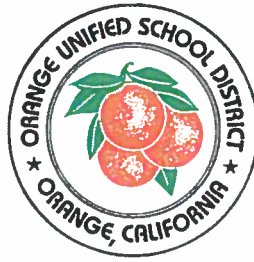


# **ORANGE UNIFIED SCHOOL DISTRICT**



## **Local Education Agency Plan (LEA Plan)**

**Part A. Updated Title III Plan (Goal 2)**

**Part B. LEA Plan**

# **ORANGE UNIFIED SCHOOL DISTRICT**



## **TITLE III PLAN 2015-2018**

Board Approved June 4, 2015

# Elementary and Secondary Education Act

## Local Educational Agency Plan Goal 2

### Budget Update Summary

### \*Detailed Title III Plan (Goal 2) Follows

Name of LEA: Orange Unified School District Fiscal Year: 2015-2016

Total Title III Allocation: LEP \$ 655,287

LEP Administrative & Indirect Costs (2%): \$ 12,848

Estimated Title III Carryover \$ 187,426

LEP Administrative & Indirect Costs (2%) for Carryover: \$ 3,675

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

| Title III Goal                                    | Specific Title III Supplemental Key Actions (Activities) to Meet Goal  | Unit (Purchase) Detail   | Associated Estimated Costs for each Activity Listed                                      |
|---|--|--|--|
| Goal 2A: AMAO 1- Annual progress Learning English | <ul style="list-style-type: none"> <li>• Placement of English Learners Strategically in Designated ELD courses (secondary) or classes/groups (elementary) and monitoring</li> <li>• High Quality ELD Instruction (including monitoring, supplemental materials, and</li> </ul> | <ul style="list-style-type: none"> <li>• NA</li> <li>• Supplemental Materials</li> <li>• NA</li> </ul> | <ul style="list-style-type: none"> <li>• NA</li> <li>• \$53,859</li> <li>• NA</li> </ul> |

|  |   |  |  |   |
|--|---|--|--|---|
|  | <ul style="list-style-type: none"> <li>support)</li> <li>ELD Class Offerings and Curriculum (including evaluation of current curriculum)</li> <li>Appropriate Designated ELD Identification and Placement for Long Term ELs</li> </ul>  | <ul style="list-style-type: none"> <li>NA</li> </ul> | <ul style="list-style-type: none"> <li>NA</li> </ul>   | <ul style="list-style-type: none"> <li>NA</li> </ul>  |
| Goal 2B: AMAO 2 - English Proficiency                            | <ul style="list-style-type: none"> <li>Intensive Intervention Classes for English Learners (including a program matrix, training, support and monitoring)</li> <li>Providing Extended Learning Time for EL Students</li> <li>Monitoring EL Students' Progress</li> </ul>  | <ul style="list-style-type: none"> <li>NA</li> </ul> | <ul style="list-style-type: none"> <li>NA</li> </ul>   | <ul style="list-style-type: none"> <li>NA</li> </ul>  |
| Goal 2C: AMAO 3 -Adequate Yearly Progress (AYP) for EL Sub Group | <ul style="list-style-type: none"> <li>Professional Development – Access to Core Content</li> <li>Professional Development on Research-Based Instructional Strategies for English Learners (including Mentoring for Secondary Teachers and English Learner Instructional Specialist support)</li> <li>Conferences Focused on Increasing Knowledge of English Learners and Best Practices for ELs</li> </ul> | <ul style="list-style-type: none"> <li>NA</li> </ul> | <ul style="list-style-type: none"> <li>Substitutes and extra earnings to attend and present PD <ul style="list-style-type: none"> <li>1. Academic Language Mentors</li> <li>2. English Learner Instructional Specialists</li> <li>3. Substitutes and extra earnings to attend and present PD</li> </ul> </li> <li>Conferences</li> </ul> | <ul style="list-style-type: none"> <li>\$39,073</li> <li>1. \$62,928 &amp; \$183,751 (carryover)</li> <li>2. \$429,140</li> <li>3. \$50,439</li> <li>\$7,000</li> </ul> |
| Goal 2D: High Quality Professional Development                   | <ul style="list-style-type: none"> <li>District English Learner Advisory Committee</li> <li>Provide Communication in Home Language as Required</li> <li>Parent Education for Parents of English</li> </ul>  | <ul style="list-style-type: none"> <li>NA</li> </ul> | <ul style="list-style-type: none"> <li>NA</li> </ul>   | <ul style="list-style-type: none"> <li>NA</li> </ul>  |
| Goal 2E: Parent and Community Participation                      |   |  |  |   |

|  | Learners   |    |  |
|--|--|----|--|
| Goal 2F: Parental Notification   | <ul style="list-style-type: none"> <li>• Annual Parent Notifications of Required Information</li> <li>• Annually Communicate HS Graduation Requirements</li> </ul> | NA | NA   |
| Goal 5A: Increase Graduation Rates   | <ul style="list-style-type: none"> <li>• Continue to Monitor English Learners Attainment of Graduation Requirements and Provide Support as Needed</li> </ul>       | NA | NA   |
| Total Title III Budget Estimate (Include Administration and Indirect Costs) for LEP and Immigrant Programs |  |    | LEP (2015-2016 Estimated Allocation (including Indirect) <b><u>\$ 655,287</u></b><br>LEP (2014-2015 Estimated Carryover) <b><u>\$187,426</u></b> |

**Program Notes:**

- I. Activities must be of supplemental nature. Align activities with associated estimated costs.
- II. LEAs must expend Title III funds on activities that are required, allowable, allocable, necessary and reasonable.
- III. Title III funds should supplement the level of Federal, State, and local funds, including LCFF funds.

**GOAL Goal 2A: AMAO 1 -Annual Progress Learning English**

- By June, 2015, the percentage of English learners making annual progress in learning English will meet or exceed the state AMAO 1 target of 60.5%, as measured by the CELDT.;
- By June, 2016, the percentage of English learners making annual progress in learning English will meet or exceed the state AMAO 1 target of 62%, as measured by the CELDT.
- By June, 2017, the percentage of English learners making annual progress in learning English will meet or exceed the state AMAO 1 target (as yet to be determined), as measured by the CELDT or its successor.
- By June, 2018, the percentage of English learners making annual progress in learning English will meet or exceed the state AMAO 1 target (as yet to be determined), as measured by the CELDT or its successor.

|  |   |           |             |
|--|---|-----------|-------------|
| Filing Cabinet Count                                     | 0 | Budgeted: | \$53,859.00 |
| Resources and state requirements for this goal Available | 3 |           |             |

**STRATEGY Placement of English Learners in ELD**

Placement of English learner students in designated English Language Development (ELD) classes or groups will be strategic and will be monitored.

|                      |   |
|----------------------|---|
| Filing Cabinet Count | 0 |
|----------------------|---|

**ACTION STEP 1. Secondary Master Schedule**

Secondary Master Schedules will be created, reviewed and modified by administrators at all High Schools and Middle Schools to ensure that enough class periods are available to serve the number of English learners identified at each level. Master schedules start to be developed in February each year and are adjusted until the start of school in August.

|                     |                         |                      |   |
|---------------------|-------------------------|----------------------|---|
| Status              | In Progress 05/21/2015  | Filing Cabinet Count | 0 |
| Start-End Dates     | 02/01/2015 - 08/23/2015 |                      |   |
| Tags                | PL_Yr3, T3Y4            |                      |   |
| Persons Responsible | Kerrie Torres           |                      |   |

**GOAL Goal 2A: AMAO 1 -Annual Progress Learning English**

**STRATEGY Placement of English Learners in ELD**

**ACTION STEP 1. Secondary Master Schedule**

TASKS 0 of 2 Complete

|   |             |  |
|---|-------------|--|
| <b>1a. Identify the number of EL students at MS &amp; HS</b>  | In Progress | Due 8/26/2015                          |
| Identify the number of English learners at each proficiency level (using current year CELDT, or its successor the ELPAC, scores and multiple measures) to determine the number of ELD classes to offer in the Master Schedule at each secondary school. |             | Kerrie Torres (LEA) , Lisa Green (LEA) |

|  |             |                     |
|--|-------------|---------------------|
| <b>1b.Create the Secondary Master Schedule</b>                                     | In Progress | Due 8/26/2015       |
| Reassign Master Schedule sections to accommodate the needs of all English learners |             | Kerrie Torres (LEA) |

**ACTION STEP 2. Elementary Designated ELD grouping or classes**

Determine the configuration for Designated ELD instruction that best fits the number of English Learner students at each elementary school. Groups are formed based on numbers of students at each grade level and CELDT (or its successor, the ELPAC) level.

|                     |                         |                      |   |
|---------------------|-------------------------|----------------------|---|
| Status              | Not Begun 05/21/2015    | Filing Cabinet Count | 0 |
| Start-End Dates     | 08/03/2015 - 09/09/2015 |                      |   |
| Tags                | PI_Yr3, T3Y4            |                      |   |
| Persons Responsible | Lisa Green, Anne Truex  |                      |   |

TASKS 0 of 1 Complete

|   |           |                                     |
|---|-----------|-------------------------------------|
| <b>2a. Create Elementary ELD groups</b>   | Not Begun | Due 9/9/2015                        |
| Elementary teachers, resource teachers and administrators will group students for designated ELD instruction based on current CELDT (or its successor, the ELPAC) scores and Avenues pretest results. |           | Anne Truex (LEA) , Lisa Green (LEA) |

**ACTION STEP 3. District monitoring of Designated ELD time**

**GOAL Goal 2A: AMAO 1 -Annual Progress Learning English**

**STRATEGY Placement of English Learners in ELD**

**ACTION STEP 3. District monitoring of Designated ELD time**

All schools will submit their Designated ELD schedules showing the minimum prescribed daily ELD instruction. (K-2: 30 minutes, 3rd-6th: 45 minutes, M.S. and H.S. 1 period.), with names of students by group.

|                     |                         |                      |   |
|---------------------|-------------------------|----------------------|---|
| Status              | Not Begun 05/21/2015    | Filing Cabinet Count | 0 |
| Start-End Dates     | 08/26/2015 - 09/09/2015 |                      |   |
| Tags                | PI_Yr3, T3Y4            |                      |   |
| Persons Responsible | Lisa Green              |                      |   |

TASKS 0 of 2 Complete

|   |           |                  |
|---|-----------|------------------|
| <b>3a. Designated ELD Schedules</b>   | Not Begun | Due 9/9/2015     |
| Elementary principals will email the district a copy of the ELD schedules and student list for each grouping/class. Secondary principals will submit their master schedule and student rosters. |           |                  |
|   |           | Lisa Green (LEA) |

|  |           |                          |
|--|-----------|--------------------------|
| <b>3b. ELD schedule for English learners with IEPs</b>   | Not Begun | Due 9/9/2015             |
| Spec. Ed. EL students should be placed in appropriate Designated ELD classes, with appropriate curriculum to meet their individual needs. Program Coordinators and principals will oversee the placement and report to the Admin Dir of Special Education. |           |                          |
|  |           | Denise MacAllister (LEA) |

**STRATEGY High Quality ELD Instruction**

High quality researched based instruction will be provided to all English learner students and will be monitored by administration.

|                      |   |          |             |
|----------------------|---|----------|-------------|
| Filing Cabinet Count | 0 | Budgeted | \$53,859.00 |
|----------------------|---|----------|-------------|

**ACTION STEP 1. Monitoring ELD instruction**

Administrators will monitor ELD instruction to ensure high quality instruction is taking place using a walkthrough observation protocol, at a minimum of once a quarter.

|                     |                                       |                      |   |
|---------------------|---------------------------------------|----------------------|---|
| Status              | In Progress 05/22/2015                | Filing Cabinet Count | 0 |
| Start-End Dates     | 08/26/2015 - 06/16/2016               |                      |   |
| Tags                | PI_Yr3, T3Y4                          |                      |   |
| Persons Responsible | Lisa Green, Kerrie Torres, Anne Truex |                      |   |



GOAL **Goal 2A: AMAO 1 -Annual Progress Learning English**STRATEGY **High Quality ELD Instruction**ACTION STEP **1. Monitoring ELD instruction**

TASKS 0 of 6 Complete

**1a. ELD Staff Assignments**

In Progress

Due 8/26/2015

Administrators will strategically assign teachers to designated ELD classes to best meet students' needs. All teachers have the required EL authorizations and possess inter-personal skills, a willingness to teach EL students and appropriate training.

Anne Truex (LEA) , Kerrie Torres (LEA) , Lisa Green (LEA)

**1b. District monitoring of ELD assignments**

In Progress

Due 8/26/2015

Administrators will confer with their Executive Director to discuss designated ELD assignments and selection of the best possible personnel to teach designated ELD classes

Anne Truex (LEA) , Kerrie Torres (LEA)

**1c. ELD Observation Protocol**

Not Begun

Due 12/3/2015

Sites will develop or adapt an ELD observation protocol to focus on agreed upon lesson elements of communication, vocabulary development, and student engagement.

Lisa Green (LEA)

**1d. Classroom observations**

Not Begun

Due 6/16/2016

Administrators at every school will observe ELD instruction using the observation protocol for each teacher to provide feedback on effectiveness of instruction.

Anne Truex (LEA) , Kerrie Torres (LEA)

**1e. Formative ELD Assessments**

Not Begun

Due 6/16/2016

Every four to six weeks, teachers administer formative ELD assessments and analyze to inform future instruction, as well as identify areas for intervention. Principals will monitor.

Anne Truex (LEA) , Kerrie Torres (LEA) , Lisa Green (LEA)

**1f. District monitoring of ELD assessments**

Not Begun

Due 6/16/2016

Executive Directors to monitor principals observing ELD instruction, analyzing data and providing feedback.

Anne Truex (LEA) , Kerrie Torres (LEA)

ACTION STEP **2. ELD-Co-teaching/Coaching**

**GOAL Goal 2A: AMAO 1 -Annual Progress Learning English**

**STRATEGY High Quality ELD Instruction**

**ACTION STEP 2. ELD-Co-teaching/Coaching**

English Learner Instructional Specialists and Academic Language Mentors will assist in developing lessons, train, co-teach, and reflect with teachers of ELD and content areas, in order to support acquisition of language and mastery of content.

|                     |                         |                      |   |
|---------------------|-------------------------|----------------------|---|
| Status              | Not Begun 05/27/2015    | Filing Cabinet Count | 0 |
| Start-End Dates     | 08/26/2015 - 06/16/2016 |                      |   |
| Persons Responsible | Lisa Green              |                      |   |

**ACTION STEP 3. Supplemental Materials**

Supplementary materials for increased language acquisition will be purchased to be used in English learner trainings and by teachers of English learners.

|                     |                         |                      |             |
|---------------------|-------------------------|----------------------|-------------|
| Status              | Not Begun 05/29/2015    | Filing Cabinet Count | 0           |
| Start-End Dates     | 07/01/2015 - 06/30/2016 | Budgeted             | \$53,859.00 |
| Persons Responsible | Lisa Green              |                      |             |

**STRATEGY ELD Class offerings and Curriculum**

Filing Cabinet Count 0

**ACTION STEP 1. Evaluation of ELD curriculum**

Form ELD committee of experts (teachers, EL Specialists, Instructional coaches and administrators) to evaluate the ELD and Intervention curriculum and analyze the program effectiveness. This committee will look at data and identify possible gaps and adjust, as needed, criteria for placement of English learners, including LTELS, in courses that best meet language development needs.

|                     |                         |                      |   |
|---------------------|-------------------------|----------------------|---|
| Status              | Not Begun 05/29/2015    | Filing Cabinet Count | 0 |
| Start-End Dates     | 09/01/2015 - 06/16/2016 |                      |   |
| Tags                | PI_Yr3, T3Y4            |                      |   |
| Persons Responsible | Lisa Green              |                      |   |

**GOAL Goal 2A: AMAO 1 -Annual Progress Learning English**

**STRATEGY ELD Class offerings and Curriculum**

**ACTION STEP 1. Evaluation of ELD curriculum**

TASKS 0 of 3 Complete

|  |           |               |
|--|-----------|---------------|
| <b>1a. Review assessment data from each program</b>  | Not Begun | Due 1/31/2016 |
| Examine summative and formative assessment data from each of the curricular programs to determine trends in effectiveness and deficiency in skill areas; and teacher efficacy.     |           |               |
| <b>1b. ELD committee to examine ELD curriculum</b>   | Not Begun | Due 2/19/2016 |
| The ELD committee will examine the curriculum to identify areas of specific gaps or needs and make recommendations to Educational Services.  |           |               |
| <b>1c. ELD Placement Guide</b>   | Not Begun | Due 1/31/2016 |
| Adjust ELD Placement Guide, as necessary, to be used to provide appropriate placement for English learners of all English proficiency levels into appropriate curricular programs. |           |               |

**GOAL Goal 2B: AMAO 2 - English Proficiency**

An increasing percentage of English learners will attain English language proficiency annually.

- By June, 2015, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will meet or exceed the state AMAO 2 target of 24.2%, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.;
- By June, 2015, the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will meet or exceed the state AMAO 2 50.9%, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.;
- By June, 2016, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will meet or exceed the state AMAO 2 target of 25.5%, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.;
- By June, 2016, the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will meet or exceed the state AMAO 2 52.8%, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.;
- By June, 2017, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will meet or exceed the state AMAO 2 target (as yet to be determined by the state), in order to move toward state-defined expectations for meeting the CELDT criterion (or its successor, the ELPAC) for English-language proficiency.;
- By June, 2017, the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will meet or exceed the state AMAO 2 (as yet to be determined by the state), in order to move toward state-defined expectations for meeting the CELDT criterion (or its successor, the ELPAC) for English-language proficiency.;
- By June, 2018, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will meet or exceed the state AMAO 2 target (as yet to be determined by the state), in order to move toward state-defined expectations for meeting the CELDT criterion (or its successor, the ELPAC) for English-language proficiency.;
- By June, 2018, the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will meet or exceed the state AMAO 2 (as yet to be determined by the state), in order to move toward state-defined expectations for meeting the CELDT criterion (or its successor, the ELPAC) for English-language proficiency.;

|  |   |
|--|---|
| Filing Cabinet Count                                     | 0 |
| Resources and state requirements for this goal Available | 3 |

**STRATEGY Appropriate ELD placement for Long Term ELs**

Filing Cabinet Count 0

**ACTION STEP 1. LTEL Identification**

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GOAL **Goal 2B: AMAO 2 - English Proficiency**

STRATEGY **Appropriate ELD placement for Long Term ELs**

ACTION STEP **1. LTEL Identification**

Site administrators will use Reclassification Watch List provided by the district to identify and inform teachers who their Long Term English Learner (LTEL) students are in order to differentiate instruction to meet their individual needs and assist them in moving forward towards reclassification and passing the CAHSEE.

|                     |                         |                      |   |
|---------------------|-------------------------|----------------------|---|
| Status              | In Progress 06/01/2015  | Filing Cabinet Count | 0 |
| Start-End Dates     | 02/02/2015 - 06/16/2016 |                      |   |
| Tags                | PI_Yr3, T3Y4            |                      |   |
| Persons Responsible | Lisa Green              |                      |   |

TASKS 0 of 1 Complete

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|  |             |                     |
|--|-------------|---------------------|
| <b>Identify LTELS by name, for class placement</b>   | In Progress | Due 8/26/2015       |
| Query Long Term English Learners (LTELS) in the Aeries student system. Counselors will place students in the appropriate classes based on the ELD Placement Guide (Goal 2A- Strategy 1). |             | Kerrie Torres (LEA) |

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**GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup**

An increasing percentage of English learners will attain proficiency in Reading/Language Arts and Mathematics annually

- For the 2013-2014 school year, AMAO 3 was frozen due to the suspension of state standardized testing.;
- For the 2014-2015 school year, no goals have been released by the state. AMAO 3 still on hold.;
- By June 2016, the target percentage of English learners attaining proficiency in reading/language arts is still to be determined by the state, as measured by the CASSPP and/or CAHSEE, in order to move toward as yet to be determined state-defined expectations for proficiency in Reading/Language Arts.
- By June 2016, the LEA will meet the 95% participation rate for English learners assessed in Reading/Language Arts.
- By June 2016, the target percentage of English learners attaining proficiency in Mathematics is yet to be determined by the state, as measured by the CAASPP and/or CAHSEE, in order to move toward state defined expectations for proficiency in Mathematics.
- By June 2016, the LEA will meet the 95% participation rate for English learners assessed in Mathematics.
- By June 2017, the target percentage of English learners attaining proficiency in reading/language arts is still to be determined by the state, as measured by the CASSPP and/or CAHSEE, in order to move toward as yet to be determined state-defined expectations for proficiency in Reading/Language Arts.
- By June 2017, the LEA will meet the 95% participation rate for English learners assessed in Reading/Language Arts.
- By June 2017, the target percentage of English learners attaining proficiency in Mathematics is yet to be determined by the state, as measured by the CAASPP and/or CAHSEE, in order to move toward state defined expectations for proficiency in Mathematics.
- By June 2017, the LEA will meet the 95% participation rate for English learners assessed in Mathematics.
- By June 2018, the target percentage of English learners attaining proficiency in reading/language arts is still to be determined by the state, as measured by the CASSPP and/or CAHSEE, in order to move toward as yet to be determined state-defined expectations for proficiency in Reading/Language Arts.
- By June 2018, the LEA will meet the 95% participation rate for English learners assessed in Reading/Language Arts.
- By June 2018, the target percentage of English learners attaining proficiency in Mathematics is yet to be determined by the state, as measured by the CAASPP and/or CAHSEE, in order to move toward state defined expectations for proficiency in Mathematics.
- By June 2018, the LEA will meet the 95% participation rate for English learners assessed in Mathematics.

|  |   |
|--|---|
| Filing Cabinet Count                                     | 0 |
| Resources and state requirements for this goal Available | 3 |

**GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup**

**STRATEGY Intensive Intervention classes for English learner**

Filing Cabinet Count 0

**ACTION STEP 1. Utilize Intensive Intervention Program Matrix**

The matrix will provide specific criteria and programming needs that align to the most effective program that suits the needs of English learners in accessing core instruction.

Status In Progress 06/01/2015 Filing Cabinet Count 0  
 Start-End Dates 02/02/2015 - 06/16/2016  
 Persons Responsible Lisa Green

TASKS 0 of 2 Complete

**1a. Update matrix for the Intervention classes** In Progress Due 6/16/2016

The matrix for intervention classes will be utilized and updated, as needed, throughout the year based on input from teachers, EL Advisors, site administrators, and Ed Services. Lisa Green (LEA)

**1b. Train site admin in EL placement expectations** Not Begun Due 2/2/2016

Master Schedule training/support will be provided to all site administrators and counselors annually to ensure appropriate placement and monitoring of placement using the new Intensive Intervention program matrix. Kerrie Torres (LEA) , Lisa Green (LEA)

**ACTION STEP 2. Intensive Intervention Training and Support**

Intervention programs for at-risk students will be monitored to ensure effective use of program and that program meets individual needs of students. Teachers of these classes will receive training and support.

Status Not Begun 06/01/2015 Filing Cabinet Count 0  
 Start-End Dates 08/26/2015 - 06/16/2016  
 Tags PI\_Yr3, T3Y4  
 Persons Responsible Lisa Green

**GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup**

**STRATEGY Intensive Intervention classes for English learner**

**ACTION STEP 2. Intensive Intervention Training and Support**

TASKS 0 of 3 Complete

|   |           |                  |
|---|-----------|------------------|
| <b>2a. Train new teachers on Read 180 materials</b>   | Not Begun | Due 8/26/2016    |
| Teachers will be trained in the Read 180 program materials by the publisher representative. Teachers utilizing the supplemental System 44 component will receive additional training.   |           | Lisa Green (LEA) |
| <b>2b. Read 180 PLC meetings</b>  | Not Begun | Due 6/16/2016    |
| Offer district Read 180 afterschool PLC meetings for teachers to receive ongoing training and provide collaboration time.   |           | Lisa Green (LEA) |
| <b>2c. Train site admin on Read 180 program</b>   | Not Begun | Due 10/1/2015    |
| Site admin will receive training on the components of the program and how to analyze data reports. Site admin will then have knowledge to monitor the implementation to ensure that full uses of the program components are being utilized. |           | Lisa Green (LEA) |

**ACTION STEP 3. Monitor the Intensive Intervention programs**

Site administrators will monitor implementation and review data to demonstrate the effectiveness of the intensive intervention programs. Principals will report findings to Educational Services.

|                     |                           |                      |   |
|---------------------|---------------------------|----------------------|---|
| Status              | Not Begun 06/01/2015      | Filing Cabinet Count | 0 |
| Start-End Dates     | 08/26/2015 - 06/16/2016   |                      |   |
| Tags                | PI_Yr3, T3Y4              |                      |   |
| Persons Responsible | Kerrie Torres, Anne Truex |                      |   |

TASKS 1 of 1 Complete

|   |           |  |
|---|-----------|--|
| <b>3a. Monitoring of Read 180</b>   | Completed | Due 6/16/2016                          |
| Principals will provide the elementary and secondary education Executive Directors findings from walkthrough observations and assessment data on the implementation of Read 180 |           | Anne Truex (LEA) , Kerrie Torres (LEA) |



**GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup**

**STRATEGY Provide extended learning time for EL students**

Filing Cabinet Count 0

**ACTION STEP 1. Extended learning support for LTELS**

Time and resources should be available for providing before school, lunch time, and after school support for English learners to increase their academic skills.

Status Not Begun 06/01/2015 Filing Cabinet Count 0  
 Start-End Dates 08/26/2015 - 06/16/2016  
 Tags PI\_Yr3, T3Y4  
 Persons Responsible Lisa Green

TASKS 0 of 3 Complete

|   |                  |   |
|---|------------------|---|
| <p><b>1a. High Schools provide CAHSEE support for LTELS</b></p> <p>High Schools will provide after school tutoring in ELA and math for their 9th grade English learners to support them in their preparation of taking the CAHSEE.</p>        | <p>Not Begun</p> | <p>Due 6/16/2016</p> <p>Kerrie Torres (LEA) , Lisa Green (LEA)</p>                    |
| <p><b>1b Elem and MS LTELS will receive tutoring</b></p> <p>Schools will provide tutoring after school for English learners. These tutoring sessions may include small group instruction and/or access to intervention computer programs.</p> | <p>Not Begun</p> | <p>Due 6/16/2016</p> <p>Anne Truex (LEA) , Kerrie Torres (LEA) , Lisa Green (LEA)</p> |
| <p><b>1c. Monitoring the extended time tutoring progr</b></p> <p>Principals will monitor students involved in tutoring programs and analyze student achievement data to show the effectiveness of the intervention.</p>                       | <p>Not Begun</p> | <p>Due 6/16/2016</p> <p>Anne Truex (LEA) , Kerrie Torres (LEA) , Lisa Green (LEA)</p> |

**STRATEGY Monitoring EL student's progress**

Filing Cabinet Count 0

**ACTION STEP 1. Site PLCs review data to inform instruction**

**GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup**

**STRATEGY Monitoring EL student's progress**

**ACTION STEP 1. Site PLCs review data to inform instruction**

Grade level or department PLCs will meet each trimester (or each quarter for high schools) using the school's protocol to examine formative assessment results for their subject (ELA, ELD, Math, History and Science) to ensure English learner progress.

|                     |                           |                      |   |
|---------------------|---------------------------|----------------------|---|
| Status              | Not Begun 06/01/2015      | Filing Cabinet Count | 0 |
| Start-End Dates     | 08/26/2015 - 06/16/2016   |                      |   |
| Tags                | PI_Yr3, T3Y4              |                      |   |
| Persons Responsible | Kerrie Torres, Anne Truex |                      |   |

TASKS 0 of 1 Complete

|  |           |  |
|--|-----------|--|
| <b>1a. PLC meetings</b>  | Not Begun | Due 6/16/2016                          |
| Principals will schedule PLC time each quarter/trimester. Notes or minutes reflecting the use of a school protocol will be collected and submitted to the Executive Directors. |           | Anne Truex (LEA) , Kerrie Torres (LEA) |

**ACTION STEP 2. District expectations - monitoring by site admin**

Besides monitoring the teachers analysis of data to inform instruction as described previously, site administrators need to monitor the implementation of strategies teachers learned during professional development training, to ensure high quality Best First Instruction and English learner supports.

|                     |                           |                      |   |
|---------------------|---------------------------|----------------------|---|
| Status              | Not Begun 06/01/2015      | Filing Cabinet Count | 0 |
| Start-End Dates     | 08/26/2015 - 06/16/2016   |                      |   |
| Tags                | PI_Yr3, T3Y4              |                      |   |
| Persons Responsible | Kerrie Torres, Anne Truex |                      |   |

TASKS 0 of 1 Complete

|  |           |   |
|--|-----------|---|
| <b>2a Train site admin on district expectations</b>  | Not Begun | Due 6/16/2016   |
| Train all site administrators on the expectations of monitoring EL instruction and student progress (protocols for monitoring teachers' use of the data and walkthroughs) and understanding of the importance of increased achievement of our EL students. |           | Anne Truex (LEA) , Kerrie Torres (LEA) , Lisa Green (LEA) |

**GOAL Goal 2D: High Quality Professional Development**

The LEA will provide high quality professional development to teachers, administrators and other school or community-based personnel to improve the education of English learners.

- By June, 2015, 60% LEA teachers will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in Reading/Language arts and/or Mathematics, as determined by the LEA needs assessment.
- By June, 2015, 100% of LEA administrators will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in reading/language arts and/or mathematics, as determined by the LEA needs assessment.
- By June, 2015, 100% of teachers of English Language Development will be authorized to teach ELD.
- By June, 2015, 100% of Reading/Language Arts and Mathematics teachers of English learners will be both highly qualified in the content area(s) and authorized to teach English learners.
  
- By June, 2016, 65% of LEA teachers will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in Reading/Language arts and/or Mathematics, as determined by the LEA needs assessment.
- By June, 2016, 100% of LEA administrators will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in reading/language arts and/or mathematics, as determined by the LEA needs assessment.
- By June, 2016, 100% of teachers of English Language Development will be authorized to teach ELD.
- By June, 2016, 100% of Reading/Language Arts and Mathematics teachers of English learners will be both highly qualified in the content area(s) and authorized to teach English learners.
  
- By June, 2017, 70% of LEA teachers will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in Reading/Language arts and/or Mathematics, as determined by the LEA needs assessment.
- By June, 2017, 100% of LEA administrators will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in reading/language arts and/or mathematics, as determined by the LEA needs assessment.
- By June, 2017, 100% of teachers of English Language Development will be authorized to teach ELD.
- By June, 2017, 100% of Reading/Language Arts and Mathematics teachers of English learners will be both highly qualified in the content area(s) and authorized to teach English learners.
  
- By June, 2018, 75% of LEA teachers will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in Reading/Language arts and/or Mathematics, as determined by the LEA needs assessment.
- By June, 2018, 100% of LEA administrators will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in reading/language arts and/or mathematics, as determined by the LEA needs assessment.
- By June, 2018, 100% of teachers of English Language Development will be authorized to teach ELD.
- By June, 2018, 100% of Reading/Language Arts and Mathematics teachers of English learners will be both

**Orange Unified - 3066621000000**

**GOAL Goal 2D: High Quality Professional Development**

highly qualified in the content area(s) and authorized to teach English learners.

|  |   |           |              |
|--|---|-----------|--------------|
| Filing Cabinet Count                                     | 0 | Budgeted: | \$772,331.00 |
| Resources and state requirements for this goal Available | 1 |           |              |

**STRATEGY Professional develop.- access to core content**

|                      |   |          |             |
|----------------------|---|----------|-------------|
| Filing Cabinet Count | 0 | Budgeted | \$39,073.00 |
|----------------------|---|----------|-------------|

**ACTION STEP 1. EL Professional Development and Support**

Professional Development will be provided to secondary core content area teachers to increase English Learner success, including integrated and designated ELD, ELD Standards, ELA/ELD Framework, and EL strategies. Elementary teachers will also receive training in order to make core content more accessible to English learners.

|                     |                         |                      |             |
|---------------------|-------------------------|----------------------|-------------|
| Status              | Not Begun 06/01/2015    | Filing Cabinet Count | 0           |
| Start-End Dates     | 07/01/2015 - 06/16/2016 | Budgeted             | \$39,073.00 |
| Persons Responsible | Lisa Green              |                      |             |

**STRATEGY PD on researched-based instructional strategies**

|                      |   |          |              |
|----------------------|---|----------|--------------|
| Filing Cabinet Count | 0 | Budgeted | \$733,258.00 |
|----------------------|---|----------|--------------|

**ACTION STEP 1. Mentoring for Secondary teachers-EL strategies**

Many of our secondary teachers could benefit from staff development and modeling of lessons to learn strategies in using academic language and discourse and writing language objectives. By providing trained Academic Language (AL) Mentor teachers at the four comprehensive high schools and two Title I middle schools, teachers will have access to coaching and mentoring in English learner instructional strategies learned through professional development training from highly qualified English Learner Specialists. Mentor teachers will be released 2 periods from their teaching schedule to mentor their colleagues in supporting EL students in all subjects.

|                     |                         |                      |              |
|---------------------|-------------------------|----------------------|--------------|
| Status              | Not Begun 06/01/2015    | Filing Cabinet Count | 0            |
| Start-End Dates     | 08/26/2015 - 06/16/2016 | Budgeted             | \$246,679.00 |
| Tags                | PI_Yr3, T3Y4            |                      |              |
| Persons Responsible | Lisa Green              |                      |              |

**GOAL Goal 2D: High Quality Professional Development**

**STRATEGY PD on researched-based instructional strategies**

**ACTION STEP 1. Mentoring for Secondary teachers-EL strategies**

TASKS 0 of 1 Complete

**1a. Train AL Mentor teachers**

Not Begun

Due 6/16/2016

The Academic Language Mentor teachers will be trained to provide support in lessons with writing language and content objectives, explicit teaching of academic language and guided oral academic discourse.

