(CDE use only)	
Application #	

Elementary and Secondary Education Act/No Child Left Behind Act of 2001

LOCAL EDUCATIONAL AGENCY (LEA) PLAN
for
LEAs in PROGRAM IMPROVEMENT YEAR 3 CORRECTIVE ACTION

Please submit your completed revised LEA Plan by e-mail to LEAP@cde.ca.gov . Please indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (e.g., ZZZ Unified School District; PI Year 3; Revised LEA Plan).

LEA Plan Information:

Name of LEA: Anaheim Union High School District

County/District Code: **30-66431**

Dates of Plan Duration: July 1, 2011, through June 30, 2016

Date of Local Governing Board Approval: July 16, 2015

District Superintendent: Michael B. Matsuda

Address: 501 N. Crescent Way, P.O. Box 3520

City: Anaheim   State: CA   Zip: 92803-3520

Phone: (714) 999-3511   Fax: (714) 520-9754

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

LEA Plan
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Part I
Background and Overview

Background

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

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

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

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

1. **All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.**

2. **All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

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

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

5. **All students will graduate from high school.**

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

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

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

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

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

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem, in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, local educational agency plans, professional development opportunities, and technical assistance are all moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

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

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

Below is a brief description of the ways in which these various processes currently are used in California, and in the Anaheim Union High School District.

The Consolidated Application (Con-App)

The Consolidated Application is the *fiscal* mechanism used by the California Department of Education (CDE), to distribute categorical funds from various state and federal programs, to county offices, school districts, and charter schools throughout California. Annually, in June, the Anaheim Union High School District submits Part I of the Consolidated Application (Con App 1) to the CDE, to document participation in these programs, and to provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application (Con App 2) is submitted to the CDE by January 30, of each year. Con App 2 contains the district's entitlements for each funded program. Out of each state and federal program entitlement, the district allocates funds for indirect costs, for administration, for programs operated by the district office, and for programs operated at the schools.

The Single Plan for Student Achievement (SPSA)

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

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. The Plan should be periodically reviewed and updated as needed, but at least once each year.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the California Assessment of Student Performance and Progress (CAASPP) results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, CAASPP, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups. **Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan**.

The LEA Plan can be completed using the following recommended steps for plan development.

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance
Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices, to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- API Reports – *http://www.cde.ca.gov/ta/ac/ap*
- California Assessment of Student Performance and Progress (CAASPP) data – http://www.cde.ca.gov/ta/tg/sr
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners – http://www.cde.ca.gov/sp/el/t3/acct.asp
- AYP Reports – *http://www.cde.ca.gov/ta/ac/ay*

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

Identify, review, and analyze data, and related information, on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) – school-level survey of status of implementation of the Nine Essential Program Components
- District Assistance Survey (DAS) – district-level survey of status of implementation of the Nine Essential Program Components
- Least Restrictive Environment Assessment (LRE) – to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners

These tools can be found in the Virtual Library on the CDE web site at *http://www.cde.ca.gov/ta/lp/vl/improvtools.asp*.

(See Part II, Needs Assessment, for further details.)

Step Two: Seek Input from Staff, Advisory Committees, and Community Members

Seek the input of teachers, administrators, councils, committees, and community members (e.g. School Site Council, committees for Limited English Proficient, State Compensatory Education, Gifted and Talented Education [GATE], Special Education, etc.). The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as for school-level PI, Corrective Action, and Alternative Governance plans, QEIA improvement plans, and WASC Focus on Learning – secondary school accreditation plans, does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

Using the five NCLB performance goals, develop local performance targets that are derived from school and student subgroup performance data, and from the analysis of related scientifically-based educational practices. The goals must be attainable within the period specified in this plan, and consistent with State-wide targets for all students and subgroups. The goals must also be specific to the participants (i.e. students, teachers, administrators, paraprofessionals) and must be measurable.

Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.

Performance Goal 2: All Limited-English-Proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/English language arts and mathematics.

Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

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

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

Goals with performance indicators are located in Appendix A

Step Four: Revise Improvement Strategies and Expenditures

For district-operated programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For school-operated programs, summarize those same elements from approved SPSAs.

Identify available resources – Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at *http://www.cde.ca.gov*. The Consolidated Application provides funding for district-operated programs (including reservations from Title I for various purposes, Title II, and Tobacco-Use Prevention) as well as for school-operated programs (including Title I, Parts A and D, Title III, and Economic Impact Aid).

Step Five: Local Governing Board Approval

The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. All subsequent amendments should be approved by the local governing board and kept on file with the original LEA Plan.

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as: assignment and training of highly qualified staff, identification of participants, implementation of services, provision of materials and equipment, initial and ongoing assessment of performance, and progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, and professional development) is part of ongoing program monitoring and evaluation. When results are not as expected, it may be helpful to consider the following: How are performance targets and activities based on student performance and factual assessment of current educational practice? How educationally sound is the plan to help reach the targets? How timely and effectively is the plan being implemented? If the plan has not been implemented as written, what were the obstacles to implementation?

PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT

✓	LEA Plan – Comprehensive Planning Process Steps
✓	1. Measure effectiveness of current improvement strategies
✓	2. Seek input from staff, advisory committees, and community members.
✓	3. Develop or revise performance goals
✓	4. Revise improvement strategies and expenditures
07/16/15	5. Local governing board approval
Ongoing	6. Monitor Implementation

FEDERAL AND STATE PROGRAMS CHECKLIST

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

	Federal Programs			State Programs
√	Title I, Part A			EIA – Limited English Proficient and ELAP
	Title I, Part B, Even Start			EIA – Limited English Proficient
√ *	Title I, Part C, Migrant Education *ME managed by San Diego County OE	√ *		State Migrant Education *ME managed by San Diego County OE
	Title I, Part D, Neglected/Delinquent			School Improvement
√	Title II, Part A, Subpart 2, Improving Teacher Quality			School Improvement
√	Title II, Part D, Enhancing Education Through Technology (EETT) – ends September 2011			Educational Equity
√	Title III, Limited English Proficient			Gifted and Talented Education
√	Title III, Immigrants			Gifted and Talented Education
	Adult Education			Tobacco Use Prevention Education (TUPE)
√	Career Technical Education/Carl D. Perkins			Immediate Intervention/ Under performing Schools Program
√*	McKinney-Vento Homeless Education *HE supported through title I			School Safety and Violence Prevention Act (AB1113, AB 658)
√	IDEA, Special Education			Tenth Grade Counseling *Swept into general fund through 2014-15
√*	21st Century Community Learning Centers *Pass-through grant w. Anaheim YMCA			Healthy Start
√	ARRA Ed Job Fund – ends September 2011 ARRA Special Education – ends September 2011 ARRA Title II, Part D, EETT – ends September 2011			Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
√	Medi-Cal			Other (describe):
	Physical Education Program (PEP) Grant			Other (describe):
	CA Math and Science Partnership			Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	$1,268,654	$7,629,714	$6,485,256	85%
Title I, Part B, Even Start	NA	NA	NA	NA
Title I, Part C, Migrant Education	NA	NA	NA	NA
Title I, Part D, Neglected/Delinquent	NA	NA	NA	NA
Title II Part A, Subpart 2, Improving Teacher Quality	$148,769	$933,659	$569,531	61%
Title II, Part D, Enhancing Education Through Technology	NA	NA	NA	NA
Title III, Limited English Proficient	$321,095	$602,663	$512,263	85%
Title III, Immigrants	$419	$42,976	$42,976	100%
Title IV, Part A, Safe and Drug-free Schools and Communities	NA	NA	NA	NA
Title V, Part A, Innovative Programs – Parental Choice	NA	NA	NA	NA
Adult Education	NA	NA	NA	NA
Career Technical Education	$0	$592,684	$592,684	100%
McKinney-Vento Homeless Education	NA	NA	NA	NA
IDEA, Special Education	$0	$5,427,505	$5,427,505	100%
21st Century Community Learning Centers	NA	NA	NA	NA
Other (describe)				
TOTAL	$1,738,937	$15,229,201	$13,630,215	

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	NA	NA	NA	NA
EIA – Limited English Proficient	NA	NA	NA	NA
State Migrant Education *(SDOE funded and Managed)*	NA	NA	NA	NA
School and Library Improvement Block Grant	NA	NA	NA	NA
Educational Equity	NA	NA	NA	NA
Targeted Instr. Improvement	NA	NA	NA	NA
Gifted and Talented Education	NA	NA	NA	NA
Tobacco Use Prevention Education – (Prop. 99) Received by Orange County Department of Education (OCDE)	$0	OCDE Funds $151,597	$45,479	30%
High Priority Schools Grant Program (HPSGP)	NA	NA	NA	NA
School Safety and Violence Prevention Act (AB 1113)	NA	NA	NA	NA
Tenth Grade Counseling	NA	NA	NA	NA
Healthy Start	NA	NA	NA	NA
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	NA	NA	NA	NA
TOTAL	$0	$151,597	$145,479	

Part II
The Plan

District Profile

The Anaheim Union High School District (AUHSD), founded in 1898, is an urban secondary school district, and has a student population of approximately 32,000. The District covers 46 square miles and stretches across the cities of Anaheim, Cypress, Buena Park, La Palma and Stanton. Students span grades seven through twelve, speak 48 different languages in their homes, attend 20 campuses, and come to us from five feeder elementary districts. 66.8% of AUHSD students are low-income, as indicated by participation in the National School Lunch Program.

AUHSD has a three-year Academic Performance Index (API) average of 773, based on 2011-2013 state testing results. Significant subgroups are: African American (2.6%) with a three-year API average of 750; Asian (16.5%) with a three-year API average of 923; Hispanic/Latino (64.8%) with a three-year API average of 727; Pacific Islander (0.6%) with a three-year API average of 782; White (12.3%) with a three-year API average of 824; Socioeconomically Disadvantaged/Low-Income (66.8%) with a three-year API average of 737; English Learners (21.1%) with a three-year API average of 689; and, Students with Disabilities (10.8%) with a three-year API average of 537.

The District is proud to have three California Distinguished Schools: Oxford Academy, which is also a National Blue Ribbon School; and Cypress High School and Western high schools. The District has eight Gold Ribbon Schools: Anaheim, Loara, and Savanna high schools, and Brookhurst, Dale, South, Sycamore, and Walker junior high schools. Additionally, John F. Kennedy High School offers an International Baccalaureate (IB) Diploma program.

All AUHSD schools implement a variety of programs, such as PUENTE, AVID, and GEAR-UP, to support improved student achievement outcomes. All AUHSD high schools offer Advanced Placement classes, and Career Technical Education programs, which promote college and career readiness. The current AUHSD graduation rate is 84.3%.

AUHSD Mission Statement

The Anaheim Union High School District, a partnership of students, parents, staff, and community, will provide each student with a high quality educational program in a safe, motivating learning environment that promotes:

- · High academic achievement based on a strong foundation of knowledge and skills
- · Development of habits and attitudes for a lifetime of learning
- · Exploration and preparation in a broad range of career and interest areas
- · Commitment to responsible citizenship

Dianne Poore, Assistant
Superintendent, Business

AUHSD Schools	Enrollment – October 2014	Socioeconomically Disadvantaged	English Learners
Anaheim High School	3,142	82.75%	27.0%
Ball Junior High School	1,045	86.79%	27.4%
Brookhurst Junior High School	1,191	83.38%	23.3%
Cypress High School	2,724	28.16%	5.6%
Dale Junior High School	1,178	84.47%	28.4%
Gilbert High School	712	68.12%	39.1%
Hope Special Education Center	316	60.13%	45.9%
John F. Kennedy High School	2,365	37.00%	8.0%
Katella High School	2,669	78.42%	23.3%
Lexington Junior High School	1,281	32.01%	6.8%
Loara High School	2,372	74.75%	24.1%
Magnolia High School	1,799	78.60%	29.6%
Orangeview Junior High School	897	80.16%	30.1%
Oxford Academy	1,192	34.14%	0.1%
Polaris High School (Alternative)	284	42.96%	19.0%
Savanna High School	2,056	78.16%	24.2%
South Junior High School	1,558	85.88%	26.3%
Sycamore Junior High School	1,406	94.03%	31.5%
Walker Junior High School	1,148	41.20%	9.7%
Western High School	2,107	71.19%	22.5%

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving student academic performance, teacher quality, and school safety. As such, a needs assessment to determine strengths and weaknesses in these areas has been conducted.

Title I Program Improvement Status

The District is currently in Program Improvement Year Three (Cohort 4) as identified in September 2010. Subsequently in March 2011, SBE required it to implement Corrective Action 6 as defined below:

- Implement a standards-based/standards-aligned curriculum by providing:
  a. SBE-adopted kindergarten through grade eight (K–8 [2001 or later]) and standards-aligned grades nine through twelve (9-12) core, and intervention materials, as appropriate, in reading/English-language arts and mathematics to all students.
  b. Support for a coherent instructional program in all schools based upon full implementation of the SBE adopted/standards-aligned instructional materials in every classroom, including interventions as needed.
- Provide appropriate professional development, including, but not limited to, materials-based professional development and use of effective instructional strategies.
- Ensure full implementation of the curriculum as measured by LEA support for implementation of the district assistance and intervention team (DAIT) standards adopted by the SBE in September 2009 and the nine Essential Program Components (EPCs) for instructional success at the school level.

- Target the instructional needs of students not meeting proficiency targets, especially English learners, students with disabilities, and high priority students not meeting standards.

The district contracted with New Directions for Academic Advancement, Inc., as its technical assistance provider for guidance, support and technical assistance in implementing Corrective Action 6 through a revised Local Education Agency Plan to be submitted and reviewed by CDE. Actions to implement Corrective Action 6 are primarily addressed in Goal 1 (Proficiency in Reading and Math) and Goal 2 (Proficiency of English Learners).

Anaheim Union High School District Schools in Program Improvement Year 3, Year 4, Year 5 (2015-16)

AUHSD Schools in Program Improvement Year 3, Year 4, Year 5
Schools in Title I, Program Improvement Year 5 (Restructuring/Alternative Governance)
▪ Schools in Program Improvement Year 5 1. Anaheim High School 2. Ball Junior High School 3. Brookhurst Junior High School 4. Dale Junior High School 5. Katella High School 6. Loara High School 7. Magnolia High School 8. Orangeview Junior High School 9. Savanna High School 10. South Junior High School 11. Sycamore Junior High School 12. Western High School

Recommendations from Technical Assistance Provider

As its technical assistance provider, New Directions for Academic Advancement makes the following recommendations for AUHSD as a Program Improvement Year 3 district in cohort 4. These recommendations are included in this Plan and are noted throughout Goals 1, 2, 3 and 5 with asterisks. These high leverage recommendations for district improvement to increase student achievement are based on the analysis and compilation of the site recommendations from visits to the ten Program Improvement schools, six junior high and four high schools. New Directions team members visited each school for a day accompanied by a district administrator from Ed Services. These visits included interviews with the principal and leadership team, reviews of the Master Schedule, analyses of student achievement data, and visits to English Language Arts and mathematics classes grades 7-10 accompanied by the principal. The site recommendations were then discussed with the principal and then presented in writing to staff.

Additionally, New Directions collected information for these district recommendations from their review of student achievement data, district source documents, interviews, and discussions with the Superintendent, Assistant Superintendent Ed Services, and members of the Ed Services Team. Two additional meetings were held to collect input for recommendations for district improvement, one with the key stakeholders including presidents of the two certificated bargaining units and the other with all principals.

High Leverage Recommendations for District Improvement

1. Improvement of Assessment Practices across the District

- Build a district system of assessments expected to be used by all ELA and mathematics teachers that includes quarter district benchmarks aligned to course curriculum maps and grade level standards plus additional common formative assessments for short cycle (one to three weeks) measurement of learning. (The district quarter benchmarks provide the district office, board of trustees, and sites an overview of how students are learning across grade levels and courses prior to state testing allowing the district and principals to provide additional support to sites and grade/course levels needing greater assistance. The common formative assessments provide the site grade/course level teams of teachers' knowledge of how to intervene and support specific students who are not learning.)
- Develop and implement district expectations for building common formative short cycle assessments using the Blueprints and Released Test Questions for SBAC and CAHSEE plus the standards-based item bank in Illuminate.
- Develop and implement district expectations for how district administrators and site administrators with teachers are to use data from their assessments utilizing a data analysis protocol that includes specific analysis and use of data to monitor the learning of all students particularly English Learners and Students with Disabilities.

2. Improvement of Practices and Monitoring for the Instructional Program

- Increase the level of student engagement in learning for all students through consistent use of content and language objectives so students understand the specific standard or skill they are expected to learn and can use the required language response to demonstrate they have learned it.
- Increase the use of strategies for assessing student learning used throughout the lesson as teachers teach including multiple ways for checking for understanding especially those that require students to use language arts skills.
- Increase the rigor and consistency of instruction in the same course throughout the district through greater alignment to grade level standards, use of district approved standards-aligned curriculum, and application of higher order questioning throughout the lesson. This includes SDC classes which would benefit from consistent district direction regarding curriculum to be used and learning outcome goals to be expected.
- Provide professional development and in-class coaching support for teachers to deliver instruction based on the three best practices described above through a review and refinement of the LDS position.
- Develop, train, implement, and support site administrators to effectively monitor classroom instruction through weekly visits to all ELA and math classes by site administrators using a district observation protocol that measures how all students particularly English Learners and Students with Disabilities are learning through the three practices cited above.
- Develop a district model for monitoring classroom instruction at each site two times a year where a district administrator or team joins the site administrator and site team to use the district observation protocol to measure how all students particularly English Learners and Students with Disabilities are learning. This model would include a review of the team's findings and planning for next steps to improve student learning.

3. Implement a district-wide SBE-approved reading intervention program for all high school intensive students that includes teacher training through 40 hours of materials-based professional development.

4. Use the CDE criteria to identify additional appropriate special education students to take the California Modified Assessments for CAASPP testing.

5. **Develop a district monitoring system to review all schools' master schedules in the spring and fall to determine if they are providing the approved district courses in ELA and math to appropriate students, including English Learners, Students with Disabilities and high priority students, as determined by district criteria for placement.**

Anaheim Union High School District Adoptions

GRADE	Reading/Language Arts	Reading/Language Arts Intensive Intervention and ELD	Mathematics	Mathematics Intervention and Special Education Math Adoptions
7	Houghton Mifflin Harcourt *Collections 7th Grade* 2014	Hampton Brown Natl. Geo. *Inside* 2008 Levels A-E	Carnegie Learning *Carnegie Learning Math Series Course 2 Volumes 1 & 2*, 2014	Holt Fast *Forward Math Program Kit* 2007 *AGS Pre-Algebra*, CA Edition (Special Ed) 2007
8	Houghton Mifflin Harcourt *Collections 8th Grade* 2014	Hampton Brown Natl. Geo. *Inside* 2008 Levels A-E	Carnegie Learning *Carnegie Learning Math Series Course 3 Volumes 1 & 2*, 2014	McDougal Littell *Algebra Readiness*, 2008
9	Houghton Mifflin Harcourt *Collections 9th Grade* 2014	ELD Hampton Brown *High Point* 2002	Carnegie Learning *Integrated Math I Student Edition, Volumes 1 & 2*, 2014	*AGS Algebra*, CA Edition (Special Ed) 2007
10	Houghton Mifflin Harcourt *Collections 10th Grade* 2014	ELD Hampton Brown *High Point* 2002	Carnegie Learning *Integrated Math II Student Edition, Volumes 1 & 2*, 2014	*AGS Geometry** (Special Ed) 2007
11	Houghton Mifflin Harcourt Collections 11th Grade 2014	ELD Hampton Brown *High Point* 2002	Carnegie Learning *Integrated Math III Student Edition, Volumes 1 & 2*, 2014 Wiley *Analytic Trigonometry With Applications*, 2007 McDougal Littell *PreCalculus with Limits: A Graphing Approach, 5th Ed, c. 2008*	*AGS Algebra 2* (Special Ed) 2007
12	Houghton Mifflin Harcourt *Collections 12th Grade* 2014	ELD Hampton Brown *High Point* 2002	W.H. Freeman The Practice of Statistics (AP) 2008 Cengage *Calculus-Early Transcendentials (AP) 2008*	

Academic Performance

Academic Performance Index (API) Summary 2003- 2014

The District's current Academic Performance Index (API) is 773 (3-year average), and has increased 25 points since 2010, for a total of 122 points since 2003. The following table shows API growth by subgroup over the past four years:

Subgroups	2010 API Growth	2011 API Growth	2012 API Growth	2013 API Growth	3-Year API Average
All Students	734	763	779	777	773
Black or African American	727	735	762	752	750
American Indian or Alaskan Native	^	772^	788^	759	773
Asian	905	916	927	927	923
Filipino	859	866	889	882	879
Hispanic or Latino	698	715	733	734	727
Native Hawaiian or Pacific Islander	746	759	795	793	782
White	805	820	834	819	824
Two or More Races	^	^	^	804	804
Socioeconomically Disadvantaged	706	723	742	746	737
English Learners	681	683	698	685	689
Students with Disabilities	493	501	555	554	537

Smarter Balanced Performance Summary 2014-2015

7th Grade English Language Arts	Percentage in Each Claims Performance Level		
ELA/Literacy	% Below Standard	% At/Near Standard	% Above Standard
Reading	42	43	14
Listening	36	45	18
Writing	26	64	10
Research/Inquiry	27	54	19

7th Grade Mathematics	Percentage in Each Claims Performance Level		
Mathematics	% Below Standard	% At/Near Standard	% Above Standard

Concepts and Procedures	47	32	21
Problem Solving and Modeling & Data Analysis	36	48	16
Communicating Reasoning	18	67	16

8th Grade English Language Arts	Percentage in Each Claims Performance Level		
ELA/Literacy	% Below Standard	% At/Near Standard	% Above Standard
Reading	40	47	14
Listening	37	48	14
Writing	27	65	8
Research/Inquiry	29	56	15

8th Grade Mathematics	Percentage in Each Claims Performance Level		
Mathematics	% Below Standard	% At/Near Standard	% Above Standard
Concepts and Procedures	52	30	18
Problem Solving and Modeling & Data Analysis	37	49	14
Communicating Reasoning	37	48	14

11th Grade English Language Arts	Percentage in Each Claims Performance Level		
ELA/Literacy	% Below Standard	% At/Near Standard	% Above Standard
Reading	20	56	24
Listening	19	54	27
Writing	22	66	12
Research/Inquiry	17	56	28

11th Grade Mathematics	Percentage in Each Claims Performance Level		
Mathematics	% Below Standard	% At/Near Standard	% Above Standard
Concepts and Procedures	49	31	20
Problem Solving and Modeling & Data Analysis	35	49	16
Communicating Reasoning	34	50	16

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- o Teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and

- o Principals with the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

As of May 2011, 99.5% of Anaheim Union High School District (AUHSD) core subject area teachers meet the federal definition of highly qualified. More than 750 certificated teaching staff members have advanced degrees. Four teachers have received National Board Certification. Seven mathematics teachers have been selected to participate in California State University, Fullerton mathematics initiative to apply for National Board Certification in the next four years. Retention data, from May 2011, shows that 90% of AUHSD teachers, with two or more years of teaching experience, are still in the profession. As of May 2011, more than 700 AUHSD teachers have successfully completed requirements for the Beginning Teacher Support and Assessment (BTSA) program, a rigorous state funded formative assessment program that meets highly qualified requirements. Since 2004, the AUHSD BTSA Induction program has been authorized as a credentialing agent for new teachers. In May 2011, the Commission on Teacher Credentialing (CTC) completed a comprehensive four-day evaluation of the AUHSD BTSA Induction program, and recommended credentialing authorization without modifications.
To address the additional support needed by AUHSD subgroups, the district has conducted district-wide training in for teachers, administrators and paraprofessionals, which is detailed in Goals One, Goal Two and Goal Three of this plan.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html

The district reviews the results of California's Healthy Kids Survey, and the analysis of suspension, expulsion and truancy data, and other behavioral indicators to develop/refine school-level and district-level safe school plans. The plans include measures to maintain a safe and secure school environment, which are detailed in Goal Four of this plan.

