs for students with disabilities and English Learners.</li> <li>○ The roles of the district leadership team, site leadership team, Academic Support Team, Evaluation team as part of each site's Response to Intervention plan.</li> <li>○ Supplemental and Intervention Programs and Materials-Language! Numbers World, UCLA, Avenues, Edge, Inside the USA.</li> <li>○ Technology as an instructional tool.</li> <li>○ Technology as a tool to gather data and inform instruction- Measure of Academic Progress (MAP), Data Director, Power School</li> <li>○ Analyze student achievement data, to use the results to drive instruction and to determine program effectiveness.</li> <li>○ Use of Measure Academic Progress (MAP) to identify students' needs/gaps in learning and develop appropriate learning objectives to ensure all students' grade level performance.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Asst. Superintendent-Ed Services</li> <li>▪ Coordinator Professional Development</li> <li>▪ LAMP Coaches</li> <li>▪ Lit. Coaches</li> <li>▪ Principals</li> <li>▪ Teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Workshops</li> <li>▪ Conferences</li> <li>▪ Substitutes</li> <li>▪ Presenters</li> <li>▪ Materials</li> </ul>	<ul style="list-style-type: none"> <li>▪ \$250,000</li> </ul>	<ul style="list-style-type: none"> <li>▪ Title I</li> <li>▪ Title I-ARRA</li> <li>▪ LAMP Grant</li> <li>▪ Title II, Pt. A</li> <li>▪ Title II, Pt. D</li> <li>▪ Title III</li> </ul>
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**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.**

N/A for Lincoln Unified School District

- b. **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 Technical Assistance Web page at <http://www.cde.ca.gov/sp/el/t3/acct.asp>).**

Please describe those goals and targets.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>Instructional Programs:</b></p> <ul style="list-style-type: none"> <li>▪ Inform and involve all stakeholders in the implementation of the plan of action to address district priorities for improvement: Access to core and supplemental programs for students with disabilities, English/language arts, programs for English Learners, differentiated instruction/best practice in core subjects, targeted support for all students.</li> <li>▪ Provide more primary language support to help students access academic core program.</li> <li>▪ Seek Board adoption of SBE approved materials for English Language Development – grades K-8.</li> <li>▪ Strengthen the transition program for EL students as they move from the newcomers program to the mainstream classroom.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ed Services staff</li> <li>▪ Principals</li> <li>▪ Teachers</li> <li>▪ Ongoing</li>   <li>▪ Asst. Superintendent-Ed Services</li> <li>▪ Director State &amp; Federal</li> <li>▪ Ongoing</li>   <li>▪ Asst. Superintendent-Ed Services</li> <li>▪ Director State &amp; Federal</li> <li>▪ Spring 2010</li>   <li>▪ Director State &amp; Federal</li> <li>▪ Title I/EL resource teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Newsletters</li> <li>▪ Parent meetings</li> <li>▪ Advisory meetings</li>   <li>▪ 10-Spanish primary language paras</li>   <li>-0-</li>   <li>▪ Substitutes timesheets</li> </ul>	<ul style="list-style-type: none"> <li>▪ \$1,000</li>   <li>▪ \$250,000</li>   <li>-0-</li>   <li>▪ \$3,000</li> </ul>	<ul style="list-style-type: none"> <li>▪ Site block grants</li>   <li>▪ Title III</li> <li>▪ EIA/LEP</li> <li>▪ EIA/SCE</li>   <li>-0-</li>   <li>▪ Title III</li> <li>▪ EIA/LEP</li> </ul>

