

No Child Left Behind Act of 2001

LOCAL EDUCATION AGENCY PLAN

*Mail original and
two copies to:*

*California Department of Education
Specialized Programs Division
1430 N Street, Suite 4309
Sacramento, California 95814-5901*

**Postmarked no later
than June 1, 2003**

LEA Plan Information:

Name of Local Education Agency (LEA): Brea Olinda Unified School District

County/District Code: **3066449**

Dates of Plan Duration: **July 1, 2003 to June 30, 2008 (Updated 6/23/2014)**

Date of local governing board approval: **May 27, 2003**

District Superintendent: Dr. Arthur J. "Skip" Roland

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

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

A. J. "Skip" Roland, Ed.D.

Printed or typed name of Superintendent Date Signature of Superintendent

Joe Rollino

Printed or typed name of Board President Date Signature of Board President

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Part I

Background and Overview

Background

Descriptions of the Consolidated Application, the Local Education Agency Plan, the Single Plan for Student Achievement, and the Coordinated Compliance Review Process

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

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

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

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:**

- **All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.**
- **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.**
- **By 2005-2006, all students will be taught by highly qualified teachers.**
- **All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- **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, to be developed for each indicator, will be adopted by the SBE by May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, will constitute California's framework for ESEA accountability. This framework will provide the basis for the state's improvement efforts, for informing policy decisions by SBE, and for implementation efforts by CDE to fully realize the system envisioned by NCLB. It will also provide 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, and
- 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 Coordinated Compliance Review process, **local education agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Coordinated Compliance Review Process

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Education Agency Plan, the school-level Single Plan for Student Achievement, and the Coordinated Compliance Review. While inextricably linked, these four components of state and federal funding and accountability remain separate systems. Over the next year, however, **California plans to move aggressively to more closely coordinate and streamline these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code*

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

The Local Education Agency Plan (LEA Plan)

The approval of a Local Education Agency Plan 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 LEA's will take to ensure that they meet certain ***programmatic*** requirements, including 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.

Coordinated Compliance Review (CCR)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. The Coordinated Compliance Reviews are 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 will be five years (July 1, 2003 through June 30, 2008); the Plan will be updated annually.

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 Standardized Testing and Reporting (STAR) performance 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, STAR, 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 underperforming student groups.

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

1. Obtain input. Seek the input of councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.).

The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, and Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

2. Review LEA characteristics. Include the LEA's vision and mission statements as well as a description or profile of the LEA.
3. Analyze student performance and other relevant data. Conduct a comprehensive data analysis of student achievement, including district assessments 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.
4. 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.
5. Establish LEA Plan performance targets. Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from group performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

6. Review 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, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, 10th Grade Counseling, and Miller-Unruh Reading programs).
7. Identify specific plans for improvement. 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 *Single Plans for Student Achievement*.
8. Obtain 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.
9. Monitor progress. To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.
10. Evaluate the effectiveness of planned activities. The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are *not* as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?
11. Modify the plan. The LEA Plan must be reviewed and updated annually. Consider factors that may indicate a need to amend the plan, such as: a) a major service or activity that proves ineffective; b) a program allocation is less or more than estimated; c) staff, equipment, or materials essential to the plan cannot be procured; d) school boundaries or demographics suddenly change; e) an activity was found to be non-compliant; and f) a planned activity is not supported by staff, parents, or students.

You may use the checklist on the next page to indicate planning steps as they are completed.

**PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT
(Optional)**

✓	LEA Plan – Comprehensive Planning Process Steps
	1. Obtain input from councils, committees, and community members.
	2. Include the LEA’s vision/mission statement, description/profile.
	3. Analyze student performance data from district assessments of relevant student assessment (both state- and local-level assessments).
	4. Analyze current educational practices, professional development, staffing, and parental involvement.
	5. Establish LEA performance targets derived from group performance data and scientifically based practices that are measurable, have a timeline, and identify participants.
	6. Review all available resources from federal, state, and local levels.
	7. Describe specific plans for improvement for identified participants stating expected performance gains and means of evaluating gains.
	8. Obtain local governing board approval of the LEA Plan.
	9. Establish a timely but specific monitoring process for the implementation of the LEA Plan.
	10. Evaluate the effectiveness of planned improvements of LEA Plan implementation.
	11. Modify and update the LEA Plan annually.

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

DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2009-2010

Please complete the following table with information for your district.

Programs	2012-13 District Carryovers	2013-14 District Entitlements	2013-14 Direct Services to Students at School Sites (\$)	2013-14 Direct Services to Students at School Sites (%)
Title I, Part A	\$95,327	\$355,185	\$382,185	85%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	\$18,105	\$106,936		
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient	\$33,952	\$56,925	\$45,803	51%
Title III, Immigrants	\$1,645	\$13,438	\$9,752	65%
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education				
21 st Century Community Learning Centers				
Other (describe)				
TOTAL	\$149,029	\$532,484	\$437,740	64%

DISTRICT BUDGET FOR STATE PROGRAMS – 2009-2010

Please complete the following table with information for your district.

Categories	2012-13 District Carryovers	2013-14 District Entitlements	2013-14 Direct Services to Students at School Sites (\$)	2013-14 Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient	\$169,922	0	\$155,587	92%
State Migrant Education				
School Improvement				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)				
Immediate Intervention/ Underperforming Schools Program (II/USP)				
School Safety and Violence Prevention Act (AB 1113)				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe) Common Core Implementation		\$1,200,000	\$521,412	43%
TOTAL	\$169,922	\$1,200,000	\$676,999	49%

Part II

The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEA's 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**, **professional development and hiring**, and **school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

Professional Development and Hiring

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:

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

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)).

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.

District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district in order to provide background and a rationale for the descriptions included in the LEA Plan.

Located among the rolling hills in the northeast corner of Orange County, the city of Brea rests on a plateau approximately 30 miles east of downtown Los Angeles. In the early days, people from Pomona and Santa Ana Valley would come to Brea Canyon to cut chunks of oil-soaked earth from the canyon walls to use as fuel to heat their homes or to water-proof their roofs. Due to this "black gold," what was originally known as Randolph was incorporated in 1917 and officially became the city of Brea, which in Spanish means "tar" or "pitch."