Descriptions – District Planning

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment. Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan

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

Per NCLB Section 1112 regarding Local Education Agency Plans, each LEA must provide the following descriptions in the Plan:

A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:

District Assessment Plan

The district uses assessments that provide meaningful data to inform instruction and evaluate each student's progress towards mastering the California Content Standards. The goal is to provide sufficient reliable data to support instructional planning and to monitor individual student progress. This is done through a combination of quarterly district-wide benchmarks and more frequent site-level assessments. Results are reported in a timely way to enable teachers to make appropriate adjustments in instruction and to identify those students in need of additional support. The areas assessed are aligned with grade-level standards detailed in the *California Language Arts and Mathematics Frameworks*.

Reading/Language Arts
Anaheim Union High School District has district-wide curriculum maps, limited to identified emphasis standards, in grades 7 through 10. Course alike performance task assessments, which are aligned with State Content Standards, are used to monitor student progress throughout the year.

Individual sites develop site curriculum maps, which are aligned with the California Content Standards. Site assessments are developed and implemented on a more frequent basis to provide teachers with timely information on student achievement. The site assessments are created from a variety of sources, such as textbook assessment programs, released test questions, teacher created questions, and questions from item banks.

District-wide annual SBAC assessments are administered to grades 7, 8, and 11.

English Language Development
Baseline writing placement assessments are administered annually to English Learners in grades 7-12. In junior high school, the district uses the program assessments provided through the *Inside* textbook series. In high school, the district uses the assessment program provided through the *High Point* textbook series. In both junior high and senior high, the assessments are given every quarter.

Mathematics
The district has district-wide curriculum maps for integrated math courses in grades 7-10. Course alike common assessments are used to monitor student progress throughout the year. Grade-7 and Grade-8 quarterly district benchmark exams have been developed with the assistance of consultants from the University of California, Irvine.

Individual sites develop site curriculum maps aligned with the California Content Standards. Site assessments are developed and implemented on a more frequent basis to provide teachers with timely information on student achievement. The site assessments are created from a variety of sources, such as textbook assessment programs, teacher created questions, and questions from item banks.

Progress Monitoring
Results of both the district-wide assessments and many of the site developed assessments are uploaded to data management software to provide instant results and analysis. The data system provides reports to evaluate student attainment of the standards on a number of different levels. The district is currently using Illuminate and Aeries Analytics, and also makes data available in Google Docs.

- District-wide reports provide information on mastery of the emphasis standards at each school site. The district level reports are disaggregated by subgroup to identify learning needs of particular groups of students. These disaggregated reports are shared with school sites.
- School-level reports provide information on standard attainment in individual classrooms. These reports are available for both the district-wide benchmarks and the site assessments.
- Teacher-level reports provide information on individual students. These reports are available for both the district-wide benchmarks and the site assessments.

All of the reports provide item analysis to identify common incorrect responses to questions. Teachers use this information to address student misconceptions and gaps in the curriculum.

Teacher collaboration
Structured collaboration time is built into each site's time structure. This is done through a combination of late-start/early release schedules, minimum days, and common conference periods. Site teachers and administrators use this time to reflect on student performance on assessments. Teachers use the frequent site assessments to modify instructional delivery or identify content areas in need of re-teaching.

District-wide teams review student progress on the quarterly district benchmark exams to identify program strengths and weaknesses. Programs are modified as needed.

Site-level teams review student results on both the site-developed assessments and the district-wide assessments to evaluate their programs. Curriculum maps are adjusted as necessary. Teachers also reflect on effective practices.

Identification of students at risk of failure
The district provides universal screening tools to appropriately place students in need of support. The screening includes state test scores, English and math grades, current interventions, English language fluency, years in US schools, and other factors. The schools add in information available to them locally such as classroom-based reading assessments, attendance, and teacher recommendation.

Throughout the school year, teachers and counselors monitor individual student grades, assessment scores, attendance, and behavior to intervene before failure occurs.

Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14.*

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

Description of Specific Actions to Improve Education Practice in **Reading** *Indicates Recommendation by TA Provider	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: a) The district provides the most recent State Board of Education (SBE)-adopted core instructional programs and materials in English/reading language arts (ELA), and English Language Development (ELD), including strategic intervention materials, documented to be in daily use in all ELA and ELD courses. • On-going matrix adoptions include selections from CDE approved list (grade 7-12), along with board certification that all adoptions are standards-based: • Grades 7-8: Houghton Mifflin Harcourt, Collections, 2014, core; Hampton Brown Natl. Geo. *Inside* 2008 Levels A-E, ELD and reading intervention • Grades 9-12: Houghton Mifflin Harcourt, Collections, 2014, core; Hampton Brown *High Point* 2002, ELD • *Identify, adopt, purchase, and implement an SBE-approved reading intervention for grades 9-10 including providing 40 hours of materials-based training b) District and site administrators, curriculum specialists, and teachers will analyze core adopted materials to determine whether all key standards (as identified in the state frameworks and state testing blueprints) are covered in the adopted textbooks; identify ancillary materials to address gaps in adopted texts; and refine curriculum and curriculum maps to incorporate lessons from both the adopted and supplemental	Ed. Division – Assistant Superintendent, Directors/ Coordinators, Curriculum Specialists, Site Administrators, Lesson Design Specialists, Reading, ELA, ELD, and Special Education Department Chairpersons/ Teachers, IMRC Daily Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016 TBD as funds are available July 2011, 2012, 2013, 2014, 2015	Textbook purchases and distribution costs Professional development Print materials Instructional materials Technology support Teacher and administrator release time	$2,500,000 Annually	General Fund, Title I, Title II, Title III, LCFF, BTSA

Performance Goal 1
Planned Improvements in Reading

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materials.				
c) District and site administrators, curriculum specialists, and teachers, will review the district-wide and school-level curriculum maps annually, in relation to state testing data to ensure that all students – including students in intervention programs, students with disabilities, and ELs – have the opportunity to learn and review the grade-level standards assessed on the SBAC and on the CAHSEE.	July 2011, 2012, 2013, 2014, 2015			
d) *District and site administrators, curriculum specialists, and teachers, will refine common, district-wide benchmark assessments appropriate for each grade level/course. These assessments will target key standards, identified as critical for each grade level/course, and will be aligned with core curriculum including but not limited to curriculum covered on the SBAC and on the CAHSEE.	July 2011, 2012, 2013, 2014, 2015			
e) *The district provides support to teachers in the use of standards-aligned instructional materials, instruction, and curriculum development, through high quality professional development related to the implementation of core curriculum, through programs such as Project Write, and the Lesson Design Specialist program. • Lesson Design Specialist program provides ongoing professional development opportunities, through a coaching model, to design lessons that support academic language and literacy across all content areas.	Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016			
f) The district provides support for new teachers through the BTSA program, to gain a clear understanding of reading and English language arts content standards.				
g)* The district provides high quality professional development to administrators related to the implementation of core curriculum. In particular the district provides training on: • How to accurately identify grade level core curriculum (during classroom observations). • Structured observation protocols • Content and Language Objectives	Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016			

Performance Goal 1
Planned Improvements in Reading

• Formative assessment h) *The district provides collaboration time for administrators to discuss and support standards-based curricula, coaching, supervision, instruction, and progress monitoring.	Monthly Leadership Meetings Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016			
2. Use of standards-aligned instructional materials and strategies: a) *District and site administrators will visit classrooms regularly to ensure that: • Sufficient core materials are available for all students. • Instructional materials are being used daily, and adequate instructional time has been allocated in daily schedules. • All students have access to the core curriculum and instruction that is adequately paced. • All teachers deliver systematic, explicit and direct instruction, followed by guided and independent practice. • Scaffolding techniques are used to ensure that students receive appropriate support. • Universal access materials are used to address student literacy needs. b) *The district implements practices, such as lesson design cohorts and learning walks, which verify curriculum alignment and the use of research-based instructional strategies. c) The district continues to implement a formal adoption/review process for teachers and administrators, to select standards-aligned materials that best meet needs of all student subgroups. d) *The district provides district-level data-analysis of reading/ELA student achievement results, through Smarter Balanced Assessments Consortium (SBAC) tests, quarterly district benchmarks, and other appropriate assessments, which help identify specific subgroup placement needs. e) *The district provides support for site-level data-analysis of reading and ELA SBACs, common assessments, quarterly district	Ed. Division – Assistant Superintendent, Directors/ Coordinators, Curriculum Specialists, BTSA – Coordinator, BTSA Support Providers, Site Administrators, Lesson Design Specialists, Reading, ELA, ELD, and Special Education Department Chairpersons/ Teachers, IMRC Twice Annually Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016 Quarterly Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016	Textbook purchases (new and replacement of consumables) Instructional material costs for Reading, Language Arts programs; Professional development cost: presenter, materials, facilities, substitutes Teacher administrator, and paraprofessional release time	$1,500,000 Annually	General Fund, Title II, BTSA

benchmarks, and other appropriate assessments: • Which help identify specific subgroup needs • To determine what materials are needed to supplement the adopted textbooks, to ensure that all essential content standards are thoroughly taught f) The district provides support for teachers with site-based coaching and collaborative planning: • To adjust instruction to target specific learning needs • To adjust curriculum map to better align with essential state content standards g) The district offers additional support to long-term English Learners through Spanish for Spanish Speakers, a course sequence which is aligned with reading/ELA standards. h) *The district will continue to provide ongoing professional development at the district- and site-levels for administrators, teachers and paraprofessionals, to support the effective instructional delivery of standards-based curriculum, to meet the needs of all students, through the use of standards-aligned materials, strategies, accommodations, and interventions. • Continue to require all new teachers to participate in the Beginning Teacher Support (BTSA) program, and demonstrate effective use of standards-aligned instructional materials and strategies.	Quarterly Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016 Weekly Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016 Daily Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016 Monthly Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016			
3. Extended learning time: a) The district will work with site administrators to ensure that students needing intensive reading/literacy intervention are properly identified through RtI structures. • Instructional Support Teams (IST) customize support plans for students most in need of intensive interventions. b) *The district will work with site administrators to ensure that students needing intensive reading/literacy intervention are provided additional learning time through: • Schools will provide additional instructional time and explicit skills instruction in reading, to accelerate skill	Ed. Division – Assistant Superintendent, Directors/ Coordinators, Curriculum Specialists, BTSA Coordinator, BTSA Support Providers, Site Administrators, Lesson Design Specialists, Reading, ELA, ELD, and Special Education	Development or purchase of specialized curriculum Specialized CAHSEE remediation services AVID tutors/other program specific tutors Expenditures related to extended learning opportunities, such as	$4,000,000 Annually	General Fund, Title I, Title III, EIA-LEP, 21st Century Schools

mastery, for students' with strategic- and intensive-level reading skills.
   o   Before/after school programs
   o   Intensive and strategic reading/literacy support classes
 • As funding becomes available, High Schools will provide California High School Exit Exam (CAHSEE) remediation classes and/or additional instructional support opportunities, for students who have not yet passed the CAHSEE.
 • Tutoring programs, such as Supplemental Educational Services (SES), are provided to qualifying students after school and/or on weekends.
 • Continue to offer AVID support classes, and utilize AVID note-taking and writing strategies.
 	
c) As funding becomes available, the district will provide intersession and summer school opportunities, for students who possess below grade-level reading skills.
 	
d) As funding becomes available, the district will provide support services outside of the regular school day, for students at-risk of not meeting grade-level requirements.
 	
e) Through community partnership(s), the district will continue to provide summer acceleration classes, which help develop higher-level skills, and encourage a college-bound culture.
 	
f) District staff will routinely monitor the effectiveness of extended learning programs, through district-level and site-level data analysis.
	Department Chairpersons/ Teachers, Counselors, Tutors: AVID and GEAR-UP Support Team Members, 21st Century Schools Staff
	
	Daily
	Aug. 2011-May 2012
	Aug. 2012-May 2013
	Aug. 2013-May 2014
	Aug. 2014-May 2015
	Aug. 2015-May 2016
	
	June-July 2011, 2012, 2013, 2014, 2015
		supplemental hourly pay for teachers and tutors
		
		Instructional materials for extended learning programs		

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: a) As part of the ELA adoption of Houghton Mifflin Harcourt Collections, each English Language Arts classroom has access to	Ed. Division – Assistant Superintendent, Directors/ Coordinators,	Maintenance and upgrading of technology systems Professional development	$1,200,000 Annually	General Fund, Microsoft Settlement, Title I, Title II, EIA-LEP,

a Chromebook cart. b) Every AUHSD school has web-based/computer-based reading programs and assessments, such as Accelerated Reader, Renaissance STAR Assessment, SRI Online Coach, or other technology-based reading programs. c) All AUHSD reading/literacy classes are properly equipped, each with 6 to 8 computers, running district adopted reading/literacy programs. d) The district provides professional development, as needed, for teachers who are implementing web-based/computer-based reading/literacy programs and reading assessments. e) School-level technology goals are embedded in each AUHSD school's Single Plans for Student Achievement (SPSA). f) The district continues to develop and implement Career Technical Education (CTE) pathways that support the development of proficiency-level literacy skills. g) The district will support site administrators and teachers to ensure that students utilize a broad range of technology on a daily basis. h) The district continues to develop and implement personalized, hybrid online-learning environments, through "Independent Learning Centers," to assist students in earning credits towards completion of a high school diploma. i) The district will increase access to curriculum through AUHSD eLearning as an instructional option. j) The district will continue to develop infrastructure to support the use of technology on a daily basis.	Curriculum Specialists, BTSA Coordinator, BTSA Support Providers, Site Administrators, Lesson Design Specialists, Reading, ELA, ELD, and Special Education Department Chairpersons/ Teachers Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016	on use of the new technology, and technology-based learning programs Technology-based learning programs		Perkins, EETT
5. Staff development and professional collaboration aligned with standards-based instructional materials: (Due to budget cuts several years ago, the district stopped tracking completion of 40 hours of professional development and practicum by administrators and teachers. The actual percent of	Ed. Division – Assistant Superintendent; Directors/ Coordinators, Curriculum Specialists, BTSA Coordinator,	Professional development cost: presenter, materials, facilities, substitutes Professional development from approved outside	$1,500,000 Annually	General Fund, Title I, Title II and BTSA

staff trained in these programs is believed to be well under 50%.)	BTSA Support Providers, Site Administrators, Lesson Design Specialists, Reading, ELA, ELD, and Special Education Department Chairpersons/ Teachers	organizations		
a) *The district will continue to allocate adequate funding as funds are available for professional development designed to increase teacher subject area competence in reading/language arts.		Release time for administrators, teachers and paraprofessionals		
• *Teachers will participate in 40 hours of adoption training in standards-aligned materials, by approved providers, such as Grades 7-8 Holt *Literature and Language Arts* (2008) and Hampton Brown, *Inside Language* (2008) and a new 2008 RLA reading intervention program for grades 9-10.		Categorically funded reading curriculum specialists and literacy coaches/LDS		
• Identify teachers needing training for the 2008 RLA adoptions.	40 hours training TBD as funds available			
• Identify a provider for this materials-based 40 hours of training for teachers and two-day training for junior high administrators.	Monthly Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016			
b) *The district will provide instructional assistance and support to teachers of reading/language arts through curriculum specialists, and Lesson Design Specialists, who are knowledgeable about the adopted program, and who work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.				
• Peer coaching is encouraged, including but not limited to BTSA and PAR				
• On-going, site support to implement content literacy across the curriculum, specifically targeting long-term English Learners				
• Technical assistance provided through organizations with proven records of delivering effective professional development, coaching and monitoring				
c) District and site administrators will plan and support the formation of networks of teachers who share content knowledge and strategies, to increase student achievement.				
d) District and site administrators, along with teacher leaders, will develop a strategic professional development plan that it is				

Performance Goal 1
Planned Improvements in Reading

internally coherent, and of sufficient depth and duration to have a lasting impact, and enhance student learning.
• Teachers and administrators participate in professional development, which focuses on the use of adopted core reading materials that align to state content standards and California Standards for the Teaching Profession (CSTP).
• Teachers and administrators are trained on the use of effective strategies to implement core curriculum focused on mastery of grade level standards
• Ongoing professional development and collaboration time at the district and site levels for administrators, teachers and paraprofessionals, to support effective instructional delivery of standards-based curriculum, to meet the needs of all students.
  o *Specific focus on differentiating instruction, to meet the needs English Learners and Special Education students.
  o Training and capacity building to support effective co-teaching for inclusion settings.
• Teachers and Administrators are trained on the most effective ways to involve parents in their children's education.
	Monthly
	Aug. 2011-May 2012
	Aug. 2012-May 2013
	Aug. 2013-May 2014
	Aug. 2014-May 2015
	Aug. 2015-May 2016			

e) *The district will provide training, for all staff, on the implementation of content objectives, language objectives, and formative assessment, to support all students, specifically long-term English Learners. Ongoing support and monitoring of the implementation, of above strategies, is integrated into district- and school-level professional development time. • Lesson Design Specialist program specifically focuses on the alignment of content objectives, language objectives, and formative assessment, to guide differentiated delivery of the core curriculum.	November 2011 Follow-up Dec. 2011-March 2012 Monthly Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016			
f) *The district will provide ongoing professional development, at district- and site-levels, on utilization of the RtI framework and differentiation of the core curriculum, supporting a high level of achievement for all subgroups of students, including English	Monthly Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016			

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Planned Improvements in Reading

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learners and students with disabilities.

g) *Through the BTSA program and Lesson Design Specialist cohorts, New teachers will receive professional development, which focuses on content literacy and academic language development, across the curriculum.

h) *The district will continue to provide training in the use of formative and summative assessment tools to monitor student progress, such as training on use of student information system tracking features, and on use of the student data system.