<ul style="list-style-type: none"> <li>▪ Develop a more consistent plan to monitor the progress of reclassified students.</li> </ul> <p><b>Instructional Time:</b></p> <ul style="list-style-type: none"> <li>▪ Provide extended learning time for intermediate EL students scoring basic or lower on the CST in both or either English language arts and Mathematics.</li> </ul> <p><b>Ongoing Instructional Assistance and Support:</b></p> <ul style="list-style-type: none"> <li>▪ Continue to train teachers in the use of common structures and strategies and best practices to help English learner acquire language and access core curriculum. <ul style="list-style-type: none"> <li>○ SDAIE</li> <li>○ SIOP</li> </ul> </li> <li>▪ Train office staff to be consistent with the information collected from parents registering new students.</li> <li>▪ Continue to train Administrators, Title I/EL resource teachers and special education staff in data analysis and best practices so they can help general education teachers place students appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>▪ General education teachers</li> <li>▪ Principals</li> <li>▪ Title I/EL resource teachers</li> <li>▪ General education teachers</li> <li>▪ Ongoing</li> <li>▪ Director State &amp; Federal</li> <li>▪ Coordinator Professional Development</li> <li>▪ Summer 2010 &amp; Fall 2010</li> <li>▪ Director State &amp; Federal</li> <li>▪ Asst. Superintendent-Ed Services</li> <li>▪ Ed Services Directors</li> <li>▪ Coordinator Professional Development</li> <li>▪ Student Information Coordinator</li> <li>▪ Coordinator Instruction/Assess Technology</li> <li>▪ Student Information Specialist</li> <li>▪ Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Before &amp; after school tutoring</li> <li>▪ Workshops</li> <li>▪ Training materials</li> <li>-0-</li> <li>▪ Workshops</li> <li>▪ Substitutes timesheets</li> </ul>	<ul style="list-style-type: none"> <li>▪ \$80,000</li> <li>▪ \$10,000</li> <li>▪ \$10,000</li> <li>-0-</li> <li>▪ \$2,000</li> </ul>	<ul style="list-style-type: none"> <li>▪ ELAP</li> <li>▪ EIA/SCE</li> <li>▪ Title I-ARRA</li> <li>▪ EIA/LEP</li> <li>▪ Title III</li> <li>-0-</li> <li>▪ Title I</li> <li>▪ EIA/SCE</li> </ul>
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<ul style="list-style-type: none"> <li>▪ Involve more teachers in administration and scoring of CELDT to ensure consistency and to help teachers know what level their EL students are.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Director State &amp; Federal</li> <li>▪ SJCOE</li> <li>▪ Title I/EL resource teachers</li> <li>▪ Spring &amp; Summer 2010</li> </ul>	<ul style="list-style-type: none"> <li>▪ Workshops trainer</li> <li>▪ Substitutes timesheets</li> </ul>	<ul style="list-style-type: none"> <li>▪ \$5,000</li> </ul>	<ul style="list-style-type: none"> <li>▪ EIA/LEP</li> <li>▪ EIA/SCE</li> </ul>
<p><b>Student Achievement Monitoring:</b></p> <ul style="list-style-type: none"> <li>▪ Use MAP reports to focus on individual needs of EL students to measure progress, and to evaluate program effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ed Services Dept.</li> <li>▪ Principals</li> <li>▪ Title I/EL teachers</li> <li>▪ Ongoing</li> </ul>	<p>-0-</p>	<p>-0-</p>	<p>-0-</p>
<ul style="list-style-type: none"> <li>▪ Implement the ELD checklist as a way to assess the progress of all EL students.</li> <li>▪ Develop a checklist for teachers and administrators to use to ensure that EL students are receiving the appropriate instruction.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Asst. Superintendent-Ed Services</li> <li>▪ Director State &amp; Federal</li> <li>▪ Principals</li> <li>▪ Title I/EL resource teachers</li> <li>▪ General education teachers</li> <li>▪ Spring &amp; Summer 2010</li> </ul>	<ul style="list-style-type: none"> <li>▪ Training</li> </ul>	<ul style="list-style-type: none"> <li>▪ \$2,000</li> </ul>	<ul style="list-style-type: none"> <li>▪ EIA/LEP</li> </ul>
<ul style="list-style-type: none"> <li>▪ Provide each teacher access to a student profile for their English learners (Multiple Assessment listing report from DataDirector).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Principals</li> <li>▪ Student Information Coordinator</li> <li>▪ Title I/EL resource teachers</li> <li>▪ General education teachers</li> <li>▪ Every fall</li> </ul>	<ul style="list-style-type: none"> <li>▪ Training</li> </ul>	<ul style="list-style-type: none"> <li>▪ \$100</li> </ul>	<ul style="list-style-type: none"> <li>▪ General Fund</li> </ul>
<p><b>Fiscal Support:</b></p> <ul style="list-style-type: none"> <li>▪ Continue to use categorical dollars to provide teachers and students with appropriate supplemental materials, additional time to enhance the core programs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Asst. Superintendent-Ed Services</li> <li>▪ Asst.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Action in School Plans</li> </ul>		<ul style="list-style-type: none"> <li>▪ Title I</li> <li>▪ EIA/LEP</li> <li>▪ EIA/SCE</li> <li>▪ ELAP</li> </ul>