Lisa Green (LEA)

**ACTION STEP 2. Professional Development and Ongoing Support**

Professional development and ongoing support will be provided to teachers of English learners and other staff by trained English Learner support staff including English Learner Instructional Specialists and Academic Language Mentors. This professional development and support will include planning, data analysis, training, team teaching, and reflecting.

|                     |                         |                      |              |
|---------------------|-------------------------|----------------------|--------------|
| Status              | Not Begun 05/29/2015    | Filing Cabinet Count | 0            |
| Start-End Dates     | 07/01/2015 - 06/30/2016 | Budgeted             | \$479,579.00 |
| Persons Responsible | Lisa Green              |                      |              |

**ACTION STEP Conferences/Seminars /Workshops**

English Learner teachers and other staff will be sent to conferences/seminars/workshops to build upon their knowledge of English language learners and best practices

|                     |                         |                      |            |
|---------------------|-------------------------|----------------------|------------|
| Status              | Not Begun 05/29/2015    | Filing Cabinet Count | 0          |
| Start-End Dates     | 07/01/2015 - 06/30/2016 | Budgeted             | \$7,000.00 |
| Persons Responsible | Lisa Green              |                      |            |

**ACTION STEP Instructional Supplies**

Instructional supplies will be purchased to be used as English Learner Instructional Specialists train, plan with, co-teach, and reflect with teachers of ELD and content areas, in order to increase Language Acquisition and mastery of content.

|                     |  |                      |   |
|---------------------|--|----------------------|---|
| Status              | Not Begun 05/29/2015                   | Filing Cabinet Count | 0 |
| Start-End Dates     | 07/01/2015 - 06/30/2016                |                      |   |
| Persons Responsible | Lisa Green, Cyndi Paik, Celinna Pinelo |                      |   |

**GOAL Goal 2D: High Quality Professional Development**

**STRATEGY Professional Development for Administrators**

Filing Cabinet Count 0

**ACTION STEP 1. PD for all site administrators**

Train administrators on strategies to increase English learner success, including GLAD and other researched-based strategies, as well as training on ELD standards, ELA/ELD framework, and integrated and designated ELD which teachers are being trained on.

|                     |                                       |                      |   |
|---------------------|---------------------------------------|----------------------|---|
| Status              | Not Begun 06/01/2015                  | Filing Cabinet Count | 0 |
| Start-End Dates     | 08/26/2015 - 06/16/2016               |                      |   |
| Tags                | PI_Yr3, T3Y4                          |                      |   |
| Persons Responsible | Lisa Green, Kerrie Torres, Anne Truex |                      |   |

TASKS 0 of 1 Complete

|  |           |                  |
|--|-----------|------------------|
| <b>Train administrators on ELs</b>   | Not Begun | Due 6/16/2016    |
| Administrator training will be done at monthly principal meetings. Administrators will learn about the strategies and skills their teachers are being trained on and the district's expectations of monitoring the implementation of these strategies. |           | Lisa Green (LEA) |

**GOAL Goal 2E: Parent and Community Participation**

The LEA will promote the involvement of parents and community members in the education of English learners.

- By June, 2015, the LEA will improve and increase parent outreach strategies so that 50% of parents are active participants in the education of their children.
- By June, 2016, the LEA will improve and increase parent outreach strategies so that 55% of parents are active participants in the education of their children.
- By June, 2017, the LEA will improve and increase parent outreach strategies so that 60% of parents are active participants in the education of their children.
- By June, 2018, the LEA will improve and increase parent outreach strategies so that 65% of parents are active participants in the education of their children.

|  |   |
|--|---|
| Filing Cabinet Count                                     | 0 |
| Resources and state requirements for this goal Available | 1 |

**STRATEGY District English Learner Advisory Committee (DELAC)**

|                      |   |
|----------------------|---|
| Filing Cabinet Count | 0 |
|----------------------|---|

**ACTION STEP 1. DELAC monthly meetings**

Monthly DELAC meetings are held to solicit input from parents and give school site parent representatives information to take back and share at their ELAC meetings. Topics include: required parent notification requirements; school attendance; student achievement; assessments (CAASPP/CELDT (or it's successor); SPSA; Parent Involvement policy/compacts; categorical budgets; and needs assessments (parent input). In addition community speakers present information on their programs and district staff share instructional information.

|                     |                         |                      |   |
|---------------------|-------------------------|----------------------|---|
| Status              | Not Begun 06/01/2015    | Filing Cabinet Count | 0 |
| Start-End Dates     | 08/26/2015 - 06/16/2016 |                      |   |
| Tags                | PI_Yr3, T3Y4, Parent    |                      |   |
| Persons Responsible | Celinna Pinelo          |                      |   |

TASKS 0 of 1 Complete

|  |           |                      |
|--|-----------|----------------------|
| <b>1a. Prepare for DELAC meetings</b>  | Not Begun | Due 6/16/2016        |
| Parents are invited, speakers are contacted and agendas are developed. Agendas are posted on the website 72 hours prior to the meetings. |           | Celinna Pinelo (LEA) |

**ACTION STEP 2. Schools to hold ELAC meetings**

**GOAL Goal 2E: Parent and Community Participation**

**STRATEGY District English Learner Advisory Committee (DELAC)**

**ACTION STEP 2. Schools to hold ELAC meetings**

ELAC meetings are held at school sites and provide parents with information regarding CELDT (or its successor), CAASPP, ELD instruction and materials, graduation and A-G requirements, reclassification, parent education and school activities.

|                     |                            |                      |   |
|---------------------|----------------------------|----------------------|---|
| Status              | Not Begun 06/01/2015       | Filing Cabinet Count | 0 |
| Start-End Dates     | 08/26/2015 - 06/16/2016    |                      |   |
| Tags                | PI_Yr3, T3Y4, Parent       |                      |   |
| Persons Responsible | Lisa Green, Celinna Pinelo |                      |   |

**ACTION STEP 3. Parent Portal**

The district maintains a student/parent portal on its website that provides grades, attendance, tardies and other student specific information. A parent needs an email address or student ID number to use the parent portal. The district keeps track of the portal usage by students and parents. The portal is a valuable ever- available tool parents can use to keep informed about their student's performance in school. The district will provide training to parents in Spanish to assist them in accessing this tool with the goal of increasing parent/student portal usage by 5%.

|                     |                            |                      |   |
|---------------------|----------------------------|----------------------|---|
| Status              | Not Begun 06/01/2015       | Filing Cabinet Count | 0 |
| Start-End Dates     | 08/26/2015 - 06/16/2016    |                      |   |
| Tags                | PI_Yr3, T3Y4               |                      |   |
| Persons Responsible | Lisa Green, Celinna Pinelo |                      |   |

TASKS 0 of 1 Complete

|   |           |                      |
|---|-----------|----------------------|
| <b>3a. Teach DELAC parents to access the parent portal</b>  | Not Begun | Due 6/16/2016        |
| Train DELAC parents to assist them in accessing information on the district portal about their children's current progress in their classes |           | Celinna Pinelo (LEA) |

**STRATEGY Provide communication in the home language**

Filing Cabinet Count 0

**ACTION STEP 1 Provide school to home translated communications**



**Orange Unified - 30666210000000**

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GOAL **Goal 2E: Parent and Community Participation**

STRATEGY **Provide communication in the home language**

ACTION STEP **1 Provide school to home translated communications**

The district and school sites will translate written documents and notices and provide oral translation as required.

|                     |                         |                      |   |
|---------------------|-------------------------|----------------------|---|
| Status              | Not Begun 06/01/2015    | Filing Cabinet Count | 0 |
| Start-End Dates     | 08/26/2015 - 06/16/2016 |                      |   |
| Tags                | PI_Yr3, T3Y4            |                      |   |
| Persons Responsible | Lisa Green              |                      |   |

TASKS 0 of 1 Complete

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|   |           |                  |
|---|-----------|------------------|
| <b>1a. Monitor translation requirements</b>   | Not Begun | Due 6/16/2016    |
| Evidence is collected from each site via principals uploading sample documents on the district CPM Blackboard site. |           | Lisa Green (LEA) |

ACTION STEP **2. Community Liaisons**

Title I schools will have Community Liaisons to provide interpretation and parent outreach. These liaisons become an integral part in making parents feel welcome and providing support for parents to be involved in their child's education.

|                     |                         |                      |   |
|---------------------|-------------------------|----------------------|---|
| Status              | Not Begun 06/04/2015    | Filing Cabinet Count | 0 |
| Start-End Dates     | 08/26/2015 - 06/16/2016 |                      |   |
| Tags                | PI_Yr3, T3Y4            |                      |   |
| Persons Responsible | Celinna Pinelo          |                      |   |

TASKS 0 of 1 Complete

---

|  |           |                      |
|--|-----------|----------------------|
| <b>2a. Community Liaisons PD</b>   | Not Begun | Due 6/16/2016        |
| Quarterly professional development is provided for the Community Liaison on ways to involve families in supporting their students' academic achievement. |           | Celinna Pinelo (LEA) |

STRATEGY **Parent Education**

Filing Cabinet Count 0

ACTION STEP **1. Parent Education meetings**

**GOAL Goal 2E: Parent and Community Participation**

**STRATEGY Parent Education**

**ACTION STEP 1. Parent Education meetings**

Each school is responsible to plan their own parent education activities. During Title I monthly principal meetings, parent involvement is an agenda item. The director shares information on available programs and resources and schools share ideas for parent involvement. Schools will offer grade level specific literacy/math nights to parents of English Learners. Classroom teachers will be paid extra earnings to plan and present many of these events. District level parent engagement opportunities will also be made available.

|                     |                         |                      |   |
|---------------------|-------------------------|----------------------|---|
| Status              | Not Begun 06/01/2015    | Filing Cabinet Count | 0 |
| Start-End Dates     | 08/26/2015 - 06/16/2016 |                      |   |
| Tags                | PI_Yr3, T3Y4, Parent    |                      |   |
| Persons Responsible | Cyndi Paik              |                      |   |

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**GOAL Goal 2F: Parental Notification**

The LEA will provide required communications to parents in a timely manner.

- By June, 2015, the LEA will provide 100% of parents of ELs with the following information regarding their children, in a language parents can understand:
  - o identification as EL;
  - o program placement options;
  - o program placement notification;
  - o English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used;
  - o academic achievement level;
  - o redesignation information; and
  - o at the high school level, graduation requirements and annual notification of their students' progress toward meeting those requirements.
- By June, 2016, the LEA will provide 100% of parents of ELs with the following information regarding their children, in a language parents can understand:
  - o identification as EL;
  - o program placement options;
  - o program placement notification;
  - o English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used;
  - o academic achievement level;
  - o redesignation information; and
  - o at the high school level, graduation requirements and annual notification of their students' progress toward meeting those requirements.
- By June, 2017, the LEA will provide 100% of parents of ELs with the following information regarding their children, in a language parents can understand:
  - o identification as EL;
  - o program placement options;
  - o program placement notification;
  - o English language proficiency level, as determined by CELDT results (or its successor) and any local English Proficiency assessments used;
  - o academic achievement level;
  - o redesignation information; and
  - o at the high school level, graduation requirements and annual notification of their students' progress toward meeting those requirements.
- By June, 2018, the LEA will provide 100% of parents of ELs with the following information regarding their children, in a language parents can understand:
  - o identification as EL;
  - o program placement options;
  - o program placement notification;
  - o English language proficiency level, as determined by CELDT results (or its successor) and any local English Proficiency assessments used;
  - o academic achievement level;
  - o redesignation information; and
  - o at the high school level, graduation requirements and annual notification of their students' progress toward meeting those requirements.

|  |   |
|--|---|
| Filing Cabinet Count                                     | 1 |
| Resources and state requirements for this goal Available | 1 |

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GOAL **Goal 2F: Parental Notification**

STRATEGY **Annual Parent Notification Letter**

Filing Cabinet Count 0

ACTION STEP **1. Annual Notification letter**

Query all English learners in the Aeries student information system for the mail merge. Create letter, send to print shop to mail merge, and mail home to parents within the first 30 days of the school year.

Status Not Begun 06/01/2015 Filing Cabinet Count 0  
Start-End Dates 08/26/2015 - 09/25/2015  
Tags PI\_Yr3, T3Y4, Parent  
Persons Responsible Lisa Green

ACTION STEP **2. Parent Notification after CELDT results**

Query all English learners in the Aeries student information system for the mail merge to send CELDT (or it's successor) scores with required information in January-February, within 30 days of receipt of CELDT results.

Status Not Begun 06/01/2015 Filing Cabinet Count 0  
Start-End Dates 01/11/2016 - 02/29/2016  
Tags PI\_Yr3, T3Y4, Parent  
Persons Responsible Lisa Green

STRATEGY **Annually communicate HS graduation requirements**

Filing Cabinet Count 0

ACTION STEP **1 Disseminate HS grad. and A-G requirements**

Provide translated high school graduation requirements, including A-G requirements, to post on the website and distribute to parents and students.

Status Not Begun 06/01/2015 Filing Cabinet Count 0  
Start-End Dates 08/26/2015 - 06/16/2016  
Tags PI\_Yr3, T3Y4, Parent  
Persons Responsible Lisa Green, Kerrie Torres

**GOAL Goal 2F: Parental Notification**

**STRATEGY Annually communicate HS graduation requirements**

**ACTION STEP 2.Community Liaisons**

Schools with over 15% of population needing Spanish interpretation will have Community Liaisons to provide interpretation and parent outreach. These liaisons become an integral part in making parents feel welcome and providing support for parents to be involved in their child's education. Written translations will also be provided to parents.

|                     |                         |                      |   |
|---------------------|-------------------------|----------------------|---|
| Status              | Not Begun 06/01/2015    | Filing Cabinet Count | 0 |
| Start-End Dates     | 08/26/2015 - 06/16/2016 |                      |   |
| Tags                | PI_Yr3, T3Y4, Parent    |                      |   |
| Persons Responsible | Celinna Pinelo          |                      |   |

TASKS 0 of 1 Complete

|  |           |                      |
|--|-----------|----------------------|
| <b>2a. Community Liaison</b>   | Not Begun | Due 6/16/2016        |
| Quarterly professional development is provided for the Community Liaison on ways to involve families in supporting their students' academic achievement. |           | Celinna Pinelo (LEA) |

**ACTION STEP 2. Share graduation requirement with DELAC**

Explain the high school graduation and A-G requirements at DELAC meetings. DELAC representatives will share the information and handouts at their site ELAC meeting.

|                     |                         |                      |   |
|---------------------|-------------------------|----------------------|---|
| Status              | Not Begun 06/04/2015    | Filing Cabinet Count | 0 |
| Start-End Dates     | 08/26/2015 - 06/16/2016 |                      |   |
| Tags                | PI_Yr3, T3Y4, Parent    |                      |   |
| Persons Responsible | Celinna Pinelo          |                      |   |

(CDE use only)  
Application #

**Elementary and Secondary Education Act/No Child Left Behind Act of 2001  
LOCAL EDUCATIONAL AGENCY (LEA) PLAN  
for  
LEAs in PROGRAM IMPROVEMENT YEAR 3 CORRECTIVE ACTION**

Please submit your completed revised LEA Plan by e-mail to [LEAP@cde.ca.gov](mailto:LEAP@cde.ca.gov) no later than **March 10, 2012**. Please indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (e.g., ZZZ Unified School District; PI Year 3; Revised LEA Plan).

**LEA Plan Information:**

Name of LEA: Orange Unified School District

County/District Code: 30 66621

Dates of Plan Duration (should be up to three years): July 1, 2011 – June 30, 2014

Date of Local Governing Board Approval: March 8, 2012

District Superintendent: Michael L. Christensen

Address: 1401 N. Handy Street

City: Orange State: CA Zip: 92867

Phone: 714-628-4487 Fax: 714-628-4041

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

See Assurances on pages 137-145. Signatures are required on page 146.

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## 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  | X              | 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                        | Flex           | School Improvement   |
| X                | Title II, Part A, Subpart 2, Improving Teacher Quality       | X              | Child Development Programs   |
|                  | Title II, Part D, Enhancing Education Through Technology     |                | Educational Equity   |
| X                | Title III, Limited English Proficient                        | Flex           | Gifted and Talented Education  |
|                  | Title III, Immigrants  |                | Gifted and Talented Education  |
|                  | Title IV, Part A, Safe and Drug-Free Schools and Communities | X              | Tobacco Use Prevention Education (Prop 99)   |
|                  | Title V, Part A, Innovative Programs – Parental Choice       |                | Immediate Intervention/ Under performing Schools Program   |
|                  | Adult Education  | Flex           | School Safety and Violence Prevention Act (AB1113, AB 658)   |
|                  | Career Technical Education                                   | Flex           | Tenth Grade Counseling   |
| X                | 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 <sup>st</sup> Century Community Learning Centers          | X              | Other: (After School Education and Safety (ASES) Grant   |
| X                | Other (describe): Program Improvement Corrective Action      | X              | Other: Quality Education Investment Act (QEIA)   |
|                  | Other (describe):  |                | Other (describe):  |



## DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

| Programs   | Prior Year District Carryovers | Current Year District Entitlements | Current Year Direct Services to Students at School Sites (\$) | Current Year Direct Services to Students at School Sites (%) |
|--|--------------------------------|------------------------------------|---|--|
| Title I, Part A  | 1,531,906                      | 4,410,809                          | 3,927,580   | 89%  |
| Title I, Part C, Migrant Education                           | N/A                            | N/A                                | N/A   | N/A  |
| Title I, Part D, Neglected/Delinquent                        | N/A                            | N/A                                | N/A   | N/A  |
| Title II Part A, Subpart 2, Improving Teacher Quality        | 632,782                        | 947,047                            | 661,147   | 70%  |
| Title II Part A, Principal Training                          | 24,000                         | 15,000                             | N/A   | N/A  |
| Title II, Part D, Enhancing Education Through Technology     | 129,066                        | 0                                  | 0   | 0  |
| Title III, Limited English Proficient                        | 196,476                        | 775,716                            | 748,107   | 96%  |
| Title III, Immigrants  | N/A                            | N/A                                | N/A   | N/A  |
| Title IV   | N/A                            | N/A                                | N/A   | N/A  |
| Title V, Part A, Innovative Programs – Parental Choice       | N/A                            | N/A                                | N/A   | N/A  |
| Title VII, Indian Education Grant                            | 0                              | 67,556                             | 66,506  | 98%  |
| Adult Education  | N/A                            | N/A                                | N/A   | N/A  |
| Career Technical Education                                   | N/A                            | N/A                                | N/A   | N/A  |
| Carl Perkins Grant   | 0                              | 171,399                            | 164,604   | 96%  |
| McKinney-Vento Homeless Education                            | 0                              | 28,576                             | 27,980  | 98%  |
| IDEA, Special Education                                      | 6,411                          | 5,087,700                          | 4,960,051   | 97%  |
| 21 <sup>st</sup> Century Community Learning Centers          | N/A                            | N/A                                | N/A   | N/A  |
| Other (describe) Program Improvement Corrective Action Funds | 0                              | 700,000                            | 685,401   | 98%  |
| <b>TOTAL</b>   | <b>1,951,141</b>               | <b>12,203,803</b>                  | <b>11,241,376</b>   | <b>92%</b>   |

## DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

| Categories   | Prior Year District Carryovers | Current Year District Entitlements | Current Year Direct Services to Students at School Sites (\$) | Current Year Direct Services to Students at School Sites (%) |
|--|--------------------------------|------------------------------------|---|--|
| EIA – State Compensatory Education   | 63,120                         | 28,171                             | 26,124  | 93%  |
| EIA – Limited English Proficient   | 1,069,828                      | 3,954,764                          | 3,638,710   | 92%  |
| State Migrant Education  | N/A                            | N/A                                | N/A   | N/A  |
| School and Library Improvement Block Grant   | FLEX                           | FLEX                               | FLEX  | FLEX   |
| Child Development Programs   | 0                              | 755,701                            | 733,991   | 97%  |
| Community Based English Tutoring (CBET)  | FLEX                           | FLEX                               | FLEX  | FLEX   |
| Educational Equity   | N/A                            | N/A                                | N/A   | N/A  |
| Gifted and Talented Education  | FLEX                           | FLEX                               | FLEX  | FLEX   |
| Tobacco Use Prevention Education – (Prop. 99)  | 0                              | 4,500                              | 4,406   | 98%  |
| High Priority Schools Grant Program (HPSG)   | N/A                            | N/A                                | N/A   | N/A  |
| School Safety and Violence Prevention Act (AB 1113)  | FLEX                           | FLEX                               | FLEX  | FLEX   |
| Tenth Grade Counseling   | FLEX                           | FLEX                               | FLEX  | FLEX   |
| Healthy Start  | N/A                            | N/A                                | N/A   | N/A  |
| Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65) | N/A                            | N/A                                | N/A   | N/A  |
| After School Education and Safety (ASES) Grant   | 0                              | 1,394,989                          | 1,394,989   | 100%   |
| Other (describe) Quality Education Investment Act (QEIA)   | 1,622,965                      | 1,754,400                          | 1,693,756   | 97%  |
| <b>TOTAL</b>   | <b>2,755,913</b>               | <b>7,892,525</b>                   | <b>7,491,976</b>  | <b>95%</b>   |

# **Part II**

## **The Plan**

## ***District Profile***

Please provide a brief narrative description of your district. Include your district's vision/mission statement and information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.

### ***District Profile***

#### **Mission Statement**

*"The Orange Unified School District, being committed to planning for continual improvement, will offer a learning environment of excellence, with high expectations, to provide each student with the opportunity to be able to compete in the global economy."*

**Orange Unified School District** celebrates learning through the development of the whole child. Our commitment to excellence provides a quality education, in depth, for all students. Together with the Board of Education, we have developed our Strategic Plan with five priority areas: 1) Student Achievement; 2) Student Engagement; 3) Parent and Community Partnerships; 4) Communications; and 5) Effective Use of Resources.

In addition to the Strategic Plan areas, we have developed our top ten core values.

#### **THIS WE BELIEVE ABOVE ALL ELSE....**

1. That all students will learn.
2. That all available resources will be utilized to ensure student success.
3. That everyone needs to model servant leadership.
4. That creating a shared vision will empower others.
5. That communicating our shared vision requires honesty and consistency.
6. That all people should be treated with respect and dignity.
7. That we demonstrate trustworthiness by all we say and do.
8. That we need to listen empathically and respectfully to understand the message beyond the words.
9. That everyone is our customer and, therefore, we will always follow-up and follow-through.
10. That what's best for our students comes first and foremost.

#### **Description**

Orange Unified School District (OUSD) is located in Orange County, California, is at the center of a growing community 37 miles southeast of Los Angeles and 68 miles north of San Diego. OUSD serves approximately 30,342 students in grades kindergarten through 12th, and encompasses all or part of the cities of Anaheim, Garden Grove, Orange, Santa Ana, and Villa Park. In 1953, the citizens of the area voted to form a "unified" school district, combining the original five elementary districts with the high school district into one unified district, now known as the Orange Unified School District. The District has a long history of excellence that

continues to grow and be enriched by the accomplishments of its students, teachers, staff and community.

Our District has 1,399 certificated personnel and approximately 1,334 classified personnel. Our educational facilities include 26 elementary schools, five middle schools, two of which are charter, four 9-12 high schools, a continuation high school, a K-8 math and science magnet school, a Community Day School, Home School and two special education schools.

Orange Unified serves a diverse student population. Our October, the 2012 CBED's reported the following racial/ethnic designations:

|                                  |     |          |     |
|----------------------------------|-----|----------|-----|
| American Indian or Alaska Native | .4% | Hispanic | 51% |
| Asian                            | 12% | Black    | 1%  |
| Pacific Islander                 | .6% | White    | 33% |
| Multiple or No Response          | 2%  |          |     |

The Spring 2011 Language Census reported that 24% of our students are identified as English Language Learners. There are over 46 different languages spoken by our students throughout the school district.

Since 1987, twenty-three OUSD schools have been awarded the honor of California Distinguished School, with three of these schools receiving the award more than once. California Elementary received the Title I Academic Achievement Award for the 2006-2007 and 2007-2008 school years and West Orange elementary received the Title I Academic Achievement Award for 2003-2004 and 2004-2005.

#### **OUSD CALIFORNIA DISTINGUISHED SCHOOLS**

|                           |            |                            |            |
|---------------------------|------------|----------------------------|------------|
| West Orange Elementary    | 1987       | Panorama Elementary        | 2000, 2008 |
| Esplanade Elementary      | 1989       | Anaheim Hills Elementary   | 2002       |
| Prospect Elementary       | 1989       | Silverado Elementary       | 2002       |
| Villa Park Elementary     | 1989       | Canyon Rim Elementary      | 2004       |
| McPherson-Santiago Middle | 1990       | Serrano Elementary         | 2004, 2010 |
| Cerro Villa Middle        | 1994       | Cerro Villa Middle School  | 2005       |
| El Modena High School     | 1996       | El Rancho Charter          | 2005       |
| Santiago Charter School   | 1999       | El Modena High School      | 2005       |
| Chapman Hills Elementary  | 2000       | Running Springs Elementary | 2006       |
| Crescent Primary          | 2000       | Canyon High School         | 2007       |
| McPherson Magnet          | 2000, 2006 | Palmyra Elementary         | 2008       |

## **EXEMPLARY PROGRAMS AND PROJECTS**

- ❑ Highly trained certificated and classified staff
- ❑ Childcare before and after school
- ❑ GATE (Gifted and Talented Education) program
- ❑ Programs at our high schools include Advanced Placement and International Baccalaureate as well as History & English laptop computer classes, and multiple foreign languages
- ❑ Technology classes and on-line courses
- ❑ Before school, after school and intersession academic intervention programs
- ❑ After school and intersession sports and academic programs including thirteen schools that have the After School Education and Safety (ASES) grant.
- ❑ Student at Program Improvement schools participate in Supplemental Education Services (SES) tutoring.
- ❑ Several elementary schools have Intervention teachers to provide intensive support for at-risk students during the school day
- ❑ All Elementary Schools use "Step Up to Writing" program
- ❑ All Elementary two middle schools and one high school are Thinking Maps trained
- ❑ The AVID program is available at each middle and high school
- ❑ Orange LIVE On- line classes

## **Local Measures of Student Performance** (*other than State-level assessments*)

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Per NCLB Section 1112 regarding Local Educational 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.

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- Elementary Schools use district Paced Standards Assessments (PSA) three times a year  
Houghton Mifflin Unit and Summative Tests  
Oral Reading Fluency passages from Dynamic Indicators of Basic Early Literacy Skills (DIBELS).  
District Language Arts Assessments (Phonemic Awareness, Phonics Inventory)
- Middle Schools use district Paced Standards Assessments (PSA) at the end of trimesters  
Mathematics Diagnostic Testing Program (MDTP) Assessments are used to find learning needs of students and to identify those students ready for the study of Algebra
- High Schools use Standards Based Benchmarks at the end of semester exams
- English Language Development Assessments: Elementary—Avenues; Middle School—Inside; High School—Edge

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

**Planned Improvement in Student Performance in Reading**

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

District/LEA SMART Goal 1A

**Title: Reading Language Arts**

All students will attain proficiency or better in Reading/Language Arts by 2013-2014. By (June/2012), the percentage of all students, including all student groups (English learners, students with disabilities, socioeconomically disadvantaged, Hispanic, African-American, other significant student groups) scoring at proficiency and above will increase according to the following targets as measured by the reading/language arts portion of the California Standards Test (CST). • All students from 64.5% to 70.95% • English learner (EL) from 40.6% to 44.66% For Title III Plans, also address AYP for EL in Goal 2C. • Students with disabilities (SWD) from 42.6% to 46.86% • Socio-economically disadvantaged (SED) from 45.9% to 50.49% • LEA defined group Hispanic from 48.5% to 53.35%.