Brea Olinda Unified School district currently serves just under 6000 students who come from mid- to upper-level socioeconomic families. The latest available figures obtained from 2010 census data indicate that Brea has a population of approximately 40,000 people with a median family income of approximately \$80,000 per year. The median home price is \$458,000 while the median apartment rent is \$1,500 per month. With a daytime population of over 100,000 due to a strong commercial and industrial sector, Brea offers a strong tax base, which allows the citizens to enjoy a high level of public services rarely found in such a small community. The quality of the schools is also considered a major selling point for families who are relocating and/or establishing businesses as Brea continues to maintain its quaint, small town atmosphere.

The Brea Olinda Unified School District operates six elementary schools, one junior high school, an alternative high school, and one comprehensive high school. The district management team works closely together and includes the following personnel: Superintendent, Assistant Superintendent Personnel and Educational Services, the Assistant Superintendent Business Services, Administrator of Special Education, Special Education Program Specialist, Administrator of Educational Services, the school site principals and assistant principals, and other department heads. Approximately 300 teachers and more than 350 support staff are also employed by BOUSD who bring a wealth of knowledge and experience contributing to the success of our students.

The shared vision and mission of the Brea Olinda Unified School District, in partnership with home and community, is to educate all students, to instill them with a love of learning, to develop them to their fullest potential, and to prepare them as responsible, contributing citizens. This mission is achieved in a challenging, supportive, learning environment where all members of the educational community are respected, differences are valued, and excellence is expected.

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 its 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:*

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

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

Planned Improvement in Student Performance in Reading

Students experience a fully integrated, standards based Language Arts program. Students use listening, speaking, reading, and writing skills to respond to a variety of works. After careful analysis of student achievement data including the most recent STAR scores, District assessments, all school sites set goals for improving student achievement in reading in their Single Plan for Student Achievement. The focus is on the population of students who either score below proficient on STAR or below grade level on District assessments. Each site determined the percentage of students who will show performance gains during the succeeding school year. These goals were collaboratively established by staff when the district Language Arts Adoption Committee selected a new Language Arts Program for the K-5, 6-8, and 9-10 grade levels.

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with Common Core State Standards:</p> <p>The district will take the following steps to align instruction with state and district adopted Common Core State Standards:</p> <ul style="list-style-type: none"> • Teacher recruitment, hiring, evaluation, and tenure decisions will focus on the standards as they pertain to the California Standards for the Teaching Profession (CSTP) • All textbooks and supplemental materials align with the CCSS • District assessments will stress mastery of standards based content 	<ul style="list-style-type: none"> • Assistant Superintendent Personnel and Educational Services • Administrator of Educational Services 	<ul style="list-style-type: none"> • Salaries • Professional development 	<ul style="list-style-type: none"> • \$100,000 	<ul style="list-style-type: none"> • General Fund • Title I • Title II
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>The district will take the following steps to align instructional materials and strategies with standards:</p> <ul style="list-style-type: none"> • The district will implement materials on the State-adopted list (K-8) or aligned with the standards (9-12) • Teachers will analyze Common Core State Standards to determine alignment with instructional practices • Teachers will examine student work samples during articulation meetings to ensure students are mastering grade level standards • Standards based bulletin boards showcasing student work will be on display district-wide 	<ul style="list-style-type: none"> • Administrator of Educational Services • All teachers 	<ul style="list-style-type: none"> • Substitute costs • Cost of textbooks 	<ul style="list-style-type: none"> • \$30,000 • \$100,000 	<ul style="list-style-type: none"> • Title II • Common Core

<p>3. Extended learning time:</p> <ul style="list-style-type: none"> • School Readiness Program • Expand tutoring opportunities such as after school and learning at lunch • At home reading • Book Clubs 	<ul style="list-style-type: none"> • School Readiness Coordinator • All teachers 	<ul style="list-style-type: none"> • Salary for School Readiness Coordinator • Tutoring stipends 	<ul style="list-style-type: none"> • \$30,000 • \$25/hour 	<ul style="list-style-type: none"> • School Readiness • Title I
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Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> • Access to more Accelerated Reader selections through K-12 Language Arts adoption • Establish District wide guidelines for utilizing Accelerated Reader as an assessment tool with emphasis on benchmarks for EL, GATE, and Special Education students • Teachers will utilize instructional technology that is included in the language arts adoption to stimulate student interest in reading and understanding of concepts • Teachers will share student created multimedia projects during K-12 professional development opportunities. • Teachers will utilize Chromebooks 	<ul style="list-style-type: none"> • All Language Arts teachers • Language Arts committee • Administrator of Educational Services 	<ul style="list-style-type: none"> • Accelerated Reader selections free with adoption • Hourly rate for committee meetings • Professional development time • Chromebooks 	<ul style="list-style-type: none"> • No charge • \$25/hour • \$100/day for substitutes • \$540,000 	<ul style="list-style-type: none"> • Title I • Title II • Common Core
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> • Teachers will participate in professional development related to district language arts adoption provided by the publisher • Teachers will examine student work samples at articulation meetings to ensure students are mastering grade level standards • Teachers will create common benchmarks to measure student performance that align with state adopted materials and standards 	<ul style="list-style-type: none"> • Administrator of Educational Services • All Language Arts teachers • All teachers • Grade level committees 	<ul style="list-style-type: none"> • Hourly rate for committee meetings • Professional development time 	<ul style="list-style-type: none"> • \$25/hour • \$100/day for substitutes 	<ul style="list-style-type: none"> • Title I • Title II • Common Core

<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> • K-6 CCSS Based Report Card • Standards Based Course Descriptions outlined in Parent-Student handbook at the secondary level • Assessment results are disseminated to School Site Council and feedback is generated on how to improve reading instruction • An explanation of how to interpret assessment results will be posted on the District website for parents and community members to use 	<ul style="list-style-type: none"> • All teachers • BOHS Assistant Principal, Curriculum and Instruction • Administrator of Educational Services • School Site Councils • ELAC, DELAC, PTA, 	<ul style="list-style-type: none"> • Report Cards • District Mailings • Web posting • Printing 	<ul style="list-style-type: none"> • \$100,000 	<ul style="list-style-type: none"> • General Fund
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> • Learning at Lunch • Cross-Age Tutoring • School Readiness • Parent Education Activities 	<ul style="list-style-type: none"> • Specific Program Teachers • School Readiness Coordinator 	<ul style="list-style-type: none"> • Salaries • Tutoring Stipends 	<p>\$125,000</p>	<ul style="list-style-type: none"> • General Fund • Title I • School Readiness
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • The district board and administration will fully implement and support the Public School Accountability Act • District assessment results will be used to monitor programs and drive changes in instructional practice • Each Site will review and revise their School Site Plan on an annual basis with input and approval from their School Site Council • Classroom teachers will assess student mastery of standards by examining student work; re-teaching occurs as needed 	<ul style="list-style-type: none"> • BOUSD School Board • Educational Services Department • All teachers • School Site Council 	<ul style="list-style-type: none"> • Salaries 		<ul style="list-style-type: none"> • General Fund • Title I • Title II