6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): a) The district will encourage and facilitate parent involvement in students' educational programs through participation on district and site-level committees, and advisory groups, including but not limited to: DELAC, ELAC, School Site Council, Superintendent's Parent Advisory Committee, Instructional Materials Review Committee (IMRC), and School Safety Committees. b) The district will ensure that each school maintains a School Site Council (SSC) with appropriate numbers of staff and parent representatives. Each SSC, and its SSC/parent advisory groups, reviews student assessment results in reading, and provide suggestions to improve reading performance. Parent/community input occurs at site-level meetings, including SSC, ELAC, GATE, and PTSA. c) Parents' right to participate in district-level and site-level advisory groups is outlined in the district's *Parent Student Handbook,* and also in the district's *Parent Involvement Policy,* and site-based home-school compacts. d) The district continues to send each parent his/her student's individual CAASPP and CELDT assessment results with an explanation of how to interpret them, and in a language the parent can understand.	Superintendent, Education Division – Assistant Superintendent, Directors/ Coordinators, Site Administrators, Counselors, Teachers, Title I Program Specialists, Bilingual Community Liaisons, and Parents Monthly Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016	Parent mailings/postage Student information system Printing parent information Parent education opportunities/ meetings Professional development Website hosting	$1,300,000 Annually	General Fund, Title I, Title III, EIA-LEP, TUPE, School Safety and Violence Prevention, Special Education

e) The district will provide, or work with schools to provide, parents with information and training regarding California Content Standards, interpreting student test results, available interventions, importance of parent conferences, and other communications.

- School-level training provided to help parents understand how to interpret student assessment results, and how to help their students meet the requirements for the successful completion of a high school diploma.
- Parenting-skills training provided on topics such as understanding adolescence and goal-setting

f) The district will offer workshops and school-based parent involvement activities, which address ways parents can support, monitor and advocate for their children's education and healthy development, such as (but not limited to) student information system parent portal training nights, report card nights, coffee with the principal, and parent education courses.

- Increase opportunities for parents to discuss their student's progress towards mastering the California Language Arts Standards, and at high-school level only, review student's four-year plan to address college and career readiness needs.
- At the high-school level, students and parents are provided access to Student Study Guides for the California High School Exit Exam.
- Increase parent access to reporting on student progress, available through the student information system parent portal, which allows for effective continual progress checks.
- Information regarding tutoring, reading/literacy programs and, family literacy workshops, parent conferences, other district and school correspondence is provided through school newsletters,, and through community based organizations, such as the local YMCA

g) The district ensures that school-to-home communication to parents is translated, where a population exceeds 15% of a given

language.
- Newsletters, brochures, website, and other informational communications.
- TeleParent calls used for a variety of parent notifications, which are available in parents preferred language.

h) The district works with Title I schools to review and update school parent involvement policy and Title I Compacts annually.

i) The district and schools work collaboratively to update the School Accountability Report Card (SARC), which is posted on the district website.

j) The district provides Healthy Kids Survey results to schools, which are reviewed by each school's staff members, to help determine school climate and community outreach needs.

k) The district helps schools identify resources to ensure that each AUHSD school has a bilingual community liaison.

7. **Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):** a) The district will articulate with its five feeder elementary school districts to facilitate smooth transition from elementary to secondary education (e.g. proper placement through pre-registration, sixth-grade orientation, etc.) b) The district will work with junior high school administration to encourage articulation/collaboration with feeder elementary schools to optimize placement of incoming seventh-grade students, to support the successful transition to junior high school. c) The district will facilitate vertical articulation opportunities for high schools and feeder junior high schools to facilitate smooth transition from junior high school to high school (e.g., classes for parents on High School Exit Exam requirements, college-bound course requirements, etc.) d) The district will articulate with local community colleges and universities districts to facilitate smooth transition from	Ed. Division – Assistant Superintendent, Directors/ Coordinators, Curriculum Specialists, Site Administrators, Lesson Design Specialists, Reading, ELA, ELD, and Special Education Department Chairpersons/ Teachers Spring Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016	Additional personnel/lower class size for instructional support classes. Personnel for summer enrichment opportunities Specialized instructional materials Professional development	$800,000	General Fund, Title I, Special Education

secondary education to post-secondary education/training (e.g. articulated classes/career pathways with community colleges and opportunities dual enrollment, high school participation in CSU EAP testing, create college-bound culture through programs such as GEAR-UP hosted by CSUF, etc.)

e) Through community partnership(s), the district will continue to provide summer acceleration classes, which help develop higher-level skills, and encourage a college-bound culture, and continue to partner with community based programs that encourage increased student achievement, such as Anaheim Achieves and the Tiger Woods Learning Center.

f) As funding becomes available, the district will create summer enrichment opportunities for strategic and intensive students, to enhance reading/literacy and writing skills.

g) The district will continue to provide fly-up meetings/educational placement meetings for incoming seventh-grade special education students prior to the first day of junior high school, to review IEP goals and placement needs.

8. Monitoring program effectiveness: a) The district analyzes state test data/CAASPP data, API and AYP results to monitor school and district progress in the areas of reading and English language arts. b) *The district utilizes curriculum embedded assessments, reading assessments, and formative assessments to monitor instruction and learning, related to student mastery of English/reading language arts content standards. c) *The district utilizes district-level quarterly benchmarks and school-level common assessments to pinpoint subject specific skills/tasks, in which students need additional support to master. d) *The district implements structures that enable teachers and administrators collaborate to review student progress, analyze assessment data, plan strategies, develop an action plan, and adjust instructional delivery to meet the needs of all students, including subgroups identified as needing improvement, such as	Ed. Division – Assistant Superintendent, Directors/ Coordinators, Curriculum Specialists, BTSA Coordinator, BTSA Support Providers, Site Administrators, Site Title I Program Specialists, Lesson Design Specialists, Reading, ELA, ELD, and Special Education Department Chairpersons/ Teachers	Categorically funded curriculum specialists and Title I program specialists	$450,000 Annually	General Fund, Title I, Title II

Special Education students and English learners. e) *District administrators support teacher teams that actively monitor classroom implementation through: - articulated walk through process - structured observation protocols - focused feedback f)* The district conducts a peer-review process of each school's Single Plan for Student Achievement (SPSA) annually, to verify the alignment of SPSA goals with corresponding student achievement data and district initiatives, intended to increase student achievement outcomes for all subgroups. g) *District and site administrators will regularly monitor assessments and instruction in intervention classes, to ensure that learning is accelerated in these support programs, including the review of end-of-year placement assessments to determine program effectiveness. h) The district will continue to require schools to provide scheduled collaboration times, to analyze student progress and share best practices, respective to increasing student achievement in ELA and reading/literacy, through peer coaching and side-by-side lesson design.	Monthly Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016 Twice Annually Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016 Weekly/Quarterly Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016 Twice Monthly Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016			
Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. **Targeting services and programs to lowest-performing student groups:** a) The district will provide an RtI framework and Instructional Support Team (IST) guidance to schools, in which to determine and implement the appropriate interventions for students, who are exhibiting risk-factors, such as failing two-or-more classes. - Tier 1 – foundational support - Tier 2 – strategic academic and behavioral supports b) The district ensures that screening for targeted services and	Ed. Division – Assistant Superintendent; Directors/ Coordinators, Curriculum Specialists, Site Administrators, Counselors, Site Title I Program Specialists, Lesson Design Specialists, Reading,	Professional development Funding for targeted services	$4,000,000 Annually	General Fund, Title I, Special Education

Performance Goal 1
Planned Improvements in Reading

programs in reading are based on multiple assessments including: SBAC, CELDT, and Renaissance STAR assessment, for the following:
    ● Additional period of intensive reading/literacy intervention provided for junior high and high school students, whose reading skills have been diagnosed as intensive.
    ● English for Academic Purposes (EAP) class for junior high and high school students, whose reading skills have been diagnosed as strategic.
    ● English Language Mainstream (ELM) Language Support for junior high school, and English language Development (ELD) 4 Language Support for high school students, who have been diagnosed as Long-Term English Learners.
	ELA, ELD, and Special Education Department Chairpersons/ Teachers
	
	Annually
	Aug. 2011-May 2012
	Aug. 2012-May 2013
	Aug. 2013-May 2014
	Aug. 2014-May 2015
	Aug. 2015-May 2016			

c) *Site administrators will monitor the effective use of the diagnostic data and the placement of students in classes or appropriate specialized instructional settings to ensure that the appropriate services are provided and students exit in a timely manner.	Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016			
● The district will establish and implement a monitoring process to ensure that all school's master schedules provide intervention classes for strategic and intensive students in E/RLA.	Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016			
d) *District and site administrators will schedule intervention classes to meet the academic needs of students who are below proficiency and would benefit from intervention classes. ● Progress monitoring procedures in place to support timely exit from intervention support classes, as students meet grade level reading/literacy requirements.	Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016			
e)* District and site administrators will ensure that recommendations to place students with disabilities, ELs, and underperforming students into intensive and strategic intervention programs follow proper referral procedures, as determined by the district RtI protocols.	Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016			
f) The district will develop effective inclusion practices that lead to: ● Increased subgroup performance on statewide tests for	Aug. 2011-May 2012			

students with disabilities • improved post-secondary outcomes for students with disabilities g) The district's high schools provide CAHSEE remediation support for high school students who have not passed one or both sections of the CAHSEE. h) *The district-level Lesson Design Specialist program provides all school's access to a Lesson Design Specialist, who is trained in scaffolding instruction and creating access to the core curriculum for all students. • Trainer of trainer model used to expand the implementation of research-proven instructional practices, designed to provide access to core curriculum to all students. i) When funds become available, intersession, summer school, and other extended learning opportunities are provided for students at *strategic and intensive* reading-skill levels. j) The district supports high schools in the development of cost effective credit recovery opportunities for students who must make-up classes in order to graduate from high school. k) The district provides students with disabilities support for the implementation of mathematics skills development in both inclusive and self-contained class settings. l) The district provides students with disabilities intervention mathematics programs (ALEKS, APEX, and STAR math).	Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016 Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016 June-July 2011, 2012, 2013, 2014, 2015			
10. Any additional services tied to student academic needs: a) The district provides Supplemental Educational Services (SES) to low-income students attending Title I schools, in years two through five of Program Improvement. The tutoring services, which occur outside the school day, provide additional support in reading skills development. b) *The district will develop and implement in October 2011 a plan to test appropriate special education students using the	Ed. Division – Director of Special Programs, Curriculum Specialists, Site Title I Program Specialists, Teachers Oct. 2011-May 2012 Oct. 2012-May 2013	SES tutoring services	Up to $1,000,000 Annually	General Fund, Title I

California Modified Assessments in place of the SBAC for CAASPP testing.	Oct. 2013-May 2014			

Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14.*

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

Description of Specific Actions to Improve Education Practice in **Mathematics** ***Indicates Recommendation by TA Provider**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: a) The district provides the most recent State Board of Education (SBE)-adopted core instructional programs and materials in mathematics, including strategic intervention materials, documented to be in daily use in all mathematics courses. • On-going matrix adoptions include selections from CDE approved list (grade 7-12), along with board certification that all adoptions are standards-based: • Grades 7-8: University of California, Irvine (UCI) Math Project, Carnegie Learning Math Series Course 2, 2014 • Grades 9-12: Carnegie Learning Integrated Math I, II, & III, 2014; Wiley Analytic Trigonometry With Applications, 2007; McDougal Littell *PreCalculus with Limits: A Graphing Approach, 5th Ed, c. 2008;* W.H. Freeman The Practice of Statistics (AP) 2008; Cengage *Calculus-Early Transcendentials (AP) 200* b) District and site administrators, curriculum specialists, and teachers will analyze core adopted materials to determine whether all key standards (as identified in the state frameworks and SBAC blueprints) are covered in the adopted textbooks; identify ancillary materials to address gaps in adopted texts; and refine curriculum and curriculum maps to incorporate lessons from both the adopted and supplemental materials. c) District and site administrators, curriculum specialists, and	Ed. Division – Assistant Superintendent, Directors/ Coordinators, Curriculum Specialists, Site Administrators, Lesson Design Specialists, Mathematics and Special Education Department Chairpersons/ Teachers, IMRC Daily Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016 July-Aug. 2011, 2012, 2013, 2014, 2015	Textbook purchases and distribution costs Professional development Print materials Instructional materials Technology support Teacher and administrator release time	$2,500,000 Annually	General Fund, Title I, Title II, BTSA

teachers, will review the district-wide and school-level curriculum maps annually, in relation to state testing data to ensure that all students – including students in intervention programs, students with disabilities, and ELs – have the opportunity to learn and review the grade-level standards assessed on the SBAC and on the CAHSEE.	July-Aug. 2011, 2012, 2013, 2014, 2015			
d) *District and site administrators, curriculum specialists, and teachers, will refine common, district-wide benchmark assessments appropriate for each grade level/course. These assessments will target key standards, identified as critical for each grade level/course, and will be aligned with core curriculum including but not limited to curriculum covered on the SBAC and on the CAHSEE.	July-Aug. 2011, 2012, 2013, 2014, 2015			
e) *The district provides support to teachers in the use of standards-aligned instructional materials, instruction, and curriculum development, through high quality professional development related to the implementation of core curriculum, through programs such as the UCI Math Project, and the Lesson Design Specialist program. • Lesson Design Specialist program provides ongoing professional development opportunities, through a coaching model, to design lessons that support academic language and literacy across all content areas.	July-Aug. 2011, 2012, 2013 with monthly follow-up			
f) The district provides support for new teachers through the BTSA program, to gain a clear understanding of mathematics content standards.				
g) *The district provides high quality professional development to administrators related to the implementation of core curriculum. In particular the district provides training on: • How to accurately identify grade level core curriculum (during classroom observations). • Structured observation protocols • Content and Language Objectives • Formative assessment	Monthly Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016			
h) The district provides collaboration time for administrators to				

discuss and support standards-based curricula, coaching, supervision, instruction, and progress monitoring.	Monthly Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016			
2. Use of standards-aligned instructional materials and strategies: a) *District and site administrators will visit classrooms regularly to ensure that: • Sufficient core materials are available for all students • Instructional materials are being used daily, and adequate instructional time has been allocated in daily schedules. • All students have access to the core curriculum and instruction that is adequately paced. • All teachers deliver systematic, explicit and direct instruction, followed by guided and independent practice. • Scaffolding techniques are used to ensure that students receive appropriate support. • Universal access materials are used to address student mathematics/innumeracy needs. b) *The district implements practices, such as lesson design cohorts and learning walks, which verify curriculum alignment and the use of research-based instructional strategies. c) The district continues to implement a formal adoption/review process for teachers and administrators, to select standards-aligned materials that best meet needs of all student subgroups. d) *The district provides district-level data-analysis of mathematics student achievement results, through California Standards Tests (SBAC)s, quarterly district benchmarks, and other appropriate assessments, which help identify specific subgroup placement needs. e) *The district provides support for site-level data-analysis of mathematics SBACs, common assessments, quarterly district benchmarks, and other appropriate assessments: • Which help identify specific subgroup needs	Ed. Division – Assistant Superintendent, Directors/ Coordinators, Curriculum Specialists, BTSA – Coordinator, BTSA Support Providers, Site Administrators, Lesson Design Specialists, Mathematics and Special Education Department Chairpersons/ Teachers, IMRC Weekly Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016 Quarterly Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016 Annually Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014	Textbook purchases (new and replacement of consumables) Instructional material costs for mathematics programs; Professional development cost: presenter, materials, facilities, substitutes Teacher administrator, and paraprofessional release time Data Director/ technology support	$1,500,000 Annually	General Fund, Title I, Title II, Title V, BTSA

• To determine what materials are needed to supplement the adopted textbooks, to ensure that all essential content standards are thoroughly taught	Aug. 2014-May 2015 Aug. 2015-May 2016			
f)* The district provides support for teachers with site-based coaching and collaborative planning, using assessment data: • To adjust instruction to target specific learning needs • To adjust curriculum map to better align with essential state content standards	Quarterly Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016			
g) *The district will continue to provide ongoing professional development at the district- and site-levels for administrators, teachers and paraprofessionals, to support the effective instructional delivery of standards-based curriculum, to meet the needs of all students, through the use of standards-aligned materials, strategies, accommodations, and interventions. • Including collaborative professional development with University of California, Irvine, to train seventh- through tenth-grade teachers how to teach conceptual knowledge of Pre-Algebra through Algebra 1.	Monthly Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016			

3. Extended learning time:
a) The district will work with site administrators to ensure that students needing intensive mathematics intervention are properly identified through RtI structures.
• Instructional Support Teams (IST) customize support plans for students most in need of intensive interventions.
 	
b) *The district will work with site administrators to ensure that students needing intensive mathematics intervention are provided additional learning time through:
• Schools will provide additional instructional time and explicit skills instruction in mathematics, to accelerate skill mastery, for students' with strategic- and intensive-level mathematics skills.
   o Before/after school programs
   o Intensive and strategic mathematics support classes
• As funding becomes available, High Schools will provide
	Ed. Division – Assistant Superintendent, Directors/ Coordinators, Curriculum Specialists, BTSA Coordinator, BTSA Support Providers, Site Administrators, Lesson Design Specialists, Mathematics and Special Education Department Chairpersons/ Teachers: Counselors, Tutors: AVID and GEAR-UP Support Team Members, 21st Century	Development or purchase of specialized curriculum
		
		Specialized CAHSEE remediation services
		
		AVID tutors/other program specific tutors
		
		Expenditures related to extended learning opportunities, such as supplemental hourly pay for teachers and tutors
		
		Instructional materials for extended learning programs
			$4,000,000 Annually	General Fund
				Title I, Title III, EIA, 21st Century Schools

California High School Exit Exam (CAHSEE) remediation classes and/or additional instructional support opportunities, for students who have not yet passed the CAHSEE. • Tutoring programs, such as Supplemental Educational Services (SES), are provided to qualifying students after school and/or on weekends. c) As funding becomes available, the district will provide intersession and summer school opportunities, for students who possess below grade-level mathematics skills. d) As funding becomes available, the district will provide support services outside of the regular school day, for students at-risk of not meeting grade-level/course-level requirements. e) Through community partnership(s), the district will continue to provide summer acceleration classes, which help develop higher-level skills, and encourage a college-bound culture. f) District staff will routinely monitor the effectiveness of extended learning programs, through district-level and site-level data analysis.	Schools Staff Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016			
Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: a) Every AUHSD school has web-based/computer-based mathematics programs and assessments, such as Accelerated Math, ALEKS, ST Math, Apex, or other technology-based mathematics programs and assessments. b) All AUHSD mathematics classes utilize a variety of technology, such as video clips, DVD, cable television, LCD projectors, SMART Boards, PowerPoint, Qwizdom, and other interactive response technology, to increase student engagement. c) The district provides professional development, as needed, for teachers who are implementing web-based/computer-based mathematics programs and mathematics assessments.	Ed. Division – Assistant Superintendent, Directors/ Coordinators, Curriculum Specialists, BTSA Coordinator, BTSA Support Providers, Site Administrators, Lesson Design Specialists, Mathematics and Special Education Department	Maintenance and upgrading of technology systems Professional Development on use of the new technology, and technology-based learning programs Technology-based learning programs Purchase related	$1,200,000 Annually	General Fund, Microsoft Settlement, Title I, Title II, Perkins,

Performance Goal 1
Planned Improvements in Mathematics

d) School-level technology goals are embedded in each AUHSD school's Single Plans for Student Achievement (SPSA). e) The district continues to develop and implement Career Technical Education (CTE) pathways that support the development of proficiency-level mathematics skills. f) The district will support site administrators and teachers to ensure that students utilize a broad range of technology on a daily basis. g) The district continues to develop and implement personalized, hybrid online-learning environments, through "Independent Learning Centers," to assist students in earning credits towards completion of a high school diploma. h) The district will increase access to curriculum through AUHSD eLearning as an instructional option. i) The district will continue to develop infrastructure to support the use of technology on a daily basis.	Chairpersons/ Teachers, Site Computer Technicians, District Information Services Staff Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016	equipment e.g. such as Smart Boards, LCD projectors, and Qwizdom technology		
5. Staff development and professional collaboration aligned with standards-based instructional materials: (Due to budget cuts several years ago, the district stopped tracking completion of 40 hours of professional development and practicum by administrators and teachers. The actual percent of staff trained in these programs is believed to be well under 50%.) a) The district will continue to allocate adequate funding <u>as funds are available</u> for professional development designed to increase teacher subject area competence in mathematics. • Teachers participate in 40 hours of training in standards-aligned materials, by approved provider for Grades 7-8, Holt, Rinehart and Winston *Holt California Mathematics Course 2 Pre-Algebra, Algebra,* 2008 core; Holt Fast *Forward Math Program Kit* 2007 intervention grade 7; McDougal Littell *Algebra Readiness*, 2008; Grades 9-10: Prentice Hall *California Algebra I* 2007. Administrators will participate in a two day training for the mathematics adoptions.	Ed. Division – Assistant Superintendent; Directors/ Coordinators, Curriculum Specialists, BTSA Coordinator, BTSA Support Providers, Site Administrators, Lesson Design Specialists, Mathematics and Special Education Department Chairpersons/ Teachers TBD as funds are available	Professional development cost: presenter, materials, facilities, substitutes Professional development from approved outside organizations Release time for administrators, teachers and paraprofessionals Categorically funded mathematics curriculum specialists	$1,500,000 Annually	General Fund, Title I, Title II and BTSA