**Strategy #1**

**Title:** Alignment of instruction with content standards

**Description:** The District uses State Board of Education (SBE)- adopted, standards-based, and board approved basic core instructional programs and materials for English language arts (ELA), English Language Development (ELD) and intensive intervention Program 4 or 5. (See attachment for list)

**ACTION STEPS**

**Title:** 1. ELA and ELD Instructional alignment to State standards

**Description:** Teachers implement a district ELA and ELD pacing guide for grades K-12, with assessments, which are aligned to the California State Standards and adopted text- K-5 Houghton Mifflin (Medallion) , 6-12 Prentice Hall.

| Start Date | End Date  | Person Responsible | Related Expenditures | Estimated Costs | Funding Source |
|------------|-----------|--------------------|----------------------|-----------------|----------------|
| 8/25/2011  | 6/13/2014 | Linda Stoterau     |                      | \$0             |                |

**ACTION STEPS**

**Title:** 2. Audit elementary Reading language arts instructional minutes

**Description:** The district will have principals verify that all classrooms are providing the district adopted number of instructional minutes for Reading language arts.

| Start Date | End Date   | Person Responsible | Related Expenditures | Estimated Costs | Funding Source |
|------------|------------|--------------------|----------------------|-----------------|----------------|
| 09/30/2012 | 10/01/2012 | Gwenis Laura       |                      | \$0             |                |



| <b><u>ACTION STEPS</u></b>   |  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|--|--|-------------------|-----------------|---------------------------|-----------------------------|------------------------|-----------------------|
| <b>Title:</b> 3. Awareness of Common Core State Standards (CCSS)   |  | 08/21/2012        | 06/15/2014      | Linda Stoterau            | Sub Time                    | \$16,000               | Title II              |
| <b>Description:</b> Teachers and Administrators will identify commonalities and differences in the Reading/Language Arts standards between the existing California State Standards (CSS) and the CCSS. |  |                   |                 |                           |                             |                        |                       |
| <b>TASKS</b>   |  |                   |                 |                           |                             |                        |                       |
| <b>Title:</b> 3a. Align district pacing guides with CCSS   |  | 05/01/2012        | 06/15/2014      | Linda Stoterau            | Sub Time                    |                        |                       |
| <b>Description:</b> Teams of teachers will align CCSS to existing language arts course content (PreK-12)   |  |                   |                 |                           |                             |                        |                       |
| <b>Title:</b> 3b. Revise benchmark Paced Standards Assessments   |  | 05/01/2012        | 06/15/2014      | Linda Stoterau            | Sub Time                    |                        |                       |
| <b>Description:</b> Teams of teachers will revise benchmark assessments to reflect CCSS and revised pacing guides  |  |                   |                 |                           |                             |                        |                       |
| <b>Title:</b> 3c. Plan Instruction aligned to revised pacing guides  |  | 08/15/2013        | 06/15/2014      | Linda Stoterau            | Sub Time                    |                        |                       |
| <b>Description:</b> Site Professional Learning Communities (PLC) will collaborate to align instruction with CCSS and revised pacing guides   |  |                   |                 |                           |                             |                        |                       |

**Strategy #2**

**Title:** Use of standards-aligned instructional materials and strategies

**Description:** Textbook adoption committee utilizes the academic content standards to select aligned instructional materials. The Instructional Materials Committee approves the materials before presenting to the Board of Education. After a 30-day community review period, the Board of Education must give final approval prior to formal adoption of the materials. The district trains teachers on researched-based instructional strategies to implement in the classroom, e.g. engagement strategies, Thinking Maps, Step Up to Writing, Cornell Note-taking.

| <b><u>ACTION STEPS</u></b> |  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|----------------------------|--|-------------------|-----------------|---------------------------|-----------------------------|------------------------|-----------------------|
|                            |  |                   |                 |                           |                             |                        |                       |

|   |  |            |            |                    |  |     |  |
|---|--|------------|------------|--------------------|--|-----|--|
| <b>Title: 1. Audit Instructional Materials</b>  |  | 08/21/2012 | 06/15/2013 | Linda Stoterau     |  | \$0 |  |
| <b>Description:</b> Audit current adopted Reading/Language Arts core and intervention materials available for General Education, Special Education, and English Language Learners, to ensure all students have equal access to the Core. curriculum |  |            |            |                    |  |     |  |
| <b>TASKS</b>  |  |            |            |                    |  |     |  |
| <b>Title:</b> a. Audit materials for English Language Development   |  | 01/10/2012 | 06/13/2012 | Bobbie Ochoa       |  | \$0 |  |
| <b>Description:</b> Teachers of EL students will review current ELD materials and identify needs for core or intervention materials and/or replacement intervention materials.  |  |            |            |                    |  |     |  |
| <b>Title:</b> 1b. Audit grades 4-6 special education classrooms   |  | 03/01/2012 | 06/20/2012 | Dr. Marcia Schoger |  | \$0 |  |
| <b>Description:</b> The Special Education Coordinators will determine the number of classrooms needing Reading/Language Arts materials necessary to scaffold instruction for students using the Houghton Mifflin core materials.                    |  |            |            |                    |  |     |  |
| <b>Title:</b> 1c. Audit materials for students at risk of not graduating High School  |  | 03/01/2012 | 06/20/2012 | Linda Stoterau     |  | \$0 |  |
| <b>Description:</b> Teams of teachers and administrators will review current language arts materials and identify needs for additional or intervention materials based on student data, school input and district program matrix.                   |  |            |            |                    |  |     |  |

| <b>ACTION STEPS</b>   |  |            |            | Person Responsible | Related Expenditures | Estimated Costs | Funding Source |
|---|--|------------|------------|--------------------|----------------------|-----------------|----------------|
| <b>Title: 2. Use of core materials for Secondary Special Education students</b> |  | Start Date | End Date   | Dr. Marcia Schoger |                      | \$0             |                |
|   |  | 06/01/2012 | 06/13/2013 |                    |                      |                 |                |

|   |            |            |                    |  |     |  |
|---|------------|------------|--------------------|--|-----|--|
| <p><b>Description:</b> Inform and present to secondary instructional leaders the instructional material requirements for Special Education (RSP) students to ensure all students have access to State approved, core instructional materials. Monitor implementation.</p>   |            |            | Aileen Sterling    |  |     |  |
| <p><b>TASKS</b><br/> <b>Title: 2a Train Administrators</b><br/> <b>Description:</b> Provide an informative presentation on the requirements for the Least Restrictive Environment (LRE) and student equity regarding access to the core for Students with Disabilities (SWD) to site instructional leaders</p>  | 08/01/2012 | 09/01/2012 | Dr. Marcia Schoger |  | \$0 |  |
| <p><b>Title: 2b. Monitor secondary core Special Education classes</b><br/> <b>Description:</b> Conduct informal surveys (3x per year) to ensure that all secondary teachers have access to the core curriculum. Conduct informal walk-throughs documenting implementation and utilization of adopted instructional materials and provide coaching feedback in collaboration with site administration.</p> | 09/01/2012 | 06/13/2013 | Dr. Marcia Schoger |  | \$0 |  |

| <b>ACTION STEPS</b>   | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|---|-------------------|-----------------|---------------------------|-----------------------------|------------------------|-----------------------|
| <p><b>Title: 3. Develop Special Education ELA curriculum matrix</b><br/> <b>Description:</b> Special Education Curriculum Matrix (Pre-K-12) to ensure appropriate placement and is aligned to State-Adopted ELA CORE and ELA Intensive Intervention curricula</p> | 01/01/2012        | 08/30/2012      | Dr. Marcia Schoger        |                             | \$0                    |                       |
| <p><b>TASKS</b><br/> <b>Title: 3a. Develop placement criteria</b><br/> <b>Description:</b> Special Education</p>  | 01/10/2012        | 04/30/2012      | Dr. Marcia Schoger        |                             | \$0                    |                       |

|  |            |            |                    |  |  |     |  |  |  |
|--|------------|------------|--------------------|--|--|-----|--|--|--|
| coordinators and teachers will meet to determine a curriculum matrix for appropriate placement of students with disabilities.  |            |            |                    |  |  |     |  |  |  |
| <b>Title:</b> 3b. Implement Special Education curriculum matrix  | 08/10/2012 | 06/13/2014 | Dr. Marcia Schoger |  |  | \$0 |  |  |  |
| <b>Description:</b> Train all Special Education Staff and site administrators on the Special Education Curriculum Matrix and the instructional program components for student placement. |            |            |                    |  |  |     |  |  |  |

| <b>ACTION STEPS</b>  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|--|-------------------|-----------------|---------------------------|-----------------------------|------------------------|-----------------------|
| <b>Title:</b> 4. Special Education K-6 Learning Center/Lab   | 01/10/2012        | 09/01/2012      | Dr. Marcia Schoger        |                             | \$0                    |                       |
| <b>Description:</b> Develop a comprehensive plan to implement a K-6 Learning Center/Lab model in all elementary schools to ensure all students receive appropriate CORE instruction                      |                   |                 |                           |                             |                        |                       |
| <b>TASKS</b>   |                   |                 |                           |                             |                        |                       |
| <b>Title:</b> 4a. Develop plans for a Learning Center/Lab  | 01/10/2012        | 08/23/2012      | Dr. Marcia Schoger        |                             | \$0                    |                       |
| <b>Description:</b> Committee to investigate fiscal and achievement benefits of a Learning Center/Lab. Prepare a comprehensive plan to implement as a pilot program a minimum of one school for 2012-13. |                   |                 |                           |                             |                        |                       |
| <b>Title:</b> 4b. Visit other district's Special Education Learning Centers/labs   | 01/10/2012        | 04/30/2012      | Dr. Marcia Schoger        |                             | \$0                    |                       |
| <b>Description:</b> Observe 1-2 current sites outside the district implementing the model and collaborate on training, roll-out, scheduling, teacher/student assignment.                                 |                   |                 |                           |                             |                        |                       |

| <b><u>ACTION STEPS</u></b>   |   | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b>                         | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b>    |
|--|---|-------------------|-----------------|---|-----------------------------|------------------------|--------------------------|
| <b>Title: 5. Co-teaching in High Schools and expand model to middle and elementary schools based on student need</b> | <b>Description:</b> Continue to develop the co-teaching model in all high schools via training and coaching support and expand the model in middle and elementary using the same training and monitoring framework. | 03/12/2012        | 06/13/2013      | Aileen Sterling<br>Gwenis Laura<br>Marcia Schoger | Master Schedule Sections    | \$96,600               | General Fund<br>Title II |
|  | <b>TASKS</b>  |                   |                 |   |                             |                        |                          |
| <b>Title: 5a. High School Co-Teaching classes</b>  | <b>Description:</b> Expand Co-Teaching in the 4 comprehensive High Schools and provide training and monitoring to ensure continued success and implementation of instructional best practices.                      | 08/10/2012        | 06/13/2013      | Aileen Sterling<br>Dr. Marcia Schoger             | Sub Time Training           | \$12,815               | Title II                 |
|  | <b>Title: 5b. Elementary School Co-Teaching</b>   |                   |                 |   |                             |                        |                          |
| <b>Description:</b> Identify, train and implement co-teaching in selected middle and elementary sites.               |   | 08/10/2012        | 06/13/2013      | Gwenis Laura<br>Marcia Schoger                    | Sub Time Training           | \$26,220               | Title II                 |

| <b><u>ACTION STEPS</u></b>   |  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|--|--|-------------------|-----------------|---------------------------|-----------------------------|------------------------|-----------------------|
| <b>Title: 6. Identify and purchase appropriate materials for Transitional Kindergarten</b> | <b>Description:</b> Teams of teachers and administrators will review developmentally appropriate language arts materials for students needing one additional year of kindergarten. | 01/10/2012        | 06/29/2012      | Gwenis Laura              | Materials                   | \$20,000               | IMFRP                 |
|  |  |                   |                 |                           |                             |                        |                       |

| <b><u>ACTION STEPS</u></b>                         |   | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|--|---|-------------------|-----------------|---------------------------|-----------------------------|------------------------|-----------------------|
| <b>Title: 7. Strategies to Support Instruction</b> | <b>Description:</b> Instructional strategies will | 05/01/2012        | 06/15/2014      | Elsie Simonovski          |                             | \$0                    |                       |
|  |   |                   |                 |                           |                             |                        |                       |

|   |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| support student achievement through the use of the Collaborative Cycle of Effective Instruction and Response to Intervention and Instruction (RtI <sup>2</sup> ). |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|

| <b>ACTION STEPS</b>   |            |            |                    |                      |                 |                |  |
|---|------------|------------|--------------------|----------------------|-----------------|----------------|--|
|   | Start Date | End Date   | Person Responsible | Related Expenditures | Estimated Costs | Funding Source |  |
| <b>Title:</b> 8. Identify Tier II Intervention Materials and auxiliary materials<br><b>Description:</b> Teams of teachers and administrators will review materials for Tier II intervention in language arts for upper elementary students, middle and high school support classes. | 03/12/2012 | 08/15/2012 | Linda Stoterau     |                      | \$0             |                |  |

| <b>Strategy #3</b>   |            |            |                                 |                        |                 |                    |  |
|--|------------|------------|---------------------------------|------------------------|-----------------|--------------------|--|
| <b>Title:</b> Extended learning time   |            |            |                                 |                        |                 |                    |  |
| <b>Description:</b> Implementation of RtI2 is providing differentiation and interventions during the school day. Extended learning opportunities are provided before and after school to meet the needs of students not meeting grade level standards or at-risk for failure.                            |            |            |                                 |                        |                 |                    |  |
| <b>ACTION STEPS</b>  |            |            |                                 |                        |                 |                    |  |
|  | Start Date | End Date   | Person Responsible              | Related Expenditures   | Estimated Costs | Funding Source     |  |
| <b>Title:</b> 1. Before or After School Interventions<br><b>Description:</b> Data-based, targeted extended day interventions provide opportunities for specific skill building and scaffold support for at-risk students. Sites funds are used.  | 08/25/2012 | 06/13/2013 | Aileen Sterling<br>Gwenis Laura | ASES and SES Providers | See below       | ASES Grant Title I |  |
| <b>TASKS</b>   |            |            |                                 |                        |                 |                    |  |
| <b>Title:</b> 1a. School-based Intervention Time<br><b>Description:</b> Each school uses their categorical funds to provide extended day intervention support. Teachers work one-on-one, or in small groups to target student's needs. CAHSEE and Credit Recovery software is also utilized by students. | 10/01/2011 | 06/13/2014 | Gwenis Laura<br>Aileen Sterling | Extra Earnings         |                 | Site Funds         |  |
| <b>Title:</b> 1b. After School Education and   | 08/25/2011 | 06/14/2014 | Anne Truex                      | ASES                   | \$1,394,989     | ASES               |  |



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| <p><b>Description:</b> Secondary students scoring below and far below basic on the CST and not passing CAHSEE will have access to a Reading language arts intervention technology program utilizing a computer program called Plato.</p> |  | Aileen Sterling | Software |  |
|--|--|-----------------|----------|--|

| <u><b>ACTION STEPS</b></u>   |            |            |                    |                      |
|--|------------|------------|--------------------|----------------------|
|  | Start Date | End Date   | Person Responsible | Related Expenditures |
| <p><b>Title:</b> 2. Read 180</p> <p><b>Description:</b> Read 180 is a technology rich, Intensive Intervention Program to support struggling readers. Students that are two years below grade level will have access to Scholastic's Read 180 and System 44 programs at some sites. Schools purchase Read 180 licenses.</p> | 08/25/2011 | 06/13/2014 | Gwen Davis         | Estimated Costs \$0  |

| <u><b>ACTION STEPS</b></u>   |            |            |                    |                      |
|--|------------|------------|--------------------|----------------------|
|  | Start Date | End Date   | Person Responsible | Related Expenditures |
| <p><b>Title:</b> 3. Supplemental Reading Comprehension / Incentive Programs</p> <p><b>Description:</b> All elementary students and identified secondary students will participate in an on-going supplemental reading comprehension and incentives technology program, Reading Counts or Accelerated Reader. The technology programs are supported by reading assessments called SRI which measures student's lexile levels and are purchased with site funds.</p> | 08/25/2011 | 06/13/2014 | Gwen Davis         | Estimated Costs \$0  |

| <u><b>ACTION STEPS</b></u>  |            |           |                            |                      |
|---|------------|-----------|----------------------------|----------------------|
|   | Start Date | End Date  | Person Responsible         | Related Expenditures |
| <p><b>Title:</b> 4. Online programs that support the ELD programs, Avenues, Inside and Edge</p> <p><b>Description:</b> ELD students will have</p> | 08/25/2011 | 6/13/2014 | Bobbie Ochoa<br>Gwen Davis | Estimated Costs \$0  |



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| access to online resources for students and teachers for the ELD programs, e.g. Avenues, Inside, and Edge. Teachers will have access to a support and informational Blackboard Site for the ELD Programs. Teachers will have access to trainings to better support the online resources for teachers and students. |  |  |  |  |  |  |  |  |
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| <u>ACTION STEPS</u>   | Start Date | End Date   | Person Responsible | Related Expenditures | Estimated Costs | Funding Source |
|---|------------|------------|--------------------|----------------------|-----------------|----------------|
| <b>Title:</b> 5. Secondary Online Textbooks with access to audio<br><b>Description:</b> Secondary students will have access to the Language Arts Textbooks online and have access to Audio files for each story in the Language Arts Textbook. This is included in the adoption cost. | 08/23/2011 | 06/13/2014 | Gwen Davis         |                      | \$0             |                |

| <u>ACTION STEPS</u>  | Start Date | End Date   | Person Responsible | Related Expenditures | Estimated Costs | Funding Source |
|--|------------|------------|--------------------|----------------------|-----------------|----------------|
| <b>Title:</b> 6. Digital Videos available for instruction at school and home<br><b>Description:</b> All teacher and students have access to Discovery United Streaming for instruction at school and at home. Trainings for teachers are available afterschool periodically throughout the school year. Teachers learn how to post their digital video link into their Blackboard site. Students have access to include the digital videos in their projects like Glogster and PowerPoint. | 08/23/2012 | 06/13/2014 | Gwen Davis         | License fee          | \$29,835        | General Funds  |

| <u>ACTION STEPS</u>   | Start Date | End Date   | Person Responsible          | Related Expenditures | Estimated Costs  | Funding Source         |
|---|------------|------------|-----------------------------|----------------------|------------------|------------------------|
| <b>Title:</b> 7. Using Data Director to improve instruction | 08/25/2011 | 06/13/2014 | Christina Lin<br>Gwen Davis | License fee          | Cost included in | Title I, Title II, EIA |

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|---|--|--|--|--|---------|--|
| <p><b>Description:</b> Teachers will have access to online assessment reporting system, Data Director, to analyze student achievement and results. Teachers will be able to modify instruction to better address student needs.</p> |  |  |  |  | Goal 2A |  |
|---|--|--|--|--|---------|--|

| <u><b>ACTION STEPS</b></u>   | Start Date | End Date   | Person Responsible | Related Expenditures     | Estimated Costs | Funding Source |
|--|------------|------------|--------------------|--------------------------|-----------------|----------------|
| <p><b>Title: 8. Orange LIVE online classes</b><br/> <b>Description:</b> Orange LIVE (Secondary online classes) will expand its offerings to provide online and blended literacy experiences to reinforce English language arts. Online teachers attend monthly trainings to continue to develop the online/blended classes. Online teachers have access to virtual PLC through Edmodo.</p> | 08/23/2012 | 06/13/2014 | Gwen Davis         | Master Schedule Sections | \$105,000       | General Fund   |

| <u><b>ACTION STEPS</b></u>   | Start Date | End Date | Person Responsible | Related Expenditures | Estimated Costs | Funding Source |
|--|------------|----------|--------------------|----------------------|-----------------|----------------|
| <p><b>Title: 9. Using Technology to Improve Parent Communication and Involvement</b><br/> <b>Description:</b> Teachers will have access to Blackboard, Parent/Student Portal, Edmodo and Blackboard Connect to enhance parent/community/student communication via technology. Each of the communication tools have quarterly reports that are reviewed by the site administration.</p> | 08/25/11   | 06/13/14 | Gwen Davis         | License fee          | \$209,450       | General Fund   |

| <u><b>ACTION STEPS</b></u>  | Start Date | End Date | Person Responsible | Related Expenditures | Estimated Costs | Funding Source |
|---|------------|----------|--------------------|----------------------|-----------------|----------------|
| <p><b>Title: 10. Using Blackboard to Incorporate Web 2.0 Tools into</b></p> | 08/25/11   | 06/13/14 | Gwen Davis         | License fee          | \$7,000         | General Fund   |

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| Reading Language Arts   |  |  |  |  |  |  |  |  |
| <b>Description:</b> Students and Teachers will have access to Blackboard LMS so classes will be available virtually anytime and anywhere. Web 2.0 tools will be incorporated into the virtual classrooms like, SoftChalk (interactive literature stories), Voice Boards (for oral fluencies), Glogsters (online posters), StudyMate (online games to help study for exams/learning) and more. |  |  |  |  |  |  |  |  |

**Strategy #5**

**Title:** Staff development and professional collaboration aligned with standards-based instructional materials

**Description:** Teachers, paraprofessionals and administrators participate in professional development opportunities offered by the district. These trainings include RLA instructional, intervention and support materials, as well as instructional strategies and routines. Ongoing trainings are offered in the adopted RLA program materials; Read 180, Language!, Thinking Maps; Step Up to Writing; GLAD; Cycle of Effective Instruction; and RtI<sup>2</sup>.

**ACTION STEPS**

|  | Start Date | End Date   | Person Responsible | Related Expenditures | Estimated Costs | Funding Source |
|--|------------|------------|--------------------|----------------------|-----------------|----------------|
| <b>Title:</b> 1. AMAO 3 CST-EL professional development (PD)<br><b>Description:</b> See Goal 2D High Quality Professional Development of this LEA plan. This targeted PD addresses researched-based instructional strategies that will help EL students as well as SWD and all students. | 08/25/2011 | 06/13/2013 | Bobbie Ochoa       | See Goal 2D          |                 |                |

**ACTION STEPS**

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| <b>Title:</b> 2. Use of Coaches to provide staff development<br><b>Description:</b> Instructional Coaches and EL Specialists provide staff development on district adopted programs and instructional strategies for all schools. | 08/25/2011 | 06/13/2013 | Anne Truex | Salaries | See Goal 2, Strategy 2 |  |
| <b>TASKS</b>  |            |            |            |          |                        |  |

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| <p><b>Title:</b> 2a. Planning for district-wide professional development.</p> <p><b>Description:</b> The PI-Year 3 consultant will meet with administration, Instructional coaches and EL Specialists to plan district-wide targeted professional opportunities. To develop in-house expertise and provide sustainability, district personnel will be part of delivering the trainings.</p> | <p>02/15/2012</p> <p>06/01/2013</p> <p>Anne Truex</p> <p>\$0</p> |
|---|--|

| <u><b>ACTION STEPS</b></u>  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b>    | <b>Funding Source</b> |
|---|-------------------|-----------------|---------------------------|-----------------------------|---------------------------|-----------------------|
| <p><b>Title:</b> 3. Materials Training</p> <p><b>Description:</b> Provide Core and Intervention materials training for all district adopted text or programs in Reading language arts or ELD.</p>   | 11/11/2011        | 03/28/2014      | Linda Stoterau            |                             | \$0                       |                       |
| <p><u><b>TASKS</b></u></p>  |                   |                 |                           |                             |                           |                       |
| <p><b>Title:</b> 3a. Train teachers that have not received Read 180 materials training.</p> <p><b>Description:</b> Regular Education, Special Ed and ELD Teachers will be trained in the Read 180 program materials by the publisher representative.</p>  | 11/11/2011        | 1/18/2013       | Elsie Simonovski          |                             | Included with other costs |                       |
| <p><b>Title:</b> 3b. Targeted Professional Development for Special Education teachers on Core Instructional materials</p> <p><b>Description:</b> Provide training on Core Instructional materials, K-6, accommodations/modifications and any intensive intervention as identified in the Special Education curriculum matrix.</p> | 06/01/2012        | 9/30/2014       | Dr. Marcia Schoger        |                             | Included with other costs |                       |
| <p><b>Title:</b> 3c. Training in Best Instructional Practices for Special Education Teachers</p> <p><b>Description:</b> Develop a comprehensive training for Special Education teachers in best instructional practices that are</p>  | 08/25/2011        | 06/20/2014      | Dr. Marcia Schoger        |                             | Included with other costs |                       |

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| specifically designed for students with disabilities. Include in the training the use of Thinking Maps, GLAD strategies, student engagement and differentiated instruction. |  |  |  |  |  |  |  |  |
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|---|------------|------------|--------------------|--|--|-----|--|--|
| <b>TASKS:</b>   |            |            |                    |  |  |     |  |  |
| <b>Title:</b> 4. Expand Professional Learning Communities (PLC)   | 09/01/2012 | 06/13/2014 | Dr. Marcia Schoger |  |  | \$0 |  |  |
| <b>Description:</b> School's have PLC that meet regularly. Read 180 teachers, ELD advisors and technology reps have ongoing district PLC meetings. The Special Education department will form a district level PLC's to include teacher collaboration time to discuss the implementation of instructional strategies which support student learning and teaching. |            |            |                    |  |  |     |  |  |

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|--|--|------------|------------|---------------|--|-----|--|--|
| <b>Title:</b> 5. Data Director (Student Data Management System) Professional Development   |  | 08/12/2011 | 06/13/2014 | Christina Lin |  | \$0 |  |  |
| <b>Description:</b> Continue to train all teachers and administrators on how to access student achievement reports and analyze reports to make informed instructional decisions. |  |            |            |               |  |     |  |  |

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|---|--|------------|------------|------------|--|-----|--|--|
| <b>Title:</b> 6. Blackboard Professional Development site   |  | 08/08/2011 | 06/15/2014 | Gwen Davis |  | \$0 |  |  |
| <b>Description:</b> Continue to develop the Blackboard site to provide video, power points and documents on all staff development topic for teachers to network with each other. They can blog and share ideas with colleagues throughout the district. |  |            |            |            |  |     |  |  |

| <b>TASKS</b>  |  | Start Date  | End Date   | Person Responsible | Related Expenditures | Estimated Costs | Funding Source |
|---|--|-------------|------------|--------------------|----------------------|-----------------|----------------|
| <b>Title:</b> 6a. Special Education Teacher Blackboard page   |  | 09/01//2012 | 06/13/2014 | Dr. Marcia Schoger |                      | \$0             |                |
| <b>Description:</b> Develop a Blackboard Special Education Teacher page that provides instructional strategies, behavioral, technology, data collection professional development and resources. |  |             |            |                    |                      |                 |                |

| <b>Strategy #6</b>   |  |            |            |            |  |     |  |
|--|--|------------|------------|------------|--|-----|--|
| <b>Title:</b> Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents)   |  |            |            |            |  |     |  |
| <b>Description:</b> Vital for student success is parent and community partnerships. The district provides multiple opportunities for parents, staff and community members to become actively engaged in the education of OUSD students. Required notifications and assessment results are provided by the required timelines. Written or verbal communication to parents is done in English and Spanish.                                     |  |            |            |            |  |     |  |
| <b>ACTION STEPS</b>  |  |            |            |            |  |     |  |
| <b>Title:</b> 1. School Site Council reviews data and develops Single Plan for Student Achievement   |  | 08/25/2011 | 10/31/2014 | Anne Truex |  | \$0 |  |
| <b>Description:</b> Each school will maintain a SSC with staff, parent and community representatives. Each council receives reports on overall student assessment results in reading, and communicates the results to the entire school community. Site Councils provide input to improve school reading programs. The SSC develops a school plan for improving student achievement with the collaboration of parents and community members. |  |            |            |            |  |     |  |

| <b>ACTION STEPS</b>  |  |            |            |            |  |     |  |
|--|--|------------|------------|------------|--|-----|--|
| <b>Title:</b> 2. District level parent advisory meetings to train parents on assessment data and parent outreach |  | 08/25/2011 | 06/13/2014 | Anne Truex |  | \$0 |  |
| <b>Description:</b> District Community Advisory  |  |            |            |            |  |     |  |

|   |            |            |                    |  |     |  |  |  |  |
|---|------------|------------|--------------------|--|-----|--|--|--|--|
| Committees include DAC, DELAC, CAC- Special Education and GATE CAC, and Title VII Parent Advisory Committee (PAC). Parents are trained on student assessments, as well as provide input to the various programs.  |            |            |                    |  |     |  |  |  |  |
| <b>TASKS</b>  |            |            |                    |  |     |  |  |  |  |
| <b>Title:</b> 2a. Special Education Parent Training   | 10/01/2011 | 06/13/2014 | Dr. Marcia Schoger |  | \$0 |  |  |  |  |
| <b>Description:</b> Develop a comprehensive special education parent education program that incorporates topics including but not limited to: homework, instructional strategies/routines, behavior management, interpretation of assessment results and understanding IDEA, Ed Code and the IEP process. |            |            |                    |  |     |  |  |  |  |

| <b>ACTION STEPS</b>  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b>                        | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|--|-------------------|-----------------|--|-----------------------------|------------------------|-----------------------|
| <b>Title:</b> 3. Providing parents CST/CAHSEE/CELDLT results and conference on academic progress.<br><b>Description:</b> The District mails parents CST results, along with an explanation of how to interpret Elementary parents are invited to parent conferences to discuss the reading program and assessment results. M.S. students participate in student-led Parent Conferences. Students, along with their parents, who are at risk of not graduating, meet with a counselor to explore options for success. | 08/25/2011        | 06/13/2014      | Aileen Sterling<br>Gwenis Laura<br>Christina Lin | Postage                     | \$11,000               | State Testing Program |

| <b>ACTION STEPS</b>  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|--|-------------------|-----------------|---------------------------|-----------------------------|------------------------|-----------------------|
| <b>Title:</b> 4. Communication to parents<br><b>Description:</b> Newsletters and principal's | 08/10/2011        | 06/13/2013      | Aileen Sterling           |                             | \$0                    |                       |

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| communications are provided to parents at all schools. <i>School News</i> , a community publication, provides the information from the Superintendent and each school. |  |  | Gwenis<br>Laura |  |  |  |
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| <b><u>ACTION STEPS</u></b>  |  | Start Date | End Date   | Person Responsible | Related Expenditures | Estimated Costs | Funding Source    |
|---|--|------------|------------|--------------------|----------------------|-----------------|-------------------|
| <b>Title:</b> 5. Blackboard Connect Automated Phone System<br><b>Description:</b> Principals and the district personnel send voice messages to families regarding upcoming events and emergency information. The messages are in English and Spanish. |  | 08/15/2011 | 06/20/2014 | Gwen Davis         |                      |                 | Previously listed |

| <b><u>ACTION STEPS</u></b>   |  | Start Date | End Date   | Person Responsible | Related Expenditures | Estimated Costs | Funding Source |
|--|--|------------|------------|--------------------|----------------------|-----------------|----------------|
| <b>Title:</b> 6. Parent Portal<br><b>Description:</b> The Student Information System is linked to the Parent Portal so parents and students can access attendance and grade for the student. |  | 08/15/2011 | 06/20/2014 | Gwen Davis         |                      | \$33,000        | General Fund   |

| <b><u>ACTION STEPS</u></b>   |  | Start Date | End Date   | Person Responsible                    | Related Expenditures | Estimated Costs | Funding Source |
|--|--|------------|------------|---------------------------------------|----------------------|-----------------|----------------|
| <b>Title:</b> 7. Academic Intervention planning with parents<br><b>Description:</b><br>Collaborative Academic Support Teams (CAST) meet to discuss strengths and identify areas of need for at-risk students to develop an intervention plan.<br>The K-6 school Promotion-Retention Review Team (PRRT) meets to discuss the academic progress of students referred for possible retention.<br>Secondary schools have counselors who monitor the progress of identified at-risk |  | 08/25/2011 | 06/13/2014 | Gwenis<br>Laura<br>Aileen<br>Sterling |                      | \$0             |                |



|   |  |  |  |  |  |  |  |  |
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| students and meet with parents, teachers, and students to develop an intervention plan. |  |  |  |  |  |  |  |  |
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|---|-------------------|-----------------|---------------------------|-----------------------------|------------------------|-----------------------|--|--|
| District/LEA SMART Goal   |                   |                 |                           |                             |                        |                       |  |  |
| <b>Title: Reading Language Arts</b>   |                   |                 |                           |                             |                        |                       |  |  |
| <b>Strategy #7</b>  |                   |                 |                           |                             |                        |                       |  |  |
| <b>Title: Auxiliary services for students and parents(including preschool, elementary, and middle school)</b>   |                   |                 |                           |                             |                        |                       |  |  |
| <b>Description: The district is committed to providing high quality educational services for all students. Through articulation between parents and schools; community resource partnerships; and enrichment offerings, the district provides services to promote student success.</b>                                      |                   |                 |                           |                             |                        |                       |  |  |
| <b><u>ACTION STEPS</u></b>  |                   |                 |                           |                             |                        |                       |  |  |
| <b>Title: 1. Developmental 2-Year (Transitional) Kindergarten</b>   | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |  |  |
| <b>Description: Study, develop and implement a transitional kindergarten for students who need a two-year kindergarten program.</b>   | 11/01/2011        | 06/13/2013      | Gwenis<br>Laura           | Sub Time                    | \$1,450                | General Fund          |  |  |
| <b><u>TASKS</u></b>   |                   |                 |                           |                             |                        |                       |  |  |
| <b>Title: 1a. Transitional Kindergarten Program Planning</b>  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |  |  |
| <b>Description: Establish Transitional Kindergarten Planning Committees to study, develop and implement placement criteria, standards, common core alignment, curriculum, instruction, assessment, evaluation, professional development, technology, facilities, transportation, staffing, parent outreach, advertising</b> | 10/01/2011        | 06/13/2013      | Gwenis<br>Laura           |                             | \$0                    |                       |  |  |
| <b>Title: Transitional Kindergarten Implementation</b>  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |  |  |
| <b>Description: Internal systems facilitate and ensure timely communication with all stakeholders, procedures for registration and appropriate student placement, and staff training with on-going collegial</b>  | 01/10/2012        | 6/13/2013       | Gwenis<br>Laura           |                             | \$1,450                | General Fund          |  |  |

|                |  |  |  |  |  |  |  |
|----------------|--|--|--|--|--|--|--|
| collaboration. |  |  |  |  |  |  |  |
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| <b><u>ACTION STEPS</u></b>   | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b>           | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|--|-------------------|-----------------|-------------------------------------|-----------------------------|------------------------|-----------------------|
| <b>Title:</b> 2. PreSchool Programs<br><b>Description:</b> Audit existing preschool programs with the goal to improve, enhance and expand the District's early childhood education | 03/01/2012        | 08/30/2012      | Gwenis<br>Laura,<br>Jim<br>Stephens |                             | \$0                    |                       |

| <b><u>ACTION STEPS</u></b>  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b>             | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|---|-------------------|-----------------|---------------------------------------|-----------------------------|------------------------|-----------------------|
| <b>Title:</b> 3. K-8 Literacy Activities and Reading Support<br><b>Description:</b> Schools provide opportunities for expansion of reading activities such as Family Literacy Nights, Read Across America, Book Fairs, Young Author Fairs, parent-led reinforcement programs and volunteer readers so students can practice their reading skills and learn additional strategies to become a good reader. | 08/25/2011        | 06/13/2014      | Gwenis<br>Laura<br>Aileen<br>Sterling |                             | \$0                    |                       |

| <b><u>ACTION STEPS</u></b>  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b>                                       | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|---|-------------------|-----------------|---|-----------------------------|------------------------|-----------------------|
| <b>Title:</b> 4. Transition Activities<br><b>Description:</b> All schools provide activities at all schools to support successful transition for students to the next grade level or school level. Pre-K to TK/K- provide assessment for appropriate placement. 6 <sup>th</sup> -M.S. and 8 <sup>th</sup> -H.S. pre-registration information and school visits. | 03/01/2012        | 08/23/2014      | Gwenis<br>Laura<br>Aileen<br>Sterling<br>Dr. Marcia<br>Schogger |                             | \$0                    |                       |
| <b>TASKS:</b>   |                   |                 |   |                             |                        |                       |
| <b>Title:</b> 4a. Special Education Transition plans<br><b>Description:</b> Implement articulation plan for special education students during   | 04/01/2012        | 06/20/2012      | Dr. Marcia<br>Schogger  |                             | \$0                    |                       |