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> • Title I schools will utilize Title I aides and supplementary materials to assist classroom teachers in individualized reading instruction • After school tutoring is provided for low-performing students • IIPs will be developed to target areas of student need and remediation strategies • Teachers will closely monitor at-risk populations such as EL, special education, and 504 and will provide differentiated instruction as appropriate 	<ul style="list-style-type: none"> • All teachers • Title I aides 	<ul style="list-style-type: none"> • Title I aide salaries 	<ul style="list-style-type: none"> • \$150,000 	<ul style="list-style-type: none"> • General Fund • Title I
<p>10. Any additional services tied to student academic needs:</p>				

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

Planned Improvement in Student Performance in Mathematics

Students experience a fully integrated, standards based Math program. After careful analysis of student achievement data including most recent STAR scores, District assessments, all school sites set goals for improving student achievement in math in their Single Plan for Student Achievement. The focus is on the population of students who either score below proficient on STAR or below grade level on District assessments. Each site determines the percentage of students who will show performance gains during the succeeding school year. These goals were collaboratively established by staff when a standards-based Mathematics texts were adopted.

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with Common Core State Standards:</p> <p>The district will take the following steps to align instruction with state adopted Common Core State Standards:</p> <ul style="list-style-type: none"> • Teacher recruitment, hiring, evaluation, and tenure decisions will focus on the standards as they pertain to the California Standards for the Teaching Profession (CSTP) • All textbooks and supplemental materials align with the standards • District assessments will stress mastery of standards based content 	<ul style="list-style-type: none"> • Assistant Superintendent Personnel and Educational Services • Administrator of Educational Services 	<ul style="list-style-type: none"> • Salaries • Professional development 	<ul style="list-style-type: none"> • \$100,000 	<ul style="list-style-type: none"> • General Fund • Title I • Title II • Common Core

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>The district will take the following steps to align instructional materials and strategies with standards:</p> <ul style="list-style-type: none"> • The district will purchase materials on the State-adopted list (K-8) or aligned with the standards (9-12) • Teachers will analyze Common Core State Standards to determine alignment with instructional practices • Teachers will examine student work samples at school and district-wide grade level meetings to ensure students are mastering grade level standards • Standards based bulletin boards showcasing student work will be on display district-wide 	<ul style="list-style-type: none"> • Administrator of Educational Services • All teachers 	<ul style="list-style-type: none"> • Substitute costs • Cost of textbooks 	<ul style="list-style-type: none"> • \$30,000 • \$20,000 	<ul style="list-style-type: none"> • Title II • Common Core
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> • School Readiness Program • Expand tutoring opportunities such as after school and learning at lunch • Book Clubs 	<ul style="list-style-type: none"> • School Readiness Coordinator • All teachers 	<ul style="list-style-type: none"> • Salary for School Readiness Coordinator • Tutoring stipends 	<ul style="list-style-type: none"> • \$30,000 • \$25/hour 	<ul style="list-style-type: none"> • School Readiness • Title I
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> • Professional Development opportunities for teachers in the area of technology will be provided • Students will utilize graphing calculators • Students will utilize MS Excel for math functions • Increase amount of math tutoring programs for the computer • School site computer labs will be utilized to enhance math instruction • Chromebooks will be used during instruction 	<ul style="list-style-type: none"> • Administrator of Educational Services • All Math Teachers 	<ul style="list-style-type: none"> • Computer programs • Professional development time • Chromebooks 	<ul style="list-style-type: none"> • \$5,000 • \$100/day for substitutes • \$500,000 	<ul style="list-style-type: none"> • Title I • Title II • Common Core

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> • Teachers will participate in professional development related to district math programs • Teachers will examine student work samples at articulation meetings to ensure students are mastering grade level standards • Teachers will create common benchmarks to measure student performance that will align with state adopted materials and standards 	<ul style="list-style-type: none"> • Administrator of Educational Services • All Language Arts teachers • All teachers • Grade level committees 	<ul style="list-style-type: none"> • Hourly rate for committee meetings • Professional development time 	<ul style="list-style-type: none"> • \$25/hour • \$100/day for substitutes 	<ul style="list-style-type: none"> • Title I • Title II • Common Core
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> • K-6 CCSS Based Report Card • Standards Based Course Descriptions outlined in Parent-Student handbook at the secondary level • Assessment results are disseminated to School Site Council and feedback is generated on how to improve math instruction • An explanation of how to interpret assessment results will be posted on the District website for parents and community members to use 	<ul style="list-style-type: none"> • All teachers • BOHS Assistant Principal, Curriculum and Instruction • Administrator of Educational Services • School Site Councils • ELAC, DELAC, PTA, 	<ul style="list-style-type: none"> • Report Cards • District Mailings • Web posting • Printing 	<ul style="list-style-type: none"> • \$100,000 	<ul style="list-style-type: none"> • General Fund • Common Core
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> • Learning at Lunch • Cross-Age Tutoring • Family Math Night • School Readiness Activities 	<ul style="list-style-type: none"> • Specific Program Teachers • School Readiness Coordinator 	<ul style="list-style-type: none"> • Salaries • Tutoring Stipends 	<p>\$100,000</p>	<ul style="list-style-type: none"> • General Fund • Title I • School Readiness