• Identify teachers needing training for the 2007 math adoptions. • Identify a provider for this materials-based 40 hours of training for teachers and two-day training for administrators. b) *The district will provide instructional assistance and support to teachers of mathematics through curriculum specialists, and Lesson Design Specialists, who are knowledgeable about the adopted program, and who work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	Monthly Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016			
• Peer coaching is encouraged, including but not limited to BTSA and PAR • On-going, site support to implement content literacy across the curriculum, specifically targeting long-term English Learners • Technical assistance provided through organizations with proven records of delivering effective professional development, coaching and monitoring c) District and site administrators will plan and support the formation of networks of teachers who share content knowledge and strategies, to increase student achievement. d) *District and site administrators, along with teacher leaders, will develop a strategic professional development plan that it is internally coherent, and of sufficient depth and duration to have a lasting impact, and enhance student learning. • Teachers and administrators participate in professional development, which focuses on the use of adopted core mathematics materials that align to state content standards and California Standards for the Teaching Profession (CSTP). • Teachers and administrators are trained on the use of effective strategies to implement core curriculum focused on mastery of grade level standards • Ongoing professional development and collaboration time	Monthly Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016			

at the district and site levels for administrators, teachers and paraprofessionals, to support effective instructional delivery of standards-based curriculum, to meet the needs of all students.
  o   *Specific focus on differentiating instruction, to meet the needs English Learners and Special Education students.
  o   Training and capacity building to support effective co-teaching for inclusion settings.
  • Teachers and Administrators are trained on the most effective ways to involve parents in their children's education.
	Monthly
	Aug. 2011-May 2012
	Aug. 2012-May 2013
	Aug. 2013-May 2014
	Aug. 2014-May 2015
	Aug. 2015-May 2016			

e) *The district will provide training, for all staff, on the implementation of content objectives, language objectives, and formative assessment, to support all students, specifically long-term English Learners. Ongoing support and monitoring of the implementation, of above strategies, is integrated into district- and school-level professional development time.	Monthly Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016			
f)* The district will provide ongoing professional development, at district- and site-levels, on utilization of the RtI framework and differentiation of the core curriculum, supporting a high level of achievement for all subgroups of students, including English Learners and students with disabilities. • Lesson Design Specialist program specifically focuses on the alignment of content objectives, language objectives, and formative assessment, to guide differentiated delivery of the core curriculum.	Monthly Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016			
g)* Through the BTSA program and Lesson Design Specialist cohorts, new teachers will receive professional development, which focuses on the implementation of adopted core standards-based mathematics programs, and content literacy and academic language development. h) *The district will continue to provide training in the use of formative and summative assessment tools to monitor student progress, such as training on use of student information system	Monthly Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016			

tracking features, and on use of the student data system.				
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): a) The district will encourage and facilitate parent involvement in students' educational programs through participation on district and site-level committees, and advisory groups, including but not limited to: DELAC, ELAC, School Site Council, Superintendent's Parent Advisory Committee, Instructional Materials Review Committee (IMRC), and School Safety Committees. b) The district will ensure that each school maintains a School Site Council (SSC) with appropriate numbers of staff and parent representatives. Each SSC, and its SSC/parent advisory groups, reviews student assessment results in reading, and provide suggestions to improve reading performance. Parent/community input occurs at site-level meetings, including SSC, ELAC, GATE, and PTSA. c) Parents' right to participate in district-level and site-level advisory groups is outlined in the district's *Parent Student Handbook,* and also in the district's *Parent Involvement Policy,* and site-based home-school compacts. d) The district continues to send each parent his/her student's individual CAASPP and CELDT assessment results with an explanation of how to interpret them, and in a language the parent can understand. e) The district will provide, or work with schools to provide, parents with information and training regarding California Content Standards, interpreting student test results, available interventions, importance of parent conferences, and other communications. • School-level training provided to help parents understand how to interpret student assessment results, and how to help their students meet the requirements for the successful completion of a high school diploma.	Superintendent, Education Division – Assistant Superintendent, Directors/ Coordinators, Site Administrators, Counselors, Teachers, Title I Program Specialists, Bilingual Community Liaisons, and Parents Monthly Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016	Parent mailings/postage Student information system Printing parent information Parent education opportunities/ meetings Professional development Website hosting	$1,300,000 Annually	General Fund, Title I, Title III, EIA-LEP, TUPE, School Safety and Violence Prevention, Special Education

Performance Goal 1
Planned Improvements in Mathematics

- Parenting-skills training provided on topics such as understanding adolescence and goal-setting

f) The district will offer workshops and school-based parent involvement activities, which address ways parents can support, monitor and advocate for their children's education and healthy development, such as (but not limited to) student information system parent portal training nights, report card nights, coffee with the principal, and parent education courses.
  - Increase opportunities for parents to discuss their student's progress towards mastering the California Language Arts Standards, and at high-school level only, review student's four-year plan to address college and career readiness needs.
  - At the high-school level, students and parents are provided access to Student Study Guides for the California High School Exit Exam.
  - Increase parent access to reporting on student progress, available through the student information system parent portal, which allows for effective continual progress checks.
  - Information regarding tutoring, reading/literacy programs and, family literacy workshops, parent conferences, other district and school correspondence is provided through school newsletters,, and through community based organizations, such as the local YMCA

g) The district ensures that school-to-home communication to parents is translated, where a population exceeds 15% of a given language.
  - Newsletters, brochures, website, and other informational communications.
  - TeleParent calls used for a variety of parent notifications, which are available in parents preferred language.

h) The district works with Title I schools to review and update school parent involvement policy and Title I Compacts annually.

i) The district and schools work collaboratively to update the School

Accountability Report Card (SARC), which is posted on the district website. j) The district provides Healthy Kids Survey results to schools, which are reviewed by each school's staff members, to help determine school climate and community outreach needs. k) The district helps schools identify resources to ensure that each AUHSD school has a bilingual community liaison.				
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): a) The district will articulate with its five feeder elementary school districts to facilitate smooth transition from elementary to secondary education (e.g. proper placement through pre-registration, sixth-grade orientation, etc.) b) The district will work with junior high school administration to encourage articulation/collaboration with feeder elementary schools to optimize placement of incoming seventh-grade students, to support the successful transition to junior high school. c) The district will facilitate vertical articulation opportunities for high schools and feeder junior high schools to facilitate smooth transition from junior high school to high school (e.g., classes for parents on High School Exit Exam requirements, college-bound course requirements, etc.) d) The district will articulate with local community colleges and universities districts to facilitate smooth transition from secondary education to post-secondary education/training (e.g. articulated classes/career pathways with community colleges and opportunities dual enrollment, high school participation in CSU EAP testing, create college-bound culture through programs such as GEAR-UP hosted by CSUF, etc.) e) Through community partnership(s), the district will continue to	Ed. Division – Assistant Superintendent, Directors/ Coordinators, Curriculum Specialists, Site Administrators, Lesson Design Specialists, Mathematics and Special Education Curriculum Specialists; Lesson Design Specialists, Site Administrators; Counselors; Mathematics and Special Education Department Chairpersons/ Teachers Spring 2012, 2013, 2014, 2015, 2016	Additional personnel/lower class size for instructional support classes. Personnel for summer enrichment opportunities Specialized instructional materials Professional development	$600,000 Annually	General Fund, Title I, Special Education

provide summer acceleration classes, which help develop higher-level skills, and encourage a college-bound culture, and continue to partner with community based programs that encourage increased student achievement, such as Anaheim Achieves and the Tiger Woods Learning Center. f) As funding becomes available, the district will create summer enrichment opportunities for strategic and intensive students, to enhance reading/literacy and writing skills. g) The district will continue to provide fly-up meetings/educational placement meetings for incoming seventh-grade special education students prior to the first day of junior high school, to review IEP goals and placement needs.	June-July 2012, 2013, 2014, 2015, 2016			
8. **Monitoring program effectiveness:** a) The district analyzes state test data/CAASPP data, API and AYP results to monitor school and district progress in the areas of mathematics. b) *The district utilizes curriculum embedded assessments (Holt-McDougal Littell, Pearson/Prentice Hall, AGS Pearson. W.H. Freeman, and Cengage) to monitor instruction and learning, related to student mastery of mathematics content standards. c) *The district utilizes district-level quarterly benchmarks and school-level common assessments to pinpoint subject specific skills/tasks, in which students need additional support to master. d) *The district implements structures that enable teachers and administrators collaborate to review student progress, analyze assessment data, plan strategies, develop an action plan, and adjust instructional delivery to meet the needs of all students, including subgroups identified as needing improvement, such as Special Education students and English learners. e) *District administrators support teacher teams that actively monitor classroom implementation through: • articulated walk through process • structured observation protocols	Ed. Division – Assistant Superintendent, Directors/ Coordinators, Curriculum Specialists, BTSA Coordinator, BTSA Support Providers, Site Administrators, Site Title I Program Specialists, Lesson Design Specialists, Mathematics and Special Education Department Chairpersons/ Teachers Monthly/Quarterly Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016	Categorically funded curriculum and program specialists Professional development Teacher release time	310,000	General Fund, Title I, Title II

• focused feedback	Twice Annually Sept. 2011-May 2012 Sept. 2012-May 2013 Sept. 2013-May 2014 Sept. 2014-May 2015 Sept. 2015-May 2016 Monthly/Quarterly Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016 Twice Monthly Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016			
f) *The district conducts a peer-review process of each school's Single Plan for Student Achievement (SPSA) annually, to verify the alignment of SPSA goals with corresponding student achievement data and district initiatives, intended to increase student achievement outcomes for all subgroups.				
g)* District and site administrators will regularly monitor assessments and instruction in intervention classes, to ensure that learning is accelerated in these support programs, including the review of end-of-year placement assessments to determine program effectiveness.				
h) *The district will continue to require schools to provide scheduled collaboration times, to analyze student progress and share best practices, respective to increasing student achievement in mathematics, through peer coaching and side-by-side lesson design.				

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Targeting services and programs to lowest-performing student groups: a) The district will provide an RtI framework and Instructional Support Team (IST) guidance to schools, in which to determine and implement the appropriate interventions for students, who are exhibiting risk-factors, such as failing two-or-more classes. • Tier 1 – foundational support • Tier 2 – strategic academic and behavioral supports b) The district ensures that screening for targeted services and programs in mathematics are based on multiple assessments including: SBAC, CELDT, and Renaissance STAR assessment, for the following: ● Additional period (and/or instructional minutes) of mathematics intervention provided for junior high and high school students, whose mathematics skills have been	Ed. Division – Assistant Superintendent; Directors/ Coordinators, Curriculum Specialists, Site Administrators, Counselors, Site Title I Program Specialists, Lesson Design Specialists, Mathematics and Special Education Department Chairpersons/ Teachers	Professional development Funding for tutoring Specialized instructional materials	$4,000,000 Annually	General Fund, Title I, Special Education

Performance Goal 1
Planned Improvements in Mathematics

diagnosed as intensive.	May/August			
c) *Site administrators will monitor the effective use of the diagnostic data and the placement of students in classes or appropriate specialized instructional settings to ensure that the appropriate services are provided and students exit in a timely manner.	Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016			
• The district will establish and implement a monitoring process to ensure that all school's master schedules provide intervention classes for strategic and intensive students in mathematics	May/August Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016			
d) *District and site administrators will schedule sufficient intervention classes to meet the academic needs of students who are below proficiency and would benefit from intervention classes. • Progress monitoring procedures in place to support timely exit from intervention support classes, as students meet grade level reading/literacy requirements.	May/August Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016			
e) *District and site administrators will ensure that recommendations to place students with disabilities, ELs, and underperforming students into intensive and strategic intervention programs follow proper referral procedures, as determined by the district RtI protocols.	May/August Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016			
f) The district will develop effective inclusion practices that lead to: • Increased subgroup performance on statewide tests for students with disabilities • improved post-secondary outcomes for students with disabilities				
g) The district's high schools provide CAHSEE remediation support for high school students who have not passed one or both sections of the CAHSEE.	Monthly Aug. 2011-May 2012 Aug. 2012-May 2013			
h) *The district-level Lesson Design Specialist program provides all school's access to a Lesson Design Specialist, who is trained in scaffolding instruction and creating access to the core curriculum for all students.	Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016			

Performance Goal 1
Planned Improvements in Mathematics

• Trainer of trainer model used to expand the implementation of research-proven instructional practices, designed to provide access to core curriculum to all students. i) When funds become available, intersession, summer school, and other extended learning opportunities are provided for students at *strategic and intensive* levels. j) The district supports high schools in the development of cost effective credit recovery opportunities for students who must make-up classes in order to graduate from high school. k) The district provides students with disabilities support for the implementation of mathematics skills development in both inclusive and self-contained class settings. l) The district provides students with disabilities intervention mathematics programs (ALEKS, APEX, and STAR math).	June-July 2012, 2013, 2014, 2015, 2016 Aug. 2011-May 2012 Aug. 2012-May 2013 Aug. 2013-May 2014 Aug. 2014-May 2015 Aug. 2015-May 2016			
10. Any additional services tied to student academic needs: a) The district provides Supplemental Educational Services (SES) to low-income students attending Title I schools, in years two through five of Program Improvement. The tutoring services, which occur outside the school day, provide additional support in mathematics skills development. b) *The district will develop and implement in October 2011 a plan to test appropriate special education students using the California Modified Assessments in place of the SBAC for CAASPP testing.	Ed. Division – Assistant Superintendent, Directors/ Coordinators, Curriculum Specialists, Site Administrators, Site Title I Program Specialists, Mathematics and Special Education Department Chairpersons/ Teachers Oct.-May 2011, 2012, 2013, 2014, 2015, 2016	SES tutoring services	Up to $1,000,000 Annually	Title I

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

Planned Improvement in Programs for LEP Students and Immigrants (Title III)
(Summarize information from district-operated programs and approved school-level plans)

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

1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:
a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;
b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;
c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:
  • Meeting the annual measurable achievement objectives described in Section 3122;
  • Making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B);
  • Annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);
	The Anaheim Union High School District (District) provides the following basic instructional services to students identified as English Learners (EL):
	• Structured English Immersion (SEI): Grade 7-12 EL students who have been assessed on the California English Language Development Test (CELDT) or state-approved English language proficiency assessment and are found to be at "less than reasonable fluency in English" receive daily instruction in English language development (ELD), and access to core content instruction through Specially Designed Academic Instruction in English (SDAIE). ELD instruction focuses on listening, speaking, reading and writing and utilizes ELD and English Language Arts (ELA)/Literacy Standards. Core content instruction is based on grade-level standards, with teachers using appropriate instructional strategies to support both language acquisition and grade-level content. Appropriately certified teachers teach both ELD and SDAIE classes.
	• English Language Mainstream (ELM): Grade 7-12 students who have been assessed on the CELDT or state-approved language proficiency assessment and have been found to be at "reasonable levels of English fluency" or meet the state/district definition of Long Term English Learner (LTEL) receive daily instruction in ELD targeted to their language proficiency needs, and grade-level instruction in the core content areas with on-going attention paid to the language demands of the instruction. SDAIE strategies continue to be used in the ELM classes. Teachers who work with EL students in the ELM classes possess the appropriate certifications.
	• Students enrolled in SEI or ELM settings will also have additional support classes as needed to accelerate their language proficiency and develop more sophisticated academic language.
	• Alternate bilingual program: Spanish-speaking EL students with low primary-language literacy may enroll in the District's bilingual/dual language program, after their parents have signed and been granted a parental waiver, and the requisite number of parents have requested the program. Students receive daily ELD as well as core content instruction, with Spanish language support. Students enrolled in this program are expected to meet standards for academic progress in core subjects and in ELD.

d. Describe how the LEA will promote parental and community participation in LEP programs.	**A. The District plans to use Title III funds to provide the following supplemental services to targeted EL students such as:**
	• Providing additional support and academic assistance to students in core academic classes.
	    o Hire support personnel as needed.
	    o Purchase supplementary instructional materials.
	    o Summer enrichment opportunities for targeted EL students
	
	B. The District plans to use Title III funds to help EL students meet the State's Annual Measurable Achievement Objectives by:
	The Anaheim Union High School District has set annual goals for EL students in the areas of ELD, ELA, mathematics, and biliteracy. ELD growth is measured by the state-approved English proficiency assessment. Progress in ELA and mathematics are measured by local assessments and the Smarter-Balanced ELA/Literacy and Mathematics assessments. A timeline toward reclassification based on ELD standards levels at the time of initial District enrollment, English language proficiency levels, and other locally approved measures will be used to create cohort data for program assessment and to measure interim progress.
	
	Title III funds will be used to support the EL curriculum specialist, the EL instructional coach, and other teachers to further develop, refine, and evaluate standards-based interim assessments in ELD, language arts and mathematics.
	
	Title III funds will also support:
	• Development of improved data tools to monitor student progress in reading/language arts and mathematics, and provide guidance for instructional decisions in ELD, language arts and mathematics.
	• Development of interventions for EL students who are not making adequate progress.
	• Implementation of effective intervention programs.
	    o Hire personnel to provide intervention programs.
	    o Purchase supplementary materials.
	• On-going professional development and coaching to teachers in providing high-quality, standards-based instruction in ELD, ELA, and mathematics to EL students.
	• Refinement of the District relational database systems that collect and provide disaggregated data to schools, as well as data tools that are developed by the English Learner and Multilingual Services Language Assessment Center (LAC). LAC staff will also work with individual schools and teachers on quantifying student academic growth and progress towards meeting individual measurable outcomes.
	• Growth and expansion of the Dual Language Academy and Seal of Biliteracy Recognition Program.
	
	C. The District is committed to monitoring the academic achievement of its EL students in the subject areas of ELD, ELA, and mathematics. To ensure that EL students are making satisfactory progress, the District will employ the following monitoring process:
	At the school sites:
	• All EL student records (testing, copies of letters to parents, grades, etc.) are kept in their cumulative files

and in the District EL Services student information system applications. The District database is updated frequently, and, along with the cumulative file, accompanies the student as he/she changes schools.

- An EL administrator is identified at each school to work with ELD, ELA, and mathematics departments. The EL administrator meets regularly with the school leadership teams to discuss EL student progress.
- All teachers will have access to and training in the use of the student data system and the student information system to analyze student progress and pinpoint areas of improvement.
- A school EL coordinator, who is an academic counselor, works with LAC staff to gather and monitor EL student information, coordinate EL testing, advise teachers and the principal about EL student placement and groupings, monitor EL student progress and act as a liaison for the teachers, EL administrator and principal.
- Each Single Plan for Student Achievement (SPSA) addresses the language and academic needs of the EL students. The SPSAs are peer-reviewed yearly, specifically to assure the inclusion of EL student considerations in the planning process.
- The principal and/or the EL administrator work with the school administrator who oversees the master schedule to monitor the placement of EL students in classes, ensure appropriate teacher authorizations, visit classrooms regularly to monitor ELD and SDAIE lesson implementation, schedule and attend English Learner Advisory Committee (ELAC) meetings and ensure the implementation of District plans to meet the language and academic needs of EL students.

At the District level:
- All EL student information is recorded in the District database, which is accessible to the individual sites to download or examine information.
- The Director of English Learner and Multilingual Services holds regular meetings with EL administrators and coordinators to discuss District and site level plans for language and academic instruction for EL students, and also to discuss issues regarding EL program implementation.
- The Director of English Learner and Multilingual Services, LAC supervisor, and EL curriculum specialist will visit each school yearly to monitor the implementation of the EL programs and analyze achievement data. At any time that difficult issues arise at the sites regarding program implementation, the Director of English Learner and Multilingual Services, the EL curriculum specialist, and/or the LAC supervisor will visit the school and meet with the school leadership team to plan the next steps.
- District administrators, along with EL administrators and school EL coordinators will meet to examine District- and site-level EL data to determine if EL students met their annual yearly progress goal (based on length of time in the District's language program). A study session will be held to examine the program design and its implementation for schools that have not met their annual yearly progress target. Necessary changes will be implemented immediately.
- District-wide professional development is provided for administrative staff in the following areas:
  - EL Master Plan components
  - ELD and Common Core ELA/Literacy and Math standards

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- o District data trends
- o Effective ELD and SDAIE strategies
- o Diversity and culturally-responsive teacher training
- o Use of interim assessments

- District-wide training is provided and/or supported by English Learner and Multilingual Services, the LAC, and the District EL curriculum specialist in the following areas:
  - o EL Master Plan components
  - o CDE ELA/ELD Framework
  - o Core content/academic language development

D. The Anaheim Union High School District will use Title III funds to encourage and promote broad involvement of the parents of EL students and the community.

Title III funds will be used to:
- Hire a bilingual parent involvement specialist to organize events to increase parent engagement/involvement.
- Hire bilingual community liaisons to help facilitate parent involvement/engagement opportunities.
- Provide support classes for parents to develop skills, techniques and strategies to assist their children and to build leadership capacity among the parents.
- Train administrators, classified staff, and teachers on how to ensure that all communications sent home are translated into the appropriate language(s) if 15 percent or more of students enrolled speak a single primary language other than English, as determined by language census data from the preceding year. This includes all notices, reports, statements, and records sent to parents of such students, which must be written in English and in the primary language.
- Support *Language Network* (outside translation vendor) to provide translation support for additional languages.
- Provide interpretation for any advisory meeting, disciplinary hearing, or parent conference held at the District and/or school.