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| transition periods (grades pre-k-k, k-123, 3-456 and 6-M.S, M.S.-H.S.) |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|

| <u>ACTION STEPS</u>   |  | Start Date | End Date   | Person Responsible | Related Expenditures | Estimated Costs | Funding Source |
|---|--|------------|------------|--------------------|----------------------|-----------------|----------------|
| <p><b>Title:</b> 5. Advancement Via Individual Determination (AVID)</p> <p><b>Description:</b> Enhance AVID programs at middle and high schools in response to site's individual self-study of their yearly goals/"AVID Essentials" and evaluation by the AVID Regional Center, such as improved tutorials, training of tutors, increased student access to rigorous classes, teacher training, AVID strategies implemented school-wide, increase in college admissions, etc.</p> |  | 08/25/2011 | 06/13/2014 | Aileen Sterling    |                      | \$0             |                |

| <u>Strategy #8</u>  |  | Start Date | End Date   | Person Responsible | Related Expenditures | Estimated Costs          | Funding Source |
|---|--|------------|------------|--------------------|----------------------|--------------------------|----------------|
| <p><b>Title:</b> Monitoring program effectiveness</p> <p><b>Description:</b> Monitoring student progress and program implementation is critical for student success. Providing useful and timely formative and summative assessment data to inform instruction and school-wide practices is crucial. The district provides systems for utilizing data, planning and monitoring student achievement.</p> |  |            |            |                    |                      |                          |                |
| <u>ACTION STEPS</u>   |  | Start Date | End Date   | Person Responsible | Related Expenditures | Estimated Costs          | Funding Source |
| <p><b>Title:</b> 1. Data Director</p> <p><b>Description:</b> Data Director software is used to create standards-based common formative assessments. The software will generate reports and data which is used to monitor individual student progress and monitor district/site based intervention programs.</p>   |  | 07/01/2011 | 06/30/2014 | Christina Lin      |                      | Cost included in Goal 2A |                |

| <u>ACTION STEPS</u>  |  | Start Date | End Date   | Person Responsible | Related Expenditures | Estimated Costs | Funding Source |
|--|--|------------|------------|--------------------|----------------------|-----------------|----------------|
| <p><b>Title:</b> 2. Data Director Training</p> <p><b>Description:</b> Continue to train all teachers</p> |  | 08/10/2011 | 06/13/2014 | Christina Lin      |                      | \$0             |                |

|  |            |            |                    |     |  |  |  |  |
|--|------------|------------|--------------------|-----|--|--|--|--|
| to be able to access their student data and analyze the various student reports.   |            |            |                    |     |  |  |  |  |
| <b>TASKS</b>   |            |            |                    |     |  |  |  |  |
| <b>Title:</b> 2a. Special Education Teacher training   | 08/25/2011 | 06/13/2014 | Dr. Marcia Schoger | \$0 |  |  |  |  |
| <b>Description:</b> Train all Special Education Teachers on how to access Data Director and utilize data to inform instruction, and develop IEP goals and form/plan small group instruction. |            |            |                    |     |  |  |  |  |

| <b>ACTION STEPS</b>   | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|---|-------------------|-----------------|---------------------------|-----------------------------|------------------------|-----------------------|
| <b>Title:</b> 3. Paced Standard Assessments (PSA)<br><b>Description:</b> District PSAs are developed by teachers, using Data Director's standards based questions data bank, and aligned to the Pacing Guides. Elementary schools give quarterly PSAs, Middle School give trimester exams and High Schools give semester exams. Data results are analyzed by teachers and administrators to inform instruction. | 08/25/2011        | 6/13/2014       | Linda Stoterau            |                             | \$0                    |                       |

| <b>ACTION STEPS</b>  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b>    | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|--|-------------------|-----------------|------------------------------|-----------------------------|------------------------|-----------------------|
| <b>Title:</b> 4. Site Professional Learning Communities (PLC) meetings to review assessment data to inform instructional needs.<br><b>Description:</b> Grade level or department PLCs will meet quarterly (or each trimester M.S.), using the school's protocol to examine benchmark paced standards assessments (PSA) results from Data Director reports for their Reading, | 10/01/2011        | 06/13/2014      | Aileen Sterling Gwenis Laura |                             | \$0                    |                       |

|   |            |            |                                 |  |     |  |  |  |
|---|------------|------------|---------------------------------|--|-----|--|--|--|
| Language arts and unit exams for ELD programs.  |            |            |                                 |  |     |  |  |  |
| <b>TASKS</b>  |            |            |                                 |  |     |  |  |  |
| <b>Title:</b> 4a PLC meetings   | 10/01/2011 | 06/13/2014 | Aileen Sterling<br>Gwenis Laura |  | \$0 |  |  |  |
| <b>Description:</b> Principals will schedule PLC time after each quarter/trimester benchmark assessment. Notes or minutes reflecting the use of a school protocol will be collected and submitted to the Executive Directors. |            |            |                                 |  |     |  |  |  |

| <b><u>ACTION STEPS</u></b>   | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b>  | <b>Estimated Costs</b> | <b>Funding Source</b>        |
|--|-------------------|-----------------|---------------------------|------------------------------|------------------------|------------------------------|
| <b>Title:</b> 5. Site Walk-Throughs<br><b>Description:</b> District and site administrators, teachers and technical assistance providers will provide schools feedback from classroom visits looking for implementation of instructional strategies, student engagement and compliance requirements.               | 09/15/2012        | 05/31/2013      | Anne Truex                | OCDE<br>Technical Assistance | \$30,000               | Title I<br>Corrective Action |
| <b>TASKS</b>   |                   |                 |                           |                              |                        |                              |
| <b>Title:</b> 5a. Implementation of instructional strategies<br><b>Description:</b> Orange County Department of Education and Educators Coop, the PI-Year 3 technical assistance providers, will walk through classrooms with administrators to monitor the implementation of identified instructional strategies. | 09/15/2012        | 05/31/2013      | Anne Truex                |                              |                        |                              |
| <b>Title:</b> Special Education Classes Walk-Throughs<br><b>Description:</b> Conduct walk-throughs documenting targeted instructional practices, strategies, school-wide goals and provide coaching feedback in  | 09/01/2011        | 06/13/2014      | Dr. Marcia Schoger        |                              | \$0                    |                              |

collaboration with site administration

| <b>ACTION STEPS</b>  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|--|-------------------|-----------------|---------------------------|-----------------------------|------------------------|-----------------------|
| <p><b>Title:</b> 6. Single Plan for Student Achievement (SPSA) program evaluation</p> <p><b>Description:</b> Every School Site Council monitors the effectiveness of their SPSA. In the Annual Program evaluation, the SSC analyses achievement data and reviews the actions from the plan. Additionally, Title I schools evaluate their Title I programs.</p> <p><b>TASKS</b></p> <p><b>Title:</b> 6a. Align SPSA with LEA plan</p> <p><b>Description:</b> Directions for SPSA will be aligned the goals to the goals of the revised LEA plan and the Title I Corrective Action requirements.</p> | 01/10/2012        | 10/31/2014      | Anne Truex                | License fee                 | \$10,500               | EIA, Title I, SLIP    |
|  | 05/01/2012        | 10/30/2012      | Anne Truex                |                             | \$0                    |                       |

| <b>ACTION STEPS</b>   | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|---|-------------------|-----------------|---------------------------|-----------------------------|------------------------|-----------------------|
| <p><b>Title:</b> 7. Monitoring Program Improvement Schools</p> <p><b>Description:</b> District Site Liaison teams (DSLTL) meet three times a year to review site progress on implementing the 9 Essential Program Components.</p> | 09/15/2011        | 06/10/2014      | Anne Truex                |                             | \$0                    |                       |

| <b>Strategy #9</b>   | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|--|-------------------|-----------------|---------------------------|-----------------------------|------------------------|-----------------------|
| <p><b>Title:</b> Targeting services and programs to lowest-performing student groups</p> <p><b>Description:</b> OUSD is implementing interventions based on the Response to Instruction and Intervention (RTI<sup>2</sup>) tiered model. The program utilizes differentiated instruction based on a student's level of need. Students performing one-to-two grade levels below receive strategic core support and those at two-or-more grade levels below receive intensive interventions.</p> |                   |                 |                           |                             |                        |                       |
| <p><b>Title:</b> 1. Intensive Intervention- Read 180</p> <p><b>Description:</b> In many schools, students in grades 4-12, who are performing at least</p>  | 08/25/2011        | 06/13/2014      | Gwenis<br>Laura<br>Aileen |                             |                        | School Funding        |

|   |  |  |  |          |  |  |
|---|--|--|--|----------|--|--|
| two grade levels below, are placed in an ELA replacement class of Read 180 class. |  |  |  | Sterling |  |  |
|---|--|--|--|----------|--|--|

| <b><u>ACTION STEPS</u></b>   |            |            |                                       |                      |                 |                |
|--|------------|------------|---------------------------------------|----------------------|-----------------|----------------|
|  | Start Date | End Date   | Person Responsible                    | Related Expenditures | Estimated Costs | Funding Source |
| <b>Title:</b> 2. Strategic Intervention  | 08/25/2011 | 06/13/2014 | Gwenis<br>Laura<br>Aileen<br>Sterling |                      | \$0             |                |
| <b>Description:</b> Students who are one grade level below receive strategic intervention in the form of : Elementary- differentiated instruction, before or after school tutoring; M.S.- additional reading intervention course, H.S.- support class. |            |            |                                       |                      |                 |                |

| <b><u>ACTION STEPS</u></b>   |            |            |                    |                      |                 |                |
|--|------------|------------|--------------------|----------------------|-----------------|----------------|
|  | Start Date | End Date   | Person Responsible | Related Expenditures | Estimated Costs | Funding Source |
| <b>Title:</b> 3. CAHSEE ELA support  | 08/25/2011 | 06/13/2014 | Aileen<br>Sterling | Support time         | \$15,000        | General Fund   |
| <b>Description:</b> Students in grades 10-12, who fail the English language arts section of the CAHSEE are provided with after-school tutoring, support classes both during the day and after hours. |            |            |                    |                      |                 |                |

| <b>Strategy #10</b>  |            |            |                    |                      |                 |                |
|--|------------|------------|--------------------|----------------------|-----------------|----------------|
| <b>Title:</b> Any additional services tied to student academic needs   |            |            |                    |                      |                 |                |
| <b>Description:</b>  |            |            |                    |                      |                 |                |
| <b><u>ACTION STEPS</u></b>   |            |            |                    |                      |                 |                |
|  | Start Date | End Date   | Person Responsible | Related Expenditures | Estimated Costs | Funding Source |
| <b>Title:</b> 1. Tutoring  | 08/25/2011 | 06/13/2013 | Anne Truex         |                      | \$0             |                |
| <b>Description:</b> Additional tutoring is provided through McKinney Vento, Native American, SES, ASES resources. A Orange City community based organization, Friendly Center, also provides tutoring for OUSD students as well as assistance to families in need. |            |            |                    |                      |                 |                |

| <u><b>ACTION STEPS</b></u>   | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|--|-------------------|-----------------|---------------------------|-----------------------------|------------------------|-----------------------|
| <p><b>Title:</b> 2. Year 3 Program Improvement Schools</p> <p><b>Description:</b> Taft ES and Orange HS are PI year 3. Taft made their AYP and wrote a corrective action plan. They are implementing their plans. Orange HS is implementing corrective action of targeted scientifically research-based staff development.</p> | 08/25/2011        | 06/14/2012      | Anne Truex                |                             | \$0                    |                       |

| <u><b>ACTION STEPS</b></u>   | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|--|-------------------|-----------------|---------------------------|-----------------------------|------------------------|-----------------------|
| <p><b>Title:</b> 3. No schools in PI Year 4</p> <p><b>Description:</b> Presently there are no schools in PI year 4</p> | 08/25/2011        | 06/14/2012      | Anne Truex                |                             | \$0                    |                       |

| <u><b>ACTION STEPS</b></u>  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b>     |
|---|-------------------|-----------------|---------------------------|-----------------------------|------------------------|---------------------------|
| <p><b>Title:</b> 4. Year 5 Program Improvement Schools</p> <p><b>Description:</b> Esplanade, Handy, Lampson, Prospect, Sycamore ES, Portola and Yorba MS are Year 5 PI, most for several years. 3 of the schools made AYP and are holding. All have restructuring plans based on a variety of strategies from the 9 EPCs which include implementing new curriculum, research-based PD, coaching, intervention time &amp; materials; and replacing principals. Each school will rewrite their Restructuring Plan, based on current best practices.</p> | 08/25/2011        | 06/13/2013      | Anne Truex                |                             | \$0                    |                           |
| <p><b>TASKS:</b></p> <p><b>Title:</b> 4a. Year 5 PI Schools Restructuring Plans</p> <p><b>Description:</b> The Orange County</p>  | 04/16/2012        | 11/30/2012      | Anne Truex                | OCDE fee                    | \$12,000               | Title I Corrective Action |



|  |  |  |  |  |  |
|--|--|--|--|--|--|
| <p>Department of Education will assist school staffs to update and revise their Restructuring Plans based on current student needs and they will include up-to-date researched-based practices and strategies.</p> |  |  |  |  |  |
|--|--|--|--|--|--|

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

**Planned Improvement in Student Performance in Mathematics**

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

|  |                   |                 |                           |                             |                        |                       |
|--|-------------------|-----------------|---------------------------|-----------------------------|------------------------|-----------------------|
| District/LEA SMART Goal 1B   |                   |                 |                           |                             |                        |                       |
| <b>Title: Mathematics</b>  |                   |                 |                           |                             |                        |                       |
| All students will attain proficiency or better in Math by 2013-2014. By (June/2012), the percentage of all students, including all student groups (English learners, students with disabilities, socioeconomically disadvantaged, Hispanic, African-American, other significant student groups) scoring at proficiency and above will increase according to the following targets as measured by the reading/language arts portion of the California Standards Test (CST). • All students from 64.9% to 71.39% • English learner (EL) from 50.7% to 55.77% For Title III Plans, also address AYP for EL in Goal 2C. • Students with disabilities (SWD) from 43.6% to 47.96% • Socio-economically disadvantaged (SED) from 51.5% to 56.65% • LEA defined group Hispanic from 51.9% to 57.09%. |                   |                 |                           |                             |                        |                       |
| <b>Strategy #1</b>   |                   |                 |                           |                             |                        |                       |
| <b>Title:</b> Alignment of instruction with content standards  |                   |                 |                           |                             |                        |                       |
| <b>Description:</b> The District uses State Board of Education (SBE)- adopted, standards-based, and board approved basic core instructional programs and materials for mathematics.  |                   |                 |                           |                             |                        |                       |
| <b>ACTION STEPS</b>  |                   |                 |                           |                             |                        |                       |
| <b>Title:</b> 1. Mathematics Instructional alignment to State standards  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
| <b>Description:</b> Teachers implement a district mathematics pacing guide, with assessments, that are aligned to the California State Standards and adopted current text- K-2 Scott Foresman envision, 3-5 Houghton Mifflin, 6-12 Holt McDougal, Glencoe. (see appendix F for list)   | 08/25/2011        | 06/13/2014      | Linda Stoterau            |                             | \$0                    |                       |

|  |                   |                 |                           |                             |                        |                       |
|--|-------------------|-----------------|---------------------------|-----------------------------|------------------------|-----------------------|
| <b>ACTION STEPS</b>  |                   |                 |                           |                             |                        |                       |
| <b>Title:</b> 2.Awareness of Common Core State Standards (CCSS)  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
| <b>Description:</b> Teachers and Administrators will identify commonalities and differences in the Mathematics standards between the | 08/21/2012        | 06/15/2013      | Linda Stoterau            | Sub Time                    | \$16,000               | Title II              |

|   |            |            |                |          |  |  |  |  |  |
|---|------------|------------|----------------|----------|--|--|--|--|--|
| existing California State Standards (CSS) and the CCSS.   |            |            |                |          |  |  |  |  |  |
| <b>TASKS</b>  |            |            |                |          |  |  |  |  |  |
| <b>Title:</b> 2a. Align pacing guides with CCSS   | 05/01/2012 | 06/15/2014 | Linda Stoterau | Sub Time |  |  |  |  |  |
| <b>Description:</b> Team of teachers will align CCSS to existing mathematics course content (PreK-12)                                 |            |            |                |          |  |  |  |  |  |
| <b>Title:</b> 2b. Plan Instruction aligned to revised pacing guides   | 08/15/2013 | 06/15/2014 | Linda Stoterau | Sub Time |  |  |  |  |  |
| <b>Description:</b> Professional Learning Communities (PLC) will collaborate to align instruction with CCSS and revised pacing guides |            |            |                |          |  |  |  |  |  |
| <b>Title:</b> 2c. Revise benchmark assessments  | 05/01/2012 | 06/15/2014 | Linda Stoterau | Sub Time |  |  |  |  |  |
| <b>Description:</b> Team of teachers will revise benchmark assessments to reflect CCSS and revised pacing guides                      |            |            |                |          |  |  |  |  |  |

|   |            |            |                |                      |           |       |
|---|------------|------------|----------------|----------------------|-----------|-------|
| <b>Strategy #2</b>  |            |            |                |                      |           |       |
| <b>Title:</b> Use of standards-aligned instructional materials and strategies   |            |            |                |                      |           |       |
| <b>Description:</b> Textbook adoption committee utilizes the academic content standards to select aligned instructional materials. The Instructional Materials Committee approves the materials before presenting to the Board of Education. After a 30-day community review period, the Board of Education must give final approval prior to formal adoption of the materials. The district trains teachers on researched-based instructional strategies to implement in the classroom, e.g. engagement strategies, Thinking Maps. |            |            |                |                      |           |       |
| <b>ACTION STEPS</b>   |            |            |                |                      |           |       |
| <b>Title:</b> 1. Identify standards-aligned mathematics materials   | 08/21/2012 | 06/15/2014 | Linda Stoterau |                      | \$0       |       |
| <b>Description:</b> Using the most recent state matrix of instructional materials, mathematics materials for the elementary grades will be identified and implemented.  |            |            |                |                      |           |       |
| <b>TASKS</b>  |            |            |                |                      |           |       |
| <b>Title:</b> 1a. Purchase Mathematics materials for all elementary students  | 05/01/2012 | 08/15/2012 | Linda Stoterau | Curriculum Materials | \$555,720 | IMFRP |
| <b>Description:</b> 2011-2012 OUSD purchased and implemented Pearson/Scott Foresman   |            |            |                |                      |           |       |

|  |  |            |            |                |                      |          |  |  |       |
|--|--|------------|------------|----------------|----------------------|----------|--|--|-------|
| enVision Mathematics. 2012-2013 for grades 3-6 will receive and implement the new adoption.  |  |            |            |                |                      |          |  |  |       |
| <b>Title:</b> 1b. Audit materials for students at risk of not graduating HS  |  | 05/01/2012 | 06/15/2012 | Linda Stoterau |                      |          |  |  |       |
| <b>Description:</b> Teams of teachers and administrators will review current mathematics materials and identify needs for additional supplemental or intervention materials.         |  |            |            |                |                      |          |  |  |       |
| <b>Title:</b> 1.c Identify and purchase appropriate materials for Transitional Kindergarten  |  | 05/01/2012 | 08/15/2012 | Gwenis Laura   | Curriculum Materials | \$20,000 |  |  | IMFRP |
| <b>Description:</b> Teams of teachers and administrators will review developmentally age appropriate mathematics materials for students needing one additional year of kindergarten. |  |            |            |                |                      |          |  |  |       |

**ACTION STEPS**

|   | Start Date | End Date   | Person Responsible | Related Expenditures | Estimated Costs | Funding Source |
|---|------------|------------|--------------------|----------------------|-----------------|----------------|
| <b>Title:</b> 2. Strategies to Support mathematics Instruction  | 08/25/2011 | 06/13/2014 | Linda Stoterau     |                      | \$0             |                |
| <b>Description:</b> Instructional strategies will support student achievement through the use of the Collaborative Cycle of Effective Instruction and Response to Intervention and Instruction. |            |            |                    |                      |                 |                |

**ACTION STEPS**

|   | Start Date | End Date   | Person Responsible | Related Expenditures | Estimated Costs | Funding Source |
|---|------------|------------|--------------------|----------------------|-----------------|----------------|
| <b>Title:</b> 3. Placement Matrix middle to high school   | 05/01/2012 | 08/15/2012 | Linda Stoterau     | Sub Time             | \$500           | Title II       |
| <b>Description:</b> Teachers will identify and utilize placement matrix for transitioning students from either Algebra Readiness or first year of two-year Algebra 1 to appropriate high school course (Algebra 1 with support or second year of two-year |            |            |                    |                      |                 |                |

|                 |  |  |  |  |  |  |  |  |
|-----------------|--|--|--|--|--|--|--|--|
| Algebra course) |  |  |  |  |  |  |  |  |
|-----------------|--|--|--|--|--|--|--|--|

| <u>ACTION STEPS</u>  | Start Date | End Date   | Person Responsible | Related Expenditures | Estimated Costs | Funding Source |
|--|------------|------------|--------------------|----------------------|-----------------|----------------|
| <p><b>Title:</b> 4. Identify Tier II Intervention Materials</p> <p><b>Description:</b> Teams of teachers and administrators will review materials for Tier II intervention in mathematics for upper elementary students, middle and high school support classes.</p> | 05/01/2012 | 08/15/2012 |                    |                      | \$0             |                |

| <u>ACTION STEPS</u>  | Start Date | End Date   | Person Responsible     | Related Expenditures | Estimated Costs | Funding Source |
|--|------------|------------|------------------------|----------------------|-----------------|----------------|
| <p><b>Title:</b> 5. Ensure access and use for all Special Education Secondary teachers to core instructional materials</p> <p><b>Description:</b> Inform and present to secondary instructional leaders the instructional material requirements for Special Education (RSP) students.</p>                          | 06/01/2012 | 06/13/2013 | Dr. Dr. Marcia Schoger |                      | \$0             |                |
| <p><b>TASKS</b></p> <p><b>Title:</b> 5a Train Administrators</p> <p><b>Description:</b> Provide an informative presentation on the requirements for the Least Restrictive Environment (LRE) and student equity regarding access to the core for Students with Disabilities (SWD) to site instructional leaders</p> | 08/01/2012 | 09/01/2012 | Dr. Dr. Marcia Schoger |                      | \$0             |                |
| <p><b>Title:</b> 5b. Monitor secondary core Special Education classes</p> <p><b>Description:</b> Conduct informal surveys (3x per year) to ensure that all secondary teachers have access to the core curriculum</p> <p>Conduct informal walk-throughs documenting implementation and</p>                          | 09/01/2012 | 06/13/2013 | Dr. Marcia Schoger     |                      | \$0             |                |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| utilization of instructional adopted instructional materials and provide coaching feedback in collaboration with site administration. |  |  |  |  |  |  |
|---|--|--|--|--|--|--|

| <b>ACTION STEPS</b>  |            |            |                    |                      |                 |                |
|--|------------|------------|--------------------|----------------------|-----------------|----------------|
|  | Start Date | End Date   | Person Responsible | Related Expenditures | Estimated Costs | Funding Source |
| <b>Title:</b> 6. Strategies to Support Instruction<br><b>Description:</b> Instructional strategies will support student achievement through the use of the Collaborative Cycle of Effective Instruction and Response to Intervention and Instruction (RtI <sup>2</sup> ) | 05/01/2012 | 06/15/2013 | Elsie Simonovski   |                      | \$0             |                |

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| <b>Strategy #3</b><br><b>Title:</b> Extended learning time for<br><b>Description:</b> Implementation of RtI2 in providing differentiation and interventions during the school day. Extended learning opportunities are provided before and after school to meet the needs of students not meeting grade level standards or at-risk for failure. |
|---|

| <b>ACTION STEPS</b>   |            |            |                                       |                        |                   |                |
|---|------------|------------|---------------------------------------|------------------------|-------------------|----------------|
|   | Start Date | End Date   | Person Responsible                    | Related Expenditures   | Estimated Costs   | Funding Source |
| <b>Title:</b> 1. Before or After School Interventions<br><b>Description:</b> Data-based, targeted extended day interventions provide opportunities for specific skill building and scaffold support for at-risk students.   | 08/25/2011 | 06/13/2014 |                                       | ASES and SES Providers | Previously listed | ASES Grant     |
| <b>TASKS</b><br><b>Title:</b> 1a. School-based Intervention Time<br><b>Description:</b> Each school uses their categorical funds to provide extended day intervention classes. Teachers work one-on one, or in small groups to target student's needs. CAHSEE and | 08/25/2011 | 06/13/2014 | Gwenis<br>Laura<br>Aileen<br>Sterling |                        |                   |                |

|   |            |            |            |                |  |            |  |  |
|---|------------|------------|------------|----------------|--|------------|--|--|
| Credit Recovery Software are also utilized by students.   |            |            |            |                |  |            |  |  |
| <b>Title:</b> 1b. After School Education and Safety Grant (ASES)  | 08/25/2011 | 06/13/2014 | Anne Truex | ASES Providers |  | ASES Grant |  |  |
| <b>Description:</b> 13 of the Title I schools have the ASES program provided by the YMCA of Orange, Camp Fire or THINK Together organizations. Each of these programs offers homework assistance and supports academic development. |            |            |            |                |  |            |  |  |
| <b>Title:</b> 1c. Supplemental Education Services (SES)   | 08/25/2011 | 06/13/2014 | Anne Truex | SES Providers  |  | Title I    |  |  |
| <b>Description:</b> For all Program Improvement schools, Year 2 and beyond, the district offers SES tutoring services for low performing students. Currently there are 746 students receiving services from 45 different providers. |            |            |            |                |  |            |  |  |

| <u>ACTION STEPS</u>   | Start Date | End Date   | Person Responsible | Related Expenditures | Estimated Costs | Funding Source |
|---|------------|------------|--------------------|----------------------|-----------------|----------------|
| <b>Title:</b> 2. Extended School Year (ESY) Special Education Curriculum<br><b>Description:</b> Research ESY curriculum for maintenance of instructional/behavioral progress and develop an ESY curriculum matrix and instructional minute requirements for CORE content areas. Provide PD for ESY teachers on program materials. | 03/01/2012 | 06/30/2012 | Dr. Marcia Schoger |                      | \$0             |                |

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| <b>Strategy #4</b>  |
| <b>Title:</b> Increased access to technology  |
| <b>Description:</b> OUSD's students will have access to learning environments conducive to powerful uses of technology and results in improved student achievement of state curriculum standards. OUSD students will have access to master not only basic skills, but also digital literacy and the ability to apply critical thinking skills in learning and in life to be successful citizens and contributing members of today's 21 <sup>st</sup> century society. Teachers and students will continue to use and expand the use of technology as a learning tool in the |

Mathematics curriculum.

| <b>ACTION STEPS</b>   |  | Start Date | End Date   | Person Responsible            | Related Expenditures | Estimated Costs   | Funding Source |
|---|--|------------|------------|-------------------------------|----------------------|-------------------|----------------|
| <p><b>Title:</b> 1. CAHSEE Intervention Programs</p> <p><b>Description:</b> Students will have access to Plato Online Program and Khan Academy to build the needed math skills required for the CAHSEE. Plato Online Program is available to students and teachers at school and at home. New Teachers will have trainings at the beginning of each semester. Review trainings will be offered to teachers at the beginning of each school year. Site administrators will review Plato/Khan Reports on a quarterly basis. District administrators will review Plato/Khan reports each semester.</p> |  | 08/25/2011 | 06/13/2014 | Aileen Sterling<br>Gwen Davis | Plato Software       | Previously listed |                |

| <b>ACTION STEPS</b>   |  | Start Date | End Date   | Person Responsible | Related Expenditures | Estimated Costs | Funding Source |
|---|--|------------|------------|--------------------|----------------------|-----------------|----------------|
| <p><b>Title:</b> 2. New Technologies Infused into the Curriculum</p> <p><b>Description:</b> Teachers from some sites will be trained in the use of technology to support instructions including mathematics, e.g. graphing technology, iPads, and web 2.0 sites like GeoGebra, Smartboard lessons, Student Response Systems, document camera and new technologies. Teachers will have access to site based support from the ITCs.</p> |  | 08/25/2011 | 06/13/2014 | Gwen Davis         |                      | \$0             | Site Funds     |

| <b>ACTION STEPS</b>  |  | Start Date | End Date   | Person Responsible | Related Expenditures | Estimated Costs   | Funding Source |
|--|--|------------|------------|--------------------|----------------------|-------------------|----------------|
| <p><b>Title:</b> 3. Digital Video Streaming to Assist with Mathematics Instructions</p> <p><b>Description:</b> Students and Teacher will have access to Discovery United</p> |  | 08/25/2011 | 06/13/2014 | Gwen Davis         | License fee          | Previously listed | General Fund   |



|   |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| Streaming Video Clips and Online Textbook Video Clips that are aligned with the standards and posted in Blackboard LMS for Algebra and Geometry. This will be expanded for other areas of Math. Students and Teachers will have access to the Blackboard sites at home and at school. |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|

| <b><u>ACTION STEPS</u></b>                          |  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b>            | <b>Funding Source</b> |
|---|--|-------------------|-----------------|---------------------------|-----------------------------|-----------------------------------|-----------------------|
| <b>Title:4.</b> enVision Math Technology Components | <b>Description:</b> Students and teachers will have access at school and home to the technology online components of the enVision Math Series. Teachers will have extensive staff development in the technology components of the enVision Math Series. Teachers will be trained on the growth reports for the enVision Math. Site ITCs will be technical support for enVision Math. | 08/23/2012        | 06/13/2014      | Gwen Davis                |                             | \$0<br>Part of adoption materials |                       |

| <b><u>ACTION STEPS</u></b>   |  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|--|--|-------------------|-----------------|---------------------------|-----------------------------|------------------------|-----------------------|
| <b>Title: 5.</b> Subject Area and Grade Level Blackboard LMS Sites for PLC | <b>Description:</b> Teachers will have access to online PLC, Professional Learning Communities, for grade levels and subject areas. Blackboard LMS sites for grade level and subject area will be available with needed information and resources. Program Coordinators, Administrators and Coaches will maintain the PLCs and the Blackboard LMS sites. | 8/23/2011         | 6/13/2014       | Gwen Davis,               | License fees                | Previously listed      | General Fund          |

| <b><u>ACTION STEPS</u></b>  |  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|---|--|-------------------|-----------------|---------------------------|-----------------------------|------------------------|-----------------------|
| <p><b>Title:</b> 6. Khan Academy for Intervention</p> <p><b>Description:</b> Teachers and students will have access to free on-line Khan Academy for an intervention program at some sites. Teachers and students will have access through OUSD Google Apps. Training will be available for teachers needing assistance. Site ITCs have been trained in setting up the Khan Academy and will assist teachers. Parents will be encouraged to be Khan Academy Coaches for their children.</p> |  | 08/23/2012        | 06/13/2013      | Gwen Davis                |                             | \$0                    |                       |

| <b><u>ACTION STEPS</u></b>   |  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b>       | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|--|--|-------------------|-----------------|---------------------------------|-----------------------------|------------------------|-----------------------|
| <p><b>Title:</b> 7. Mind Institute (ST Math) available to Foundations of Math students</p> <p><b>Description:</b> Middle School and some high school students will have access to Mind Institute's, ST Math online program to be used biweekly with the Foundations of Math Program. New teachers are trained at the beginning of each year. Review training will be offered to teachers at the beginning of each year. ST Math reports will be reviewed quarterly by teachers and administrators.</p> |  | 08/23/2012        | 06/13/2015      | Aileen Sterling<br>Gwenis Laura | Materials                   | \$7,540                | IMFRP                 |

| <b><u>ACTION STEPS</u></b>   |  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|--|--|-------------------|-----------------|---------------------------|-----------------------------|------------------------|-----------------------|
| <p><b>Title:</b> 8. ST Math for Elementary Students</p> <p><b>Description:</b> Grades 4-6 Students will have access at home and at school to an online program called ST Math to</p> |  | 08/25/2011        | 06/13/2014      | Gwenis Laura              |                             | \$0                    |                       |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| improve mathematics achievement at some sites. Mind Institute will offer training for ST Math yearly. ST Math reports will be reviewed quarterly by administrators and teachers. Site based funds are used. |  |  |  |  |  |  |
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| <b><u>ACTION STEPS</u></b>   |            |            |                    |                     |                   |                |
|--|------------|------------|--------------------|---------------------|-------------------|----------------|
|  | Start Date | End Date   | Person Responsible | Related Expenditure | Estimated Costs   | Funding Source |
| <b>Title:</b> 9. Using Technology to Improve Parent Communication and Involvement<br><b>Description:</b> Teachers will have access to Blackboard LMS, Parent/Student Portal, Edmodo and Blackboard Connect to enhance parent/community/student communication via technology to improve student achievement. Site based training will be made available by the site ITCs. Each communication tool has quarterly reports that will be reviewed by the site administration. | 08/25/2011 | 06/13/2014 | Gwen Davis         | License fee         | Previously listed | General Fund   |

| <b><u>Strategy #5</u></b>   |            |            |                    |                      |                 |                |
|---|------------|------------|--------------------|----------------------|-----------------|----------------|
| <b>Title:</b> Staff development and professional collaboration aligned with standards-based instructional materials   |            |            |                    |                      |                 |                |
| <b>Description:</b> Teachers, paraprofessionals and administrators participate in professional development opportunities offered by the district. These trainings include mathematics instructional, intervention and support materials, as well as instructional strategies and routines. Ongoing trainings are offered in the adopted math program materials; Thinking Maps; GLAD; Cycle of Effective Instruction; and RtI <sup>2</sup> . |            |            |                    |                      |                 |                |
| <b><u>ACTION STEPS</u></b>  |            |            |                    |                      |                 |                |
|   | Start Date | End Date   | Person Responsible | Related Expenditures | Estimated Costs | Funding Source |
| <b>Title:</b> 1. 3 <sup>rd</sup> -6 <sup>th</sup> grade teacher enVision Mathematics materials training<br><b>Description:</b> Teachers will be trained by publisher representatives on the new adoption.   | 06/10/2012 | 09/30/2012 | Linda Stoterau     |                      | \$0             |                |

| <b><u>ACTION STEPS</u></b> |            |          |                    |                      |                 |                |
|----------------------------|------------|----------|--------------------|----------------------|-----------------|----------------|
|                            | Start Date | End Date | Person Responsible | Related Expenditures | Estimated Costs | Funding Source |
|                            |            |          |                    |                      |                 |                |

|   |   |            |                    |                    |                   |                   |
|---|---|------------|--------------------|--------------------|-------------------|-------------------|
| <b>Title:</b> 2. Targeted Professional Development for Special Education teachers on Core Instructional materials<br><b>Description:</b> Provide training on Core Instructional materials, K-6, accommodations/modifications and any intensive intervention as identified in the Special Education curriculum matrix. | 06/01/2012  | 09/30/2012 | Dr. Marcia Schoger |                    | \$0               |                   |
|   | <b>TASKS</b>  |            |                    |                    |                   |                   |
| <b>Title:</b> 2a. Training in Best Instructional Practices for Special Education Teachers<br><b>Description:</b> Develop a comprehensive training for Special Education teachers in best instructional practices that are specifically designed for students with disabilities.                                       | 06/01/2012  | 06/20/2014 | Dr. Marcia Schoger |                    | Previously listed |                   |
|   | <b>Title:</b> 2b. Staff Development on CMA, CAPA, and CST pacing guides and testing requirements<br><b>Description:</b> All staff will receive training on the pacing guides for state and district (PSA) assessments. Teachers will learn how to use released test questions to instruct students. | 03/01/2012 | 03/30/2013         | Dr. Marcia Schoger |                   | Previously listed |

| <b><u>ACTION STEPS</u></b>  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|---|-------------------|-----------------|---------------------------|-----------------------------|------------------------|-----------------------|
| <b>Title:</b> 3. Expand Professional Learning Communities (PLC)<br><b>Description:</b> School's have PLC that meet regularly. Read 180 teachers, ELD advisors and technology reps have ongoing district PLC meetings. The Special Education will form a district level PLC's to include teacher collaboration time to discuss the implementation of instructional strategies which support student learning and teaching. | 09/01/2012        | 06/13/2014      | Dr. Marcia Schoger        |                             | \$0                    |                       |

| <b>ACTION STEPS</b>   |  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|---|--|-------------------|-----------------|---------------------------|-----------------------------|------------------------|-----------------------|
| <b>Title:</b> 4. Data Director (Student Data Management System) Professional Development  |  | 08/12/2011        | 06/13/2014      | Christina Lin             |                             | \$0                    |                       |
| <b>Description:</b> Continue to train all teachers and administrators on how to access student achievement reports read and analyze reports to make informed instructional decisions. |  |                   |                 |                           |                             |                        |                       |

| <b>ACTION STEPS</b>  |  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|--|--|-------------------|-----------------|---------------------------|-----------------------------|------------------------|-----------------------|
| <b>Title:</b> 5. Blackboard Professional Development site  |  | 08/08/2011        | 06/13/2014      | Gwen Davis                |                             | \$0                    |                       |
| <b>Description:</b> Continue to develop the Black Board site to provide video, power points and documents on all staff development topics. Teachers can access the site at any time, and can blog and share ideas with others in the district. |  |                   |                 |                           |                             |                        |                       |
| <b>TASKS</b>   |  |                   |                 |                           |                             |                        |                       |
| <b>Title:</b> 5a. Special Education Teacher Blackboard page  |  | 09/01/2012        | 06/13/2014      | Dr. Marcia Schoger        |                             | \$0                    |                       |
| <b>Description:</b> Develop a Blackboard Special Education Teacher page that provides instructional strategies, behavioral, technology, data collection professional development and resources.  |  |                   |                 |                           |                             |                        |                       |

**Strategy #6**

**Title:** Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents)

**Description:** Vital for student success is parent and community partnerships. The district provides multiple opportunities for parents, staff and community members to become actively engaged in the education of OUSD students. Required notifications and assessment

results are provided by the required timelines. Written or verbal communication to parents is done in English and Spanish.