<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • The district board and administration will fully implement and support the Public School Accountability Act • District assessment results will be used to monitor programs and drive changes in instructional practice • Each Site will review and revise their School Site Plan on an annual basis with input and approval from their SSC • Classroom teachers will assess student’s mastery of standards by examining student work; re-teaching occurs as needed 	<ul style="list-style-type: none"> • BOUSD School Board • Educational Services Department • All teachers • School Site Council 	<ul style="list-style-type: none"> • Salaries 		<ul style="list-style-type: none"> • General Fund • Title I • Title II
<p>Description of Specific Actions to Improve Education Practice in Mathematics</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> • Title I schools will utilize Title I aides and supplementary materials to assist classroom teachers in individualized reading instruction • After school tutoring is provided for low-performing students • IIPs will be developed to target areas of student need and remediation strategies • Teachers will closely monitor at-risk populations such as EL, special education and 504 and will provide differentiated instruction as appropriate 	<ul style="list-style-type: none"> • All teachers • Title I aides 	<ul style="list-style-type: none"> • Title I aide salaries 	<ul style="list-style-type: none"> • \$100,000 	<ul style="list-style-type: none"> • General Fund • Title I

10. Any additional services tied to student academic needs:				
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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)

English Learners experience a Structured English Immersion program offered at Brea Olinda schools. After careful analysis of student achievement data including most recent STAR scores, District assessments, and CELDT results, all school sites set goals for improving student achievement for English Learners in their Single Plan for Student Achievement. Each site determined the percentage of students who will show performance gains on the CELDT during the succeeding school year as well as achieving Fluent English Proficiency in six years or less. These goals were collaboratively established when the Language Arts texts were selected for K-12. The embedded EL component provided more extensive instruction of vocabulary or other English language features necessary to achieve the Common Core State Standards.

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<ol style="list-style-type: none"> 1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: <ol style="list-style-type: none"> 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; 	<ol style="list-style-type: none"> a. Brea Olinda Unified School District provides programs incorporating English Language Development to help students learn English and Specially Designed Academic Instruction in English to help students master the Common Core State Standards. The Structured English Immersion Program has a two fold purpose. First, English acquisition occurs throughout the day in all subject areas as the teacher mediates instruction through the use of English. Second, students receive separate English Language Development (ELD) instruction that is devoted to the vocabulary, semantics, grammar, and structures of the English language as well as listening, speaking, reading and writing in English based on the ELD standards. The primary goal is for all English Language Learners to successfully acquire "reasonable fluency" skills in English while developing their academic competencies. b. Title III funds will be used to provide instructional materials for ELD and materials designed to help English Learners access the core curriculum. Funds will also be used to provide training for teachers in research-based strategies to accelerate the achievement of English learners so they can become proficient in English and meet the state standards in reading and math.

- 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));

c.

CELDT level	Beginning	Early Int	Intermed	Early Adv	Adv	Redesign
Timeline toward redesignation, based on CELDT level at time of initial enrollment year	1 st year	2 nd year	3 rd year	4 th year	5 th year	6 th year
		1 st year	2 nd year	3 rd year	4 th year	5 th year
			1 st year	2 nd year	3 rd year	4 th year
				1 st year	2 nd year	3 rd year
					1 st year	2 nd year
California ELA Standards Test	Far below basic	Far below basic	Below basic	Basic	Basic	Proficient
California Math Standards Test	Far below basic	Far below basic	Below basic	Basic	Basic	Proficient

BOUSD will set the above goals for EL students in the area of ELD, reading/language arts, and math. ELD growth will be measured by the CELDT and District Assessments in ELA and math. The district is committed to monitoring the academic achievement of the EL students to ensure they are making satisfactory progress towards fluency.

At the school level, all EL student records are kept in the English Learner Student Folder. This folder is updated annually and accompanies the student as he or she changes schools. Site EL coordinators gather and monitor EL student records, coordinate EL testing, advise teachers and principal about EL placement, monitors EL student progress, and is a liaison for the teachers and the district EL committee. Information regarding the ELD program at each school site is shared at districtwide meetings and is used to determine the program's effectiveness and the need for potential targeted interventions.

The principal monitors the EL student placement in classes and ensures appropriate teacher authorizations, visits classrooms to monitor ELD and SDAIE lesson implementation, and schedules and attends school ELAC meetings.

At the district level, all EL student information will be recorded in the AERIES database and Illuminate Ed that is accessible to individual school sites. Quarterly meetings of the EL coordinators will be held to discuss issues regarding EL program implementation. As year-end assessment results are received, they will be disseminated to both the EL Coordinator group and the principals for study. District administrators, along with site administrators and EL coordinators will meet to mine the data and determine if EL students met their annual yearly progress goal based on the length of time they have spent in the program. Necessary changes will be implemented for the following school year.

d. Describe how the LEA will promote parental and community participation in LEP programs.

e. Brea Olinda Unified School District will use Title III funds to encourage and promote broad involvement of the parents of EL students and the community. Schools will have written parent involvement policies and EL parents will be involved in developing site plans. All schools will have a properly constituted English Learner Advisory Committee (ELAC). Each school will have a parent and a staff representative on the District English Learner Advisory Committee (DELAC). These committees will discuss and evaluate current programs and services provided to EL students.

Title III funds will be used to do the following:

- Parent outreach/education

	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) .</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>Brea Olinda Unified School District currently offers daily ELD and SDAIE instruction in the core academic subjects in its programs for EL students. Program goals promote high expectations for student success while helping students develop a strong, positive self-concept and a high level of cross-cultural awareness.</p> <p>Standards aligned content curricula and instruction are implemented at all sites. The district has adopted the Houghton Mifflin Reading California program for K-5 and Holt Literature and Language Arts for 6-8, as well as Holt English Course 3-6 in grades 9-12. All programs provide high quality language instruction based on scientific research and are aligned with student academic Common Core State Standards.</p> <p>Each EL student currently receives access to core content through the use of SDAIE strategies, which help to support their academic achievement.</p> <p>Ongoing monitoring of student progress will take place 3 times a year. Local formative assessments and the annual CELDT are used to measure the increase in students' English proficiency. The district has developed benchmarks for expected student performance on CELDT over time as a result of student placement in the EL program. Group data will be analyzed and compared to benchmarks to evaluate program effectiveness. Local formative assessments in ELA and math will also be used to measure the increase in students' academic achievement. A comparison of the aggregate achievement growth of LEP students with the average achievement growth of all students will also be used as a means to evaluate program effectiveness.</p> <p>Title III funds will be used for the following:</p> <ul style="list-style-type: none"> • Release time for teachers of EL students and/or EL coordinators to meet to discuss and monitor academic progress by looking at samples of student work and assessment data based on previously agreed upon targeted essential standards and assessments. <p>The district will provide training for teachers in programs such as Project GLAD, a research, theory, and standards-based curriculum model for English Learners that develops literacy and academic language in literature, science and social science. It provides teachers with a model to deliver curriculum while promoting literacy and cross-cultural respect in the classroom.</p>
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		Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ol style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; c. Long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>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 standards based professional development program. Title funds will be used to design a professional development plan that will integrate research and scientifically-based theory with high quality instructional practices.</p> <p>The program will include:</p> <ul style="list-style-type: none"> • All teachers will participate in ongoing and sustained staff development in current research and the most effective instructional strategies for accelerating the achievement of English learners. • Teachers will receive training in ELD components of adopted textbooks and supplemental materials especially designed to support achievement of English learners. • Professional development will be provided that will help teachers develop the ability to systematically identify and develop resources for differentiating instruction in the teaching of reading, writing, listening and speaking. • Principals will attend ongoing staff development in the most effective instructional strategies for accelerating the achievement of English learners, including observation protocols to monitor teachers' implementation of ELD and SDAIE strategies.
Allowable Activities	<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>The training for principals and teachers described above in #3 is designed to provide all teachers with effective instruction strategies in ELD and SDAIE.</p>

		Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	<p>ELD offered to qualifying students, as needed</p> <p>Rosetta Stone program available to EL students at every site.</p> <p>Investigate Imagine Learning and Frames for Literacy</p>
	6. Develop and implement programs that are coordinated with other relevant programs and services.	<p>N/A</p>
	7. Improve the English proficiency and academic achievement of LEP children.	<p>All programs and services for LEP students are focused on improving their English proficiency and academic achievement, as described in the previous sections.</p>

		Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<ul style="list-style-type: none"> ● The district will provide written information to parents containing suggestions to help their children improve their academic achievement. Information will be available in languages other than English. ● All parents are invited to informational meetings to discuss ways to help their children improve academic achievement. ● Connecting the families with needed educational and social services is an essential part of creating an atmosphere conducive to academic success. The district has established ELAC/DELAC advisory committees for parents of EL students.
	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	<ul style="list-style-type: none"> ● BOUSD will continue to purchase software recommended by CLRN for EL learners ● Parents of EL students will be provided with appropriate website links through the district site. ● Accelerated Reader selections will continue to be purchased ● Rosetta Stone language acquisition software will be purchased and implemented ● Imagine Learning will be piloted
	<p>10. Other activities consistent with Title III.</p>	<ul style="list-style-type: none"> ● Various training opportunities will be provided for paraprofessionals ● Participation in additional conferences on topics related to EL students will be encouraged

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

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
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<p>Required Activity</p>	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<p>a-b. The CELDT is administered within 30 days of enrollment to students whose answers to Home Language Survey questions are other than English. Parents are notified of the test results and recommended program placements in writing in a language they can understand. English learners are then placed into a Structured English Immersion Program where English acquisition occurs throughout the day in all subject areas as the teacher mediates instruction through the use of English. In addition, students receive separate English Language Development (ELD) instruction that is devoted to the vocabulary, semantics, grammar, and structures of the English language.</p> <p>c. The written notification of results and recommended placement includes a brief description of the program. It will include information on the materials being used as well as benchmarks and yearly goals so the parents can also monitor progress being made.</p> <p>d. CELDT results reported to parents include levels for reading, writing, and listening and speaking as well as overall proficiency in order to identify strengths and needs for the child. These levels are shared with the students' counselor and classroom teachers for use in instructional planning. The program is designed to meet the needs of the individual student based on research and past successful experiences.</p> <p>e. The description of the SEI program explains how ELD and SDAIE strategies are used to help their child learn English. Teachers will continually be trained to help their students meet age-appropriate standards.</p> <p>f. Parents are provided written criteria for reclassification and exit from the program and a written summary of the performance expectancies on CELDT, District assessment results, and the CAHSEE for each year in the program.</p> <p>g. For LEP students with identified disabilities requiring special education services, CELDT performance levels in reading, writing, and listening and speaking are considered in the development of the IEP. IEP objectives include English language proficiency objectives and core content objectives.</p>
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		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<ul style="list-style-type: none"> h. information pertaining to parental rights that includes written guidance detailing – <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<p>h. The written notification of CELDT results and recommended placement includes notification that parents can remove their child from the program upon request. It describes program offered by the district and explains that parents can request another available program. It encourages parents to seek additional information and assistance from district and site staff regarding program selection.</p>
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		<p>NOTE: Parents of all students who continue in the SEI program are provided all of the above information again at the beginning of the school year, within the first 30 days. For students who enroll after the beginning of the school year, this process will take place as soon as the child is placed in the program based on preliminary CELDT results.</p>
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		<p>If the district of school site does not make adequate yearly progress on the annual measurable objectives (AMO), the district will notify parents of the failure to make progress and the reasons for failure within 30 days of the notification of failure to the district. Along with written communication, general meetings will be conducted to inform parents of the AYP, lack of school progress, and what options they have.</p>

Plans to Provide Services for Immigrants

<p>IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Allowable Activities</p>	<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p>Yes or No Yes</p> <p>If yes, describe:</p> <ul style="list-style-type: none"> • Family nights • Translation services • Parent Information Forums
	<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p>Yes or No Yes</p> <p>If yes, describe:</p> <ul style="list-style-type: none"> • Professional development as needed for teachers and staff providing services to immigrant students
	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p>Yes or No Yes</p> <p>If yes, describe:</p> <ul style="list-style-type: none"> • Career Counseling • Tutoring for eligible immigrant children

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 Yes	If yes, describe: <ul style="list-style-type: none"> • Rosetta Stone implementation • Pilot Imagine Learning and Frames for Literacy
	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 Yes	If yes, describe: <ul style="list-style-type: none"> • Instructional assistants • Translation services • Supplies, as needed
	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 Yes	If yes, describe: <ul style="list-style-type: none"> • ELD Classes • Required coursework

<p style="text-align: center;">Allowable Activities</p>	<p>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:</p>	<p>Yes or No Yes</p>	<p>If yes, describe:</p> <ul style="list-style-type: none"> • Coordinated activities w/ Brea Community Center services
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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 school site CCR reports, areas for professional development include differentiated instruction, EL learner support, SDAIE training and technology. The Professional Development Team will incorporate these strands into all inservices that are offered district wide.