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2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) .
The effectiveness of the LEP programs will be determined by the increase in:
- English proficiency; and
  academic achievement in the core academic subjects

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Title III funds will enhance the current instructional program for EL students by providing:
- Release time for teachers of EL students to meet and discuss their academic progress, by looking at samples of student work based on previously agreed upon targeted standards and assessments.
- District curriculum specialist and instructional coach who will guide conversations and research scientifically-proven methodologies and materials that meet identified EL student needs.
- Supplemental language and literacy materials for students at less than reasonable levels of fluency to supplement state-adopted and locally adopted ELA materials.
- Training and support for teachers, coaches, and administrators in strategies and methodologies to enhance the quality of planning and instruction for more effective SDAIE instruction in the content areas.

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	• Training for teachers of ELD and Spanish for Spanish Speakers in Writing Reform Institute for Teaching Excellence (WRITE) Institute. (WRITE Institute is a standards-based curriculum for English Learners that provides teachers with a model to deliver and evaluate academic speaking and writing in English and Spanish.) • Curriculum development time for teachers to develop ELD units of study, projects, and materials that connect to state-adopted ELA materials, which will develop academic vocabulary, concepts, and language functions for EL students, so that they will be more successful in ELA. • Extended learning opportunities (after school programs, summer academy) for EL students that focus on specific, targeted needs in ELD and in core academic subjects.
Allowable Activities	Description of how the LEA is meeting or plans to meet this requirement.

3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.
   a. designed to improve the instruction and assessment of LEP children;
   b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;
   c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;
   d. long term effect will result in positive and lasting impact on teacher performance in the classroom.
	In order for administrators, teachers, parents and the community to meet the needs of EL students at all proficiency levels, they must participate in a comprehensive professional development program, which supports the initiatives identified by the District. Title III funds will be used to support professional learning that will integrate research and scientifically-based theory with high-quality instructional practices. The content of this plan will include, but will not be limited to, the development of:
	• Knowledge of metacognitive and metalinguistic skills through which EL students are taught.
	• The ability to design and implement differentiated, standards-based instruction in all academic areas, and understand how this intersects with the socio-economic, cultural and linguistic diversity within the school community.
	• Strategies to identify potential interference between the primary language and English.
	• A repertoire of strategies for content-literacy instruction, which are supported through the District's Lesson Design Specialist (LDS) program.
	• An understanding of the role of assessment in guiding and evaluating instructional and programmatic practices.
	• The ability to design and implement formal and informal formative and summative assessments.
	
	The professional learning will include extensive, on-going, mandatory training for all teachers in all levels of the Common Core ELA/Literacy Standards, ELD Standards, and other state-adopted content standards, and District curricula and adopted materials. Title III funds will be used to hire staff developers, pay the hourly rate to teachers, and/or pay for substitutes in order that teachers receive scientifically-based, research-based strategies training which specifically includes those strategies which meet the needs of EL students such as:
	• SDAIE training for administrators and teachers
	• Use of adopted ELA/ELD/Spanish Language Arts materials
	• Effective instructional practices for culturally-diverse students
	• Communicating with linguistically and culturally-diverse parents

- Use of Assessments/multiple measures/performance task assessments
- WRITE Institute (for English and Spanish-language development)
- Advancement Via Individual Determination (AVID) Excel
- Training and support for administrators and counselors
- Curriculum planning
  - ELD/ELA connections
  - Project-based learning
  - Differentiated instruction
  - Grouping/clustering models
  - Lesson/unit planning, backward-mapping design
  - Implementation of core content support materials for EL students (ELA/mathematics adoptions)
  - Implementation of supplementary materials to support EL students in ELD and SDAIE classes

To support their efforts to provide series of trainings in which teachers of EL students will learn new knowledge, strategies and skills that will improve their instruction and positively affect the achievement of EL students in their classrooms, district curriculum specialists, the Director of English Learner and Multilingual Services, and other relevant staff will be provided the opportunity to attend statewide conferences and institutes where the most current research, strategies and materials will be presented and discussed. Examples:

- California Association for Bilingual Education (CABE)
- California Teachers to Speakers of Other Languages (CATESOL)
- Orange County Department of Education (OCDE) sponsored training opportunities
- California Department of Education (CDE) Accountability Leadership Institute for ELs and Immigrant Students
- WestEd Institutes
- California Reading Association (CRA)
- Bilingual Coordinators Network (BCN)

Title III funds will also support the district EL curriculum specialist, EL instructional coach and LAC staff who will work with the sites to monitor strategy implementation and utilize student assessments, and with the BTSA support providers and Lesson Design Specialists at each school site who will follow up with teachers to plan, implement and assess effective strategies in the classroom.

| 4. Upgrade program objectives and effective instruction strategies. | **Yes** or No | **If yes, describe:**

In conjunction with LCFF and District funds, Title III funds will be used to continue the process of upgrading the program objectives and assessments to measure and validate program effectiveness for students.

To assist with the structuring of appropriate, scientifically-based assessment, Title III funds |

will be used to:
- Support the cost of software to monitor the implementation of standards-based instruction and assess the outcomes.
- Support the cost of software to monitor and update EL student data.

Allowable Activities	Description of how the LEA is meeting or plans to meet this requirement.	
5. Provide: a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	**Yes or No**	**If yes, describe:** The District's curriculum specialist and instructional coach will work with schools to provide language development courses that will focus on the specific needs of identified EL students, in order to support them in developing English language proficiency, high levels of academic proficiency, and in meeting reclassification and graduation criteria. Specific areas of focus include improvement of language, literacy, and academic language development. These courses are designed to support and complement the students' regular ELA, ELD, and core content instructional program. In addressing the needs of the identified students, these courses will use consistent, systematic instruction to: • Provide intensive and extensive opportunities to read in content areas. • Acquire new knowledge and vocabulary through reading and writing. • Read and comprehend fiction and informational and text materials. • Develop and expand academic content-related vocabulary. • Engage in meaningful speaking and writing activities. • Do informative/explanatory, narrative, and argumentative writing (based upon grade-level Common Core ELA/Literacy Standards and ELD Standards). • Develop content-relevant literacy to support the acquisition of subject matter competency. Instruction will include a variety of activities and strategies that promote EL student success in ELA. LDS (Lesson Design Specialists) work with teachers on first best instructional practices, emphasizing the language development needs of English Learners. Specific trainings have focused on infusing language development into the content, as well as formative assessment to inform instruction.
6. Develop and implement programs that are coordinated with other relevant programs	**Yes or No**	**If yes, describe:** In addition to Title III funds, a variety of funding sources/programs will be utilized to extend

and services.		the regular instructional program and focus on the needs of EL students. The following collaborative programs will be coordinated to meet each student's identified needs: • Current, existing intervention, support and enrichment programs • Title I • Response to Intervention and Instruction (RtI^2) • AVID/Puente Programs at selected schools • Migrant Education • Advanced Placement (AP)/International Baccalaureate (IB) classes • Career Technical Education (CTE) Pathways • Special Education • Actions of Local Control Accountability Plan • Grants
7. Improve the English proficiency and academic achievement of LEP children.	<u>Yes</u> **or No**	**If yes, describe:** The District plans to develop and implement site-based education monitoring teams that will assist in developing EL individualized action plans that will identify student's assets and strengths, and to design interventions to meet identified EL students' individual needs in order to improve English proficiency and academic achievement. The goals will be to support the success of the EL students in the regular instructional program. These teams will be supported by the collaboration and coordination the following district staff, programs, and related services: • District professional learning • District curriculum specialists • Site LDS • Site RTI^2 Specialists

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

8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –
  o To improve English language skills of LEP children; and
  o To assist parents in helping their children to improve their academic achievement
	<u>Yes</u> **or No**	**If yes, describe:**
		
		Title III funds will be used to extend services to parents of EL students to become an integral part of the school and community and ensure academic success for their children. Connecting the families with needed educational and social services is an essential part of creating an atmosphere conducive to academic success.
		• Parent involvement specialist
		• School community liaisons
		• Parent Institute for Quality Education (PIQE)

and becoming active participants in the education of their children.		• CABE Project 2Inspire • ELAC/District Learner Advisory Committee (DELAC) support

9. Improve the instruction of LEP children by providing for –
  o The acquisition or development of educational technology or instructional materials
  o Access to, and participation in, electronic networks for materials, training, and communication; and
  o Incorporation of the above resources into curricula and programs.
	Yes or No	**If yes, describe:**
		
		To support the instruction of EL students in acquiring English and reaching academic competency, Title III funds will be used to acquire educational technology, train teachers on the effective use of educational technology, and on how to infuse the use of technology into the curricula. Examples:
		• Implementation and use of Chromebooks for access to supplemental on-line resources.
		• Support on the use of Illuminate for analysis of state and local assessments.
		• Use of the student information system for monitoring student progress and reviewing student data.

10. Other activities consistent with Title III.	**Yes** or No	**If yes, describe:** Title III funds will be used to support school leadership training and Single Plan for Student Achievement (SPSA) development for selected schools. Title III funds will also be used to support the development of the Dual Language Academy and Spanish for Spanish Speakers curricula, instruction, and materials. The purpose is to support the transfer of literacy skills as a means of producing higher levels of English language proficiency.

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

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

Required Activity
1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):
  a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;
  b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;
  c. the method of instruction used in the program in which their child is or will be, participating, and the methods of
	Upon registration of their student, and annually thereafter, parents will receive a written explanation of the following information:
	  a. The reasons for the identification of their child as EL and in need of services (Home Language Survey response, score on initial CELDT test)
	  b. The child's level of English proficiency and how it was assessed (explanation of proficiency level descriptors and explanation of English language proficiency assessment), and the status of the student's academic achievement. (For "annual" EL students, it is important to record state and local assessments and/or other academic information, i.e. marks and GPA.)
	  c. The method of instruction the student will receive (ELD program description, movement through ELD program description, ELD curriculum and instructional

instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;

d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;

e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;

f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;

g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;

h. information pertaining to parental rights that includes written guidance detailing –
    i. the right that parents have to have their child immediately removed from such program upon their request; and
    ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;
    iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.

i. information pertaining to parental rights that includes written guidance detailing –
    i. the right that parents have to have their child immediately removed from such program upon their request; and
    ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;

strategies used, subjects to be taught in L1 [student's primary language], or SDAIE curriculum and instructional strategies, and teacher's authorization status).

d. How this program is designed to meet the needs of the child

e. How this program design helps their child learn English (emphasis on ELD component, training of teachers)

f. Specific exit requirements (what is the reclassification criteria) and expected rate of promotion and graduation if student participates in this program. (If student is an under-schooled newcomer, he/she may need more instructional time to catch up with his/her peers.)

g. If the student has a disability, state how the services prescribed by the IEP work together with the program in which the student is enrolled to maximize his/her learning experiences.

h. Parental rights (to withdraw from the program but not the services) and to choose a different program (alternative bilingual)

i. Title III funds will be used to hire bilingual personnel at the district and school site level that will be available to parents to ensure full understanding of this information.
    - LAC Staff
    - District parent involvement specialist
    - Bilingual instructional assistants

After the student is initially assessed, the parents receive a personal, private interview with a bilingual testing assistant. At this time they will receive a detailed explanation of the procedures and EL program placement options. Parents will also receive their student's scores, the rationale for identification as EL or FEP and an explanation of their student's suggested program placement.

Following initial placement, progress is formally evaluated at two intervals during the year, and parents are informed in writing of their student's grades (report cards) and any changes in program or classification. (Movement through Program Form or Reclassification)

Site ELAC and District DELAC meetings, held at least five times per year, focus on informing parents about instructional programs and how they can support their child's academic achievement.

Annual parent notification, taking place within 30 days of the beginning of each school year, includes detailed complete program descriptions, options, and parent rights. Back to school nights, held within the first 30 days of school, are designed to provide translated information to parents. Community liaisons, bilingual instructional assistants and district translators are available for individual mini-conferences with parents with concerns or questions.

iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.	In addition to parent notification of assessment results and program participation, Title III funds can also support translation for additional parent meetings to ensure that EL students are being properly included in all possible school services: • AP/IB classes • AVID/Puente classes • Special Education classes These meetings may also serve to provide a forum for parents of EL students to share their recommendations for program design and goals.
Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the school year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.	For students who enroll after the beginning of the school year, this process occurs at registration or after assessment in the LAC prior to the student's placement in classes by the counselor. Title III funds will be used to support staff to support the immediate and proper placement of students in grade-appropriate and language-appropriate classes.
LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs	If the District or a school site fails to meet the Annual Measurable Achievement Objectives (AMAOs), all parents will be notified of such failure by letter no later than 30 days after the district is notified of the results. The letter will inform the parents of their may have and inform them of their option to choose another school within the district.

Plans to Provide Services for Immigrants

<u>IF</u> the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	**<u>Yes</u> or No**	**If yes, describe:** Title III funds will be used to extend services to parents of EL and immigrant students to become an integral part of the school and community and ensure academic success for their children. Connecting the families with needed educational and social services is an essential part of creating an atmosphere conducive to academic success.

	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	**Yes or No**	**If yes, describe:** Bilingual instructional assistants will receive professional learning three-times yearly to support their skills and efforts to positively affect the achievement of EL students, especially newcomer EL students, in their classrooms.
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	**Yes or No**	**If yes, describe:** Mentoring and tutoring will be established for newcomer and immigrant students via community partnerships.
Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	**Yes or No**	**If yes, describe:** Supplemental language development materials and software will be reviewed by the EL curriculum specialist, instructional coach and EL program chairpersons for relevancy and effectiveness.
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	**Yes or No**	**If yes, describe:** The District will develop effective newcomer programs (during, before/after-school and summer) that will accelerate language learning and help students transition successfully to the US school system. Transportation costs will be considered in addition to other costs attributable to these services.
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	**Yes or No**	**If yes, describe:** The District will develop effective newcomer programs (during, before/after-school, and summer) that will accelerate language learning and help students transition successfully to the U.S. school system. Transportation costs will be considered in addition to other costs attributable to these services.

Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	**Yes or No**	**If yes, describe:** The District will align activities with local community colleges to allow for a seamless transition from high school to college/career of newcomer and immigrant students.

Elementary and Secondary Education Act

Title III Limited English Proficient (LEP) and Title III Immigrant

Budget Update 2015-16

Name of LEA: Anaheim Union High School District   **Fiscal Year:**   2015-16

Total Title III Allocation: **LEP:** $ 643,218   **Immigrant:** $69,042

LEP Administrative & Indirect Costs (2%): $12,864   **Immigrant Administrative & Indirect Costs:** $1,380

For each applicable Title III goal indicated below, indicate the key actions that will be implemented to meet each goal, the related Title III budgetitem, and the estimated cost for each item.

Title III Goal	Specific Title III Supplemental Key Actions (Activities) to Meet Goal	Unit (Purchase) Detail	Associated Estimated Costs for each Activity Listed
Goal 2A: AMAO 1 – Annual Progress Learning English Deliver high quality English language development instruction based on scientifically-based research.	Dual Language Academy (DLA): This program affords students the ability to develop both Spanish and English languages to a level of proficiency. English Learner and Redesignated Fluent English Proficient (RFEP) students who enter dual immersion programs at the feeder elementary districts become bilingual, biliterate and bicultural as early as fourth grade. EL students enrolling in the District's DLA in seventh grade will be on track for reclassification by graduation. • **Training and support for DLA teachers, which includes project-based learning.** • **Create a pathway to biliteracy from kindergarten through the senior Seal of Biliteracy award.** • **Materials and supplies for training** • **Supplementary classroom materials and supplies** • **Bilingual instructional assistant primary language support** Scaffold/support core ELA/ELD and English language development instruction	**Release time/extra duty/subs** **workshop registration fees/training costs** **Pathway and Seal of Biliteracy Awards** **Supplemental instructional materials and supplies to support DLA** **Bilingual instructional assistants to support DLA**	$5,000 $5,000 $6,000 $15,000 $50,000 annually for salary

Performance Goal 2
Planned Improvements in Programs for English Learners

	through the following:		and benefits
	• **Development of units of study are supported by Curriculum Specialists (EL, English, Math, Science) and EL Instructional Coach**	**EL curriculum specialist and EL instructional coach**	$230,000 annually for salaries and benefits
	• **Teachers of designated English Language Development (ELD) and content instruction are provided release time for training and collaboration (includes project-based learning, other ELD standards workshops/EL conferences)**	**Release time/extra duty/subs**	$10,000
	• **Teachers create ELA/ELD units of study and performance task assessments with embedded differentiation strategies specific to ELs. Units of study/assessments include corresponding English Language Development Standards**	**Material and supplies to support training and collaboration**	$2,000
	• **Bilingual Assistants receive training and provide primary language support/academic language development to English learners with emerging English proficiency**	**4 bilingual Instructional Assistants**	$225,000 annually for salaries and benefits
Goal 2B: AMAO 2 - English Proficiency Implement standards-based/standards-aligned ELA/ELD instruction and materials, including intervention and supplemental materials.	Activities from Goal 2A. In addition: Provide ELA/ELD support for Long term EL students through the following: • **Teachers of AVID Excel curriculum in English Language Mainstream (ELM) support course in junior high are provided release time for training, curriculum development and collaboration.**	**Release time/extra duty/subs**	$5,000
	• **Teachers to attend AVID Excel training for Summer Bridge program. Selected teachers are assigned to summer program.**	**AVID Excel training, materials**	$7,000
	• **Teachers of Language and Literacy for ELs support course in senior high are provided release time for training, curriculum development and collaboration.** • **Teachers participate in WRITE Institute training.**	**WRITE Institute training and materials**	$8,000

	• **EL Curriculum Specialist and EL Instructional Coach support teachers of ELM and Language and Literacy for ELs. Teachers and specialists attend workshops and conferences.**		
Goal 2C: AMAO 3 - Adequate Yearly Progress in English/Language Arts Implement standards-based/standards-aligned ELA/ELD instruction and materials, including intervention and supplemental materials to increase English proficiency.	Activities from Goal 2A and 2B. In addition: Develop monitoring system to improve progress through the following: • **Develop Formative Assessments, Performance Task Assessments, writing rubrics and e-Portfolios** • **Differentiate Instruction based on student language proficiency using corresponding ELD standards** • **Curriculum specialists support teachers in developing formative and summative assessments that are accessible for ELs**	**Release time/extra duty/subs** **Material and supplies to support training and collaboration** **EL curriculum specialist and EL instructional coach**	$2,000 $2,000 Cost already referenced in Goal 2A: AMAO 1
Goal 2C: AMAO 3 – Adequate Yearly Progress in Mathematics Implement standards-based/standards-aligned mathematics instruction and materials, including intervention and supplemental materials to increase Math proficiency.	Scaffold core math and intervention instruction through the following: • **Teachers refine Math units and performance task assessments with embedded differentiation strategies specific to ELs. Units include corresponding English Language Development Standards** • **Development of units are supported by Curriculum Specialists (EL and Math) and EL Instructional Coach** • **Math teachers are provided release time for training and collaboration (includes participation at ELD standards workshops/EL conferences)** • **Bilingual Assistants receive training and provide primary language support/academic language development to English learners with emerging English proficiency** Develop monitoring system to improve progress through the following: • **Develop Formative Assessments and Performance Task**	**Release time/extra duty/subs** **Material and supplies to support training and collaboration** **Bilingual Instructional Assistants**	$2,000 $2,000 Cost already referenced in Goal 2A: AMAO 1

	Assessments		
	• **Differentiate Instruction based on student language proficiency using corresponding ELD standards**		Costs already referenced in Goal 2A: AMAO 1
	• **Curriculum specialists support teachers in developing formative and summative assessments that are accessible for ELs**		
Goal 2D: High Quality Professional Development Provide research-based PD designed for teachers and other school and community-based personnel to improve the instruction, assessment, and achievement of ELs	Provide professional learning to scaffold core ELA/ELD, math and intervention through the following: • **Schedule training and content of training** • **Implement staff development/release time** • **Ongoing support provided by EL curriculum specialist and EL instructional coach** • **Teacher Learning Walks** • **Travel and conferences/workshops for professional development/best practice for EL teaching and learning**	**Release time/extra duty/subs** **Material and supplies to support training and collaboration** **Travel and conferences**	Costs already referenced in Goal 2A: AMAO 1
Goal 2E: Parent and Community Participation Promote parental participation in programs for ELs	Promote parental participation in programs for ELs through the following: • **Schedule District English Learner Advisory (DELAC) Meetings** • **Provide training and support for parents regarding English learner programs** • **Provide training on the importance of parental participation in programs for ELs (Project 2Inspire, CABE)** • **Provide training on best practices for participating in ELs education** • **Provide guidance and support via Parent Involvement Specialist and site Community Liaisons** • **Provide childcare for parent trainings and meetings** • **Provide information regarding EL programs and best practices via a**	**Materials and supplies** **California Association for Bilingual Education Conference (CABE)** **1 community liaison supported by Title III** **Parent Involvement Specialist** **Childcare services** **Printing of newsletter**	$2,000 $5,000 $60,000 annually for salary and benefits $84,000 annually for salary and benefits $3,000 $250

	parent newsletter and district website		
Goal 2F: Parental Notification Develop and implement an LEA-wide plan to meet parent notification requirements.	Provide parent notices for the following: • **Initial/Annual Notification including language proficiency results** • **Reclassification Notifications** • **Progress Monitoring** • **Movement through ELD program**	**Printing Title III Annual Notification** **Postage Title III Annual Notification**	$1,500 $3,000
Goal 2G: Services for Immigrant Students	• **Provide training and materials to teachers and other staff on culturally responsive teaching for immigrant students.** • **Provide guidance and support to parents of immigrant students via Community Liaisons, EL Curriculum Specialist, EL Instructional Coach, Bilingual Instructional Assistants, and Language Assessment Center staff.** • **Create extended language learning opportunities for immigrant emerging level EL students (after-school, summer academy).**	**Release time/extra duty** **Materials and supplies** **Transportation costs** **Language Assessment Center staff translator**	$5,000 $2,000 No cost to Title III $65,000 annually for salary and benefits $25,000
Goal 5A: Increase Graduation Rates	Activities from Goal 2A, 2B, 2C, 2D, 2E, 2F and 2G. In addition: Provide primary language support to emerging EL students: • **Assign bilingual instructional assistants to content-area courses, whenever possible, to provide access to content** • **Monitor bilingual instructional assistant schedules** • **Monitor emerging and expanding EL students' placement and class schedules (a-g access)**	**Bilingual Instructional Assistants**	Costs already referenced in Goal 2A: AMAO 1
Total Title III Budget Estimate (Include			*LEP $ <u>719,614</u>

			IMM $ 66,380
Administration and Indirect Costs) for LEP and Immigrant Programs			

*Total amount includes carryover from previous year, and therefore exceeds total Title III allocation.