**ACTION STEPS**

|  | Start Date | End Date   | Person Responsible | Related Expenditures | Estimated Costs | Funding Source |
|--|------------|------------|--------------------|----------------------|-----------------|----------------|
| <p><b>Title:</b> 1. School Site Council reviews data and develops Single Plan for Student Achievement</p> <p><b>Description:</b> Each school will maintain a SSC with staff, parent and community reports on overall student assessment results in reading, and communicates the results to the entire school community. Site Councils provide input to improve school reading programs. The SSC develops a school plan for improving student achievement with the collaboration of parents and community members.</p> | 08/25/2012 | 10/31/2013 | Anne Truex         |                      | \$0             |                |
| <b>TASKS</b>   |            |            |                    |                      |                 |                |
| <p><b>Title:</b> 1a. Align SPSSA with LEA plan</p> <p><b>Description:</b> Directions for SPSSA will be aligned the goals to the goals of the revised LEA plan and the Title I Corrective Action requirements.</p>  | 05/01/2012 | 10/30/2012 | Anne Truex         |                      | \$0             |                |

**ACTION STEPS**

|  | Start Date | End Date   | Person Responsible | Related Expenditures | Estimated Costs | Funding Source |
|--|------------|------------|--------------------|----------------------|-----------------|----------------|
| <p><b>Title:</b> 2. District level parent advisory meetings to train parents on assessment data and parent outreach</p> <p><b>Description:</b> District Community Advisory Committees include DAC, DELAC, CAC-Special Education and GATE CAC, and Title VII Parent Advisory Committee (PAC). Parents are trained on student assessments, as well as provide input to the various programs.</p> | 08/25/2011 | 06/13/2014 | Anne Truex         |                      | \$0             |                |

**ACTION STEPS**

| Start Date | End Date | Person | Related | Estimated | Funding |
|------------|----------|--------|---------|-----------|---------|
|            |          |        |         |           |         |

|  |            |            |   |                     |                         |               |
|--|------------|------------|---|---------------------|-------------------------|---------------|
| <p><b>Title:</b> 3. Providing parents CST/CHASEE results and conference on academic progress.</p> <p><b>Description:</b> The district mails parents CST results, with an explanation of how to interpret them. Elementary parents are invited to parent conferences to discuss the reading program and assessment results. M.S. students participate in student-led Parent Conferences. Students, along with their parents, who are at risk of not graduating, meet with a counselor to explore options for success.</p> | 08/25/2011 | 06/13/2014 | <p>Aileen Sterling Gwenis Laura Christina Lin</p> | <p>Expenditures</p> | <p>Costs</p> <p>\$0</p> | <p>Source</p> |
|  |            |            |   |                     |                         |               |

| <b><u>ACTION STEPS</u></b>   |            |            |                              |                      |                 |                |
|--|------------|------------|------------------------------|----------------------|-----------------|----------------|
|  | Start Date | End Date   | Person Responsible           | Related Expenditures | Estimated Costs | Funding Source |
| <p><b>Title:</b> 4. Communication with parents</p> <p><b>Description:</b> Newsletters and principal's communications are provided to parents at all schools. <i>School News</i>, a community publications, provides the information from the Superintendent and each school.</p> | 08/10/2011 | 06/13/2014 | Aileen Sterling Gwenis Laura |                      | \$0             |                |

| <b><u>ACTION STEPS</u></b>  |            |          |                              |                      |                 |                |
|---|------------|----------|------------------------------|----------------------|-----------------|----------------|
|   | Start Date | End Date | Person Responsible           | Related Expenditures | Estimated Costs | Funding Source |
| <p><b>Title:</b> 5. Academic Intervention planning with parents</p> <p><b>Description:</b> Collaborative Academic Support Teams (CAST) meet to discuss strengths and identify areas of need for at-risk students to develop an intervention plan. The K-6 school Promotion-Retention Review Team (PRRT) meets to discuss the academic progress of students referred for possible retention. Secondary schools have counselors who monitor the progress of identified at-risk students and meet with</p> |            |          | Aileen Sterling Gwenis Laura |                      | \$0             |                |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| parents, teachers, and students to develop an intervention plan. |  |  |  |  |  |  |
|--|--|--|--|--|--|--|

| <b>ACTION STEPS</b>   |            |            |                    |                      |                   |                |
|---|------------|------------|--------------------|----------------------|-------------------|----------------|
| Title:  | Start Date | End Date   | Person Responsible | Related Expenditures | Estimated Costs   | Funding Source |
| 6. Parent Portal<br>Description: The Student Information System is linked to the Parent Portal so parents and students can access attendance and grade for the student. | 08/15/2011 | 06/20/2014 | Gwen Davis         |                      | Previously listed |                |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| <b>Strategy #7</b>   |  |  |  |  |  |  |
| <b>Title:</b> Auxiliary services for students and parents(including preschool, elementary, and middle school)  |  |  |  |  |  |  |
| <b>Description:</b> The district is committed to providing high quality educational services for all students. Through articulation between parents and schools; community resource partnerships; and enrichment offerings, the district provides services to promote student success. |  |  |  |  |  |  |

| <b>ACTION STEPS</b>  |            |            |                    |                      |                 |                |
|--|------------|------------|--------------------|----------------------|-----------------|----------------|
| Title:   | Start Date | End Date   | Person Responsible | Related Expenditures | Estimated Costs | Funding Source |
| 1. Developmental 2-Year (Transitional) Kindergarten<br>Description: Study, develop and implement a transitional kindergarten for students who need a two-year kindergarten program.  | 11/01/2011 | 06/13/2013 | Gwenis Laura       |                      | \$0             |                |
| <b>TASKS</b>   |            |            |                    |                      |                 |                |
| 1a. Transitional Kindergarten mathematics Planning<br>Description: Establish Transitional Kindergarten Planning Committees to develop math standards, common core alignment, curriculum, assessment, evaluation, professional development, technology for mathematics instruction. | 11/01/2011 | 06/20/2013 | Gwenis Laura       |                      | \$0             |                |

| <b>ACTION STEPS</b>  |            |            |                    |                      |                 |                |
|--|------------|------------|--------------------|----------------------|-----------------|----------------|
| Title:   | Start Date | End Date   | Person Responsible | Related Expenditures | Estimated Costs | Funding Source |
| 2. PreSchool Programs<br>Description: Audit existing preschool | 03/30/2012 | 08/30/2012 | Gwenis Laura,      |                      | \$0             |                |



|   |  |  |  |              |  |  |
|---|--|--|--|--------------|--|--|
| programs with the goal to improve, enhance and expand the District's early childhood education. |  |  |  | Jim Stephens |  |  |
|---|--|--|--|--------------|--|--|

| <b>ACTION STEPS</b>   |  | Start Date | End Date   | Person Responsible           | Related Expenditures | Estimated Costs | Funding Source |
|---|--|------------|------------|------------------------------|----------------------|-----------------|----------------|
| <b>Title:</b> 3. Transition Activities<br><b>Description:</b> Provide activities at all schools to support successful transition for students to the next grade level or school level. Pre-K to TK/K- provide assessment for appropriate placement. 6 <sup>th</sup> -M.S. and 8 <sup>th</sup> -H.S. pre-registration information and school visits. |  | 08/25/2011 | 06/13/2014 | Gwenis Laura Aileen Sterling |                      | \$0             |                |
| <b>Title:</b> 3a. Special Education Transition plans<br><b>Description:</b> Implement articulation plan for special education students during transition periods (grades pre-k-k, k-123, 3-456 and 6-M.S, M.S.-H.S.)  |  | 04/01/2012 | 06/20/2012 | Dr. Marcia Schoger           |                      | \$0             |                |
| <b>Title:</b> 3b. Math class placement for transition to MS or HS<br><b>Description:</b> All 6 <sup>th</sup> and 8 <sup>th</sup> grade students will take a math assessment to determine appropriate placement in the next level math course.   |  | 05/01/2012 | 06/08/2012 | Gwenis Laura Aileen Sterling |                      | \$0             |                |

| <b>ACTION STEPS</b>   |  | Start Date | End Date   | Person Responsible | Related Expenditure | Estimated Costs | Funding Source |
|---|--|------------|------------|--------------------|---------------------|-----------------|----------------|
| <b>Title:</b> 4. Elementary Mathematics Activities and Support<br><b>Description:</b> Provide opportunities at all elementary schools for expansion of math-centered activities such as Family Math Nights, math skills contests, and volunteer parents available to assist students practicing mathematics skills. |  | 08/25/2011 | 06/13/2014 | Gwenis Laura       |                     | \$0             |                |

| <b><u>ACTION STEPS</u></b>   |  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|--|--|-------------------|-----------------|---------------------------|-----------------------------|------------------------|-----------------------|
| <b>Title:</b> 5. Advancement Via Individual Determination (AVID)<br><b>Description:</b> Enhance AVID programs at middle and high schools in response to site's individual self-study of their yearly goals/"AVID Essentials" and evaluation by the AVID Regional Center, such as improved tutorials, training of tutors, increased student access to rigorous classes, teacher training, AVID strategies implemented school-wide, increase in college admissions, etc. |  | 08/25/2011        | 06/13/2014      | Aileen Sterling           |                             | \$0                    |                       |

| <b>Strategy #8</b>   |  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b>   | <b>Funding Source</b> |
|--|--|-------------------|-----------------|---------------------------|-----------------------------|--------------------------|-----------------------|
| <b>Title:</b> Monitoring program effectiveness<br><b>Description:</b> Monitoring student progress and program implementation is critical for student success. Providing useful and timely formative and summative assessment data to inform instruction and school-wide practices is crucial. The district provides systems for utilizing data, planning and monitoring student achievement. |  |                   |                 |                           |                             |                          |                       |
| <b><u>ACTION STEPS</u></b><br><b>Title:</b> 1. Data Director<br><b>Description:</b> Data Director software is used to create standards-based common formative assessments. The software will generate reports and data which is used to monitor individual student progress and monitor district/site based intervention programs.   |  | 07/01/2011        | 06/30/2014      | Christina Lin             |                             | Cost included in Goal 2A |                       |

| <b><u>ACTION STEPS</u></b>   |  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|--|--|-------------------|-----------------|---------------------------|-----------------------------|------------------------|-----------------------|
| <b>Title:</b> 2. Data Director Training<br><b>Description:</b> Continue to train all teachers to be able to access their student data and analyze the various student reports. |  | 08/10/2011        | 06/13/2014      | Christina Lin             |                             | \$0                    |                       |

| <b>TASKS</b>   |  | Start Date | End Date   | Person Responsible | Related Expenditures | Estimated Costs | Funding Source |
|--|--|------------|------------|--------------------|----------------------|-----------------|----------------|
| <b>Title:</b> 2a. Special Education Teacher training | <b>Description:</b> Train all Special Education Teachers on how to access Data Director and utilize data to inform instruction, develop IEP goals and form/plan small group instruction. | 08/25/2011 | 06/13/2014 | Dr. Marcia Schoger |                      | \$0             |                |

| <b>ACTION STEPS</b>                               |  | Start Date | End Date  | Person Responsible | Related Expenditures | Estimated Costs | Funding Source |
|---|--|------------|-----------|--------------------|----------------------|-----------------|----------------|
| <b>Title:</b> 3. Paced Standard Assessments (PSA) | <b>Description:</b> District PSAs are developed by teachers, using Data Director's standards based questions data bank, and aligned to the Pacing Guides. Elementary schools give quarterly PSAs, Middle School give trimester exams and High Schools give semester exams. Data results are analyzed by teachers and administrators to inform instruction. | 08/25/2011 | 6/13/2014 | Linda Stoterau     |                      | \$0             |                |

| <b>ACTION STEPS</b>   |   | Start Date | End Date   | Person Responsible                 | Related Expenditures | Estimated Costs | Funding Source |
|---|---|------------|------------|------------------------------------|----------------------|-----------------|----------------|
| <b>Title:</b> 4. Site Professional Learning Communities (PLC) meetings to review assessment data to inform instructional needs. | <b>Description:</b> Grade level or department PLCs will meet quarterly (or each trimester M.S.), using the school's protocol to examine mathematics benchmark paced standards assessments (PSA) results from Data Director. | 10/01/2011 | 06/13/2014 | Aileen Sterling<br>Gwenis<br>Laura |                      | \$0             |                |

| <b>TASKS</b>  |  | 10/01/2011 | 06/13/2014 | Aileen Sterling<br>Gwenis Laura |  | \$0 |
|---|--|------------|------------|---------------------------------|--|-----|
| <b>Title: 4a. PLC meetings</b>  |  |            |            |                                 |  |     |
| <b>Description:</b> Principals will schedule PLC time after each quarter/trimester benchmark assessment. Notes or minutes reflecting the use of a school protocol will be collected and submitted to the Executive Directors. |  |            |            |                                 |  |     |

| <b>ACTION STEPS</b>   |  | Start Date | End Date   | Person Responsible | Related Expenditures      | Estimated Costs   | Funding Source            |
|---|--|------------|------------|--------------------|---------------------------|-------------------|---------------------------|
| <b>Title: 5. Site Walk-Throughs</b>   |  | 09/15/2012 | 05/31/2013 | Anne Truex         | OCDE Technical Assistance | Previously listed | Title I Corrective Action |
| <b>Description:</b> District and site administrators, teachers and technical assistance providers will provide schools feedback from classroom visits looking for implementation of instructional strategies, student engagement and compliance requirements. |  |            |            |                    |                           |                   |                           |

| <b>ACTION STEPS</b>   |  | Start Date | End Date   | Person Responsible | Related Expenditures | Estimated Costs   | Funding Source     |
|---|--|------------|------------|--------------------|----------------------|-------------------|--------------------|
| <b>Title: 6. Single Plan for Student Achievement (SPSA) program evaluation</b>  |  | 01/10/2012 | 10/31/2014 | Anne Truex         | License fee          | Previously listed | EIA, Title I, SLIP |
| <b>Description:</b> Every School Site Council monitors the effectiveness of their SPSA. In the Annual Program evaluation, the SSC analyses achievement data and reviews the actions from the plan. Additionally, Title I schools evaluate their Title I programs. |  |            |            |                    |                      |                   |                    |
| <b>TASKS</b>  |  |            |            |                    |                      |                   |                    |
| <b>Title: 6a. Align SPSA with LEA plan</b>  |  | 05/01/2012 | 10/30/2012 | Anne Truex         |                      | \$0               |                    |
| <b>Description:</b> Directions for SPSA will be aligned the goals to the goals of the revised LEA plan and the Title I Corrective Action requirements.  |  |            |            |                    |                      |                   |                    |

| <b><u>ACTION STEPS</u></b>  |  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|---|--|-------------------|-----------------|---------------------------|-----------------------------|------------------------|-----------------------|
| <b>Title:</b> 7. Monitoring Program Improvement Schools   |  | 09/15/2011        | 06/10/2014      | Anne Truex                |                             | \$0                    |                       |
| <b>Description:</b> District Site Liaison teams (DSLTL) meet three times a year to review site progress on implementing the 9 Essential Program Components. |  |                   |                 |                           |                             |                        |                       |

**Strategy #9**

**Title:** Targeting services and programs to lowest-performing student groups

**Description:** OUSD is implementing interventions based on the Response to Instruction and Intervention (RtI<sup>2</sup>) tiered model. The program utilizes differentiated instruction based on a student's level of need. Students performing.

**ACTION STEPS**

| <b>Title:</b> 1. Strategic Intervention | <b>Description:</b> Students who are one grade level below receive strategic intervention in the form of : Elementary- differentiated instruction, before or after school tutoring; M.S. and H.S. additional math intervention course. | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b>             | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|---|--|-------------------|-----------------|---------------------------------------|-----------------------------|------------------------|-----------------------|
|   |  | 08/25/2011        | 06/13/2014      | Gwenis<br>Laura<br>Aileen<br>Sterling |                             | \$0                    |                       |

**ACTION STEPS**

| <b>Title:</b> 2. CAHSEE Mathematics support | <b>Description:</b> Students in grades 10-12, who fail the mathematics section of the CAHSEE are provided with after-school tutoring, support classes both during the day and after hours. | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|---|--|-------------------|-----------------|---------------------------|-----------------------------|------------------------|-----------------------|
|   |  | 08/25/2011        | 06/13/2014      | Aileen<br>Sterling        |                             | \$0                    |                       |

**Strategy #10**

**Title:** Any additional services tied to student academic needs

**Description:**

**ACTION STEPS**

| <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|-------------------|-----------------|---------------------------|-----------------------------|------------------------|-----------------------|
|                   |                 |                           |                             |                        |                       |

|  |            |            |            |  |     |  |
|--|------------|------------|------------|--|-----|--|
| <p><b>Title:</b> 1. Tutoring<br/> <b>Description:</b> Additional tutoring is provided through McKinney Vento, Native American, SES, ASES resources. A Orange City community based organization, Friendly Center, also provides tutoring for OUSD students as well as assistance to families in need.</p> | 08/25/2011 | 06/13/2013 | Anne Truex |  | \$0 |  |
|--|------------|------------|------------|--|-----|--|

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

**Planned Improvement in Programs for LEP Students and Immigrants (Title III)**

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

|  |                   |                 |                           |                        |                        |                        |
|--|-------------------|-----------------|---------------------------|------------------------|------------------------|------------------------|
| <b>District/LEA SMART Goal 2 A- AMAO 1</b>   |                   |                 |                           |                        |                        |                        |
| <b>Title: AMAO1</b>  |                   |                 |                           |                        |                        |                        |
| <b>Description:</b> percentage of English learners will make annual progress in learning English.  |                   |                 |                           |                        |                        |                        |
| • By June, 2013, the percentage of English learners learning English will increase from 57.9% to 59%, in order to move toward state defined growth expectations as measured by CELDT   |                   |                 |                           |                        |                        |                        |
| <b>Strategy #1</b>   |                   |                 |                           |                        |                        |                        |
| <b>Title:</b> English learners will be strategically placed in ELD classes based on level of need.   |                   |                 |                           |                        |                        |                        |
| <b>Description:</b> Instruction for English learners, if it is to be maximally effective, has to be differentiated to address their diverse learning needs...English learners benefit from teaching that attends to their individual learning needs...(p. 231 & 232, August and Shanahan). Resource teachers, ELD teachers, classroom teachers, counselors, and administrators will collaborate at each school to place English learners in appropriate groups/classes based upon their English proficiency levels (no more than 2 levels will be grouped together: ie., Beginning and Early Intermediate, Intermediate and Early Advanced). (Revision to the program) |                   |                 |                           |                        |                        |                        |
| <b>ACTION STEPS</b>  |                   |                 |                           |                        |                        |                        |
| <b>Title:</b> 1. Secondary Master Schedule   | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Target Audience</b> | <b>Estimated Costs</b> | <b>Funding Sources</b> |
| <b>Description:</b> Secondary Master Schedules will be created, reviewed and modified by administrators at all High Schools and Middle Schools to ensure that enough class periods are available to serve the number of English learners identified at each level. Master schedules start to be developed in February each year and are adjusted up until the start of school in August.   | 02/01/2012        | 08/26/2012      | Aileen Sterling           | Secondary schools      | \$0                    |                        |
| <b>TASKS</b>   |                   |                 |                           |                        |                        |                        |
| <b>Title: 1a.</b> Identify number of EL students at secondary schools.   | 01/09/2012        | 04/30/2012      | Assistant Principals      |                        | \$0                    |                        |

|   |  |  |  |  |  |  |
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| <p><b>Description:</b> Identify the number of English learners at each proficiency level to determine the number of ELD classes to offer in the Master Schedule at each secondary school. Identify students by using current year CELDT scores. Use additional data from multiple measures- Hampton Brown Inside and Edge placements determine exact placement.</p> |  |  |  |  |  |  |
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| <p><b>Title: 1b.</b> Create the Secondary Master Schedule to meet the needs of English learners<br/> <b>Description:</b> Reassign Master Schedule sections to accommodate the needs of all English learners.</p> | 03/01/2012 | 08/26/2012 | Assistant Principals |  | \$0 |  |
|--|------------|------------|----------------------|--|-----|--|

| <b><u>ACTION STEPS</u></b>   | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Target Audience</b> | <b>Estimated Costs</b> | <b>Funding Sources</b> |
|--|-------------------|-----------------|---------------------------|------------------------|------------------------|------------------------|
| <p><b>Title: 2.</b> Elementary ELD grouping or classes<br/> <b>Description:</b> Determine the configuration for ELD instruction that best fits the number of EL students at each elementary school. Groups are formed based on numbers of students at each grade level and CELDT level.</p> <p><b><u>TASKS</u></b></p> | 08/27/2012        | 09/28/2012      | Gwenis Laura              | Elementary Schools     | \$0                    |                        |
| <p><b>Title: 2a.</b> Create Elementary ELD groups.<br/> <b>Description:</b> Elementary teachers, resource teachers and administrators will group students for ELD instruction based on current</p>   | 06/01/2012        | 09/14/2012      | Gwenis Laura              |                        | \$0                    |                        |



|   |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| CELDT scores and Avenues Placement results. |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|

| <b><u>ACTION STEPS</u></b>   | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Target Audience</b> | <b>Estimated Costs</b> | <b>Funding Sources</b> |
|--|-------------------|-----------------|---------------------------|------------------------|------------------------|------------------------|
| <p><b>Title:</b> 3. District monitoring of ELD instructional minutes and placement.</p> <p><b>Description:</b> All schools will submit their ELD schedules showing the minimum prescribed daily ELD instruction. (K-2-30 minutes, 3<sup>rd</sup>-6<sup>th</sup>-45 minutes, M.S. and H.S. 1 period.), with names of students by group.</p> | 09/01/2012        | 09/14/2012      | Bobbie Ochoa              | All schools            | \$0                    |                        |

| <b><u>TASKS</u></b>  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Target Audience</b> | <b>Estimated Costs</b> | <b>Funding Sources</b> |
|--|-------------------|-----------------|---------------------------|------------------------|------------------------|------------------------|
| <p><b>Title:</b> 3a. ELD Schedules</p> <p><b>Description:</b> Elementary principals will email to the district a copy of the ELD schedules and student list for each grouping/class. Secondary principals will submit their master schedule and student rosters.</p> | 09/01/2012        | 09/14/2012      | Bobbie Ochoa              |                        | \$0                    |                        |

| <b><u>TASKS</u></b>   | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Target Audience</b> | <b>Estimated Costs</b> | <b>Funding Sources</b> |
|---|-------------------|-----------------|---------------------------|------------------------|------------------------|------------------------|
| <p><b>Title:</b> 3b. ELD schedule for English learners with IEPs</p> <p><b>Description:</b> English language learners with disabilities need instruction in English language acquisition. EL students should be placed in appropriate ELD classes, with appropriate curriculum to meet their individual needs. Special Education Program Coordinators, in collaboration with the principals, will oversee the placement and report to</p> | 02/01/2012        | 09/14/2012      | Marcia Schoger            |                        | \$0                    |                        |

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|---|--|--|--|--|--|--|--|
| the Administrative Director of Special Education. |  |  |  |  |  |  |  |
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| <b>Strategy #2</b>  |  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b>       | <b>Target Audience</b> | <b>Estimated Costs</b> | <b>Funding Sources</b> |
|---|--|-------------------|-----------------|---------------------------------|------------------------|------------------------|------------------------|
| <b>Title:</b> High Quality ELD Instruction<br><b>Description:</b> Good instruction is associated with higher student outcomes, regardless of the type of educational model that is used (Levine & Lezotte, 1995, Marzano, 2003, Wengling, 2000). This is clearly evident in studies with ELL or high-risk students as well (Berman et al, 1995; Corallo & McDonald, 2002; Doherty et al, 2003; Echevarria, Short & Powers, 2003; Goldenbom & Gallimore, 1991; Ramirez, 1992; Sloan, 2001). In fact, Wengling (2000) found that the strongest affect on student achievement after taking into consideration the students' social class, was related to classroom practice. English learners will receive high quality ELD instruction using district adopted standards based materials with fidelity, by teachers that have been trained in the use of the materials and program assessments. Teachers will utilize strategies that include opportunities for guided oral practice using sentence starters and frames. Administrators will monitor ELD instruction using classroom visits and document ELD implementation using an observation protocol focused on guided oral practice. (Revision to method of instruction) |  |                   |                 |                                 |                        |                        |                        |
| <b>ACTION STEPS</b>   |  |                   |                 |                                 |                        |                        |                        |
| <b>Title: 1. Monitoring ELD instruction</b><br><b>Description:</b> Administrators will monitor ELD instruction to ensure high quality instruction is taking place. Walkthroughs using a observation protocol, at a minimum of once a quarter, will allow administrators the opportunity to see the needs of teachers and students to better support the ELD instruction.  |  | 09/17/2012        | 06/13/2013      | Aileen Sterling<br>Gwenis Laura |                        | Data Director          |                        |
| <b>TASKS</b>  |  |                   |                 |                                 |                        |                        |                        |
| <b>Title: 1a. ELD Observation Protocol</b><br><b>Description:</b> Develop or adapt ELD observation protocol to focus on agreed upon lesson elements of oral practice and student engagement.  |  | 02/01/2012        | 06/15/2012      | Bobbie Ochoa                    |                        | \$0                    |                        |
| <b>Title: 1b. ELD Observation Protocol Training</b>   |  | 05/01/2012        | 09/21/2012      | Bobbie Ochoa                    |                        | \$0                    |                        |

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|---|------------|------------|---------------------------------|--|--------------------|--|
| <p><b>Description:</b> Provide teacher and administrator Professional Development on the components and use of the protocol.</p>  |            |            |                                 |  |                    |  |
| <p><b>Title: 1c. Classroom observations</b><br/><b>Description:</b> Administrators at every school will observe and document ELD instruction using the observation protocol at a minimum of once a semester for each teacher.</p>   | 09/01/2012 | 06/13/2013 | Aileen Sterling<br>Gwenis Laura |  | \$0                |  |
| <p><b>Title: 1d. ELD Staff Assignments</b><br/><b>Description:</b> Administrators will strategically assign the best teachers to ELD classes. All teachers have the required EL authorizations and must also possess inter-personal skills, a willingness to teach EL students and training to teach ELD classes.</p> | 02/01/2012 | 08/23/2012 | Principals                      |  | \$0                |  |
| <p><b>Title: 1e. District monitoring of ELD assignments</b></p>   | 05/01/2012 | 08/23/2012 | Aileen Sterling<br>Gwenis Laura |  | \$0                |  |
| <p><b>Description:</b> Administrators will confer with their Executive Director to discuss ELD assignments and selection of the best possible personnel to teach ELD classes</p>  | 01/09/2012 | 06/13/2013 | Principals                      |  | Data Director Cost | Title I<br>\$58,418.19<br>(35%)<br>Title II<br>\$68,432.73<br>(41%)<br>EIA |
| <p><b>Title: 1f. Formative ELD Assessments based on ELD pacing guides</b><br/><b>Description:</b> Each ELD program has curriculum assessments available on Data Director. Every four to six weeks, teachers are expected to scan their tests and print reports to determine areas of</p>                              |            |            |                                 |  |                    |  |

|  |                   |                 |                                 |                        |                        |                              |
|--|-------------------|-----------------|---------------------------------|------------------------|------------------------|------------------------------|
| <p>poor performance and to inform future instruction, as well as identify areas for intervention. Principals will quarterly monitor use of the pacing guides and assessment results.</p>   |                   |                 |                                 |                        |                        | <p>\$40,058.18<br/>(24%)</p> |
| <p><b>Title:</b> 1g. District monitoring of ELD assessments<br/><b>Description:</b> Accountability and Special Programs department will run Data Director assessment reports and provide quarterly usage reports for the Executive Directors to follow up with principals. These reports include the number of unit tests scanned during the quarter for each ELD program. At the Elementary level, the report provides the number of students per grade level and middle and high school data is reported by instructional levels of students within the program.</p>   | 12/15/2011        | 0/13/2013       | Aileen Sterling<br>Gwenis Laura |                        | \$0                    |                              |
| <p><b>Strategy #3</b><br/><b>Title:</b> ELD Class offerings and Curriculum</p>   |                   |                 |                                 |                        |                        |                              |
| <p><b>Description:</b> Reliance on reading-intervention courses alone to address both comprehensive ELD standards and reading achievement is distressing in light of the pivotal role that oral language proficiency plays in reading comprehension...there is ample evidence of the reciprocal relationship between oral English proficiency and reading achievement (p. 167 Dutro and Kinsella). The district will examine the curriculum being used in ELD classes and our Program 4 or 5 Intervention replacement programs to determine which curriculum best fits the needs of our students. (Revision of Curriculum)</p> |                   |                 |                                 |                        |                        |                              |
| <p><b>ACTION STEPS</b></p>   | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b>       | <b>Target Audience</b> | <b>Estimated Costs</b> | <b>Funding Sources</b>       |
| <p><b>Title:</b> 1. Evaluation of ELD curriculum</p>   | 02/01/2012        | 06/01/2012      | Bobbie Ochoa                    |                        | \$0                    |                              |
| <p><b>Description:</b> Form ELD committee of experts (teachers, EL Specialists, Instructional coaches and administrators) to evaluate the ELD/Intervention curriculum</p>  |                   |                 |                                 |                        |                        |                              |

|  |            |            |              |  |     |  |
|--|------------|------------|--------------|--|-----|--|
| <p>(Avenues- k-5; Hands on English and Vocabulary Basics-6<sup>th</sup>; Inside-6-8, new this year for M.S.; Edge (9-12) Read 180- 4-12; and Language!-4-12) and look at the program effectiveness. This committee will look at data and identify possible gaps and develop criteria for placement of English learners, including LTELS, in courses that best meet language development needs.</p> |            |            |              |  |     |  |
| <p><b>TASKS</b></p>  |            |            |              |  |     |  |
| <p><b>Title: 1a.</b> Review assessment data from each of the programs<br/><b>Description:</b> Examine summative and formative assessment data from each of the curricular programs to determine trends in effectiveness and deficiency in skill areas; and teacher efficacy.</p>   | 02/01/2012 | 05/04/2012 | Bobbie Ochoa |  | \$0 |  |
| <p><b>Title: 1b.</b> ELD committee to examine ELD curriculum<br/><b>Description:</b> The ELD committee will examine the curriculum to identify areas of specific gaps or needs and make recommendations to Educational Services.</p>   | 02/01/2012 | 06/01/2012 | Bobbie Ochoa |  | \$0 |  |
| <p><b>Title: 1c.</b> ELD Placement Guide<br/><b>Description:</b> Develop ELD Placement guide that will be used to provide appropriate placement for English learners of all CELDT levels into appropriate curricular programs.</p>   | 11/07/2011 | 02/03/2012 | Bobbie Ochoa |  | \$0 |  |

**Strategy #4**

**Title:** Expand and realign the English learner Special Programs Department

**Description:** Currently the EL Special Programs department consists of one coordinator to organize all EL services, which include all EL assessments (CELDT and curriculum), redesignation process, professional development, parent involvement and monitoring. With the increase of accountability and monitoring and the demands of professional development necessary to improve student achievement there is a need to add an additional administrator to the department. (Revision to the program)

**ACTION STEPS**

|  | Start Date | End Date   | Person Responsible | Target Audience | Estimated Costs      | Funding Sources |
|--|------------|------------|--------------------|-----------------|----------------------|-----------------|
| <p><b>Title: 1.</b> Hire a English Learner Services Administrator</p> <p><b>Description:</b> Hire a English Learner Services Administrator to provide services for English Learners.</p> <p><b>TASKS</b></p>   | 01/10/2012 | 06/15/2012 | Anne Truex         |                 | \$66,900<br>\$66,900 | Title I,<br>EIA |
| <p><b>Title: 1a.</b> Create a job description for the English Learner Services Administrator.</p> <p><b>Description:</b> The position of the English Learner Services Administrator is new for OUSD. A job description needs to be developed to delineate the job responsibilities necessary to improve student achievement.</p> | 01/10/2012 | 02/10/2012 | Anne Truex         |                 | \$0                  |                 |

|  |           |           |            |  |     |  |
|--|-----------|-----------|------------|--|-----|--|
| <p><b>Title: 1b.</b> Interview and hire a English Learner Services Administrator</p> <p><b>Description:</b> Interview process to select the English Learner Services Administrator, which will start 6/112</p> | 03/1/2012 | 6/01/2012 | Anne Truex |  | \$0 |  |
|--|-----------|-----------|------------|--|-----|--|

**District/LEA SMART Goal 2 B- AMAO 2**  
**Title: AMAO 2**

**Description:** An increasing percentage of English learners will attain English language proficiency annually.

- By June, 2013, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase from 24.7% to 39 %, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.
- By June, 2013, the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase from 54.3% to 62 %, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.