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

STRENGTHS	NEEDS
<p>All teachers in Brea Olinda Unified School District schools meet the federal definition of highly qualified</p> <p>Student achievement data indicate teacher strength in</p> <ul style="list-style-type: none"> • Language Arts • Math <p>In addition 52% of teachers have advanced degrees.</p> <p>100% of all teachers have special certification to teach English learners.</p> <p>Professional Learning Communities have been established at all district schools.</p>	<p>Hiring practices will continue to focus on recruiting highly qualified special education personnel.</p> <p>Student achievement data indicate the need for teacher improvement in the following content clusters.</p> <ul style="list-style-type: none"> • Writing • Reading at the secondary level <p>Professional Development on implementation of CCSS</p> <p>School and district professional development will focus on teaching students to meet or exceed grade-level standards in these areas.</p> <p>Professional Learning Communities and collaborative practices are continuously self-evaluating. Continued emphasis will be placed in expanding PLC practices to positively impact student learning</p>

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

Planned Improvements for Professional Development (Title II)

Based on the Single Plan for Student Achievement documented for each site as well as responses to CCR, a cohesive, articulated Professional Development Plan has been created that will serve the needs of our teachers. BOUSD believes in the philosophy of "teachers teaching teachers" and this strategy will be utilized as much as possible and when most appropriate.

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic Common Core State Standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>The district's Professional Development Team along with the site principals will conduct a yearly professional needs assessment of teachers and principals in relation to criteria for highly qualified and trends in data on formative and summative assessments of student progress in relation to State content and academic achievement standards. School and district professional development goals will be created to assist district staff to move toward proficiency for all students. Professional development activities will be designed and selected based on staff strengths and needs in relation to student achievement.</p>	<ul style="list-style-type: none"> • Assistant Superintendent Personnel & Educational Services • Administrator of Educational Services • Site Principals 	<ul style="list-style-type: none"> • No cost 	<ul style="list-style-type: none"> • No cost 	
<p>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:</p>				

<p>The district's Professional Development Team will review research on professional development activities that assist teachers and administrators to ensure all students will meet or exceed State content and academic achievement standards. The team will pay special attention to those topics and formats that have the greatest positive impact on teachers' ability to accelerate the learning of students in the lowest performing groups as well as help fill gaps in curriculum as determined by student performance data analysis. The team will design a professional development system that is both coherent and differentiated. Also, successful teachers and principals will serve as demonstrators and coaches.</p>	<ul style="list-style-type: none"> • Educational Services Department • District staff 			
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>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:</p> <p>With input from teachers, performance data, and analysis of student work the professional development team will assess the Professional Development System based on five key areas:</p> <p>i. How well did the professional development focus on students meeting the standards through the use of state adopted materials and formative assessments?</p> <p>ii. How closely related is the professional development to the instructional work of teachers?</p> <p>iii. Is the system designed based on the strengths and needs of the staff in relation to academic and cultural learning strengths and needs of the student populations.</p> <p>iv. How well does the professional development apply to particular under-performing student populations?</p> <p>v. How well integrated are materials, intervention approaches, and family and community relations with the professional development plan?</p>	<ul style="list-style-type: none"> • Educational Services Department • District staff 	Professional Development	\$100,000	Title II Common Core

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>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:</p> <p>The PDT, along with administrative council, will ensure that professional development activities are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards. Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment, and understanding the strengths and needs of the student populations in their classes. Classroom management, interventions, working with students' families and other topics required by funding sources will be addressed.</p>	<ul style="list-style-type: none"> • Educational Services Department 			
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>Staff development days will focus on implementing core research-based practices used in the standards based materials in the subject matter areas of most needed improvement.</p> <p>Professional development will incorporate articulation time for teachers to collaborate and share student work samples.</p> <p>A Highly trained support provider will serve as mentor and peer coach for all eligible Induction teachers.</p>	<ul style="list-style-type: none"> • All teachers • All teachers 	<ul style="list-style-type: none"> • Presenters • Substitute pay 	<ul style="list-style-type: none"> \$75,000 \$75,000 	<ul style="list-style-type: none"> • Title I • Title II • Title III • Common Core
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>The PDT will ensure that technology related professional development links to</p>	<ul style="list-style-type: none"> • Site Tech Reps • District Technology committee 	<ul style="list-style-type: none"> • Google and Chromebook training 	<ul style="list-style-type: none"> • \$20,000 	<ul style="list-style-type: none"> • Title II • Common Core

other district and school professional development activities that are coordinated to address staff needs in assisting all students to meet or exceed state standards.				
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology.</p> <p>Schools will work towards replacing outdated hardware and software on a continuous basis with a goal of having the computers in the labs continually upgraded. Teachers and library/media personnel will use CLRN as a resource for purchasing software. Teachers will continue to participate in technology training through release time and after school workshops.</p>	<ul style="list-style-type: none"> • Administrator of Educational Services • Technology Support Staff 	<ul style="list-style-type: none"> • Time for staff development • Substitute costs 	<ul style="list-style-type: none"> • \$30,000 	<ul style="list-style-type: none"> • Title II • Common Core
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>The professional development team will conduct a needs assessment of teachers, staff, paraprofessionals, and parents. All data will be analyzed by the team who will then formulate a plan. The plan will be presented to School Site Councils and DELAC for approval</p>	<ul style="list-style-type: none"> • Professional Development Team • School Site Councils • DELAC 			

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> □ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; □ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; □ Involve parents in their child’s education; and □ Understand and use data and assessments to improve classroom practice and student learning. <p>BOUSD will provide the following professional development opportunities which will address the topics listed above:</p> <p>a. Teacher collaboration time focused on selecting benchmark assessments for key standards and joint review of student work on those assignments. Time will include identifying diverse student needs, differentiated instruction, student behavior management activities, and working with families.</p> <p>b. Staff development days focused on practicing core research-based practices used in the standards-based materials in the subject matter areas of needed improvement.</p> <p>c. GATE Certificate teacher training will be offered to a teacher at every site, elementary and junior high.</p>	<ul style="list-style-type: none"> • All teachers 	<ul style="list-style-type: none"> • Substitute costs • Presenter fees 	<ul style="list-style-type: none"> • \$30,000 • \$5000 • \$3500 	<ul style="list-style-type: none"> • Title II

<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>The district has an ongoing professional development program with a focus on training staff on best instructional practices to meet the identified needs of students. All teachers work collaboratively with site administration with the goal of improvement in creating and maintaining effective environments for student learning, understanding the use of data and assessment to improve classroom practice, and use of formative assessment.</p>	<ul style="list-style-type: none"> • Administrator of Educational Services 	<ul style="list-style-type: none"> • Presenters • Substitute Costs • Conferences 	<ul style="list-style-type: none"> • \$50,000 	<ul style="list-style-type: none"> • Title II • Common Core
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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
<ul style="list-style-type: none"> • Brea Olinda USD has low truancy rates and high attendance rates • Elementary sites have strong Conflict Management programs • Strong Parental Involvement • Invisible Mentors at BJH • Quest Program at BJH • PALS • CAPS • Relationship with the City of Brea • Alternative High School Program • H.E.A.R.T. Mentoring • Character Counts 	<ul style="list-style-type: none"> • More invisible mentoring district wide • Need to expand data in California Healthy Kids Survey • Nutrition Programs • Intensify Physical Education • More participation in 40 Developmental Assets for Youth • Activities to implement Character Counts

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.