Program Notes:

    I.   Activities must be of supplemental nature. Align activities with associated estimated costs.

    II.   LEAs must expend Title III funds on activities that are required, allowable, allocable, necessary and reasonable.

    III.   Title III funds should supplement the level of Federal, State, and local funds, including LCFF funds.

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

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

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

STRENGTHS	NEEDS
As of May 2011, 99.5% of Anaheim Union High School District (AUHSD) core subject area teachers meet the federal definition of highly qualified.	Continue to monitor, identify, and require teachers to participate in professional development leading to English Language Certification, Verification Process for Special Settings (VPSS), and Autism Certification.
More than 750 certificated teaching staff members have advanced degrees.	
Four teachers have received National Board Certification.	Continue to identify teachers, if any, who are "missassigned," and work with site administrators to guarantee that all teachers are highly qualified.
Seven mathematics teachers have been selected to participate in California State University Fullerton mathematics initiative, to apply for National Board Certification in the next four years.	Continue to develop protocols to guarantee that the results of targeted professional development are reflected in classroom practice.
May 2011 retention data shows that 90% of AUHSD teachers, with two or more years of teaching experience, are still in the profession.	
As of May 2011, more than 700 AUHSD teachers have successfully completed requirements for the Beginning Teacher Support and Assessment (BTSA) program, a rigorous state funded formative assessment program that meets highly qualified requirements.	
Since 2004, the AUHSD BTSA Induction program has been authorized as a credentialing agent for new teachers. In May 2011, the Commission on Teacher Credentialing (CTC) completed a comprehensive four-day evaluation of the AUHSD BTSA Induction program, and recommended credentialing authorization without modifications.	

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

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

Please provide a description of: *Indicates Recommendation by TA Provider	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards: a) Teachers participate in professional development opportunities, by district staff, which focuses on the use of adopted materials that align with state content standards and California Standards for the Teaching Profession. b) Ongoing professional development, at the district and site levels, for administrators, teachers and paraprofessionals, to support effective instructional delivery of standards-based curriculum, to meet the needs of all levels of students (*Advanced, Proficient, Basic, Below Basic and Far Below Basic)* • *Specific focus on differentiating instruction, to meet the needs English Learners and special education students. • All professional development is designed to support state standards, and respond to student achievement data c) *Ongoing professional development through the Lesson Design Specialists at site levels, focusing on alignment of content objectives, language objectives, and formative assessment to guide differentiated delivery of content every day for every student. • Lesson Design Specialists lead sites in classroom walkthroughs designed to support site-based professional development. d) *New teachers, receive professional development, through the Lesson Design Specialists and BTSA programs, which focus on the implementation	Ed. Division – Assistant Superintendent, Directors/Coordinators, Instructional Analyst, Curriculum Specialists; Human Resources Division – Assistant Superintendent, BTSA Director and Support Providers; Site Administrators, Lesson Design Specialists, Department Chairpersons, Teachers *ongoing*	Professional development cost: presenter, materials, facilities, substitutes Professional development from approved outside organizations Release time for administrators, teachers and paraprofessionals Categorically funded curriculum specialists	2,000,000 Annually	General Fund, Title I, Title II, Title III, EIA-LEP, BTSA

of adopted core standards-based curriculum and research-based effective instructional approaches.

e) *District professional development is facilitated through the Education Division. This includes the Quality Teacher Program, the Lesson Design Initiative, and the Beginning Teacher Support and Assessment (BTSA) program. The Education Division also houses the curriculum specialists, for the curricular areas of English language arts, mathematics, special education, and English Learners.

f) District professional development staff work closely with school personnel to ensure alignment and fidelity with district and site goals. A major goal is that all teachers grow and improve in their ability to reflect upon, and apply the California Standards for the Teaching Profession, and the specific pedagogical skills for subject matter instruction, including implementing district initiatives, such as content objectives, language objectives and daily formative assessments.

g) *All teachers utilize the adopted academic content standards and performance levels for students, curriculum frameworks, ELD standards, and instructional materials in the context of their teaching assignment.

h) *Teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction.

i) *Teachers plan and differentiate instruction using multi-tiered interventions, as appropriate, based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners (e.g. struggling readers, students with special needs, English Learners, speakers of non-standard English, and advanced learners).

j) To maximize learning, teachers create and maintain well-managed classrooms that foster students' physical, cognitive, emotional and social well-being. They develop safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol.

k) Teachers learn to be fluent, critical users of technological resources, and use available technology to assess, plan, and deliver instruction so all students can learn. They enable students to use technology to advance their

learning. Local district technology policies are followed by teachers, when implementing strategies to maximize student learning and awareness around privacy, security, and safety.				
2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement: a) *Professional development activities are designed around research-proven methods, and continually assessed as the activities relate to the impact on student achievement. Research-supported training design (theory, demonstration, simulation, feedback, coaching, study of implementation, study of student effects) is also utilized, to best maximize limited time and limited financial resources. b) *District professional development staff designs, assists and monitors professional development activities (especially at site levels), to ensure that professional development is research-proven, and includes "best practices," such as RtI support structures. c) District professional development activities focus on topics and formats, which have the greatest positive impact on teachers' ability to accelerate the learning of students in the lowest performing groups, such as the 9th Grade Academy, which is designed to support intensive students. Additionally, professional development is coherent and differentiated, based on student needs, and increased student achievement. d) Principals, Lesson Design Specialists, BTSA Support Providers, and veteran teachers participate in curriculum studies, and mentor and coach less successful and/or newer teachers through Peer Assistance Review (PAR).	Ed. Division – Assistant Superintendent, Directors/Coordinators, Curriculum Specialists; Human Resources Division – Assistant Superintendent, BTSA Director and Support Providers; Site Administrators, Lesson Design Specialists, Department Chairpersons, Teachers *ongoing*	Professional development cost: presenter, materials, facilities, substitutes Professional development from approved outside organizations Release time for administrators, teachers and paraprofessionals Categorically funded curriculum specialists	$300,000	General Fund, Title I, Title II, Title III, LCFF

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students: a) *Formative assessment and monitoring of student progress, through common assessments, provide feedback as to the effectiveness of research-proven teaching strategies and best practices, which are a product of ongoing professional development. b) *Professional development for teachers of EL students and special education students integrate research and scientifically based theory with high quality instructional practices. (See Performance Goal 2.4 for additional information.) The professional development provides extensive, on-going, mandatory training for all teachers in all levels of the English language arts standards, ELD standards, California Content Standards, district standards-based curricula and adopted materials, and standards-based instruction and materials. c) *Professional development specifically designed for intervention programs provides integrated and connected training, and supports the core program. d) * Student achievement data is under constant assessment and review. This data is a principle factor in decision making, to determine professional development programming. e) *In designing and assessing the formative impact of the professional development system, district professional development staff concentrate on the degree to which professional development activities accomplish four things: (1) How well do the activities focus on students meeting essential standards through the use of State-adopted/standards-based materials and formative assessments? (2) How close to the instructional work of teachers is the professional development situated? (3) How well do selected professional development resources apply to particular under-performing	Ed. Division – Assistant Superintendent, Directors/Coordinators, Curriculum Specialists; Human Resources Division – Assistant Superintendent, BTSA Director and Support Providers; Site Administrators, Department Chairpersons, Teachers *ongoing*	Professional development cost: presenter, materials, facilities, substitutes Professional development from approved outside organizations Release time for administrators, teachers and para-professionals Categorically funded curriculum specialists	$1,5000,000 Annually	General Fund, Title I, Title II, Title III, LCFF

student populations (e.g., English Learners, students with disabilities, Children of Color)? (4) How well integrated are materials adoption/selection, intervention approaches, and family and community relations with the professional development system? f) *Using multiple measures, including assessment instruments such as, site based benchmarks, results from state assessments, and other relevant data, district professional development staff closely monitor the progress the district makes in eliminating the achievement gap, separating low-income, mainstreamed EL, and specific minority students from other students. g) Each school's Single Plan for Student Achievement (SPSA) is peer reviewed annually, by cohort schools and district office officials, to verify the alignment of SPSA goals, with corresponding student achievement data, and district initiatives intended to increase student achievement for all subgroups.				
4. **How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:** a) District professional development staff guarantee that professional development activities are coordinated to address staff needs, in assisting all students to meet or exceed state academic achievement standards. b) Activities are designed to help teachers integrate standards-based curriculum, instructional practice, and assessments, including progress monitoring. c) Classroom management, interventions, and working with students' families, and other topics, required by funding sources, are addressed within the context of ensuring that all students meet or exceed state content and academic achievement standards.	Ed. Division – Assistant Superintendent, Directors/Coordinators, Curriculum Specialists; Human Resources Division – Assistant Superintendent, BTSA Director and Support Providers; Site Administrators, Department Chairpersons, Teachers *ongoing*	Professional development cost: presenter, materials, facilities, substitutes Professional development from approved outside organizations Release time for administrators, teachers and para-professionals Categorically funded curriculum specialists	$300,000	General Fund, Title I, Title II, Title III, LCFF
5. **The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers**	Ed. Division – Assistant Superintendent, Directors/Coordinators,	Professional development cost: presenter, materials,	$900,000 Annually	General Fund, Title I, Title II, Title III, LCFF

and principals will be met:
 	
a) *District supports site-based teacher collaboration time, which focuses on Lesson Design Specialists, selecting benchmark assessments for key/essential standards, joint review of student work on those assignments, and planning for revising/reviewing/re-teaching/progress monitoring/adequate and realistic pacing.
 	
b) Staff development days focus on developing core research and best practices used within the standards-based materials in the strands/ subject matter areas of most needed improvement.
 	
c) *Principals' professional development combine leaders' roles in supporting standards implementation, organization and management for continuous improvement, and addressing the diverse needs of students, particularly students in the lowest-performing groups in the district.
 	
d) New teacher professional development is implemented through the Lesson Design Specialist cohorts and the BTSA Program.
 	
e) All teachers participating in the AUHSD BTSA Induction program are mentored by exemplary Support Providers (SPs).
   • Working closely with their SPs, the participating teachers must demonstrate the ability to plan and deliver standards-based instruction to meet the needs of all students.
   • They must differentiate instruction based on the diverse learning needs of the children they encounter in their classroom.
   • Using Formative Assessment of California Teachers (FACT), modules A-C, participating teachers identify special needs of students in their classroom, who might require modification of either curriculum or instruction.
   • Beginning in module B, participating teachers select three students upon whom they will focus. One of the students must be an English-Language Learner and a student with special needs. These students are used as a case study for identifying the tiers of intervention to be provided during the lesson.
   • Through a structured observation of teaching, based on the *California Standards for the Teaching Profession*, the consulting teacher gives them feedback.
   • The participating teacher collects examples of student learning and
	Curriculum Specialists; Human Resources Division – Assistant Superintendent, BTSA Director and Support Providers; Site Administrators, Lesson Design Specialists, Department Chairpersons, Teachers
	
	ongoing
		facilities, substitutes
		
		Professional development from approved outside organizations
		
		Release time for administrators, teachers and para-professionals
		
		Categorically funded curriculum specialists		

reflects on the lesson through FACT conversation guides.

- The SP engages the participating teacher in discussions about the special needs of their students and suggests strategies to diversify instruction to meet the needs of all students.
- Documentation of implementation of these strategies is recorded throughout the module.
- This data drives the support and professional development for the participating teacher and provides evidence that the participating teacher is able to provide access to the state adopted content standards for all students.

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy: a) As of June 2008, when resources were available the district trained 675 teachers, and continues to train teachers, in technology integration, including creating standards-aligned technology-imbedded unit plans, learned through the Intel "Teach to the Future" curriculum. b) September 2008, through June 2011, Collaborating for Excellence in Middle School Science grant trained 129 middle school teachers, on the use of technology in science programs, specifically focusing on strategies to help improve English Learner subgroup student achievement results. c) Lesson Design Specialist program uses a trainer of trainer model, in which each school has a professional development expert, who trains staff on research-proven instructional strategies. The strategies include how to effectively integrate technology into curricula and instruction to improve teaching, learning, and technology literacy.	Ed. Division – Assistant Superintendent, Directors/Coordinators, Curriculum Specialists; Human Resources Division – Assistant Superintendent, BTSA Director and Support Providers; Site Administrators, Department Chairpersons, Teachers *ongoing*	Professional development cost: presenter, materials, facilities, substitutes Professional development from approved outside organizations Release time for administrators, teachers and para-professionals Categorically funded curriculum specialists	$337,500	General Fund, Title I, Title II, Title III, LCFF
7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in	Ed. Division – Assistant Superintendent, Directors/Coordinators,	Professional development cost: presenter, materials,	$337,500	General Fund, Title I, Title II, Title III, LCFF

the effective use of technology. (Note: A minimum of 25 percent of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.): a) As of June 2008, when resources were available the district trained 675 teachers, and continues to train teachers, in technology integration, including creating standards-aligned technology-imbedded unit plans, learned through the Intel "Teach to the Future" curriculum. b) September 2008, through June 2011, Collaborating for Excellence in Middle School Science grant trained 129 middle school teachers, on the use of technology in science programs, specifically focusing on strategies to help improve English Learner subgroup student achievement results. c) Lesson Design Specialist program uses a trainer of trainer model, in which each school has a professional development expert, who trains staff on research-proven instructional strategies. The strategies include how to effectively integrate technology into curricula and instruction to improve teaching, learning, and technology literacy. d) An array of professional development offerings regarding the use of technology are also offered, to assist teaching and learning. Workshops include but are not limited to: summer institutes and after school sessions. Offerings in other disciplines also model and highlight the integration of technology within all content and teaching fields. Connectivity, via enhanced hardware, equipment and training, is constantly expanding.	Curriculum Specialists; Human Resources Division – Assistant Superintendent, BTSA Director and Support Providers; Site Administrators, Department Chairpersons, Teachers *ongoing*	facilities, substitutes Professional development from approved outside organizations Release time for administrators, teachers and para-professionals Categorically funded curriculum specialists		
8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan: a) District has collaborated indirectly with all stakeholders through development of each school's SPSA and School Site Council. b) The LEA Plan is also shared with the DELAC and the Superintendent's Advisory Committee. c) These groups are included for more direct input and feedback, specifically on the LEA Plan, throughout the school year.	Ed. Division – Assistant Superintendent, Directors/Coordinators, Curriculum Specialists; Human Resources Division – Assistant Superintendent, BTSA Director and Support Providers; Site Administrators, Department Chairpersons, Teachers	Professional development cost: presenter, materials, facilities, substitutes Professional development from approved outside organizations Release time for administrators,	No Cost	General Fund, Title I, Title II, Title III, LCFF

Performance Goal 3
Highly Qualified Teachers

	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
	ongoing	teachers and para-professionals Categorically funded curriculum specialists		
Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. How the LEA will provide training to enable teachers to: • **Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;** • **Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;** • **Involve parents in their child's education; and** • **Understand and use data and assessments to improve classroom practice and student learning.** a) Teacher collaboration time focuses on reviewing common assessments, for essential standards, and joint review of student work on those assignments, including planning for addressing diverse student needs, student behavior management, and working with families. b) Professional development days focus on practicing core research-based practices, used in the standards-based materials, in the strands/subject matter areas of most needed improvement. This also includes planning for addressing diverse student needs, student behavior management, and working with families. c) District professional development opportunities and Lesson Design Specialist program provides intensive, focused, professional learning on how to accelerate students in the lowest-performing groups, student behavior management, and working with families within a standards-based system. d) The BTSA Induction program addresses supporting English Learners, Special Education students, parent outreach and data assessment, through a rigorous two-year induction process. • All participating teachers use the state academic c*ontent standards* to	Ed. Division – Assistant Superintendent, Directors/Coordinators, Curriculum Specialists; Human Resources Division – Assistant Superintendent, BTSA Director and Support Providers; Site Administrators, Lesson Design Specialists, Department Chairpersons, Teachers *ongoing*	Professional development cost: presenter, materials, facilities, substitutes Professional development from approved outside organizations Release time for administrators, teachers and para-professionals Categorically funded curriculum specialists	2,000,000 Annually	General Fund, Title I, Title II, Title III, LCFF

Performance Goal 3
Highly Qualified Teachers

guide them as they focus on English language development and special education teachers.

- *Teachers demonstrate the ability to implement the district adopted instructional program for English Learners and Special Education students, by differentiating instruction to accommodate the individual needs of their English Learners and Special Education students.

- They maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.

- When planning and delivering instruction, participating teachers examine and strive to minimize bias in classrooms, schools and larger educational systems while using culturally responsive pedagogical practices.

- Participating teachers use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate with students, colleagues, resource personnel and families, to provide the full range of learners equitable access to the state-adopted academic content standards.

e) Principals' professional development will focus on leaders' roles in supporting standards implementation, organization, and management for continuous improvement with behavior management, working with students' families, and addressing diverse needs of students, particularly the district's lowest-performing groups.

10. How the LEA will use funds under this subpart to meet the requirements of Section 1119: a) Public reports are published each school year, detailing the percentage of highly qualified teachers that serve the district's students. b) High quality professional development is made available to all teachers for the purpose of increasing student achievement, and also to teachers to meet the requirements of a "highly qualified" teacher as defined in NCLB. c) All paraprofessionals hired after July 2002, have:	Ed. Division – Assistant Superintendent, Directors/Coordinators, Curriculum Specialists; Human Resources Division – Assistant Superintendent, BTSA Director and Support Providers; Site	Professional development cost: presenter, materials, facilities, substitutes Professional development from approved outside organizations	$2,000,000 Annually	General Fund, Title I, Title II, Title III, LCFF

Performance Goal 3
Highly Qualified Teachers

• Completed at least 2 years of study at an institution of higher education; • Obtained an associate's (or higher) degree; or • Met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment. d) All paraprofessionals hired before the date of enactment of the No Child Left Behind Act of 2001, and working in a program supported with funds listed in NCLB Section 1119, satisfy the requirements of NCLB. e) Continued BTSA follow-up support through year three for beginning teachers. f) Training opportunities for Paraprofessionals focus on: • Assisting in the instruction of reading/language arts, mathematics, and readiness. • Preparation for the paraprofessional assessment. • Cooperatives with district and community colleges to enable paraprofessionals to take college courses.	Administrators, Department Chairpersons, Teachers *ongoing*	Release time for administrators, teachers and para-professionals Categorically funded curriculum specialists

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

Environments Conducive to Learning (Strengths and Needs):
Please provide a list of the LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
• Comprehensive program encompasses prevention, intervention, and youth development providing a positive school learning climate' • Plan based on principles of effectiveness, resiliency factors, and is aligned with effective approaches (e.g. conflict management/PAL programs, Friday Night Live, Club Live, After-School Activities, and science-based programs. • Program based on assessment of objective data, school climate, and implementation of program • Data examined from a variety of information sources and a variety of forum based district meetings, daily and weekly law enforcement partnership meetings, district/site staff meetings, and direct feedback from stakeholders. • Strongly enforced and progressive discipline policies. • Established and maintain a SDFSC Advisory Committee with broad-based membership which continues to guide in planning and implementing strategies to support an environment conducive to learning • Broad-based, multi-agency truancy reduction programs • Effective crisis response plans at district and site levels and opportunities to practice emergency drills • Administrators and staff embrace the "whole child", supporting the emotional, psychological, social, and academic • Regular safe schools information disseminated with Parent-Student Handbook, superintendents newsletter, principal's newsletters, district /site websites and surveys. • District plan to support ongoing physical environment modernization	• More Parent Involvement in student learning at school site level • Research consistently shows that parental involvement in the child's education improves academic success • District surveys indicate that parents benefit from parenting classes, workshops, and trainings • More opportunities for students to develop empowering skills and decision making skills • Accountable site staff in the implementation and institutionalization of the program • Reduce the incidences of gang, drug and alcohol incidents • Reduce the incidences of property crimes from gang and tagger vandals

- Website, radio stations, district hotline
- Mobile Parent Classroom
- Attendance Outreach Worker
- Student participation on School Site Councils
- Diversity Trainings
- Demonstration district per Gang Prevention Parent Education curriculum and training
- Junior high school after school grants with YMCA
- High school after school grants with YMCA
- Gang Violence Reduction grant focuses on targeted attendance area with marked gang violence increases
- Ongoing school, community, law enforcement partnerships
- School counseling staffs recognized for innovative approach with national counseling-based standards
- K-9 Contraband Detection program

Safe School Support Programs:

Safe and Drug Free Evaluator
Straight Talk Counseling Services
Anaheim After School Services – Junior High – YMCA
Anaheim After School Services – Senior High – YMCA
Community Services Program
OC Child Guidance Center
Contraband Detection Canine
Project Serving Anaheim's Youth
Bridges-Orange County Human Relations
BTSA-Orange County Human Relations
OC District Attorney Gang Prevention
Peer Assisted Leadership
Crisis Response Network
Safe & Drug Free Schools & Community
Child Welfare and Attendance
SARB & SART
Safe School Legal Counsel
Truancy Prosecution and Juvenile Court
Psychological Services – Threat Assessment
Graffiti Removal and Agencies Collaboration
School/Law Enforcement Partnerships, including
Gang Reduction Intervention Partnership (GRIP)
Youth Advisory Council
Police Chief's Advisory Committee
Community Graffiti Initiative
Police Explorers

Fire Explorers CERT-Disaster Ready-Student Team Smart Start-Teen Driving – CHP California Healthy Kids Survey AUHSD counselors, safe schools and national standards Violence Prevention Coalition Safe and Civil Schools positive interventions UCLA Design Team positive interventions Ready to Learn positive interventions Response to Intervention positive interventions Toward No Drugs safe school curriculum Project Alert tobacco prevention curriculum Second Step violence prevention curriculum Social Worker interns Social Workers After School coalition Homeless Assistance Foster Youth Assistance Consistent Student Discipline Safe Schools Resource Directory & Poster Confidential Phone Hotline Gang Prevention grant focusing on one attendance area Gang Prevention parent education curriculum and demonstration site Diversity staff and student training	

Environments Conducive to Learning (Activities):
Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

The AUHSD code of conduct and policies regarding student behavior expectations is available at http://www.auhsd.us/handbook.htm, and is also appended.