**Strategy #1 (number determined by identified needs)**  
**Title: Appropriate ELD placement for Long Term English Learners (LTELS).**

**Description:**

OUSD has 3,727 Long Term English learners (LTELS), which have been in a language instructional program for 5 years or more and have not met the criteria for reclassification. Most have stalled at the intermediate level. Their conversational abilities may be advanced, but their knowledge of academic language and level of literacy is still limited. Research shows that if English learners continue to receive explicit ELD instruction once they reach middle levels of English proficiency and as they move into early advanced and advanced levels, they can more rapidly attain native-like levels of oral proficiency and avoid the plateau many experience before becoming advanced speakers of English (page 54, Saunders and Goldenberg). These students need specific explicit instruction in academic language that will assist them in increasing their literacy levels in all content areas to prepare them for reclassification, as well as passage of the California High School Exit Exam (CAHSEE). First, the district needs to ensure the appropriate placement, addressed in this action; then appropriate instruction, which is addressed in AMAO 3 and professional development sections. (Revision of program)

**ACTION STEPS**

|  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Target Audience</b> | <b>Estimated Costs</b> | <b>Funding Sources</b> |
|--|-------------------|-----------------|---------------------------|------------------------|------------------------|------------------------|
| <b>Title: 1. LTEL Identification</b><br><b>Description:</b> Site administrators will identify and inform teachers who their LTEL students are in order to differentiate instruction to meet their individual needs and assist them in moving forward towards reclassification and passing the CAHSEE | 01/09/2012        | 3/1/2012        | Bobbie Ochoa              |                        | 0                      |                        |

| <b><u>ACTION STEPS</u></b>  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Target Audience</b> | <b>Estimated Costs</b> | <b>Funding Sources</b> |
|---|-------------------|-----------------|---------------------------|------------------------|------------------------|------------------------|
| <p><b>Title: 1a.</b> Identify LTELS at each school by name, for placement in the appropriate classes for 2012-13.</p> <p><b>Description:</b> Query LTELS in the Aeries student system. Counselors will place students in the appropriate classes based on the ELD Placement Guide (Goal 2A- Strategy 3). Once LTELS are appropriately placed, instruction and monitoring will take place as described in Goal 2C- Strategy 3.</p> | 01/09/2012        | 03/02/2012      | Principals                |                        | 0                      |                        |



**District/LEA SMART Goal 2 C AMAO 3**  
**Title: AMAO 3**

**Description:** percentage of English learners will attain proficiency in Reading/Language Arts and mathematics annually.

- By June, 2013, the percentage of English learners attaining proficiency in reading/language arts will increase from 40.5% to 51.81%, as measured by the CST, CMA, CAPA and/or CAHSEE, in order to move toward state-defined expectations for proficiency in Reading/Language Arts.
- By June, 2013, the LEA will meet the 95% participation rate for English learners assessed in Reading/Language Arts.
- By June, 2013, the percentage of English learners attaining proficiency in Mathematics will increase from 50.7% to 60.07%, as measured by the CST, CMA, CAPA and/or CAHSEE, in order to move toward state defined expectations for proficiency in Mathematics.
- By June, 2013, the LEA will meet the 95% participation rate for English learners assessed in Mathematics.

**Strategy #1**

**Title:** Intensive Intervention classes for English learners

**Description:** An implementation audit of the programs was conducted at schools to determine the needs for placement of EL students. A clear vertical and horizontal alignment in the curriculum is typically associated with more effective programs (Corallo & McDonald, 2002; Education Trust, 1999; US Department of Education, 1998). Currently each school has their own criteria for entrance and exit into ELA intervention programs 4 or 5. There is a need for consistency across the district, so EL students, especially LTELS needing intensive intervention, will be appropriately placed in a replacement program. This matrix will include placement, progress monitoring and exit criteria. **(Revision to program and curriculum)**

| <b>ACTION STEPS</b>  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Target Audience</b> | <b>Estimated Costs</b> | <b>Funding Sources</b> |
|--|-------------------|-----------------|---------------------------|------------------------|------------------------|------------------------|
| <p><b>Title:</b> 1. Develop a district Intensive Intervention Program Matrix</p> <p><b>Description:</b> The matrix will provide specific criteria and programming needs that align to the most effective program that suits the needs of English learners in accessing core instruction.</p> | 11/01/2011        | 02/03/2012      | Elsie Simonovski          |                        | \$0                    |                        |
| <b>TASKS</b>   |                   |                 |                           |                        |                        |                        |
| <p><b>Title:</b> 1a. Collaborate with site and district stakeholders to develop matrix for the intervention classes</p> <p><b>Description:</b> A draft matrix will be developed by the Ed Services department. The draft will be shared</p>  | 11/01/2011        | 02/28/2012      | Bobbie Ochoa              |                        | \$0                    |                        |

|  |            |            |                 |  |  |     |  |  |  |
|--|------------|------------|-----------------|--|--|-----|--|--|--|
| and input solicited from Resource Teachers and EL Advisors and site administrators from each school to finalize a district matrix.   |            |            |                 |  |  |     |  |  |  |
| <b>Title: 1b.</b> Train site administrators in successfully placing English learners in appropriate ELA courses.<br><b>Description:</b> Master Schedule training/support will be provided to all site administrators and counselors to ensure appropriate placement and monitoring of placement using the new Intensive Intervention program matrix. | 03/01/2012 | 03/28/2012 | Aileen Sterling |  |  | \$0 |  |  |  |

| <b><u>ACTION STEPS</u></b>  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Target Audience</b> | <b>Estimated Costs</b> | <b>Funding Sources</b> |
|---|-------------------|-----------------|---------------------------|------------------------|------------------------|------------------------|
| <b>Title: 2.</b> Training for teachers and administrators on the intensive intervention program materials<br><b>Description:</b> There is inconsistent use of the Intensive Intervention program materials across the district. To ensure fidelity to the programs and see expected growth of student achievement, the district needs to consistently train and monitor the implementation of the programs. | 1/17/2012         | 05/29/2012      | Elsie Simonovski          |                        | Sub Cost \$4,400       | Title I                |
| <b><u>TASKS</u></b>   |                   |                 |                           |                        |                        |                        |
| <b>Title: 2a.</b> Train teachers that have not received Read 180 materials training.<br><b>Description:</b> Teachers will be trained in the Read 180 program materials by the publisher representative.   | 1/17/2012         | 1/18/2012       | Elsie Simonovski          |                        | Sub cost \$4,400       | Title I                |

|  |            |            |                  |  |     |  |
|--|------------|------------|------------------|--|-----|--|
| <b>Title: 2b. Read 180 PLC meetings</b>  | 10/11/2011 | 05/31/2012 | Elsie Simonovski |  | \$0 |  |
| <b>Description:</b> Offer district Read 180 afterschool PLC meetings for teachers to receive ongoing training and provide collaboration time.  |            |            |                  |  |     |  |
| <b>Title: 2c. Train site administrators on Read 180 program components, and monitoring fidelity to the program.</b>  | 10/28/2011 | 10/28/2011 | Elsie Simonovski |  | \$0 |  |
| <b>Description:</b> The publisher representative will train site administrators on the components of the program and how to access data reports. Site administrators will then have knowledge to monitor the implementation to ensure that full uses of the program components are being utilized. |            |            |                  |  |     |  |

| <b>ACTION STEPS</b> (number determined by identified needs)   | <b>Start Date</b><br>mm/dd/yyyy | <b>End Date</b><br>mm/dd/yyyy | <b>Person Responsible</b>                      | <b>Target Audience</b> | <b>Estimated Costs</b> | <b>Funding Sources</b> |
|---|---------------------------------|-------------------------------|--|------------------------|------------------------|------------------------|
| <b>Title: 3. Monitor the Intensive Intervention programs of Read 180 and Language.</b>  | 11/01/2011                      | 06/13/2113                    | Aileen Sterling<br>Gwenis Laura Marcia Schoger |                        | \$0                    |                        |
| <b>Description:</b> Site administrators will monitor implementation and review data to demonstrate the effectiveness of the intensive intervention programs. Principals will report findings to Educational Services. |                                 |                               |  |                        |                        |                        |
| <b>TASKS</b>  |                                 |                               |  |                        |                        |                        |
| <b>Title: 3a. Monitoring of Read 180</b>  | 02/01/2012                      | 06/13/2313                    | Aileen Sterling                                |                        | \$0                    |                        |

|  |  |  |  |              |  |  |  |
|--|--|--|--|--------------|--|--|--|
| <b>Description:</b> Principals will provide the elementary and secondary education Executive Directors findings from walkthrough observations and assessment data on the implementation of Read 180. |  |  |  | Gwenis Laura |  |  |  |
|--|--|--|--|--------------|--|--|--|

|   |            |            |                    |  |     |  |  |
|---|------------|------------|--------------------|--|-----|--|--|
| <b>Title:</b> 3b. Monitoring of Language!   | 02/01/2012 | 06/13/2313 | Dr. Marcia Schoger |  | \$0 |  |  |
| <b>Description:</b> Special Education Program Coordinators will provide the Administrative Director of Special Education findings from their walkthrough observations and assessment data on the implementation of Language!. |            |            |                    |  |     |  |  |

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| <b>Strategy 2_ (number determined by identified needs)</b>   |  |  |  |  |  |  |  |
| <b>Title:</b> Provide extended learning time for EL students   |  |  |  |  |  |  |  |
| <b>Description:</b> EL students, who are not progressing at a responsible rate, should be extended every opportunity to increase their academic skills through extended day intervention time. Site Title I, III or EIA funds are used for teacher extra hours. EL students may also be participating in SES services. (Revision to program) |  |  |  |  |  |  |  |

| <b>ACTION STEPS</b>  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Target Audience</b> | <b>Estimated Costs</b> | <b>Funding Sources</b> |
|--|-------------------|-----------------|---------------------------|------------------------|------------------------|------------------------|
| <b>Title:</b> 1. Extended learning support for LTELS   | 11/09/2011        | 06/13/2013      | Anne Truex                |                        | \$0                    |                        |
| <b>Description:</b> Time and resources should be available for providing before school, lunch time, and after school support for English learners to increase their academic skills. |                   |                 |                           |                        |                        |                        |
| <b>TASKS</b>   |                   |                 |                           |                        |                        |                        |
| <b>Title:</b> 1a. High Schools will provide after school CAHSEE prep support for LTELS   | 11/01/2011        | 06/14/2012      | Principals                |                        | Schools:               | EIA                    |

|   |            |            |                             |  |   |  |
|---|------------|------------|-----------------------------|--|---|--|
| <p><b>Description:</b> The four comprehensive high schools will provide after school tutoring in ELA and math for their 9<sup>th</sup> grade English learners to fill their gaps of knowledge and support them in their preparation of taking the CAHSEE. Those who did not pass the test the first time will receive instructional support in their area of need.</p>  |            |            |                             |  | <p>\$7,598<br/>Title III<br/>\$8,517<br/><b>Total</b><br/><b>\$16,115</b></p>                           |  |
| <p><b>Title: 1b Elementary and Middle School LTELS will receive targeted after school tutoring.</b><br/><b>Description:</b> Schools will provide tutoring after school for English learners. These tutoring sessions may include small group instruction and/or access to intervention computer programs such as ST math, Destination math, or Rosetta Stone. Many students at Program Improvement schools also participate in Supplemental Education Services (SES) tutoring and/or ASES programs.</p> | 11/01/2011 | 06/13/2013 | Principals                  |  | <p>Schools:<br/><br/>EIA<br/>\$46,012<br/><br/>Title III \$<br/>8,519<br/><br/>Title I<br/>\$38,000</p> |  |
| <p><b>Title: 1c. Monitoring of the extended time tutoring programs</b><br/><b>Description:</b> Principals have the ability to tag students involved in after school tutoring in Data Director and Plato, to be able to collect student achievement data to show the effectiveness of the intervention. We will also pilot a similar data collection process in Aeries. This data will be evaluated at the site to</p>   | 04/01/2012 | 6/13/2013  | Christina Lin<br>Anne Truex |  | \$0   |  |

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| determine the effectiveness of each extended time intervention. |  |  |  |  |  |  |
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| <b>Strategy 3 (number determined by identified needs)</b>  |                 |                                 |                        |                        |                        |  |
|--|-----------------|---------------------------------|------------------------|------------------------|------------------------|--|
| <b>Title: Monitoring EL student's progress</b>   |                 |                                 |                        |                        |                        |  |
| <b>Description: Research indicates that careful monitoring of student academic progress is necessary for schools to be effective. (Darling-Hammond, 1997; Fisher &amp; Frey, 2007; Guskey, 2003; McTighe &amp; O'Connor, 2005; Popham, 2003). Progress monitoring helps to identify students in need of additional or different forms of instruction, to design stronger instructional programs, and to effect better achievement outcomes for their students (Fuchs &amp; Fuchs, 2008). District and site administrators will continually support and monitor effective implementation of instruction for all EL students. A systematic monitoring process is vital to the accountability that all stakeholders have in the achievement of our students. By analyzing benchmark and progress monitoring data, teachers and administrators can assess student growth. If achievement data indicates a student is not progressing, adjustments need to be made to the curriculum, instruction and/or assessments. Through classroom observations, effectiveness of instruction will be monitored. (Revision to method of instruction)</b> |                 |                                 |                        |                        |                        |  |
| <b>ACTION STEPS</b>  |                 |                                 |                        |                        |                        |  |
| <b>Start Date</b>  | <b>End Date</b> | <b>Person Responsible</b>       | <b>Target Audience</b> | <b>Estimated Costs</b> | <b>Funding Sources</b> |  |
| 10/01/2011   | 06/13/2012      | Aileen Sterling<br>Gwenis Laura |                        | \$0                    |                        |  |
| <b>Title: 1. Site Professional Learning Communities (PLC) meetings to review assessment data to inform instructional needs.</b><br><b>Description: Grade level or department PLCs will meet quarterly (or each trimester M.S.), using the school's protocol to examine benchmark paced standards assessments (PSA) results from Data Director reports for their subject- (ELA, Math, History and Science) and unit exams for ELD programs.</b>   |                 |                                 |                        |                        |                        |  |
| <b>TASKS</b>   |                 |                                 |                        |                        |                        |  |
| 10/01/2011   | 06/13/2013      | Aileen Sterling<br>Gwenis Laura |                        | \$0                    |                        |  |
| <b>Title: 1a. PLC meetings</b><br><b>Description: Principals will schedule PLC time after each quarter/trimester benchmark assessment. Notes or minutes reflecting the use of a school</b>   |                 |                                 |                        |                        |                        |  |

| protocol will be collected and submitted to the Executive Directors.   | Start Date | End Date   | Person Responsible              | Target Audience | Estimated Costs | Funding Sources |
|--|------------|------------|---------------------------------|-----------------|-----------------|-----------------|
| <p><b><u>ACTION STEPS</u></b></p> <p><b>Title: 2.</b> Provide site administrators training on district expectations for monitoring academic progress of English learners (especially LTELS). Each monthly principal meeting will include an EL agenda item.</p> <p><b>Description:</b> Besides monitoring the teachers to examine their data to inform instruction as described above, site administrators need to monitor the implementation of strategies teachers learned during the professional development training described in Goal 2D, to ensure high quality Best First Instruction.</p> | 10/03/2011 | 06/15/2013 | Aileen Sterling<br>Gwenis Laura |                 | \$0             |                 |
| <p><b><u>TASKS:</u></b></p> <p><b>Title: 2a.</b> Train site administrators on district expectations.</p> <p><b>Description:</b> The Executive directors with train all site administrators on the expectations of monitoring EL instruction and student progress. Training will include protocols for monitoring teachers' use of the data; walkthrough and observation protocols to monitor implementation of instructional practices; and communication with all stakeholders as to the importance of increased achievement of our EL students.</p>  | 08/01/2012 | 8/23/2012  | Aileen Sterling<br>Gwenis Laura |                 | \$0             |                 |

|  |                   |                   |   |                          |            |
|--|-------------------|-------------------|---|--------------------------|------------|
| <p><b>Title: 2b. "Reparable Harm" book study</b></p>   | <p>10/11/2011</p> | <p>02/27/2012</p> | <p>Aileen Sterling<br/>Gwenis Laura</p> | <p>\$1,500<br/>Books</p> | <p>EIA</p> |
| <p><b>Description:</b> The Executive directors with lead the principals and assistant principals in a book study of "Reparable Harm" by Laurie Olsen</p> |                   |                   |   |                          |            |



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| <p><b>District/LEA SMART Goal 2D</b><br/> <b>Title: High Quality Professional Development</b></p> <p><b>Description:</b> The LEA will provide high quality professional development to teachers, administrators and other school or community-based personnel to improve the education of English learners.</p> <ul style="list-style-type: none"> <li>• By June, 2013, 95% of LEA teachers will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in Reading/Language arts and/or Mathematics, as determined by the LEA needs assessment.</li> <li>• By June, 2013, 100% of LEA administrators will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in reading/language arts and/or mathematics, as determined by the LEA needs assessment.</li> <li>• By June, 2013, 100% of teachers of English Language Development will be authorized to teach ELD.</li> <li>• By June, 2013, 100% of Reading/Language Arts and Mathematics teachers of English learners will be both highly qualified in the content area(s) and authorized to teach English learners.</li> </ul> <p><b>Strategy #1</b> (number determined by identified needs)</p> <p><b>Title:</b> Provide teachers with professional development which will increase our English learners' access to content comprehension and academic skills.</p> <p><b>Description:</b> ELA teachers are clear on the content, but do not always understand how to identify the language needed to construct and express content concepts. Gibbons (2006) suggests that teachers create a "language inventory," or list of academic language features that can be found in a unit of instruction, as part of the instructional design process. This language inventory can then be used to develop language objectives, to design learning activities that focus explicitly on the language connected to the content tasks...(p. 107, Snow and Katz). Content teachers will be given instruction in research-based strategies for teaching the academic vocabulary of their discipline, as well as understanding and guidance in writing language and content objectives for their lessons. (Revision to method of instruction)</p> |  |  |  |                               |  |  |
| <b><u>ACTION STEPS</u></b>  |  |  |  |                               |  |  |
| <p><b>Title:</b> 1. Pre-service professional development day for teachers</p> <p><b>Description:</b> The district will organize a professional development day in August, prior to the first contractual teacher day. The focus of the PD will be academic language, writing content and language objectives, and guided oral discourse.</p>  | <p><b>Start Date</b></p> <p>08/21/2012</p> | <p><b>End Date</b></p> <p>08/21/2012</p> | <p><b>Person Responsible</b></p> <p>Linda Stoterau</p> | <p><b>Target Audience</b></p> | <p><b>Estimated Costs</b></p> <p>\$500,000</p> | <p><b>Funding Sources</b></p> <p>Title I,<br/>Corrective Action<br/><br/>Title III</p> |
|   | <p><b>TASKS</b></p>                        |  |  |                               |  |  |

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| <p><b>Title: 1a.</b> Determine logistics for the pre-service training day: locations, presenters and materials.</p> <p><b>Description:</b> The Educational Services department will plan the logistics for the pre-service training day for the teachers.</p>  | 03/01/2012 | 08/21/2012 | Linda Stoterau   |                             |   |
| <p><b>Title: 1b.</b> Determine the content of the pre-service training.</p> <p><b>Description:</b> The training will be determined in collaboration with the Title I Corrective Action technical assistance provider. We will plan with the provider the specific content and identify the presenters. This is also part of our Title I Year 3 Corrective Action plan in focusing on the needs of our subgroups.</p> | 02/01/2012 | 08/21/2012 | Eisie Simonovski | Cost of trainers/ materials | <p>\$10,000</p> <p>Title I corrective Action</p> <p>Title III</p> |

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| <p><b>Strategy #2</b></p> <p><b>Title:</b> Provide ongoing professional development on researched-based instructional strategies</p> <p><b>Description:</b> Teachers must be well-prepared to work with the needs of all English learners. They must be deliberate and skillful in their instructional delivery. A focused plan for in-service that has its goal standards-based, differentiated instruction needs intensive time allocation accompanied by in-house coaching (Joyce and Weil 1992). Providing teachers with training on researched-based instructional strategies will better equip teachers with the knowledge, skills and the disposition to effectively teach English learners. (Revision to methods of instruction)</p> | <p><b>ACTION STEPS</b></p> <p><b>Title: 2.</b> EL Specialists and Instructional coaches will provide professional development opportunities for teachers.</p> <p><b>Description:</b> Three EL Specialists and Instructional coaches will work</p> |  |                               |   |  |
| <p><b>Start Date</b></p> <p>09/01/2011</p>   | <p><b>End Date</b></p> <p>06/13/2013</p>  | <p><b>Person Responsible</b></p> <p>Bobbie Ochoa<br/>Linda Stoterau<br/>Anne Truex</p> | <p><b>Target Audience</b></p> | <p><b>Estimated Costs</b></p> <p>\$287,540 EL<br/>\$750,500 Coaches<br/>ERCA summer training \$77,000</p> | <p><b>Funding Sources</b></p> <p>EIA<br/>Title I<br/>Title III</p> |

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| <p>with teachers individually or in groups to provide training and demonstrations of GLAD, Thinking Maps, academic vocabulary and other researched-based strategies. They will model lessons, co-teach, and assist teachers with lesson planning. Teachers need time and support to implement and refine these instructional strategies. The use of a cognitive coaching model will ensure greater success of implementation of these strategies.</p> |            |            |  |  |     |  |
| <p><b>TASKS</b></p>   |            |            |  |  |     |  |
| <p><b>Title:2a.</b> Coordinate the content and calendar of the staff development work of the EL Specialists and Instructional coaches<br/><b>Description:</b> The EL Specialists and Instructional coaches will meet with the directors/coordinators to plan which content; and calendar logistics to engage teachers at all schools in staff development.</p>  | 09/01/2011 | 06/13/2013 | Bobbie Ochoa<br>Linda Stoterau<br>Anne Truex |  | \$0 |  |

| <u><b>ACTION STEPS</b></u>   | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Target Audience</b> | <b>Estimated Costs</b>                    | <b>Funding Sources</b> |
|--|-------------------|-----------------|---------------------------|------------------------|---|------------------------|
| <p><b>Title: 3.</b> Provide coaching/mentoring for High School teachers on EL strategies<br/><b>Description:</b> Many of our High School teachers could benefit from staff development and modeling of lessons to learn strategies in using academic language and discourse and writing language objectives. By providing trained mentor teachers at the four comprehensive high</p> | 08/23/2012        | 06/13/2012      | Anne Truex                |                        | \$145,672<br><br>Cost of 2 periods X 4 HS | Title III              |

|  |            |            |                  |  |  |   |           |
|--|------------|------------|------------------|--|--|---|-----------|
| <p>schools, teachers will have access to coaching and mentoring in routines and instructional strategies learned through professional development training from highly qualified peer. Mentor teachers will be released 2 periods from their teaching schedule to mentor their colleagues in supporting EL students in all subjects.</p> <p><b>TASKS</b></p> <p><b>Title: 3a.</b> Identify exemplary high school content teachers to mentor fellow teachers.</p> <p><b>Description:</b> Principals will work with district personnel in the selection process to identify qualified teachers to provide support in lessons with writing language and content objectives, explicit teaching of academic language and structured oral academic discourse. A job description will be developed for this new role. These mentor teachers should possess coaching skills and actively practice researched-based instructional strategies.</p> <p><b>Title: 3b.</b> Train mentor teachers on roles, expectations and strategies</p> <p><b>Description:</b> The identified mentor teachers will be trained to provide support in lessons with writing language and content objectives, explicit teaching of academic language and guided oral academic discourse.</p> | 02/01/2012 | 05/31/2012 | Anne Truex       |  |  |   |           |
|  |            |            |                  |  |  | \$0                                     |           |
|  | 06/15/2012 | 08/23/2012 | Elsie Simonovski |  |  | \$1,100<br>2 days<br>summer<br>training | Title III |

**Strategy #3** (number determined by identified needs)

**Title:** Professional Development for Administrators

**Description:** It is essential to provide professional development for all administrators on the instructional strategies which teachers are receiving training. Administrators are instructional leaders and need to understand these practices in order to monitor the implementation of the strategies at their sites. Most studies that have looked up the issue of leadership have demonstrated that successful schools have effective leadership (e.g. Berman, Minicucci, McLaughlin, Nelson & Woodworth, 1995; Castellano et al, 2002; Levine & Lezotte, 1995, Reyes et al, 1999; Tikunoff, 1980). As Castellano et al (2002) points out in a study of whole-school reforms: "Strong principals and other leaders did not and possibly cannot force change; but they have been critical in setting an agenda and the tone for change" (p. 36). The principal must be the main advocate...and provide guidance (Riehl, 2000) (Revision to methods of instruction)

**ACTION STEPS**

**Title:** Provide professional development for all site administrators

**Description:** Train administrators on GLAD strategies, academic vocabulary and other researched-based strategies which teachers are being trained on.

**TASKS**

**Title:** 1a. EL Specialists will train administrators

**Description:** Administrator training will be done by chunking information and presenting at monthly principal meetings or in other sessions. Administrators will learn about the strategies and skills their teachers are being trained on and the district's expectations of monitoring the implementation of these strategies.

| Start Date | End Date   | Person Responsible              | Target Audience | Estimated Costs | Funding Sources |
|------------|------------|---------------------------------|-----------------|-----------------|-----------------|
| 09/01/2011 | 06/13/2013 | Aileen Sterling<br>Gwenis Laura |                 | \$1,500         | EIA             |
| 09/01/2011 | 06/13/2013 | Bobbie Ochoa                    |                 | \$0             |                 |

**District/LEA SMART Goal 2 E**

**Title:** Parent and Community Participation

**Description:** The LEA will promote the involvement of parents and community members in the education of English learners.  
 • By June, 2013, the LEA will improve and increase parent outreach strategies so that 75% of parents are active participants in the education of their children.

The district will increase parent knowledge and involvement of their child's academic program. Programs and practices can be designed, revised, and evaluated to learn variations produce greater school and family effectiveness and student success. (Epstein 2010)

**Strategy #1**

**Title:** District English Learner Advisory Committee (DELAC)

**Description:** Currently the district has a strong DELAC. The monthly meetings are well attended with over 90 parents and school community liaisons. Parent representatives at DELAC take information back to their school ELAC meetings.