	Superintendent-Business Services <ul style="list-style-type: none"> <li>▪ Director State &amp; Federal</li> <li>▪ Principals</li> <li>▪ Ongoing</li> </ul>			<ul style="list-style-type: none"> <li>▪ Title II</li> <li>▪ Title III</li> <li>▪ Title IV</li> </ul>
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**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
<ul style="list-style-type: none"> <li>▪ Expand after school tutoring programs at all sites to include more students</li> <li>▪ Coordinate the academic portion of after school grant based programs with the regular program.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Principals</li> <li>▪ Teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Timesheets</li> <li>▪ Materials</li> </ul>	<ul style="list-style-type: none"> <li>▪ \$200,000</li> <li>▪ \$20,000</li> </ul>	<ul style="list-style-type: none"> <li>▪ Title I</li> <li>▪ EIA/LEP</li> <li>▪ EIA/SCE</li> <li>▪ ASES</li> <li>▪ 21<sup>st</sup> Century Grant</li> </ul>
<ul style="list-style-type: none"> <li>▪ Train paraprofessionals and teachers to be able to assist our most struggling learners after school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Director State &amp; Federal</li> <li>▪ Title I/EL resource teachers</li> <li>▪ Paraprofessionals</li> <li>▪ Winter 2010</li> </ul>	<ul style="list-style-type: none"> <li>▪ Timesheets</li> </ul>	<ul style="list-style-type: none"> <li>▪ \$5,000</li> </ul>	<ul style="list-style-type: none"> <li>▪ ASES</li> <li>▪ 21<sup>st</sup> Century Grant</li> <li>▪ Title I</li> <li>▪ EIA/SCE</li> </ul>
<ul style="list-style-type: none"> <li>▪ Provide summer school for special education students, English learners, and all students performing two or more years below grade level.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Asst. Superintendent-Ed Services</li> <li>▪ Director State &amp; Federal</li> <li>▪ Director Special Education</li> <li>▪ Summer 2010</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff</li> <li>▪ Material &amp; Supplies</li> <li>▪ Transportation</li> </ul>	<ul style="list-style-type: none"> <li>▪ \$300,000</li> </ul>	<ul style="list-style-type: none"> <li>▪ State Extended Year</li> </ul>
<ul style="list-style-type: none"> <li>▪ Expand the use of technology into our after school programs.               <ul style="list-style-type: none"> <li>○ Reading Plus</li> <li>○ Destination</li> <li>○ Aleks</li> <li>○ Read Naturally</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Principals</li> <li>▪ Teachers</li> <li>▪ Coordinator Instruction/Assess Technology</li> <li>▪ Winter 2010</li> </ul>	<ul style="list-style-type: none"> <li>▪ Training staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ \$5,000</li> </ul>	<ul style="list-style-type: none"> <li>▪ ASES</li> <li>▪ 21<sup>st</sup> Century Grant</li> <li>▪ Title I</li> </ul>

<ul style="list-style-type: none"> <li>▪ To provide homework help centers before school.</li>   <li>▪ Develop a peer mentor program, pairing older students with younger students, focusing on our most at risk students – Students with Disabilities, English learners, African American, Hispanic, Socioeconomically Disadvantaged Students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Principals</li> <li>▪ Title I/EL resource teachers</li> <li>▪ Winter &amp; Spring 2010</li>   <li>▪ Director State &amp; Federal</li> <li>▪ Principals</li> <li>▪ Outreach workers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Timesheets</li>   <li>▪ Training materials</li> <li>▪ Timesheets</li> </ul>	<ul style="list-style-type: none"> <li>▪ \$31,500</li>   <li>▪ \$3,000</li> </ul>	<ul style="list-style-type: none"> <li>▪ Title I</li>   <li>▪ EIA/SCE</li> </ul>
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**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
<ul style="list-style-type: none"> <li>▪ Train parents to understand their children’s test results – CST, CELDT, CAHSEE, MAP, CMA, CAPA</li>   <li>▪ Build capacity of parent advisory groups at both the district and site levels: <ul style="list-style-type: none"> <li>○ DELAC/ELAC</li> <li>○ LEA Stakeholders/SSC</li> <li>○ DAC/SAC</li> <li>○ Lincoln Latin Leadership</li> <li>○ DGATE</li> </ul> </li>   <li>▪ Develop Parent Task Forces, committee’s lead by parents to train and assist parents in how to help their children be academically successful and productive communities members.</li>   <li>▪ Reach out to the parents of our African American, Hispanic, EL, Socioeconomically Disadvantaged, Students with Disabilities to address our achievement gap.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Director State &amp; Federal</li> <li>▪ Coordinator Instruction/Assess Technology</li> <li>▪ Student Information Coordinator</li> <li>▪ Title I/EL resource teachers</li>   <li>▪ Director State &amp; Federal</li> <li>▪ Principals</li> <li>▪ Ongoing</li>   <li>▪ Director State &amp; Federal</li> <li>▪ Principals</li> <li>▪ Outreach workers</li> </ul>	<ul style="list-style-type: none"> <li>-0-</li>   <li>▪ Trainings</li>   <li>▪ Flyers</li> <li>▪ Home visits</li> </ul>	<ul style="list-style-type: none"> <li>-0-</li>   <li>▪ \$5,000</li>   <li>▪ \$2,000</li> </ul>	<ul style="list-style-type: none"> <li>-0-</li>   <li>▪ Title I</li> <li>▪ EIA/LEP</li> <li>▪ EIA/SCE</li>   <li>▪ Title I</li> </ul>