ACTIVITIES
- Continue School Violence Prevention Programs and Safe and Drug Free Schools Prevention activities as outlined below.   - Continue to provide staff training on ATODV, other safety issues, Developmental Assets, and CHKS resiliency module   - Utilize support staff to continue to address ATODV use and consequences and other safe school issues   - Continue to apply for other funding sources that can support increase prevention efforts.   - Continue to provide appropriate and qualified service providers   - Continue to develop effective family/school/community/law enforcement partnerships   - Increase number of student opportunities for after school activities, community service, youth development, and leadership.   - Research based curriculum implemented in 7th, 9th and 11th grades   - Continue to provide parents with information on prevention, ATODV, and safety issues   - Comprehensive Student/Parent Handbook   - Develop collaborative partnerships with feeder elementary school districts

Safe and Drug and Tobacco Free School Prevention Activities:	School Violence Prevention Programs:
Alcohol Awareness Asset Building Strategies Builder's Club Character Counts! Children of Alcoholics Club Live College Outreach Conflict Resolution Discipline Committee Friday Night Live Gang Awareness Great American Smoke out Multicultural Class National Inhalant Week PAL Parent Education Peer Court Positive After School Activities Project SAY Random Acts of Kindness Red Ribbon Week Safe/Sober Graduation School Safety Grants Social Work Interns	Academic Attire Anti-gang Dress Code Anti-Gang/Violence Classroom Guest Speakers Anti-gang/Violence Curriculum Anti-gang/Violence Prevention Partnership Anti-Gang/Violence/Community Resources Character Education Closed Campus/Safe & Secure Campus Consistent Student Discipline Procedures Consistent Student Rights and Responsibilities Inter-Ethnic Programs Ongoing Anti-Gang/Violence Staff Development School Crime Reporting Orange County Human Relations staff trainings Clinical Psychologist Threat Assessment SDFSC evaluator Project Alert – Tobacco prevention curriculum Toward No Drugs curriculum Second Step – violence prevention curriculum

Needs and Strengths Assessment (4115(a)(1)(A)):

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
- Ongoing data collection and analysis of ATODV with CHKS, district IRM and program assessment tools - The following data exists from fall 2007 CKHS as baseline data for grades 7,9,11 - A comprehensive Safe School Plan created at each site - Program resource guides available for faculty, staff, students, and parent use - Straight Talk CBO services to at-risk students in counseling ATOD use - Monthly review of district IRM and Law enforcement data implemented to prevent risk behavior - District level Director of CWA/Safe Schools addresses planning, funding, resource curriculum, intervention, prevention, and links to community, business, and law enforcement agencies - Project Alert, a research based curriculum for tobacco prevention – All 7th grade science teachers are trained. - Pro-Act Training provided to all campus aides, instructional aides, assistant principals and special education teachers. - Project TND, a research based curriculum for alcohol, drugs, tobacco, and violence prevention is infused by trained teachers to all seventh grade students – All high school health teachers are trained. - All administrators are provided district cell phones to allow direct communication with them during critical incidents	- According to CHKS baseline data 2002 performance indicators indicate that students who have used inhalants in their lifetime is significantly higher than the state average. CHKS baseline data 2009 and IRM 51 used confirm the pattern. - From the data collected ATODV and safety issues more strongly addressed are: - Alcohol and inhalant use - Refusal and resistance skills - Media Influence - Gang incidents - Graffiti vandalism - Fights initiated by girls - More teachers need to be trained in the prevention curriculums

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

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

Prevention Program Performance Indicators (4115(a)(1)(B)):
The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 2013-14 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will **decrease** biennially by:	5th NA % 7th 4 %	5th NA% 7th .5 %
The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by:	7th 4 % 9th 5 % 11th 6 %	7th .5 % 9th .5 % 11th .5 %
The percentage of students that have used marijuana will **decrease** biennially by:	5th NA % 7th 4 %	5th NA % 7th .5 %
The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by:	7th 4 % 9th 15 % 11th 26 %	7th .5 % 9th .5 % 11th .L5 %
The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by:	7th 0 % 9th 2 % 11th 3 %	7th NA % 9th .5 % 11th .5 %
The percentage of students that feel very safe at school will **increase** biennially by:	5th NA % 7th 63 % 9th 57 % 11th 60 %	5th NA % 7th 2 % 9th 2 % 11th 2 %

The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by:	7th 28 % 9th 18 % 11th 11 %	7th 2 % 9th 2 % 11th 1 %
Truancy Performance Indicator		
The percentage of students who have been truant will **decrease** annually by .54% from the current LEA rate shown here. NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	14.54%	.54%

Protective Factors **Performance Measures** **from the California Healthy Kids Survey**	**Most recent date: 2013-14 Baseline Data**	**Biennial Goal (Performance Indicator)**
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will **increase** biennially by:	5th NA % 7th 33 % 9th 28 % 11th 31 %	5th NA % 7th 2 % 9th 2 % 11th 2 %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by:	5th NA % 7th 43 % 9th 40 % 11th 41 %	5th NA % 7th 2 % 9th 2 % 11th 2 %
The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by:	5th NA % 7th 15 % 9th 14 % 11th 14 %	5th NA % 7th 2 % 9th 2 % 11th 2 %

The percentage of students that report high levels of school connectedness at their school will **increase** biennially by:	5th NA %	5th NA %
	7th 46 %	7th 2 %
	9th 36 %	9th 2 %
	11th 34 %	11th 2 %

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

LEA Specified Performance Measures **N/A** (Process to Collect Data)	Performance Indicator Goal	Baseline Data

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

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Project Toward No Drugs	ATODV	9-12	5,550	8/11	10/11	9/11
Project Alert	Tobacco	7-12	11,500	8/11	10/11	9/11

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs	X	7-12
X	Conflict Mediation/Resolution	X	7-12
X	Early Intervention and Counseling	X	7-12
	Environmental Strategies		
X	Family and Community Collaboration	X	7-12
X	Media Literacy and Advocacy	X	7-12
X	Mentoring	X	7-12
X	Peer-Helping and Peer Leaders	X	7-12
X	Positive Alternatives	X	7-12
X	School Policies	X	7-12
X	Service-Learning/Community Service	X	7-12
X	Student Assistance Programs	X	7-12
X	Tobacco-Use Cessation	X	7-12

Check	Activities	Program ATODV Focus	Target Grade Levels
X	Youth Development	X	7-12
X	Caring Schools	X	7-12
X	Caring Classrooms	X	7-12
X	Other Activities	X	7-12

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

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

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

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

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

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

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

Analysis of the CHKS results indicated that 73% of 7th grade students surveyed felt that frequent use of alcohol and marijuana was extremely harmful and 73% of 7th grade students felt that frequent use of tobacco was extremely harmful. Project Alert, a research based curriculum, was selected for middle grades after reviewing CHKS data, and is being awarded a TUPE grant. The program has been proven effective in decreasing ATODV, but was also motivational for adolescents and has a parent participation component. Project Alert, is an interactive, video-enhanced and has been proven successful in many middle schools. Project Alert, provides instruction about the social influences of ATOD use, peer norms regarding use, refusal skills, short and long-term negative consequences of ATOD use. The curriculum will strengthen the students' perception of ATOD dangers and the program meets the Principals of Effectiveness.

Project TND is the high school violence and substance use prevention program chosen by the district. This curriculum was selected based on the following rationale and data analysis: the programs are both on the state and federal list of exemplary programs; the programs meet the principals of effectiveness; they are age appropriate; developmentally appropriate for all learning and language levels; and are able to be implemented in a wide variety of subject matter areas.

The activities listed in Appendix D are meant to supplement and extend the content included in the ATODV curriculum lessons. The selection of these activities has been based on data collected from the CHKS, CSSA, and other local sources. Additionally, research from the Search Institute shows the importance of youth development/asset acquisition to academic achievement and success in life. So as a result of this analysis of collected data, the Anaheim Union High School District has chosen to implement the following activities: "After School Programs"; "Conflict Mediation/Resolution"; "Early Intervention and Counseling"; "Mentoring"; "Peer Helping"; "Positive Alternatives"; "School Policies"; "Service Learning/Community Service"; "Tobacco Cessation"; and "Youth Development/Caring Schools/Caring Classrooms". Since we see the need to create a more positive schools and student image in our community, we have also selected the activity "Family and Community Collaboration".

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

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

The Anaheim Union High School District has conducted the CHKS in the 2001-02, 03-04, 05-06, and 07-08 school years. This data is used as the baseline data and will continue to use it every other year as required. In the CHKS survey off-year student focus groups, ATODV incident data, and internal evaluation instruments will be used. The results of the evaluation will be shared with our stakeholders using the Principals of Effectiveness Model to refine, improve and strengthen our ATODV activities and performance indicators. Additionally, district and site administrators review monthly school data to develop and refine existing efforts.

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

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

Data Collection Timeline
Baseline CHKS data was collected in 2001-02, 2003-04, 2005-06, 2007-08, 2009-10, 2011-12, and 2013-14.

Reporting Timeline
1. Safe School Administrator, Program Specialists, and site coordinators will develop an analysis of all data sources by October 1, of each year.

2. A written report, incorporating tables of the CHKS will be developed by the District Evaluator and the Safe Schools Team by September 1, of each year.

3. A summary of the report will be presented to the site principals and the School Board Cabinet, as well as being facilitated by school counselors at every site.

4. Summary information will be made available to parents, site administrators, counselors and teachers, Safe and Drug Free Schools Advisory Committee, and school board updates.

5. The Safe School Team will reconvene prior to the first site coordinator meeting to share the input with the school board members, district office, site staff, and community members to refine the program.

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

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

The school district defines the highest need students who have a significant number of risk factors, have received disciplinary action and are performing below standards. The following are services are funded for students with the greatest needs:

1. Early identification and intervention services with counselors from community-based organization and staffs

2. Outreach workers for high-risk families and truant students.

3. After-school activities that focus on academic tutoring; mentoring, and opportunities to participate in non-academic, creative, and athletic activities.

4. A referral system for family counseling and support services using a variety of local agencies

5. Youth development strategies, projects, and events such as FNL/CL chapters, community services, and special events/activities.

6. Parent Education and Involvement Program ore offered throughout the district.

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

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

Other notification procedures on such issues as "Parent Choice Options" and Safe School Status are in place to meet the required timelines indicated by NCLB. The LEA is obligated to provide a SDFSC funded ATODV program in coordination with other federal, state, and local programs for ATODV. These programs include: SSVP (AB1113), School/Community Violence Prevention grant, TUPE grant, and other related grants and programs coordinated with community and county agencies.

Director of CWA/Safe Schools and other program directors collaborate on all programs continually. Law enforcement and community agencies, Superintendent's Parent Advisory, SDFSC Advisory committee will also participate. The Safe Schools Director coordinates all SDFSC activities with the aforementioned program and site Comprehensive School Safety Plans.

Title III, Title I, SIP, EIA/LEP, At-Risk Counseling, Character Education, staff development, and parent involvement activities are also coordinated with alcohol, tobacco, and other drug and violence prevention programs.

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

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

Parents are involved in our district at many levels, such as planning and designing programs and serving on various committees such as the SDFSC Advisory Committee. Parents are recruited from all the ethnic and socio-economic groups in our district. Site PTSA groups received ATOD and Developmental Asset information and also volunteer for a variety of prevention events such as Red Ribbon Week. Parents also receive information in registration packets, student orientations, district website, principals' newsletters, Back to School Nights, and Open House. Additionally, the district offers parent workshops, parenting classes, conflict resolution classes, and district wide parenting conferences as well as a number of other programs that assist and support families.

Parents are notified of the safe schools policies and procedures annually through registration materials and the websites maintained by both the district and school sites. The Gun Free School Zone Acts, Tobacco & Drug Free Zone, Persistently Dangerous Schools, and Unsafe School of Choice policies are all included in the Anaheim Union High School District (AUHSD) Parent & Student Handbook which is provided to each student and parent upon registration. The parent is required to sign that they have received and reviewed the AUHSD Parent Student Handbook. Further, the AUHSD website contains the required notifications in three areas; the student, family, and safe schools. This way there is on-going remote access to safe schools information for not only students and families but the community as well.

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

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

The Anaheim Union High School District's "pregnant minors/minor parenting" program is located at the Trident Education Center alternative education campus. The district program coordinator formulates a plan that includes; initial and follow up services, motivational messages, are resources/referrals for cessation. Cessation services are offered both inside and outside the school district setting. Additionally, there is an on-site nursery and day care to provide day care to the children of the student in the PM/MP program. Pregnant minors are given options for which educational setting they choose.

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

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

Position/Title	Full time equivalent
n/a	

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

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

Estimated 2014-15 graduation rate, based on National Center for Education Statistics (NCES) definition:

School	Number of Grade 12 Graduates	Graduation Rate
Anaheim High School	565	84.1%
Cypress High School	522	95.6%
Gilbert High School (Alternative)	152	44.0%
John F. Kennedy High School	507	98.0%
Katella High School	466	95.0%
Loara High School	570	90.0%
Magnolia High School	372	95.3%
Oxford Academy	165	100.0%
Polaris High School (Alternative)	42	55.1%
Savanna High School	431	85.1%
Western High School	432	89.2%
District-Wide	**4,224**	**84.3%**

Objectives:
1. Increase the district-wide graduation rate by 1% annually.
2. Create action plans that adhere to the following beliefs:
    o All students can earn a high school diploma.
    o We must increase the number of high school graduation options for students, and involve parents in the process.
    o We must identify students at risk of dropping out early, and prescribe appropriate intervention strategies upon identification.
    o Our schools have the ability to connect with all students and personalize education.

District Mission Statement:
The Anaheim Union High School District, a partnership of students, parents, staff and community, will provide each student with a high quality educational program, in a safe, motivating learning environment that promotes:
- High academic achievement based on a strong foundation of knowledge and skills
- Development of habits and attitudes for a lifetime of learning
- Exploration and preparation in a broad range of career and interest areas
- Commitment to responsible citizenship.

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

Performance Indicator	Activities/Actions *Indicates Recommendation by TA Provider	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1: High School Graduates	1. For 7th, 8th and 9th grade students, English, reading and mathematics courses focus on developing literacy and mathematics skills, consistent with English and mathematics skills assessed on the SBACs and on the CAHSEE.	All students	Teachers *fall semester, spring semester, and during the summer session*	90% of 10th grade students pass the CAHSEE in its first administration	General Fund
	2. All incoming 9th graders will complete a four-year academic plan. The plan focuses on academic and career goals, which are reviewed annually to assess students' academic progress. Parent can track student progress through the student information system parent portal. Plans for Special Education students align with IEPs.	All students	Counselors *initial plan completed during the fall semester, and updated annually*	Annual review of four-year academic plan	General Fund, Special Education When available: 10th Grade Counseling, AB 1802 Supplemental Counseling,
	3. Multiple measures are used to are used to develop each student's four-year academic plan, and also to identify appropriate interventions as needed: • Minimally, CAASPP and CELDT data • School's Common Assessments • Grades • School-level objective assessments for intensive students	All students	Counselors, Title I Specialists, Teachers, IEP Case Carriers *During the first four weeks of the semester in which the student enrolls.*	Annual review of student data	General Fund, Special Education When available: 10th Grade Counseling, AB 1802 Supplemental Counseling,
	4. *Students who have been identified as *intensive* in reading and/or mathematics receive appropriate interventions, to develop grade level skills as quickly as possible, through the following: • Targeted in-class interventions • After school tutoring	All students	Counselors, Title I Specialists, Teachers, IEP Case Carriers *upon diagnosis of below grade level skills*	Annual review of student data	General Fund, Title I, Title III, LCFF

• Additional period of reading/mathematics support				
5. All high schools have developed at least one thematic career pathway, using a Small Learning Community (SLC) model. The academy-like programs are open to all students, regardless of identified program needs, and provide the following: • Career technical education pathway • Project-based learning • Cross-curricular projects • Personalized learning environment	All students	School administration, SLC Counselor, SLC Coordinator, SLC Teachers *ongoing*	Minimum quarterly review of each SLC student's progress	General Fund, Perkins, Title I
6. *All district and school staff emphasize effective instructional practice: • Continue to refine district curricula for best possible alignment with state content standards • Refine common assessments and end-of-course exams • District-wide curriculum guides and quarterly benchmark assessments for English language arts and mathematics • Refine data analysis strategies relative to enhancing curriculum and instruction • Refine instructional practices to improve student engagement • Share research-proven best practices, through Lesson Design Specialist program and structured teacher collaboration • Refine effective inclusion practices (district-wide) that best support the learning needs of students with disabilities	All students	Ed. Division – Assistant Superintendent, Directors/Coordinators, ELA, Mathematics, Literacy and Special Education Curriculum Specialists; Lesson Design Specialists; Reading/Literacy, ELA, ELD, Mathematics and Special Education Department Chairpersons/ Teachers *ongoing*	Annual review of LEA Plan, and SPSAs	General Fund, Title I, Title II, Title III, LCFF
7. Provide numerous extended learning opportunities (when funding is available)	All students	Ed. Division – Assistant Superintendent,	Total number of students who complete extended	General Fund, Title I

	- After school remediation classes - Summer school remediation and enrichment classes - Summer school acceleration classes (through partnership with NOCCCD - Summer school online classes through Pacific Coast High School - AUHSD online courses		Directors/Coordinators, Curriculum Specialists, Site Administrators, Counselors, Teachers *ongoing*	learning classes each year When available: Supplemental Instruction/ Summer School
	8. Provide numerous parent involvement opportunities: - Dissemination of graduation requirements through orientations and registration materials - Student information system online parent portal provides grades, attendance and discipline information in real-time. - One-on-one counselor conferences and IRtI conferences with at-risk students, as needed. - Each Title I school employs numerous strategies to increase parent involvement, which are outlined in each school's parent involvement policy and Title I parent compact. The district also employs numerous parent involvement strategies, detailed in the district's parent involvement policy. See Performance Goal 1.6 and Performance Goal 2.8 for additional parent involvement information.	All Students	Site Administrators, Counselors, Title I and Special Education Program Specialists, Teachers *ongoing*	Records/reports of: parent meetings, online communication, TeleParent calls, registration materials, progress reports and parent communication sent home	General Fund, Title I, Title III, LCFF
	9. A comprehensive program that prepares students for post-secondary options, focused on college and career readiness is implemented at all schools.	All students	Site Administrators, Counselors, Title I and Special Education Program Specialists, Teachers	Records of student career options recorded in Naviance, online student four-year planning program	General Fund, Title I, LCFF, Title III, Perkins