**ACTION STEPS**

|   | Start Date | End Date   | Person Responsible | Target Audience | Estimated Costs | Funding Sources |
|---|------------|------------|--------------------|-----------------|-----------------|-----------------|
| <p><b>Title: 1. DELAC monthly meetings</b></p> <p><b>Description:</b> Monthly DELAC meetings are held to solicit input from parents and give school site parent representatives information to take back and share at their ELAC meetings. Topics include: required parent notification requirements; school attendance; student achievement; (CST/CELDT); SPSA; Parent Involvement policy/compacts; categorical budgets; and needs assessments (parent input). In addition community speakers present information on their programs and district staff share instructional information.</p> <p><b>TASKS</b></p> <p><b>Title: 1a. Prepare for DELAC meetings</b></p> <p><b>Description:</b> The coordinator of English learners organizes the</p> | 09/01/2011 | 06/13/2013 | Bobbie Ochoa       | EL Parents      | \$0             |                 |
|   | 09/01/2011 | 06/13/2013 | Bobbie Ochoa       |                 | \$0             |                 |

|  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|
| DELAC meetings. Parents are invited, speakers are contacted and agendas are developed. Agendas are posted on the website 72 hours prior to the meetings. |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|

| <u>ACTION STEPS</u>  | Start Date | End Date   | Person Responsible | Target Audience | Estimated Costs | Funding Sources |
|--|------------|------------|--------------------|-----------------|-----------------|-----------------|
| <p><b>Title:</b> 2. Schools with 21 or more English learners are required to hold ELAC meetings</p> <p><b>Description:</b> ELAC meetings are held at school sites and provide parents with information regarding CELDT, CST, ELD instruction and materials, graduation and A-G requirements, reclassification, parent education and school activities.</p> | 09/01/2011 | 06/13/2013 | Bobbie Ochoa       | Parents         | \$0             |                 |

| <u>ACTION STEPS</u>   | Start Date | End Date   | Person Responsible | Target Audience | Estimated Costs   | Funding Sources |
|---|------------|------------|--------------------|-----------------|-------------------|-----------------|
| <p><b>Title:</b> 3. Parent Portal</p> <p><b>Description:</b> The district maintains a student/parent portal on its website that provides grades, attendance, tardies and other student specific information. A parent needs an email address or student ID number to use the parent portal. The district keeps track of the portal usage by students and parents. The portal is a valuable ever- available tool parents can use to keep informed about their student's performance in school. The district will provide training to</p> | 09/01/2011 | 06/15/2013 | Bobbie Ochoa       | Parents         | Previously listed |                 |

|  |            |            |        |         |     |  |  |  |  |
|--|------------|------------|--------|---------|-----|--|--|--|--|
| parents in Spanish to assist them in accessing this tool with the goal of increasing parent/student portal usage by 5%.  |            |            |        |         |     |  |  |  |  |
| <b>TASKS</b>   |            |            |        |         |     |  |  |  |  |
| <b>Title: 3a. Teach DELAC parents to access the parent portal</b>  | 09/01/2011 | 06/15/2012 | Bobbie | Parents | \$0 |  |  |  |  |
| <b>Description:</b> Provide training to DELAC parents, in Spanish, to assist them in accessing information on the district portal about their children's current progress in their classes. Once parents feel comfortable with the process, they can share the process with other parents. |            |            |        |         |     |  |  |  |  |

|   |            |            |              |         |     |  |  |  |  |
|---|------------|------------|--------------|---------|-----|--|--|--|--|
| <b>Strategy #2</b>  |            |            |              |         |     |  |  |  |  |
| <b>Title:</b> Provide communication in the home language  |            |            |              |         |     |  |  |  |  |
| <b>Description:</b> Schools with 15% or more of students enrolled which have a single home language other than English are required to translate all parent communications from the school. Spanish is the language that is required by OUSD and its schools. |            |            |              |         |     |  |  |  |  |
| <b>ACTION STEPS</b>   |            |            |              |         |     |  |  |  |  |
| <b>Title:1</b> Provide translated documents and oral translation for school to home communications.   | 08/25/2011 | 06/13/2013 | Bobbie Ochoa | Parents | \$0 |  |  |  |  |
| <b>Description:</b> The district and school sites will translate written documents and notices and provide oral translation as required.  |            |            |              |         |     |  |  |  |  |
| <b>TASKS</b>  |            |            |              |         |     |  |  |  |  |
| <b>Title: 1a.</b> Monitoring translation requirements.  | 08/25/2011 | 06/13/2013 | Anne Truex   |         | \$0 |  |  |  |  |
| <b>Description:</b> Communicate the requirement and collect evidence of schools fulfilling requirements.  |            |            |              |         |     |  |  |  |  |



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| <p>Annually schools are notified of their percentage of home languages of 15% or more. Evidence is collected from each site via principals uploading sample documents on the district CPM Blackboard site. Also extra earnings and bilingual stipend expenditure requests for staff to provide oral translation are submitted to the Accountability and Special Programs department.</p> |  |  |  |                               |  |                               |
| <p><b><u>ACTION STEPS</u></b></p> <p><b>Title:</b> 2. Community Liaisons</p> <p><b>Description:</b> Schools with populations needing Spanish translation will hire Community Liaisons to provide translation and parent outreach. These liaisons become an integral part in making parents feel welcome and providing support for parents to be involved in their child's education.</p> | <p><b>Start Date</b></p> <p>08/25/2011</p> | <p><b>End Date</b></p> <p>06/13/2013</p> | <p><b>Person Responsible</b></p> <p>Principals</p>   | <p><b>Target Audience</b></p> | <p><b>Estimated Costs</b></p> <p>\$0</p> | <p><b>Funding Sources</b></p> |
| <p><b><u>TASKS</u></b></p> <p><b>Title:</b> Community Liaison professional development</p> <p><b>Description:</b> Quarterly professional development is provided for the Community Liaison on ways to involve families in supporting their students' academic achievement.</p>   | <p><b>Start Date</b></p> <p>09/14/2011</p> | <p><b>End Date</b></p> <p>05/31/2012</p> | <p><b>Person Responsible</b></p> <p>Bobbie Ochoa</p> |                               | <p><b>Estimated Costs</b></p> <p>\$0</p> |                               |

**Strategy #3** (number determined by identified needs)

**Title:** Parent Education

**Description:** Parent education is an important aspect of parent involvement in OUSD. Schools plan literacy, math and science nights, provide education on gang, drugs and alcohol issues, bullying, college preparedness, academic and instructional strategies, and other topics that relate to each school. Input from parents on these topics is solicited through parent surveys, ELAC, SSC, and PTA meetings. Schools may partner with outside groups or agencies such as Parent Institute for Quality Education, Professional Tutors CARE program, or Orange Police department's Gang Reduction Intervention Program

| <u>ACTION STEPS</u>  | Start Date | End Date   | Person Responsible | Target Audience | Estimated Costs | Funding Sources |
|--|------------|------------|--------------------|-----------------|-----------------|-----------------|
| <p><b>Title:</b> 1 Parent Education meetings</p> <p><b>Description:</b> Each school is responsible to plan their own parent education activities. During Title I monthly principal meetings, parent involvement is a standing agenda item. The director shares information on available programs and resources and schools share ideas for parent involvement. Schools will offer grade level specific literacy/math nights to parents of English Learners. Classroom teachers will be paid extra earnings to plan and present many of these events.</p> | 09/01/2012 | 06/13/2013 | Principals         | Parents         | \$0             |                 |

| <u>ACTION STEPS</u>   | Start Date | End Date   | Person Responsible | Target Audience | Estimated Costs | Funding Sources |
|---|------------|------------|--------------------|-----------------|-----------------|-----------------|
| <p><b>Title:</b> 2. "Disciplina Positiva" (Positive Discipline) workshops</p> <p><b>Description:</b> The Orange County Department of Education offers classes through its Parent Involvement Network. OUSD has volunteered to host a series of parent workshops at the district at no cost to participants. The classes</p> | 01/09/2012 | 06/30/2013 | Bobbie Ochoa       | Parents         | \$3,000         | EIA             |

|  |            |            |        |  |     |  |
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| <p>are conducted in Spanish. In recent DELAC needs assessments, parents requested assistance with issues discussed in this series.</p>   |            |            |        |  |     |  |
| <p><b>TASKS</b></p>  |            |            |        |  |     |  |
| <p><b>Title:</b> 2a Organize "Disciplina Positiva"<br/><b>Description:</b> The district will offer 6-week series of workshops to parents of ELs in Spanish. Organize logistics, publicity and enrollment process</p> | 01/09/2012 | 06/29/2013 | Bobbie |  | \$0 |  |

**District/LEA SMART Goal 2 F:**

**Title: Goal 2F: Parental Notification**

The LEA will provide required communications to parents in a timely manner.

- By June, 2013, the LEA will provide 100% of parents of ELs with the following information regarding their children, in a language parents can understand:
  - o identification as EL;
  - o program placement options;
  - o program placement notification;
  - o English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used;
  - o academic achievement level;
  - o redesignation information; and
  - o at the high school level, graduation requirements and annual notification of their students' progress toward meeting those requirements.

**Strategy: 1 (number determined by identified needs)**

**Title: Annual Parent Notification Letter**

**Description:** : The district will send an annual parent notification letters, via first class US mail, containing all the required information, within the required time.

| <b>ACTION STEP:</b>   | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Target Audience</b> | <b>Estimated Costs</b> | <b>Funding Sources</b> |
|---|-------------------|-----------------|---------------------------|------------------------|------------------------|------------------------|
| <b>Title: 1.</b> Annual Notification letter (October)<br><b>Description:</b><br>Query names and addresses of all English learners in the Aeries student information system for the mail merge. Create letter, send to print shop to mail merge, and mail home to parents. | 08/01/2012        | 11/01/2012      | Bobbie Ochoa              | Parents                | \$5,300                | EIA                    |

| <b><u>ACTION STEP:</u></b>   | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Target Audience</b> | <b>Estimated Costs</b> | <b>Funding Sources</b> |
|--|-------------------|-----------------|---------------------------|------------------------|------------------------|------------------------|
| <p><b>Title:</b> Second Annual Parent Notification Letter following receipt of CELDT results (February)</p> <p><b>Description:</b> : Query names and addresses of all English learners in the Aeries student information system for the mail merge to send CELDT scores with required information in January-February, within 30 days of receipt of CELDT results.</p> | 01/30/2012        | 02/29/2012      | Bobbie Ochoa              | Parents                | \$2,670                | EIA                    |

| <b><u>Strategy2:</u></b>   | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Target Audience</b> | <b>Estimated Costs</b> | <b>Funding Sources</b> |
|--|-------------------|-----------------|---------------------------|------------------------|------------------------|------------------------|
| <p><b>Title:</b> 2 Communicate high school graduation requirements to parents of English learners and their child's progress towards meeting the requirements annually.</p> <p><b>Description:</b> Providing parents with information about school policies and expectations helps parents participate meaningfully in their child's education. The district will ensure that translated high school graduation requirements, including A-G requirements are included in the annual registration packets. The district will explain the requirements at DELAC meetings and provide translated materials for use at ELAC meetings. Translated high school graduation requirements will be posted on the district website.</p> | 02/01/2012        | 03/01/2012      | Bobbie Ochoa              |                        | \$0                    |                        |
| <b><u>ACTION STEP:</u></b>   | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Target Audience</b> | <b>Estimated Costs</b> | <b>Funding Sources</b> |
| <p><b>Title:</b> 2a. Disseminate translated high school graduation requirements, including A-G requirements</p> <p><b>Description:</b> Provide translated high school graduation requirements, including A-G requirements,</p>   | 02/01/2012        | 03/01/2012      | Bobbie Ochoa              |                        | \$0                    |                        |

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| to post on the website and distribute to parents and students (see Goal 5A).   |  |  |    |  |  |
| <b><u>ACTION STEP:</u></b>   |  |  |    |  |  |
| <b>Title: 2.</b> Present the high school graduation requirements at DELAC meetings and provide them materials to share at the ELAC meetings.   |  |  |    |  |  |
| <b>Description:</b> Explain the high school graduation and A-G requirements at DELAC meetings. DELAC representatives will share the information and handouts at their site ELAC meeting. |  |  |    |  |  |
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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 a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

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

| <b>STRENGTHS</b>   | <b>NEEDS</b>  |
|--|---|
| <p>As of March 2012 the district has over 100% of all teachers meeting the definition of highly qualified or enrolled in coursework or other activities that will lead to attaining certifications to be highly qualified status aligned with their current teaching assignment.</p> <p>As of March 2012 100% of the district's teacher have attained appropriate English Language Learner authorizations appropriate to their current teaching setting.</p> <p>The District offers the following fully accredited teacher credentialing programs; Clear General Education Multiple Subject/Single Subject Induction, Clear Education Specialist Induction with Mild Moderate/Moderate Severe transitional coursework, and Autism Spectrum Disorder Added Authorization through the BTSA Induction Department. In addition to these credentialing programs the District offers support in the following test preparation programs; CSET, RICA and other subject matter competency support.</p> <p>The District provides a coordinated and collaboratively constructed Professional Development Blackboard site that allows all teachers easy access to professional development. Additionally, the district sponsors multiple face to face professional development opportunities that include but are not limited to; Collaborative Cycle of Effective Instruction, GLAD, Model/Demonstration lessons (Instructional, RTI Coaches and BTSA Consulting Teachers), Site Administrator Training, Bullying and School Safety, Thinking Maps, Step Up To Writing and Instructional Curriculum support, pacing, and assessment.</p> <p>The District annually conducts Student</p> | <p>Expand the implementation of District-wide coordinated professional development to ensure that all stakeholders are able to access a consistent content to provided uniform delivery of best practices throughout the District that is response to student academic achievement needs.</p> <p>Expand the implementation of the Collaborative Cycle of Effective Instruction model as a foundational component on every campus to the Response to Instruction and Intervention initiative.</p> <p>Implement Site Administrator and Teacher trainings to deepen understanding and implementation of best practices for teacher effectiveness utilizing the California Standards for the Teaching Profession as criteria.</p> <p>Expand professional development focused on the use of technology to plan, deliver and assess student achievement as well as student's skills in using technology as a tool for learning.</p> <p>Maintain professional development that targets both administrators and teachers who are new to the profession providing them with support, formative and summative feedback to improve their practices and demonstrate competency in their profession.</p> |

Achievement Conferences that provide site administrators with the opportunity to directly analyze their student achievement data and create professional development priorities to address gaps and promote all students toward proficiency. The Education Services Division in response to site based professional development priorities creates comprehensive, research-based professional development activities that will address the needs identified by site administrators.

The District utilizes the CPM walk through process to assess the implementation of best practices in daily instruction and analyze the effectiveness of professional development in supporting teachers in the implementation of new strategies.



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

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

|   |                   |                 |                                 |                             |                        |                       |
|---|-------------------|-----------------|---------------------------------|-----------------------------|------------------------|-----------------------|
| District/LEA SMART Goal   |                   |                 |                                 |                             |                        |                       |
| <b>Goal 3: All students will be taught by highly qualified teachers</b><br>Per ESEA legislation, all students will be taught by highly qualified teachers. Poor and minority students will not be taught by inexperienced, unqualified or out-of-field teachers at higher rates than other students. Teachers holding Provisional Intern Permits (PIPs) and Short Term Staff Permits (STSPs) may not teach in high poverty and high minority schools. |                   |                 |                                 |                             |                        |                       |
| <b>Strategy #1</b>  |                   |                 |                                 |                             |                        |                       |
| <b>Title:</b> How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs and instructional practices tied to the standards:  |                   |                 |                                 |                             |                        |                       |
| <b>Description:</b> Annually the District identifies professional development needs based on student academic achievement of the content standards measured by state assessments as well as formative and summative evaluation systems of the curriculum, instructional programs and practices.   |                   |                 |                                 |                             |                        |                       |
| <b>ACTION STEPS</b>   |                   |                 |                                 |                             |                        |                       |
| <b>Title:</b> 1. Data Conferences- Schools Review Data and determine Professional Development based on assessment data  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b>       | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
| <b>Description:</b> Annually District leadership and site administrators analyze student academic achievement utilizing both state assessments and student performance indicators to determine teacher professional development needs. Administrators present data and plans to Cabinet and peers at Data   | 08/15/2011        | 10/30/2013      | Aileen Sterling<br>Gwenis Laura |                             | \$0                    |                       |

|   |  |            |            |                                 |                           |  |     |    |  |
|---|--|------------|------------|---------------------------------|---------------------------|--|-----|----|--|
| Conferences each fall.  |  |            |            |                                 |                           |  |     |    |  |
| <b>TASKS</b>  |  |            |            |                                 |                           |  |     |    |  |
| <b>Title:</b> 1a. District leadership analysis of state data  |  | 08/10/2011 | 06/13/2014 | Christina Lin                   | Site Administrators Staff |  |     |    |  |
| <b>Description:</b> The Coordinator of Research and Assessment provides support in the district wide analysis of state student assessment data targeting academic strengths and areas for growth to be disseminated to site administrators. |  |            |            |                                 |                           |  |     |    |  |
| <b>Title:</b> 1b. Principals analyze state and site data  |  | 08/15/2011 | 10/31/2013 | Aileen Sterling<br>Gwenis Laura |                           |  | \$0 | NA |  |
| <b>Description:</b> Principals create a report analyzing both state student achievement data and prepare presentation for data conference. Professional development needs are identified.   |  |            |            |                                 |                           |  |     |    |  |

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| <b>ACTION STEPS</b>  |  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b>                    | <b>Estimated Costs</b> | <b>Funding Source</b> |
| <b>Title:</b> 2. Identification of District Professional Development needs   |  | 08/20/2011        | 06/ 13/2013     | Anne Truex                | Professional Development costs: trainers, subs | Cost previously listed |                       |
| <b>Description:</b> Education Services Division utilizes Principals' data reports to recruit, hire, plan and implement professional development to meet teacher and student needs related to content standards and instructional delivery. |  |                   |                 |                           |  |                        |                       |
| <b>TASKS</b>   |  |                   |                 |                           |  |                        |                       |
| <b>Title:</b> 2a. District/Site delivery of Professional Development   |  | 03/ 012012        | 06/13/2013      | Elsie Simonovski          |  |                        |                       |
| <b>Description:</b> Principals/teachers attend professional development  |  |                   |                 |                           |  |                        |                       |

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| linked to both district and site specific needs. Training to include such topics as Academic Language, Thinking Maps, GLAD, EL strategies, Differentiation, Data Analysis, RtI <sup>2</sup> and researched-based first instructional strategies. |  |  |  |  |  |  |  |
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| <b>Strategy #2</b>  |  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b>    | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|---|--|-------------------|-----------------|------------------------------|-----------------------------|------------------------|-----------------------|
| <p><b>Title:</b> 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><b>Description:</b> The District provides guidelines and professional development to both site administrators and teachers in the development of differentiated instructional practices to positively impact academic achievement that will eliminate the achievement gap through the implementation of initiatives like the Collaborative Cycle of Effective Instruction, Response to Intervention and Instruction (RtI<sup>2</sup>) and other intervention models.</p> <p><b>ACTION STEPS</b></p> |  | 08/20/2011        | 06/13/2013      | Aileen Sterling Gwenis Laura |                             | \$0                    | NA                    |
| <p><b>TASKS</b></p> <p><b>Title:</b> 1a. Analyze student data to determine student needs</p> <p><b>Description:</b> Administrators and teachers collaboratively disaggregate student data to target student needs, identify remediation strategies, implement differentiated instruction and develop on-going student monitoring systems ensuring academic achievement and the elimination of the achievement gap.</p>  |  |                   |                 |                              |                             |                        |                       |
| <p><b>Title:</b> 1a. Analyze student data to identify needs</p> <p><b>Description:</b> Principals work with teachers to collaboratively analyze student data from both summative (State) assessments and formative</p>  |  | 08/01/2011        | 06/13/2014      | Aileen Sterling Gwenis Laura |                             | \$0                    |                       |

|   |  |            |                                 |     |  |
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| classroom (PSA) performance indicators to determine individual strengths and areas for growth linked to the academic content standards. | 08/25/2011   | 06/13/2014 | Aileen Sterling<br>Gwenis Laura | \$0 |  |
|   | <b>Title:</b> 1b. Identify target goals for students<br><b>Description:</b> Principals work with teachers to identify school wide and student specific academic growth targets linked to the content standards for all students. |            |                                 |     |  |

| <b><u>ACTION STEPS</u></b>   | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b>         | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|--|-------------------|-----------------|-----------------------------------|-----------------------------|------------------------|-----------------------|
| <b>Title:</b> 2. Differentiated Instruction to meet student needs<br><b>Description:</b> Teachers will utilize instructional strategies to differentiate lessons to best meet the needs of the students.   | 08/25/2011        | 06/13/2014      | Aileen Sterling<br>Gwenis Laura   |                             | \$0                    |                       |
| <b>TASKS</b><br><b>Title:</b> 2a. Build expertise in differentiating instruction<br><b>Description:</b> Principals, based on staff needs, identify and implement professional development that will provide teachers with competencies for the delivery of high quality, multi-tiered instruction focused on remediating student deficits in the academic content areas. | 08/25/2011        | 06/13/2014      | Elsie Simonovski<br>Julie McNealy |                             | \$0                    |                       |
| <b>Title:</b> 2b. Implement high quality differentiated instruction<br><b>Description:</b> Principals will provide teachers with training, support, and  | 08/25/2011        | 06/13/2014      | Aileen Sterling<br>Gwenis Laura   |                             | \$0                    |                       |

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| <p>feedback on the effective planning and delivery of high quality lesson that are crafted to increase student engagement, remediate deficit areas and improve academic achievement.</p>   |            |            |                  |  |     |  |
| <p><b>Title:</b> 2c. Analyze lesson delivery based on student work<br/><b>Description:</b> Principals train and support teachers in evaluating instruction using error analysis of students' work and California Standards of the Teaching Profession based observations creating remediation strategies ensuring students meet targeted academic goals.</p> | 08/25/2011 | 06/13/2014 | Elsie Simonovski |  | \$0 |  |

**Strategy #3**

**Title:** 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:  
**Description:** The District Education Services Division coordinates professional development utilizing multiple funding resources and programs to ensure that a cohesive professional development delivery plan incorporates the assessed needs of teachers in promoting high quality instruction for all students.

**ACTION STEPS**

|  | Start Date | End Date   | Person Responsible | Related Expenditures | Estimated Costs | Funding Source |
|--|------------|------------|--------------------|----------------------|-----------------|----------------|
| <p><b>Title:</b> 1. District coordination of professional development<br/><b>Description:</b> Members within the Education Services Division, representing all district departments linked with the delivery of high quality instruction, administer categorically and federally funded professional development coordinating activities to ensure cohesive delivery to teachers focused on improving instructional delivery to meet student academic needs.</p> | 07/01/2011 | 06/30/2014 | Elsie Simonovski   |                      | \$0             |                |

| <b>TASKS</b>  |            |            |                  |  |  |     |  |  |    |
|---|------------|------------|------------------|--|--|-----|--|--|----|
| <b>Title:</b> 1a. Identification of professional development needs<br><b>Description:</b> Education Services Division utilizes Principals' data report to implement coordinated professional development across all departments providing cohesive activities that build upon current teacher expertise | 07/01/2011 | 06/30/2014 | Elsie Simonovski |  |  | \$0 |  |  | NA |
|   | 07/01/2012 | 06/30/2013 | Gwen Davis       |  |  | \$0 |  |  |    |
| <b>Title:</b> 1b. Blackboard Content Maintenance<br><b>Description:</b> Each Coach or coordinator maintains their specialty Blackboard site and is coordinated by the Ed Tech Coordinator.  |            |            |                  |  |  |     |  |  |    |

| <b>ACTION STEPS</b>  |            |            |                              |                        |  |                   |  |  |  |
|--|------------|------------|------------------------------|------------------------|--|-------------------|--|--|--|
| <b>Title:</b> 2. Professional Development Presenters<br><b>Description:</b> Provide specific, targeted professional development for teachers and administrators.   | 08/01/2011 | 06/30/2014 | Anne Truex<br>Linda Stoterau | Teachers<br>Principals |  | \$0               |  |  |  |
|  | 08/01/2011 | 06/30/2014 | Elsie Simonovski             | Salaries               |  | Previously listed |  |  |  |
| <b>Title:</b> 2a. District Professional Development Trainers<br><b>Description:</b> The district has categorically funded full or part-time Instructional Coaches, EL Specialists, and coordinators that delivered staff development activities focused on remediation and acceleration of core content and instructional strategies. Teacher representatives are also trained to provide training on specific topics e.g. Thinking Maps, Path to Proficiency, and |            |            |                              |                        |  |                   |  |  |  |

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| Step Up to Writing.  |            |            |            |  |                   |  |
| <b>Title:</b> 2b. Educator's Coop Professional Development   | 03/01/2012 | 09/30/2013 | Anne Truex |  | Previously listed |  |
| <b>Description:</b> Educator's Coop, an outside professional development, will provide staff development identified in the Title I Corrective action plan. Training topics will include Common Core State Standards; Academic Language, Language Objectives and student engagement strategies. |            |            |            |  |                   |  |

| <u><b>ACTION STEPS</b></u>   | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditure</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|--|-------------------|-----------------|---------------------------|----------------------------|------------------------|-----------------------|
| <b>Title:</b> 3. On-line professional development access<br><b>Description:</b> Educational Services Division creates and maintains a "Blackboard" electronic professional development training site that incorporates content and trainings from all departments to provide increased teacher and administrator access. | 08/01/2011        | 06/30/2014      | Gwen Davis                |                            | \$0                    |                       |

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| <b>Strategy #4</b><br><b>Title:</b> The professional development activities that will be made available to address the needs of those new to the profession both teachers and principals:<br><b>Description:</b> The District provides comprehensive training for both teachers and administrators who are new to the profession through the OUSD BTSA Induction and AB430- Administrator training programs. These programs provide opportunities for candidates to demonstrate competency as measured by the California Standards for the Teaching Profession (CSTP)/Standards for School Leaders, and Induction Standards. Candidates demonstrating competency in these program are awarded the appropriate credentials. |
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| <b><u>ACTION STEPS</u></b>  |   | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|---|---|-------------------|-----------------|---------------------------|-----------------------------|------------------------|-----------------------|
| <b>Title: 1. BTSA Activities for New Teachers</b><br><b>Description:</b> OUSD sponsors a fully accredited BTSA Induction Program which provides both formative and summative assessment for Preliminary Multiple/Single Subject and Preliminary Education Specialist and Preliminary Education Specialist Credential holders to demonstrate competency in CSTP and the Induction Standards under the direction of a trained Consulting Teacher to be recommended for an appropriate Clear Credential. |   | 07/01/2011        | 06/30/2014      | Julie McNealy             |                             | \$105,000              | Title II Part A       |
|   | <b>TASKS</b><br><b>Title: 1a. Hire and train BTSA Consulting Teachers</b><br><b>Description:</b> Annually the OUSD BTSA program recruits, hires and provides extensive training for Consulting Teachers to support novice program candidates. Consulting Teachers are training in CSTP, mentorship, adult learning theory and the Induction Standards |                   | 07/01/2011      | 06/30/2014                | Julie McNealy               | Teachers               | \$63,000              |
| <b>Title: 1b. Professional Development for teacher candidates</b><br><b>Description:</b> Program participants in the OUSD BTSA Induction access professional development tailored to their Individual Induction Plan through site-based activities and program based trainings which are delivered in both face to face and electronic  |   | 07/01/2011        | 06/30/2014      | Julie McNealy             | Teachers                    | \$3,000                | Title II Part A       |
|   |   |                   |                 |                           |                             |                        |                       |



|   |            |            |               |          |          |                 |  |  |  |
|---|------------|------------|---------------|----------|----------|-----------------|--|--|--|
| training formats.   |            |            |               |          |          |                 |  |  |  |
| <b>Title:</b> 1c. Assessment of Teacher Candidates  | 07/01/2011 | 06/30/2014 | Julie McNealy | Teachers | \$10,000 | Title II Part A |  |  |  |
| <b>Description:</b> Program participants receive both formative and summative feedback on their ability to demonstrate competency in the CSTP and Induction Standards to receive a clear credential recommendation. |            |            |               |          |          |                 |  |  |  |
| <b>Title:</b> 1d. District based Principal trainings  | 07/01/2011 | 06/30/2014 | Julie McNealy | Teachers | \$0      | N/A             |  |  |  |
| <b>Description:</b> Annually the District provides novice Site Administrators skill building training that supports their work in teacher evaluation, instructional practice guidance and remediation.              |            |            |               |          |          |                 |  |  |  |

**Strategy #5**

**Title:** 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.

**Description:** The Educational Technology Department works in collaboration with professional developers from all Educational Services Departments to embed technology into all aspects of professional development ensuring trainings that will prepare teachers with 21<sup>st</sup> Century Teaching Skills.

**ACTION STEPS**

**Title:** 1. Technology linked content, learning, and literacy

**Description:** The District utilized carry over funding from Title II Part D and other resources (Title I, EIA/LEP and Title III) to coordinate the delivery of professional development and resources that are focused on state of the art

| Start Date | End Date   | Person Responsible | Related Expenditures | Estimated Costs | Funding Source             |
|------------|------------|--------------------|----------------------|-----------------|----------------------------|
| 07/01/2011 | 06/30/2014 | Gwen Davis         |                      | \$12,000        | Title II Part D carry over |

|  |            |            |            |          |                 |  |  |  |  |
|--|------------|------------|------------|----------|-----------------|--|--|--|--|
| delivery of content to remediate and accelerate student academic achievement.  |            |            |            |          |                 |  |  |  |  |
| <b>TASKS</b>   |            |            |            |          |                 |  |  |  |  |
| <b>Title:</b> 1a. Technology Professional Development  | 07/01/2012 | 06/30/2013 | Gwen Davis | \$15,000 | Title II part A |  |  |  |  |
| <b>Description:</b> Instructional Technology Coaches (ITC) (stipended teacher representatives from each site) are trained on technology programs, Blackboard and learning tools, Internet Safety, ABI Gradebook, and the data management system. ITC reps provide training and support for teachers at their site. |            |            |            |          |                 |  |  |  |  |

**Strategy #6**

**Title:** How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.);

**Description:** The District provides all teachers with well trained district and site-based instructional support to become critical and fluent users of technological resources and use available technology to assess, plan and deliver instruction so all students can learn. Technical support staff also supports teachers as they enable students to use technology to advance their learning.

| <b>ACTION STEPS</b>   | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|---|-------------------|-----------------|---------------------------|-----------------------------|------------------------|-----------------------|
| <b>Title:</b> 1. Site Based Technical Support Staff   | 08/20/2011        | 06/30/2014      | Gwen Davis                |                             | \$0                    |                       |
| <b>Description:</b> Annually the district site-based professional developers provide on-going technical support for teachers and support staff in the effective instructional use of technology. The district provides monthly training and support for these professional developers to ensure that they are able to provide current resources and |                   |                 |                           |                             |                        |                       |

|  |  |            |            |               |  |     |  |
|--|--|------------|------------|---------------|--|-----|--|
| support services.  |  |            |            |               |  |     |  |
| <b>TASKS</b>   |  |            |            |               |  |     |  |
| <b>Title:</b> 1a. Web-based Support Services for teachers  |  | 07/01/2012 | 06/30/2014 | Gwen Davis    |  | \$0 |  |
| <b>Description:</b> Technology support staff provides on-line professional development that includes but is not limited to technology embedded lesson design, electronic content delivery for both synchronous and asynchronous learning environments.         |  |            |            |               |  |     |  |
| <b>Title:</b> 1b. Utilizing technology to support student assessment   |  | 08/15/2011 | 06/30/2014 | Christina Lin |  | \$0 |  |
| <b>Description:</b> The district provides a blend of both face to face and on-line professional development to assist teachers and site administrators in the use of technology to assess student academic achievement.  |  |            |            |               |  |     |  |
| <b>Title:</b> 1c. Student use of technology for learning   |  | 07/01/2011 | 06/30/2014 | Gwen Davis    |  | \$0 |  |
| <b>Description:</b> Teachers and Library Media Specialists and other school staff are provided with professional development, resources, content, and support in enabling students to critically, fluently, and safely utilize technology to advance learning. |  |            |            |               |  |     |  |

**Strategy #7**  
**Title:** 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:  
**Description:** The District has created multiple on-going forums inclusive of a variety of stakeholders who are focused on the development, implementation and on-going monitoring of professional development activities throughout the district. Input from these stakeholder groups is utilized by the Educational Services Division in creating a comprehensive professional development plan that meets the needs of students, teachers and administrators resulting in improved student achievement.

| <b><u>ACTION STEPS</u></b>   |  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|--|--|-------------------|-----------------|---------------------------|-----------------------------|------------------------|-----------------------|
| <b>Title:</b> 1. Collaboration for Professional Development<br><b>Description:</b> The District has developed a system that allows the professional development input to be used as an integral component in the development of District Strategic Plans, Goals and the LEA Plan to drive instructional decisions within the district. | <b>TASKS</b>   | 07/01/2011        | 6/30/2014       | Gunn Marie Hansen         |                             | \$0                    | N/A                   |
|  | <b>Title:</b> 1a. Multiple stakeholder group meetings<br><b>Description:</b> Stakeholder groups including; Curriculum Council; District English Language Committee; Community Advisory Committee for GATE, Special Education, and Native Americans; and BTSA Induction Advisory Board meet consistently providing input to the District's professional development vision and goals. | 07/01/2011        | 6/30/2014       | Gunn Marie Hansen         |                             | \$0                    | N/A                   |

**Strategy #8**

**Title:** How the LEA will provide training to enable teachers to address the needs of special populations, English language learners, and ensure equitable access to the core curriculum by our diverse populations:

**Description:** The District mandates that Principals in collaboration with their teachers and district staff annually analyze the assessed needs of significant subgroups within their school (including but not limited to English Learners and Special Populations) and create a professional development plan focused on ensuring equitable access to the core curriculum to improve student achievement and close the achievement gap.

| <b><u>ACTION STEPS</u></b>  |              | <b>Start Date</b> | <b>End Date</b>                       | <b>Person Responsible</b> | <b>Related Expenditures</b> | <b>Estimated Costs</b> | <b>Funding Source</b> |
|---|--------------|-------------------|---------------------------------------|---------------------------|-----------------------------|------------------------|-----------------------|
| <p><b>Title:</b> 1. Equitable access for all students</p> <p><b>Description:</b> Principals utilize the analysis of student data to identify a comprehensive professional development plan; access appropriate District professional developers enforce the implementation of new instructional practices and evaluate the success of these practices in meeting academic needs of diverse students to close the achievement gap.</p> | 07/01/2011   | 06/30/2014        | Gwenis<br>Laura<br>Aileen<br>Sterling |                           | \$0                         |                        |                       |
|   | <b>TASKS</b> |                   |                                       |                           |                             |                        |                       |
| <p><b>Title:</b> 1a. Determine site-based professional development</p> <p><b>Description:</b> The District provides a wide variety of on-staff professional development experts in; English Learners, Special Populations, Engagement, Lesson Design, etc. available to provide training to meet the assessed needs of each school site. Principals and Instructional Leadership teams will plan site-based trainings.</p>            | 08/01/2011   | 06/30/2014        | Gwenis<br>Laura<br>Aileen<br>Sterling |                           | \$0                         |                        |                       |
|   | <b>TASKS</b> |                   |                                       |                           |                             |                        |                       |
| <p><b>Title:</b> 1a. Professional Development training and evaluation</p> <p><b>Description:</b> Principals supervise and evaluate the effectiveness of site based training through both formative and summative processes that measure teachers' abilities to use new practices to positively impact student achievement for diverse student populations.</p>  | 08/20/2011   | 6/30/2014         | Gwenis<br>Laura<br>Aileen<br>Sterling |                           | \$0                         |                        |                       |
|   | <b>TASKS</b> |                   |                                       |                           |                             |                        |                       |

**Strategy #9**

**Title:** How the LEA will use funds under this subpart to meet the requirements of Section 1119:

**Description:** The District twice annually reviews the Highly Qualified Teacher (HQT) status of each staff member for alignment with the requirements of their current teaching assignment. Misaligned teachers are addressed as indicated in the Compliance, Monitoring, Intervention and Sanctions (CMIS) Equitable Distribution Monitoring System Report. Annually funds from Title II Teacher Quality are utilized to support teachers in reaching compliance.