ACTIVITIES
Attendance awards
QUEST
Students of the Month
Conflict Management
Person-to-Person retreats
High School Focus course
Invisible mentoring
Renaissance program
Honor Roll
Extra-curricular and co-curricular activities
Character Counts

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
Character Counts program at K-8 <i>Seven Habits of Highly Effective Teens</i> being used in High School Focus class Uniformed campus police officer	Develop a comprehensive plan for coordination of program elements More comprehensive SARB program Sustained use highly effective programs, as identified by federal guidelines

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:

<p align="center">Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey</p>	<p align="center">Most Recent Survey date: Spring 10 Baseline Data</p>	<p align="center">Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that have ever used cigarettes will decrease biennially by: .5 percentage points</p>		<p align="center">CHKS has not been administered for several years due to funding being eliminated.</p> <p align="center">District will administer in 2014-15 school year to establish a new baseline.</p>
<p>The percentage of students that have used cigarettes within the past 30 days will decrease biennially by: 1 percentage point</p>		
<p>The percentage of students that have used marijuana will decrease biennially by: 1 percentage point</p>		
<p>The percentage of students that have used alcohol within the past 30 days will decrease biennially by: The district average will decrease by 1 percentage point</p>		
<p>The percentage of students that have used marijuana within the past 30 days will decrease biennially by: 1 percentage point</p>		
<p>The percentage of students that feel very safe at school will increase biennially by: 5 percentage points</p>		

<p>The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by: 1 percentage points</p>		
<p>Truancy Performance Indicator</p>		
<p>The percentage of students who have been truant will decrease annually by 1 percentage point from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>		
<p>Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p>Most recent date: Spring 10 Baseline Data</p>	<p>Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by: 1 percentage point</p>		
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by: 1 percentage point</p>		
<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by: 5 percentage points</p>		
<p>The percentage of students that report high levels of school connectedness at their school will increase biennially by: 1 percentage point</p>		

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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 <hr/> (Process to Collect Data)	Performance Indicator Goal	Baseline Data
Not applicable		

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.

These Science-Based Programs that are listed below are programs that BOUSD has chosen to implement based on our survey data. We have determined these programs meet the needs of our students.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Project Alert	Alcohol, Tobacco, & Drugs	7-8	1000 students	2005-2006	Spring, 2006	Fall, 2006
Too Good for Drugs	Alcohol, Tobacco, Drugs & Violence	K-6	3000 students	Summer, 2006	Fall, 2006	Fall, 2006
Project Toward No Drug Abuse	Alcohol, Tobacco, Drugs & Violence	9-12	2000	Summer, 2006	Fall, 2006	Fall, 2006

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.

These Research-Based Activities that are listed below are programs that BOUSD has chosen to review based on our survey data. We will determine if these programs meet the needs of our students. If so, a recommendation for adoption will be made to the Governing Board.

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

X	Tobacco-Use Cessation	Tobacco Prevention	K-12
	Youth Development Caring Schools Caring Classrooms		
	Other Activities		

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

The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established 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

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

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

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

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

It is the goal of the Brea Olinda Unified School District that all BOUSD students will understand the value of health and fitness. According to the California Healthy Kids Survey data from 2008, we will implement newly adopted programs to better address our student needs in the areas of alcohol use and smoking. The District will establish new baseline data during the administration of the CHKS in the 2014-15 school year.

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, and other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

BOUSD will continue to use the California Healthy Kids Survey for data. Individual school surveys will also be a tool used to gather information, including perceptions from the parent community. These surveys may be done on the off year of the CHKS administration. Results from both sources shall be agenda item topics at DELAC, site council, and staff meetings. Modifications to curriculum will be made as needed based on outcome data.

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.

The BOUSD Safe and Drug Free Schools and Community Committee was eliminated as funding was terminated. School Site Councils as well as District Administrative Teams keep abreast of problems and trends in these areas and address issues as they arise.

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])

Funds are no longer available.

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.

A guiding principle of BOUSD is "Teaching and learning require an environment that is physically and emotionally safe." Although these programs are not specifically funded, prevention programs and counseling are provided at every site when needed.

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.

The Safe and Drug Free Schools and Community Committee is comprised of teachers, administrators, parents, and community members. One of the responsibilities of this committee is to review annual parent survey data and incorporate that information into the safe schools plan. The plan is approved by School Site Council and signed off by a sworn peace officer. In addition, the committee gathers information to help educate parents about warning signs of drug and alcohol use. These articles are sent to school sites to include in school newsletters.

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.

Pamphlets are provided in the nurse's office with information in regards to the effects of tobacco on pregnant women. Pregnant students are provided counseling in which how to have a healthy pregnancy and child are discussed. Students are also referred to parenting classes through the Brea Community Center.