<ul style="list-style-type: none"> <li>▪ Train parents to understand what their child needs to learn and how they can assist them at home.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Principals</li> <li>▪ Title I/EL resource teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Workshops</li> </ul>	<ul style="list-style-type: none"> <li>▪ \$1,000</li> </ul>	<ul style="list-style-type: none"> <li>▪ Title I</li> </ul>
<ul style="list-style-type: none"> <li>▪ Continue to provide the Parent Institute for Quality Education for parents to help them understand the requirements needed for college admission.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Principals</li> <li>▪ Winter 2010</li> </ul>	<ul style="list-style-type: none"> <li>▪ Institutes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Previously in Section 1</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Provide English classes for non-English speaking parents.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Director State &amp; Federal</li> <li>▪ CBET teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher materials</li> </ul>	<ul style="list-style-type: none"> <li>▪ \$55,000</li> </ul>	<ul style="list-style-type: none"> <li>▪ CBET</li> </ul>
<ul style="list-style-type: none"> <li>▪ Continue to collaborate with the PTSA both at the site and district level.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Board of Trustee</li> <li>▪ Superintendent</li> <li>▪ Principals</li> <li>▪ PTSA Officers</li> </ul>	<ul style="list-style-type: none"> <li>-0-</li> </ul>	<ul style="list-style-type: none"> <li>-0-</li> </ul>	<ul style="list-style-type: none"> <li>-0-</li> </ul>
<ul style="list-style-type: none"> <li>▪ Provide access to school libraries and computer labs to families after school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Principals</li> <li>▪ Teachers</li> <li>▪ Paraprofessionals</li> </ul>	<ul style="list-style-type: none"> <li>▪ Timesheets</li> </ul>	<ul style="list-style-type: none"> <li>▪ \$3,000</li> </ul>	<ul style="list-style-type: none"> <li>▪ Title I</li> </ul>
<ul style="list-style-type: none"> <li>▪ Train parents to access and use computer based instructional programs at home.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Director State &amp; Federal</li> <li>▪ Coordinator Instruction/Assess Technology</li> </ul>	<ul style="list-style-type: none"> <li>▪ Materials</li> </ul>	<ul style="list-style-type: none"> <li>▪ \$500</li> </ul>	<ul style="list-style-type: none"> <li>▪ Title I-ARRA</li> </ul>
<ul style="list-style-type: none"> <li>▪ Develop a calendar of monthly family gathering to promote cultural differences and address abstracts hindering student's academic success.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Director State &amp; Federal</li> <li>▪ Principals</li> <li>▪ Title I/EL resource teachers</li> <li>▪ March, April &amp; May 2010</li> </ul>	<ul style="list-style-type: none"> <li>▪ Monthly calendar for newsletters</li> <li>▪ Translations</li> </ul>	<ul style="list-style-type: none"> <li>▪ \$5,000</li> </ul>	<ul style="list-style-type: none"> <li>▪ Title I</li> </ul>
<ul style="list-style-type: none"> <li>▪ Increase the number of district level and site level cultural awareness nights to help strengthen the home school relationships.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Principals</li> <li>▪ Spring 2010</li> </ul>		<ul style="list-style-type: none"> <li>▪ \$1,000</li> </ul>	<ul style="list-style-type: none"> <li>▪ EIA/LEP</li> </ul>