			Ongoing		
	10. AUHSD and California State University, Fullerton (CSUF) have collaborated on a Gaining Early Awareness And Readiness for Undergraduate Programs (GEAR UP) grant, in which all AUHSD students, who graduate and complete the A-G admissions requirements are guaranteed admission to CSUF. • CSUF awarded $7.9 million over 6 years • Students, who attend selected high schools, will participate in academic workshops, tutoring, summer workshops, and university tours, in preparation for matriculation to CSUF.	All students who meet A-G admissions requirements, and 1,600 b)	Site Administrators, Counselors, Title I and Special Education Program Specialists, Teachers *ongoing*	Number of students who enroll in CSUF	General Fund, GEAR-UP Grant
Performance Indicator	**Activities/Actions**	**Students Served**	**Timeline/ Person(s) Involved**	**Benchmarks/ Evaluation**	**Funding Source**
	1. Refine each school's pyramid of interventions, based on the Response to Intervention (RtI) model, with specific interventions for Strategic and Intensive students.	Students exhibiting below grade level skills	Site Administrators, Counselors, Title I and Special Education Program Specialists, Teachers *ongoing*	Records of student progress	General Fund, Title I, Title III, EIA-LEP, Special Education
5.2: Dropouts	2. In 2010-11, established Independent Learning Center at Anaheim High School, to recover dropouts who live in the Anaheim High School attendance area. • The program utilizes online learning, which students can access 24 hrs. per day/7 days per wk. • Personalized learning plan developed for each student geared towards	Recovered dropouts	School administration, SLC Counselor, SLC Coordinator, SLC Teachers *ongoing*	120 students recovered in 2010-2011; 30 graduated in June 2011, and issued a diploma from Anaheim High School	General Fund, Title I

Performance Goal 5
High School Graduation

	student's aptitude/career choice • Instructional and counseling support provided at Independent Learning Center • Student can participate in Anaheim High School clubs and events				
	3. Alternative Education programs are made available to students who function better in a non-traditional school setting, and/or students who are at least a year behind in credits (high school only). • Polaris High School (Independent Studies) • Gilbert High School • Home Studies • Credit recovery program offered at high schools	Students who choose a non-traditional school	Site Administrators, Counselors, Title I and Special Education Program Specialists, Teachers *ongoing*	Program completion/ graduation statistics for Alternative Education programs	General Fund
	4. Special Education transition program, which includes CAHSEE preparation, is available for students with mild to moderate disabilities, who have met all other graduation requirements.	Selected students with disabilities	Special Education Department *ongoing*	Percentage of participating students who pass the CAHSEE	Special Education
Performance Indicator	**Activities/Actions**	**Students Served**	**Timeline/ Person(s) Involved**	**Benchmarks/ Evaluation**	**Funding Source**
5.3: Advanced Placement	1. Advancement Via Individual Determination (AVID) and/or People United to Enrich the Neighborhood Through Education (PUENTE) offered at selected junior high schools and high schools. • Students in enrolled the AVID and PUENTE programs learn specific skills and critical-thinking strategies, designed increase students' success in rigorous coursework, such as experienced in Advanced Placement (AP) courses.	Students who participate in the AVID and PUENTE programs	District AVID/PUENTE Coordinator, Site Administrators, Counselors, Title I and Special Education Program Specialists, AVID and PUENTE Teachers *ongoing*	Percentage of students participating in the AVID and PUENTE programs, who take and successfully complete AP courses	General Fund

2. Increase the number of students enrolled in Advanced Placement (AP) courses, by: • Continuing to follow the National College Board recommendations regarding open enrollment. • Offer online AP classes available, when there is significant district-wide student interest, but not enough interest at a particular school to offer the class. • Increase the number of students, who can successfully complete AP courses, through improved curriculum and instruction • Establish procedures for early identification and recruitment of students historically under-represented in AP courses. • Continue to provide student/family counseling regarding AP opportunities.	All students	Ed. Division – Assistant Superintendent, Directors/Coordinators, ELA, Mathematics, Reading and Special Education Curriculum Specialists; Literacy Coaches; Reading, ELA, ELD, Mathematics and Special Education Department Chairpersons/ Teachers *ongoing*	Percentage of students, who take and successfully complete AP courses	General Fund, GATE
3. Continue to offer International Baccalaureate (IB) diploma programs at John F. Kennedy High School. IB courses are often offered in combination with AP courses, which increases the number of AP course offerings available at IB schools.	John F. Kennedy High School students	Site Administrators, Counselors, Teachers *ongoing*	Number of students completing AP courses at Kennedy High School	General Fund, GATE
4. Develop partnerships with local universities that encourage increased enrollment in AP courses.	Selected students	Site Administrators, Counselors, Teachers, *ongoing*	Number of completing AP courses, as a result of participation in rigorous Science, Technology, Engineering, Math (STEM) Career Technical Education pathways	General Fund, Perkins, Partnership Grants

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."

	Description of how the LEA is meeting or plans to meet this requirement:
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above.	Participation in the National School Lunch Program (NSLP), also referred to as participation in the Free/Reduced Meal Program, is the measure used by the Anaheim Union High School District (AUHSD), to determine poverty levels at AUHSD schools. Currently the district is able to fund 6 junior high schools, and 6 high schools. The 12 schools that receive Title I funding have a poverty ranking of at least 60%, using this method. The schools have been selected based on highest-to-lowest need, and are funded at the same amount for all grade levels, grades 7 through 12.
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds: • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span.	Schools are served in rank order, based on the percentage of students participating in the Free/Reduced Meal program. Schools that exceed the 75% poverty level are served first. Services are extended to subsequent schools in rank order, by highest-to-lowest poverty ranking criteria for ranking, using participation in the Free/Reduced Meal Program as the measure. Currently, schools with a poverty level of at least 60% participation in the Free/Reduced Meal Program receive Title I funding.

Additional Mandatory Title I Descriptions

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

	Description of how the LEA is meeting or plans to meet this requirement:
For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as: • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards.	a) The district assists Title I SWP schools with the comprehensive needs assessment process, through a peer review of each Title I school's Single Plan for Student Achievement (SPSA). The SPSA Peer Review process includes a description of each school's process for analysis of student achievement data, process for analysis of program strengths and weaknesses, process for alignment of curriculum to district and State standards, process for teacher collaboration and professional development, and the plan for use of research-proven instructional strategies, which support increased student achievement. b) District-wide alignment of both reading/English language arts and mathematics curriculum occurs through district-supported data-analysis and professional development, which includes Title I and non-Title I staff. Curriculum specialists, under the direction of the Assistant Superintendent of Education, continually refine the process to identify needs, align curriculum and provide assistance/coaching, to implement practices that improve the base curricular and instructional program. c) The district provides a variety of extended learning-time opportunities, such as after school tutoring, after school remediation, and summer school enrichment (when funding is available). These activities are intended to support students' efforts to achieve grade-level student achievement outcomes more quickly. d) The district conducts several activities to guarantee curriculum alignment with State standards, including: • "Learning-walks" to identify grade level curriculum in multiple subject

areas.
- Facilitating the continual revision of site-level common assessments and curriculum maps, for better alignment with State standards.
- The continual development of district-level common assessments.

e) The district continues to implement several scientifically research-based instructional strategies that address the needs of historically under served students, low-achieving students, and those at risk of not meeting State standards through several avenues, including:
- Implementation of district initiatives to improve instructional practice, such as daily use content objective, language objective, and formative assessment in every classroom.
- Expand the use of research-proven instructional strategies, such as "Think Pair Share," "Accountable Talk," and low-stakes writing.
- Continue use of specific AVID instructional strategies, such as Cornell Notes and Writing Inquiry Collaboration Reading (WICR).
- Implementation of RtI structures at all Title I schools, which address both academic and socio-emotional needs.

f) The Beginning Teacher Support and Assessment (BTSA) program provides mentors, training and support for new teachers. Since 2000-01, the district requires teachers to possess a CLAD certificate, in order to be considered for tenure. See Performance Goal 3 for more information regarding attracting and retaining highly qualified teachers.

g) High quality professional development is delivered in a variety of ways, including district-wide and county workshops, site level workshops, and workshops hosted by educational organizations. School-level professional development opportunities are driven by school-level needs assessments that are imbedded in the SPSA planning process. District-level professional development is driven by the district-level analysis of program data and/or needs assessments that result in district initiatives.

h) Each Title I school employs numerous strategies to increase parent involvement, which are outlined in each school's parent involvement policy and Title I parent compact. The district also employs numerous parent involvement strategies, detailed in the district's parent involvement policy.

	i) All curriculum, instruction and professional development decisions are data-driven. Students, who experience difficulty mastering the standards, are identified within the first four weeks of instruction. Additional assistance, in the form of appropriate interventions, are prescribed and executed before the first grade reporting period.
For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as: • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement.	Currently, the District does not operate any TAS programs.

Additional Mandatory Title I Descriptions

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. **Please note that multiple, educationally related criteria must be used to identify students eligible for services**. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

	Description of how the LEA is meeting or plans to meet this requirement:
Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.	Students in targeted assistance schools have been identified for participation in Title I services based on the use of multiple measures: a. State assessments (SBAC and CAHSEE scores) b. Renaissance STAR Assessment, and other technology-based standardized assessments c. School's common assessments and district's benchmark assessments d. Grades e. Teacher observation f. Intervention support (Instructional Support Team (IST) **Currently, the District does not operate any Targeted Assistance Title I Programs.**
The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.	District sets-aside $170,000 from Title I each year, to support a district liaison for homeless students. Services include a program coordinator, community liaison, social workers, who provide assistance with the following: • School enrollment and attendance • Health/immunizations • Transportation • Tutoring • Record retrieval • School supplies • Hygiene supplies • Uniform and clothing referrals • Referrals to community agencies for additional assistance
The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.	**Currently, the District does not serve children in local institutions for neglected or delinquent children and youth or operate a community day program.**

Additional Mandatory Title I Descriptions

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

	Description of how the LEA is meeting or plans to meet this requirement:
If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following: • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively.	The district provides training once per year to all schools, and ongoing monitoring and assistance (to all schools) in the development, revision and implementation of the SPSA. All SPSAs are peer reviewed once per year. The Coordinator of Testing and Evaluation provides disaggregated school and district-level data reports to the Cabinet, the Education Division, and to principals throughout the school year. The reports provide data and data-analysis, needed to identify and address curriculum and instruction, parent involvement, and professional development needs. PI Schools receive assistance in the implementation of proven and effective strategies in the following ways: (1) Curriculum specialists provide high-quality professional development (as needed). (2) District and PI schools contract with outside experts to provide technical assistance, to support restructuring efforts. (3) District provides technical assistance/monitors implementation of PI restructuring efforts. The Assistant Superintendent of Education and the Director of Business Services provide budgetary assistance to principals. The Director of Special Programs provides budgetary assistance to Title I Specialists. The SPSA planning process is mandated and monitored, so that all budgetary decisions are based on the analysis of student-achievement data.

Additional Mandatory Title I Descriptions

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	At the beginning of each school year, the district mails a letter (in English, Spanish and Korean) to the family of every student, from each PI school detailing the following: • An explanation of what the identification means, and how the school their child attends compares (academically) with other same grade-level schools served by the district. • The reason(s) for the school being identified for improvement, such as insufficient participation in assessments, or one or more subgroups not meeting academic proficiency targets. • An explanation of how parents can become involved in addressing the academic issues that led to identification. • An explanation of the parents' option to transfer their child to another school in the district that has not been identified for improvement. • The timely notification provides parents with enough relevant information to help them decide what school is best for their child, so that if parents choose to do so, they have sufficient time to exercise their choice option at the beginning of the school year.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	Included the letter, mailed to the family of every student enrolled at a PI school, is an explanation of the parents' option to transfer their child to another school that has not been identified for improvement, and who to contact at the district office should they choose to transfer. The Child Welfare and Attendance Office walks them through the transfer process, and reminds them of their transportation options. PI transfers are embedded into the District's local "School of Choice" transfer process. Parents of socio- economically disadvantaged students, who attend PI schools in year 2 and beyond, are notified by mail of the free tutoring services that are

	available to their student(s). The notification occurs within the first full month of the school year. Each PI school holds a vendor fair shortly after the SES letters are sent home, in which all State and district approved SES providers give presentations regarding available services. Students fill out an application and select the SES provider of their choice, and return the application to the school. The school returns all applications to the Special Programs Office, where the applications are processed.

Additional Mandatory Title I Descriptions

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

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	The Beginning Teacher Support and Assessment (BTSA) program provides mentors for new teachers. Professional development for all teachers, paraprofessionals, principals and other staff is sustained and classroom-focused, and contributes to an increase in the knowledge of the academic subjects taught, and also in the use of effective, scientifically-based instructional strategies to meet the needs of a diverse range of students. Professional development focuses on the learning and teaching process, such as increasing content knowledge, the use of scientifically-based instructional strategies to increase student engagement, and on the alignment of classroom activities with academic content standards. Teachers are also trained to analyze classroom and school-level data, and use it to adjust the delivery of curriculum and instruction. See Performance Goal 3 for additional information.

Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	Parents receive official notifications in a language they can understand • Automatic written notifications for above 15% population (English, Spanish, Korean) • Upon request, written notifications (Vietnamese, Romanian) • Upon special request, written and aural in 100 languages (World Language Network) • TeleParent calls available in 23 languages. Parents are engaged in a number of effective strategies that will engage parents as partners with teachers in educating their children, and will involve them in meaningful decision-making at the school. See Performance Goal 1.6 and Performance Goal 2.8 for detailed information.

Additional Mandatory Title I Descriptions

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

	Description of how the LEA is meeting or plans to meet this requirement:
Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as: a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities.	The district's strategic planning process provides an opportunity to evaluate program effectiveness, to eliminate duplication, and to reduce the fragmentation within instructional programs. The process begins with a review of student achievement data, which precedes a needs assessment that generates initiatives intended to close the achievement gap. Within this process, the district continues to assess the effectiveness of current reading and mathematics support programs and curriculum. Reading and mathematics support programs are restructured as necessary, in order to better align with State standards and students' academic needs. The district assists schools in a comprehensive needs assessment process, through a peer review of each school's SPSA. The SPSA peer review process includes a

Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.	description of each school's process for: analysis of student achievement data; analysis of program strengths and weaknesses; alignment of curriculum to district and State standards; teacher collaboration and professional development; and the plan for use of research-proven instructional strategies, which support increased student achievement. **Currently, the District does not operate any preschool programs.**

Anaheim Union High School District Schools in Program Improvement Year 3, Year 4, Year 5 (2010-2011)

AUHSD Schools in Program Improvement Year 3, Year 4, Year 5
Schools in Title I, Program Improvement Year 2 (Program Improvement)
▪ Schools in Program Improvement Year 2   1. Gilbert High School
Schools in Title I, Program Improvement Year 5 (Restructuring/Alternative Governance)

▪ Schools in Program Improvement Year 5
   1. Ball Junior High School
   2. Brookhurst Junior High School
   3. Dale Junior High School
   4. Orangeview Junior High School
   5. South Junior High School
   6. Sycamore Junior High School
   7. Anaheim High School
   8. Katella High School
   9. Loara High School
  10. Magnolia High School
  11. Savanna High School
  12. Western High School

▪ Level of implementation of the restructuring/alterative governance plan that was developed when the school was identified in Program Improvement Year 4 All schools chose to fully implement new curriculum in the areas of ELA and mathematics.

Part III
Assurances and Attachments

ASSURANCES

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

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.

3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.

4. The LEA will adopt and use proper methods of administering each such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.

6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.

7. The LEA will: (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.

9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.

10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

12. If the LEA receives more than $500,000 in Title I funds, it will allow 1 percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.

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

14. Provide technical assistance and support to schoolwide programs.

15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.

16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).

17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.

18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.

20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001.*

21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.

23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.

24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).

26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.

27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.

28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.

29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).

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

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:

    (A) Have the lowest proportion of highly qualified teachers;
    (B) Have the largest average class size; or
    (C) Are identified for school improvement under section 1116(b).

- The LEA will comply with section 9501 (regarding participation by private school children and teachers).

- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:

- Strategies for using technology to improve academic achievement and teacher effectiveness.

- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.

- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.

- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.

- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.

- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.

- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.

- Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.

- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.

- Collaboration with adult literacy service providers.

- Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.

- Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.

37. **Any LEA** *that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)* **hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:

- Has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors

- Is enforcing the operation of such technology protection measure during any use of such computers by minors

- Has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers, and

- Any LEA that *does* receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

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

39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.

40. The LEA is complying with Section 3302 prior to, and throughout, each school year.

41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.

43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.

47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.

48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:

- Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.

- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.

- A crisis management plan for responding to violent or traumatic incidents on school grounds.

- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:

  o Allows a teacher to communicate effectively with all students in the class.
  o Allows all students in the class to learn.
  o Has consequences that are fair, and developmentally appropriate.
  o Considers the student and the circumstances of the situation.
  o Is enforced accordingly.

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic

consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:

   - Will be used to make decisions about appropriate changes in programs for the subsequent year;

   - Will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and

   - Will be submitted to the SEA at the time and in the manner requested by the SEA.

New **LEAP Assurances**

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

   (i) Truancy rates;

   (ii) The frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;

   (iii) The types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and

   (iv) The incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting

requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

58. The LEA assures that a minimum of 95 percent of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

SIGNATURE PAGE

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

The superintendent and governing board of the LEA submitting this Plan must sign on behalf of all participants included in the preparation of the Plan. LEAs in Program Improvement Year 3 assigned or required to access the services of a District Assistance and Intervention Team (DAIT) or other technical assistance provider must also secure signatures from the DAIT leads or other technical assistance provider leads.

Elizabeth I. Novack, Ph.D.
Print Name of Superintendent

s/Michael B. Matsuda   July 17, 2015
Signature of Superintendent   Date

Annemarie Randle-Trejo
Print Name of Board President

s/ Annemarie Randle-Trejo   July 17, 2015
Signature of Board President   Date

Georgia E. Renne, New Directions for Academic Advancement, Inc.
Print Name of DAIT Lead or Technical Assistance Provider Lead
(if applicable)

s/Georgia E. Renne   October 20, 2011
Signature of DAIT Lead or Technical Assistance Provider Lead   Date
(if applicable)

Cynthia Vasquez-Petitt
Print Name of Title III English Learner Coordinator/Director
(if applicable)

s/Cynthia Vasquez-Petitt   July 17, 2015
Signature of Title III English Learner Coordinator/Director   Date
(if applicable)

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.

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

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.*

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

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

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

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

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

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

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

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

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

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

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

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

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

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

5.1   **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:

- Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged and

- Calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2   **Performance indicator:** The percentage of students who drop out of school:

- Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged and

- Calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

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

- Academic Performance Index (API)
  http://www.cde.ca.gov/ta/ac/ap/

- California Assessment of Student Performance and Progress (CAASPP) System
  http://www.cde.ca.gov/ta/tg/ca/

- California Basic Educational Data System (CBEDS)
  http://www.cde.ca.gov/ds/sd/cb/

- California English Language Development Test (CELDT)
  http://www.cde.ca.gov/ta/tg/el/

- California High School Exit Exam (CAHSEE)
  http://www.cde.ca.gov/ta/tg/hs/

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

- School Accountability Report Card (SARC)
  http://www.cde.ca.gov/ta/ac/sa/

APPENDIX C

Science-Based Programs
Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program. A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center: Research-Validated Programs) B: < http://www.colorado.edu/cspv/blueprints/index.html >(University of Colorado: Blueprints) C: < http://www.modelprograms.samhsa.gov >(Center for Substance Abuse Prevention: Model Programs) D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel) E: < http://www.gettingresults.org/ > (Getting Results)

School-Based Programs							
	Intended program outcomes and target grade levels. See research for proven effectiveness						
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,

Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E
Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
Community and Family-based Programs							
Intended program outcomes and target setting. See research for proven effectiveness							
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C

Assurances and Attachments

Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

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

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

Research-based Activities	
Activities	*Research Summaries Supporting Each Activity:*
After School Programs	Getting Results Part I, page 77-78
Conflict Mediation/Resolution	Getting Results Part I, page 63-65 Getting Results Part I, page 127-129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100-101 Getting Results Part I, page 106-107
Environmental Strategies	Getting Results Part I, page 73-75 Getting Results Part II, page 47-48 Getting Results Part II, page 76-79 Getting Results Part II, page 89-94
Family and Community Collaboration	Getting Results Part I, page 104-105 Getting Results Part II, page 26-28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22-24
Mentoring	Getting Results Part I, page 49
Peer-Helping and Peer Leaders	Getting Results Part I, page 104-106 Getting Results Update 3, page 43-45
Positive Alternatives	Getting Results Part I, page 79-81 Getting Results Part I, page 104-106 Getting Results Part I, page 108-109
School Policies	Getting Results Part I, page 66-72 Getting Results Part II, page 22-23
Service Learning/Community Service	Getting Results Part I, page 81-83 Getting Results Part II, page 46-47
Student Assistance Programs	Getting Results Part I, page 89-90
Tobacco-Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42-43 Getting Results Part II, page 72-74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121-123 Getting Results Part I, page 136-137 Getting Results Part II, page 28 Getting Results Update 1

APPENDIX E

Promising or Favorable Programs							
Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program. A:<http://www.californiahealthykids.org > (California Healthy Kids Resource Center Research-Validated Programs) B: < http://www.colorado.edu/cspv/blueprints/index.html >(University of Colorado: Blueprints) C: < http://www.nrepp.samhsa.gov >(Center for Substance Abuse Prevention: Model Programs) D:<http://www2.edc.org/msc/model.asp> (United States Department of Education: Expert Panel) E:<http://www.gettingresults.org/ > (Getting Results)							

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D

Program	Grade						
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B