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

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

Position/Title	Full time equivalent
N/A	

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	<p>1. All students complete two coherent two-year academic plans with their parents and guidance counselors.</p> <p>2. Students and parents are notified of graduation requirements.</p> <p>3. Guidance counselors are assigned to all students, meeting annually to monitor and assess progress.</p> <p>4. Counselors meet with parents biannually to discuss academic plans and monitor progress.</p> <p>5. Notices are sent to parents concerning progress. Conferences are scheduled as needed.</p>	1. All students	<p>1. Counselors and administrators.</p> <p>2. Counselors, administrators, parents annually.</p> <p>3-5. Counselors/ teachers annually.</p>	<p>1. The 2013 graduation rate, based on the state Dataquest was 96.4%</p> <p>The district will increase this rate to 97% in 2014.</p>	1. 9 th grade counselor

<p>5.2 (Dropouts)</p>	<ol style="list-style-type: none"> 1. ASB/Legislative Council 2. Step-Up Program 3. H.E.A.R.T. (Help Every At Risk Teen) Program 4. High School Focus course using the book "The seven habits of highly effective teens" 5. Conflict Management 6. Collaboration with Brea Family Resource Center P. A. L. (Peer Assistance Leadership) 7. 25 campus clubs 8. 21 interscholastic athletic teams for males and females 	<ol style="list-style-type: none"> 1. Elected student leaders/all students 2. Seriously at risk 9th grade students 3. Students with a grade point average lower than 2.0 4. All ninth graders 5-9. All students 	<ol style="list-style-type: none"> 1. Activities Director(s) 2. A. P. Curriculum & program teachers 3. H.E.A.R.T. mentors (students and staff) 4. Program teachers 5. School Psychologist 6. Counselors 7. Program teacher 8. Activities Director(s) and club advisors 9. Coaches by season 	<ol style="list-style-type: none"> 1. The 2013 cohort dropout rate was 2.4%. BOUSD will decrease the dropout rate to below 2%. 	<p>General fund</p>
<p>5.3 (Advanced Placement)</p>	<ol style="list-style-type: none"> 1. Board Policy: Open Enrollment for all Honors and AP courses 2. Honors and AP night for parents 	<ol style="list-style-type: none"> 1. All students 2. Students whose test scores are high but have low GPA 3. All students 	<ol style="list-style-type: none"> 1. Counselors 2. Counselors and program teachers 3. Counselors and program teachers 	<ol style="list-style-type: none"> 1. BOHS will increase the number of students of diverse populations taking AP and Honors courses to reflect the ethnic distribution of the school 	<p>General fund</p>

Additional Mandatory Title I Descriptions

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

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

The low income measures used by BOUSD in Title 1 Ranking is the percent of students eligible to receive free and reduced-price lunches. Grade span is the other consideration.

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

BOUSD has set identification criteria for eligible children identified for K-2 and 3-12. For K-2, assessment measures are reviewed by the classroom teacher to determine if a student is below grade level performance. These include report card marks below satisfactory in reading and/or math, District assessment scores of a 1 or 2, and teacher recommendation. For grades 3-12, a criterion-referenced test is used as one of the two measures considered, and scores must be below 326 on the English/Language Arts and/or Mathematics California Standards Tests (CST). New measures will be determined for the new CAASP testing system. Other measures used for 3-12 include unsatisfactory report card marks, publishers and other placement tests, rubric scored portfolios, other classroom assessments, district assessments and teacher judgment.

Additional Mandatory Title I Descriptions

(continued)

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

Teachers use differentiated instruction strategies to help meet the needs of all learners. For students who need extra support, tutoring that supports our standards based curriculum is provided. Professional Development activities focus on meeting the needs of our diverse population. Counseling and mentoring services are also available to students.

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

The District will provide additional support to the administration and staff at any schools in need of improvement. Data analysis and intervention plans will be developed and created with the Administrator of Educational Services and the Site Administrator as well as the staff at each site. Professional development for Improvement will be provided.

Additional Mandatory Title I Descriptions

(continued)

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

All parents of students attending Program Improvement schools will be notified of the status of the school and offered Choice to attend a non-PI school in the district with transportation should the parent so choose. For eligible students in Year 2 or higher schools who do not choose to transfer, Supplementary Educational Services will be provided from a state-approved outside vendor chosen by the parents of each eligible student.

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

The district motto is, "Learning is Our Priority, with Opportunity for All." It is not just the students who are learning, teachers are becoming more proficient at their craft, as well. Therefore, all professional development opportunities available through BOUSD will be for all teachers and principals, and when appropriate, other staff members.

Additional Mandatory Title I Descriptions

(continued)

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as:

Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

BOUSD is a relatively small school district and, therefore, it is not difficult to coordinate services for our students. Each year the LEA identifies goals that are communicated to all administration. These goals become a filter for all that we do for our students. Student achievement data is reviewed at both the district and school site level, and is used to devise Single Plans for School Sites. The needs articulated through the assessment then become the foundation for the Professional Development Plan and overall plan to provide improved student services district wide.

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

Appendix F: NCLB Legislation, Sections 1111 through 1120

ASSURANCES

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

GENERAL ASSURANCES

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

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 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 Common Core State Standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

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

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

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

TITLE III

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

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

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

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

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

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

- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

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

- (i) truancy rates;
- (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
- (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
- (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

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

SIGNATURE PAGE

A.J. "Skip" Roland, Ed.D.

Print Name of Superintendent

Signature of Superintendent

Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

- 1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)
- 1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

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

- 2.1. **Performance indicator:** The percentage of limited-English-proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

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

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

- 3.1 **Performance indicator:** The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of “professional development” in section 9101(34).)
- 3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

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

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

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

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

APPENDIX B

Links to Data Web sites

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

- Academic Performance Index (API)
< <http://www.cde.ca.gov/psaa/api/index.htm> >
- California Basic Educational Data System (CBEDS)
< <http://www.cde.ca.gov/demographics/coord/> >
- California English Language Development Test (CELDT)
< <http://www.cde.ca.gov/statetests/celdt/celdt.html> >
- California High School Exit Exam (CAHSEE)
< <http://www.cde.ca.gov/statetests/cahsee/eval/eval.html> >
- California Standardized Test (CST)
< <http://www.cde.ca.gov/statetests/index.html> >
- DataQuest
< <http://data1.cde.ca.gov/dataquest/> >
- School Accountability Report Card (SARC)
< <http://www.cde.ca.gov/ope/sarc/> >
- Standardized Testing and Reporting (STAR) Program
< <http://www.cde.ca.gov/statetests/star/index.html> >

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

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,
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
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,

Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

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

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

<i>Research-based Activities</i>	
Activities	<i>Research Summaries Supporting Each Activity:</i>
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							
<p>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.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)</p> <p>C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)</p> <p>D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
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
Earls court Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D

Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
<u>Project Alive</u>	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
<u>Project Life</u>	9 to 12		x				A
Project PACE	4					x	C
<u>Project SCAT</u>	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
<u>Smokeless School Days</u>	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
<u>Tobacco-Free Generations</u>	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