**ACTION STEPS**

**Title:** 1. Process for HQT evaluation and monitoring  
**Description:** The Human Resources Department in collaboration with the BTSA Induction Coordinator are solely responsible for annual review of HQT teacher status, identification of deficiencies and development of remediation plans in coordination with site administrators and district personnel.

**TASKS**

**Title:** 1a. Professional Development to attain HQT status  
**Description:** Annually teachers identified with inappropriate HQT status as aligned to their current teaching assignment are enrolled in either the Verification Process for Teachers in Special Settings (VPSS) or other professional development to attain compliance.

| Start Date | End Date   | Person Responsible                       | Related Expenditures   | Estimated Costs | Funding Source     |
|------------|------------|--|------------------------|-----------------|--------------------|
| 07/01/2011 | 06/30/2014 | Ed Kissee<br>Julie McNealy<br>Anne Truex | Principals<br>Teachers | \$0             |                    |
| 07/01/2011 | 06/30/2014 | Ed Kissee<br>Julie McNealy<br>Anne Truex |                        | \$5,000         | Title II<br>Part A |

**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   |
|--|---|
| <ol style="list-style-type: none"> <li>1. The Orange Unified School District and individual school sites have a strategic plan outlining their vision for a positive school-learning environment. This plan is based on resiliency factors and is aligned with effective approaches to create positive learning environments.</li> <li>2. Our district adopted a science based program for targeted grade levels that meets our students' needs. In addition, prevention objectives are integrated into the Science and Health Course of Study.</li> <li>3. Activities that foster a positive school climate, such as Red Ribbon Week, PAL, PBIS, Best Buddies, Project Alert, and Character Education will continue to be implemented within the district to support a Safe, Drug-free Bully-Free environment.</li> <li>4. The district has a strongly enforced and well-publicized progressive discipline policy.</li> <li>5. There is a clear set of emergency procedures and opportunities for practice drills. The District was awarded a Readiness and Emergency Management for Schools federal grant to improve our emergency preparedness and response.</li> <li>6. Administrators and staff support the view that emotional, psychological and social needs of students are intrinsically related to academic achievement and promote this approach.</li> <li>7. Parents are provided with information through the <i>Parent-Student Handbook</i>.</li> <li>8. There is a close working relationship with effective communication between the OUSD and the agencies that serve the communities within the school district boundaries.</li> <li>9. To identify attendance concerns a system is in place to identify truancy, and to provide early intervention by site staff and administrative support for ongoing services to students and their families.</li> <li>10. The physical environment is well maintained. Many classrooms have been modernized to facilitate both safety and learning.</li> <li>11. The OUSD has a Facilities Committee and a district coordinator that addresses needs throughout the district for maintaining State compliance.</li> <li>12. In house detention, in house suspension and Saturday School Programs are in place to address discipline issues.</li> <li>13. For internet safety, OUSD has a strong filter in place and a system that allows the District to monitor the activities of all computers.</li> </ol> | <ol style="list-style-type: none"> <li>1. The data from the California Healthy Kid Survey (CHKS) data continues to be analyzed by district staff, and school staff.</li> <li>2. Findings from the CHKS staff climate survey will be incorporated into the Safe School Plan</li> <li>3. Schools will continue to reduce the incidents of bullying by further identification and implementation of strategies.</li> <li>4. Review individual school site's bullying prevention program</li> <li>5. Expand the Positive Behavioral Interventions and Supports (PBIS) program to more schools.</li> <li>6. Promote the continued development of the PAL Program in OUSD schools.</li> <li>7. Continue emergency preparedness training and implement emergency response best practices throughout the District.</li> </ol> |

14. The BTSA Induction Program provides the participating teachers in both the general education and special education classrooms with the tools to develop an environment conducive to learning for all students.
15. A staff climate site survey was administered as a part of the CHKS.

**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**

Orange Unified School District has an established comprehensive program to address attendance and behavioral/disciplinary concerns. Attendance, behavioral reinforcement, and school-wide positive behavior programs are implemented at individual school sites. Student attendance is closely monitored at the individual school sites with information provided to parents in a timely manner regarding absences and tardiness. Schools utilize their staff to make this initial contact with families regarding a child who is truant or is manifesting behavioral/disciplinary problems. Attendance and behavioral concerns are then addressed at the school site through parent conferences and/or Student Success Team meetings. Individual positive behavioral support programs are developed and implemented to address these concerns. Students who continue to manifest attendance/behavioral problems, despite these interventions, are referred to the School Attendance Review Board, which meets regularly to review student attendance and/or ongoing behavioral concerns. Community resources and/or district resources are then utilized to provide positive support for both attendance and discipline issues.

Appropriate student behavior is a high priority in the Orange Unified School District as evidenced by the provision of environments that positively reinforce appropriate behavior. Student standards are communicated annually through both the OUSD Parent Student Handbook and individual school site handbooks. Visuals are displayed in classrooms that remind students of standards and consequences for inappropriate behavior. A broad range of programs and clubs to engage students are implemented throughout OUSD such as homework centers, tutoring, ROP courses, athletics, drama, music, and journalism. Programs are established on individual school sites to positively reinforce adherence to these standards.

Inappropriate student behavior is initially addressed at the site through student and/or parent conferences. As necessary, a referral is made to the Student Success Team. Within the context of this meeting individual positive behavioral support actions are developed. Referrals to district programs and outside agencies are also generated as needed in order to provide a positive learning experience for the student. In addition, the district utilizes the "Placement Committee" to address serious violations of behavioral standards that are grounds for suspension or expulsion.

The Orange Unified School District recruits parents from all ethnic and socioeconomic groups to be involved in the planning and evaluation of programs. Parents serve on advisory boards and committees, such as; District Advisory Committee (DAC), DELAC- English Language Advisory, Community Advisory Committees for GATE, Special Education and Native American programs and School Site Councils. In addition, the PTA/PTSO/PTSA is an active participant in prevention programs for students within the district. They operate both the Pennies for Prevention program, which provides supplemental funds for prevention activities, and Red Ribbon Week activities throughout the school district.

Regular communication is an important facet to ensure parent involvement in these ongoing activities. A variety of communication avenues including, but not limited to; opening day packets, school and PTA bulletins, school and district websites, Blackboard sites, the Community Access Channel continue to provide information on ongoing programs, and activities. In addition, parent mailings are utilized to address issues relative to Parent Choice Options and Safe School Status as mandated to meet the required timelines addressed in NCLB.



**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.

| <b>STRENGTHS</b>  | <b>NEEDS</b>  |
|---|---|
| <ol style="list-style-type: none"><li>1. Ongoing data collection through the CHKS and school surveys. Additional information is gathered on crime incidents, expulsion, suspensions and discipline issues.</li><li>2. Each school reviews, approves, implements and evaluates a Safe School Plan.</li><li>3. Emergency and security system upgrades throughout the district.</li><li>4. Community organizations and resources provide services to at-risk students and their families regarding tobacco, drug, alcohol abuse, and other risk behaviors.</li></ol> | <ol style="list-style-type: none"><li>1. Continue to analyze CHKS and other relevant data for the development of Safe School Plans.</li><li>2. Staff development/training will be provided as needed.</li><li>3. Resources within the community will be shared with staff and community. Partnerships, if appropriate, will be established between schools and our community.</li></ol> |

**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:

| <b>Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey</b> | <b>Most Recent Survey date: 2/2010 Baseline Data</b>                  | <b>Biennial Goal (Performance Indicator)</b>                              |
|---|---|---|
| The percentage of students that have ever used cigarettes will decrease biennially by:  | 5 <sup>th</sup> 3 %<br>7 <sup>th</sup> 13 %                           | 5 <sup>th</sup> -.25 %<br>7 <sup>th</sup> -.5 %                           |
| The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:                     | 7 <sup>th</sup> 5 %<br>9 <sup>th</sup> 11 %<br>11 <sup>th</sup> 17 %  | 7 <sup>th</sup> -.25 %<br>9 <sup>th</sup> -.5 %<br>11 <sup>th</sup> -.1 % |
| The percentage of students that have used marijuana will decrease biennially by:  | 5 <sup>th</sup> 1 %<br>7 <sup>th</sup> 8 %                            | 5 <sup>th</sup> -.25 %<br>7 <sup>th</sup> -.5 %                           |
| The percentage of students that have used alcohol within the past 30 days will decrease biennially by:                        | 7 <sup>th</sup> 12 %<br>9 <sup>th</sup> 24 %<br>11 <sup>th</sup> 34 % | 7 <sup>th</sup> -.25 %<br>9 <sup>th</sup> -.5 %<br>11 <sup>th</sup> -.5 % |
| The percentage of students that have used marijuana within the past 30 days will decrease biennially by:                      | 7 <sup>th</sup> 5 %<br>9 <sup>th</sup> 14 %<br>11 <sup>th</sup> 20 %  | 7 <sup>th</sup> -.25 %<br>9 <sup>th</sup> -.5 %<br>11 <sup>th</sup> -.1 % |

|   |   |   |
|---|---|---|
| The percentage of students that feel very safe at school will <b>increase</b> biennially by:  | 5 <sup>th</sup> 54 %<br>7 <sup>th</sup> 22 %<br>9 <sup>th</sup> 15 %<br>11 <sup>th</sup> 20 % | 5 <sup>th</sup> +1 %<br>7 <sup>th</sup> +2%<br>9 <sup>th</sup> +2 %<br>11 <sup>th</sup> +1 %  |
| The percentage of students that have been afraid of being beaten up during the past 12 months will <b>decrease</b> biennially by:   | 7 <sup>th</sup> 15 %<br>9 <sup>th</sup> 12 %<br>11 <sup>th</sup> 8 %                          | 7 <sup>th</sup> -1 %<br>9 <sup>th</sup> -1 %<br>11 <sup>th</sup> -1 %                         |
| <b>Truancy Performance Indicator</b>  |   |   |
| The percentage of students who have been truant will <b>decrease</b> annually by .25% from the current LEA rate shown here.<br><br>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. | 15%   |   |
| <b>Protective Factors<br/>Performance Measures<br/>from the California Healthy Kids Survey</b>  | Most recent<br>date:<br>4 / 2006<br><br>Baseline Data   | Biennial<br>Goal<br>(Performance<br>Indicator)  |
| The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will <b>increase</b> biennially by:  | 5 <sup>th</sup> 57 %<br>7 <sup>th</sup> 33 %<br>9 <sup>th</sup> 28 %<br>11 <sup>th</sup> 34 % | 5 <sup>th</sup> +1 %<br>7 <sup>th</sup> +1 %<br>9 <sup>th</sup> +1 %<br>11 <sup>th</sup> +1 % |
| The percentage of students that report high levels of high expectations from a teacher or other adult at their school will <b>increase</b> biennially by:   | 5 <sup>th</sup> 62 %<br>7 <sup>th</sup> 55 %<br>9 <sup>th</sup> 44 %<br>11 <sup>th</sup> 46 % | 5 <sup>th</sup> +1 %<br>7 <sup>th</sup> +1 %<br>9 <sup>th</sup> +1 %<br>11 <sup>th</sup> +1 % |

|   |   |   |
|---|---|---|
| <p>The percentage of students that report high levels of opportunities for meaningful participation at their school will <b>increase</b> biennially by:</p> | <p>5<sup>th</sup> 14 %<br/>7<sup>th</sup> 12 %<br/>9<sup>th</sup> 13 %<br/>11<sup>th</sup> 14 %</p> | <p>5<sup>th</sup> +.5 %<br/>7<sup>th</sup> +.5 %<br/>9<sup>th</sup> +.5 %<br/>11<sup>th</sup> +.5 %</p> |
| <p>The percentage of students that report high levels of school connectedness at their school will <b>increase</b> biennially by:</p>                       | <p>5<sup>th</sup> 61 %<br/>7<sup>th</sup> 49 %<br/>9<sup>th</sup> 42 %<br/>11<sup>th</sup> 44 %</p> | <p>5<sup>th</sup> +.5 %<br/>7<sup>th</sup> +1 %<br/>9<sup>th</sup> +1 %<br/>11<sup>th</sup> +1 %</p>    |

**Other Performance Measures**

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

| <p><b>LEA Specified Performance Measures</b></p> <hr/> <p><b>(Process to Collect Data)</b></p> | <p><b>Performance Indicator Goal</b></p> | <p><b>Baseline Data</b></p> |
|--|--|-----------------------------|
|  |  |                             |

**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.

| <b>Science-Based Program Name</b> | <b>Program ATODV Focus</b> | <b>Target Grade Levels</b> | <b>Target Population Size</b> | <b>Purchase Date</b> | <b>Staff Training Date</b> | <b>Start Date</b> |
|-----------------------------------|----------------------------|----------------------------|-------------------------------|----------------------|----------------------------|-------------------|
| <b>Project Alert</b>              | ATODV                      | 7 and 8                    | 4,600                         | 10/04                | 11/04                      | 1/05              |
| <b>Too Good For Drugs</b>         | ATODV                      | 1-6 and 9                  | 10,900                        | 5/08                 | 7/08                       | 7/08              |
|                                   |                            |                            |                               |                      |                            |                   |

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

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

| Check | Activities  | Program ATODV Focus | Target Grade Levels |
|-------|---|---------------------|---------------------|
| ✓     | After School Programs                                 | ATODV               | 1-12                |
| ✓     | Conflict Mediation/Resolution                         | V                   | 1-6                 |
| ✓     | Early Intervention and Counseling                     | ATODV               | K-12                |
| ✓     | Environmental Strategies                              | ATODV               | K-12                |
| ✓     | Family and Community Collaboration                    | ATODV               | K-12                |
| ✓     | Media Literacy and Advocacy                           | ATODV               | 3-12                |
| ✓     | Mentoring   | ATODV               | 1-12                |
| ✓     | Peer-Helping and Peer Leaders                         | V                   | K-12                |
| ✓     | Positive Alternatives                                 | ATODV               | K-12                |
| ✓     | School Policies                                       | ATODV               | K-12                |
| ✓     | Service-Learning/Community Service                    | ATODV               | K-12                |
| ✓     | Student Assistance Programs                           | ATODV               | K-12                |
| ✓     | Tobacco-Use Cessation                                 | T                   | K-12                |
|       | Youth Development/Caring Schools<br>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.

|  |
|--|
| Analysis of 2012 CHKS data when available. |
|--|

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

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

The Orange Unified School District has conducted the CHKS beginning in the 2001/2002 school year and continues to use it every other year. A TUPE grant provides the funding for 7<sup>th</sup>, 9<sup>th</sup> and 11<sup>th</sup> for 2012 and 2014 surveys. The data from the CHKS survey will be analyzed by district to determine trends and specific strengths and needs. These trends will then be incorporated into the OUSD Strategic Plans and site School Safety plans.

**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 Accountability and Special Programs office shall develop a process and timeline to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs during the 2011-2012 school year. The Board of Education will receive an analysis CHKS data. School Site Councils will examine the school data, and write goals based on the data for their Single Plans for Student Achievement and the Safe Schools Plan

**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])

Currently there is no SDFSC funding. The district received a TUPE grant to fund the CHKS for two years of surveys. The district remains committed to providing services for students.

The Orange Unified School District defines the highest need students as students who are performing below academic standards, have poor attendance, and have a history of discipline referrals.

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

- a. Early academic intervention through tutoring and credit recovering
- b. Early intervention services from community counseling resources
- c. After-school activities that focus on opportunities to participate in non-academic, creative, and athletic activities.
- d. Programs for students cited for ATODV use on campus, bullying and other discipline problems



**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.

Currently there is no SDFSC funding.

The Student and Community Services department of works with schools and agencies to provide alcohol, tobacco, other drugs and violence prevention services and referrals as needed.

The Gang Intervention Reduction Partnership (GRIP) is a community collaboration between the school district, district attorney's office, four law enforcement agencies, Angels Baseball and more than eleven community based organizations and businesses whose focus is keeping kids out of gangs. GRIP establishes programs of staff and parent education, intervention and student support at participating elementary and middle schools. The GRIP program has no financial support and relays on partners for personnel and supplies.

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

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

Parents are involved in the Orange Unified School District at many levels, including planning and designing programs, implementing strategies through volunteering in the classroom and after school, and volunteering on committees such as School Site Councils and PTA/PFSO. Parents are recruited from all ethnic and socioeconomic groups in our district to be representatives on the above committees. The PTA is an active supporter of prevention programs for our students. They support Pennies for Prevention program in the fall that provides supplemental funds for prevention activities at the schools. They are in charge of Red Ribbon Week activities throughout the school district.

Regular communication throughout the year, in the School News publication, in school and PTA bulletins, and in the opening school packet will continue to inform parents of a variety of issues. Other notification procedures on such issues as "Parent Choice Options" and Safe School Status are in place to meet the required timelines indicated by NCLB. Letters will be mailed to every parent in identified schools yearly to notify them of their options.

**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.

Pregnant minors have the option to transfer to the Orange County Department of Education Teen Mom Program and receive additional tobacco prevention education as a part of the prenatal class curriculum. This is a small group setting giving the teacher a high level of contact with each student. Any indication of current tobacco use is met with one on one counseling between teacher and student, and referral to an appropriate Community Based Organization (CBO) providing cessation services.

The program for students attending this site includes, but is not limited to, the following material containing TUPE information: Morning Glory Press – specific to pregnant teens; “Teen Health Book II”; and “Decisions For Health I and II”.

Representatives from the Orange County Health Care Agency Adolescent Family Life Program (AFLP) regularly visit the program site to offer services to the students. This is a voluntary case management program for pregnant and parenting teens offering guidance and resources that promote healthy pregnancies, healthy babies, education and other appropriate goals.

Pregnant minors who choose to remain at their regular school site have available to them referral to CBO cessation services and AFLP by either the school nurse or their counselor.

**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 |
|----------------------------|----------------------|
| <b>No positions funded</b> |                      |
|                            |                      |
|                            |                      |

**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.

|  |                   |                 |                           |                        |                        |                        |
|--|-------------------|-----------------|---------------------------|------------------------|------------------------|------------------------|
| <b>District/LEA SMART Goal 5A:</b>   |                   |                 |                           |                        |                        |                        |
| <b>Title: Increase Graduation Rate</b>   |                   |                 |                           |                        |                        |                        |
| <b>Description:</b> • By June, 2013, the graduation rate will increase from 93.54% to 94%.<br>• By June, 2013, the English learner graduation rate will increase from 77.1% to 80.5%.  |                   |                 |                           |                        |                        |                        |
| <b>Strategy #1: (number determined by identified needs)</b>  |                   |                 |                           |                        |                        |                        |
| <b>Title:</b> Providing information on graduation requirements   |                   |                 |                           |                        |                        |                        |
| <b>Description:</b> Providing parents with information about school policies and expectations helps parents participate meaningfully in their child's education. Providing multiple communications of high school graduation requirements, including A-G requirements, will increase awareness and importance of graduating.   |                   |                 |                           |                        |                        |                        |
| <b><u>ACTION STEP:</u></b>   | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Target Audience</b> | <b>Estimated Costs</b> | <b>Funding Sources</b> |
| <b>Title:</b> 1. Graduation requirements communication<br><b>Description:</b> Providing parents with information about school policies and expectations helps parents participate meaningfully in their child's education. Providing multiple communications of high school graduation requirements, including A-G requirements, will increase awareness and importance of graduating. | 08/25/2011        | 06/13/2013      | Aileen Sterling           | Parents                | \$0                    |                        |

| <b>TASK</b>   |            |            |                 |                     |     |  |  |  |
|---|------------|------------|-----------------|---------------------|-----|--|--|--|
| <b>Title: 1a.</b> Inform students and parents of graduation requirements.<br><b>Description:</b> Principals to ensure graduation and college readiness requirements are part of the registration materials. Students and parents of all 9 <sup>th</sup> graders meet with counselors to inform them of graduation requirements. | 08/25/2011 | 06/13/2013 | Principals      | Parents<br>Students | \$0 |  |  |  |
|   |            |            |                 |                     |     |  |  |  |
| <b>Title: 1b.</b> Website access to requirements<br><b>Description:</b> Post high school graduation requirements, with translation, on the district website.  | 02/01/2012 | 03/01/2012 | Bobbie Ochoa    | Parents<br>Students | \$0 |  |  |  |
|   |            |            |                 |                     |     |  |  |  |
| <b>Title: 1c.</b> Explore other ways to communicate and inform parents.<br><b>Description:</b> Convene counselors and administrators to explore alternative methods of communicating annually to parents about the graduation requirements and their child's progress towards graduation.                                       | 02/01/2012 | 06/15/2012 | Aileen Sterling | Parents             | \$0 |  |  |  |
|   |            |            |                 |                     |     |  |  |  |

|   |            |            |            |                  |     |  |
|---|------------|------------|------------|------------------|-----|--|
| <p><b>Title: 1d.</b> Inform parents of their student's grades in class.</p>   | 08/25/2011 | 06/13/2013 | Principals | Parents Students | \$0 |  |
| <p><b>Description:</b> Parents are trained to use the "Parent Portal" to track their student's class assignments. They have the ability to contact teachers by email to inquire about missing assignments and low grades. Parents also receive mid-quarter progress reports if their child is in danger of failing a class.</p> |            |            |            |                  |     |  |

|   |            |            |            |          |     |  |
|---|------------|------------|------------|----------|-----|--|
| <p><b>Strategy #2:</b> <i>(number determined by identified needs)</i></p>   |            |            |            |          |     |  |
| <p><b>Title:</b> Freshman Seminar class high school to college/career curriculum</p>  |            |            |            |          |     |  |
| <p><b>Description:</b> In the Freshman Seminar curriculum there are many opportunities for all students to understand why a high school diploma is important and explore college and career options.</p>  |            |            |            |          |     |  |
| <p><b>ACTION STEP:</b></p>  | 08/25/2011 | 06/13/2013 | Principals | Students | \$0 |  |
| <p><b>Title:</b> 1. 9<sup>th</sup> grade Freshman Seminar classes provide college/ career information.</p> <p><b>Description:</b> In the freshman seminar class, students take interest, ability and aptitude surveys and explore on-line resources about career options. All students develop a four-year academic plan in the class. The district annually holds a college night. Students are introduced to career pathways/industry</p> |            |            |            |          |     |  |

|   |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| sectors and encouraged to select an interest, so electives can be easily targeted in grades 10-12. Students are also encouraged to participate in extra-curricular activities beginning in 9 <sup>th</sup> grade. |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|

**Strategy #3: (number determined by identified needs)**

**Title: Credit Recovery**

**Description:** If students find themselves behind on having enough credits to graduate, they need alternative methods to gain the needed credits.

| <b>ACTION STEP</b>  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Target Audience</b> | <b>Estimated Costs</b>     | <b>Funding Sources</b> |
|---|-------------------|-----------------|---------------------------|------------------------|----------------------------|------------------------|
| <p><b>Title: 1.</b> Provide alternatives to students in need of credit recovery</p> <p><b>Description:</b> When students find themselves behind in credits to graduate, the district has several alternatives which include: after school tutoring, on-line academic classes, Plato on-line credit recovery, Career Tech classes, concurrent enrollment in Adult Ed classes and Petition Program. 11<sup>th</sup> grade students might also enroll in the continuation high school.</p> | 08/25/2011        | 06/13/2013      | Aileen Sterling           | Students               | Plato<br>Previously listed | Gen Fund               |

**District/LEA SMART Goal 5 B:**

**Title: Decrease Dropout Rates**

**Description:**

- By June, 2013, the overall dropout rate will decrease from 6.8% to 6%.
- By June, 2013, the English learner dropout rate will decrease from 15.4% to 12%.

**Strategy:**

**Title: 1. Monitor Attendance**

**Description:** Monitoring students' attendance and providing parents information to overcoming barriers to regular school attendance.

| <b><u>ACTION STEP</u></b>  | <b>Start Date</b> | <b>End Date</b> | <b>Person Responsible</b> | <b>Target Audience</b> | <b>Estimated Costs</b> | <b>Funding Sources</b> |
|--|-------------------|-----------------|---------------------------|------------------------|------------------------|------------------------|
| <p><b>Title:</b> Attendance monitoring</p> <p><b>Description:</b> Attendance is monitored closely at the schools. Sites write goals and actions they will implement as part of their school plan to monitor and support good attendance.</p> <p><b>TASK:</b></p>   | 08/25/2011        | 06/13/2013      | Anne Truex                | Parents<br>Students    | \$0                    |                        |
| <p><b>Title:</b> 1a. Single Plan for Student Achievement (SPSA) Attendance Goals</p> <p><b>Description:</b> As part of the SPSA, the schools add goals and actions to increase attendance and reduce tardiness. These actions include monitoring, absence review teams and incentives for school attendance.</p> | 09/01/2011        | 10/28/2011      | Principals                | Parents<br>Students    | \$0                    |                        |

|   |            |            |            |                     |     |  |
|---|------------|------------|------------|---------------------|-----|--|
| <p><b>Title: 1b. Notify parents of excessive tardy and absences</b></p> <p><b>Description:</b> Principals send letters to notify parents of attendance or truancy issues. Parents have accessibility to daily attendance, on the Parent Portal.</p>   | 09/01/2011 | 06/13/2013 | Principals | Parents<br>Students | \$0 |  |
| <p><b>Title: 1c. School Attendance Review Team</b></p> <p><b>Description:</b> Parents of chronically truant or absent students meet with the School Attendance Review Team to determine the barriers that are causing the attendance issues. These teams look at positive alternatives to help students attend school on a regular basis. Parents are also encouraged to check their student's daily attendance on the Parent Portal.</p> | 09/01/2011 | 06/13/2013 | Principals | Parents<br>Students | \$0 |  |



**District/LEA SMART Goal 5 C:**

**Title: AP classes**

**Description:**

- By June, 2013, the percentage of students enrolled in AP/IB courses will increase by 1%.
- By June, 2013, the percentage of English learners enrolled in AP/IB courses will increase from 2% to 3%.

**Strategy:** *(number determined by identified needs)*

**Title:** Increase AP enrollment

**Description:** Counselors and Site Administration, along with AVID Coordinators, will identify EL and RFEP students who would benefit from enrollment in AP or IB classes and support them through AVID classes, tutoring, and counseling. (NOTE: As the rate of reclassification increases at the elementary and middle school level, the number of high school EL students will decrease and the pool of students affected by this goal will decline. Therefore it is important to include RFEP students in this area.)

**ACTION STEP**

**Title:** Increase AP enrollment

**Description:** : Counselors and Site Administration, along with AVID Coordinators, will identify EL and RFEP students who would benefit from enrollment in AP or IB classes and support them through AVID classes, tutoring, and counseling. (NOTE: As the rate of reclassification increases at the elementary and middle school level, the number of high school EL students will decrease and the pool of students affected by this goal will decline. Therefore it is important to include RFEP students in this area.)

**Start Date**

08/25/2011

**End Date**

06/13/2013

**Person Responsible**

Linda Stoterau

**Target Audience**

Staff

**Estimated Costs**

\$0

**Funding Sources**

|   |            |            |                |          |     |  |  |
|---|------------|------------|----------------|----------|-----|--|--|
| <b>TASK:</b>  |            |            |                |          |     |  |  |
| <b>Title: 1a.</b> AVID programs   | 08/25/2011 | 06/13/2013 | Linda Stoterau | Students | \$0 |  |  |
| <b>Description:</b> High schools and middle schools have AVID programs to encourage students to take a rigorous curriculum for preparation of honors and AP classes leading to higher educational opportunities.  |            |            |                |          |     |  |  |
| <b>Title: 1b.</b> Explore options for adding additional AP classes at the high schools.   | 02/01/2012 | 01/18/2013 | Linda Stoterau | Students | \$0 |  |  |
| <b>Description:</b> Schools will assess the need to increase the AP course offerings. Administrators will develop a plan to increase EL or RFEP student AP class enrollment.  |            |            |                |          |     |  |  |
| <b>Title: 1c.</b> Selection/recruitment of AP teachers  | 02/01/2012 | 08/23/2012 | Linda Stoterau | Teachers | \$0 |  |  |
| <b>Description:</b> Principals are responsible for hiring and assignments at their schools. AP teachers must have the technical knowledge of the subject, as well as be high quality instructors. The district will work with site principals in selecting outstanding new AP teachers. |            |            |                |          |     |  |  |

**Additional Mandatory Title I Descriptions**

Please include in the space below the following descriptions mandated by Elementary and Secondary Education Act (ESEA) legislation. **If the LEA has already included any of the descriptions in other parts of the LEA Plan, they do not need to be provided again here; please indicate the section of the Plan where this information is included.**

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

|   |   |
|---|---|
| <p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> <li>• Number of children in families receiving assistance under the CalWorks program;</li> <li>• Number of children eligible for Free/Reduced Price Lunch programs;</li> <li>• Number of children ages 5-17 in poverty counted by the most recent census data;</li> <li>• Number of children eligible to receive medical assistance under the Medicaid program;</li> <li>• Or a composite of the above.</li> </ul> <p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> <li>• All schools with a 75% or above poverty level are funded</li> <li>• All other schools are funded by poverty ranking district wide or by grade span.</li> </ul> | <p>Description of how the LEA is meeting or plans to meet this requirement:</p> <p>The District uses the number of children eligible for Free/Reduced Price Lunch programs at each site to determine eligibility.</p> |
| <p>The ranking of Title I schools is determined by dividing the number of students at each site receiving free/reduced lunch by that site's enrollment count. This gives the total percentage of free/reduced students at each site.</p> <p>School sites with 50% or above free/reduced percentage amounts are deemed eligible to receive Title I funding. These sites are ranked by grade span (K-6, 6-8, 9-12).</p>   |   |

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

|   |  |
|---|--|
| <p>For schoolwide programs (SWP), describe how the LEA will help schools bring together resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> <li>• A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.</li> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards.</li> <li>• Instruction by highly qualified teachers and strategies to attract and keep such teachers.</li> <li>• High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.</li> <li>• Strategies to increase parental involvement.</li> <li>• Assistance to preschool children in transitioning from early childhood programs to elementary school programs.</li> <li>• Timely and effective additional assistance to students who experience difficulty mastering state standards.</li> </ul> | <p>Description of how the LEA is meeting or plans to meet this requirement:</p> <ul style="list-style-type: none"> <li>• During the process of writing a Single Plan for Student Achievement, each school reviews their STAR and local assessment data and current educational program. The District provides data reports and technical assistance to the schools. Parents, students and staff offer input to the plan.</li> <li>• The district provides professional development on scientifically research based instructional strategies using Instructional Coaches and ELD Specialist support, GLAD, Academic Language, Thinking Maps, Response to Instruction and Intervention (RtI2) and other recognized trainings.</li> <li>• Schools provide before and after school tutoring and enrichment programs. The District provides summer Credit Recovery classes. Twelve of our Title I schools participate in the After School Safety and Education (ASES) Grant and Orange High School partners with Camp Fire of Orange County for a 21<sup>st</sup> Century ASSIT grant. Students below grade level are offered Supplemental Education Services (SES) at all Program Improvement schools.</li> <li>• Strategies which help address the needs of low achieving students include Pre-School programs at several schools, Avenues, Inside or Edge ELD program instruction, before/after school instructional programs. Read 180 is used as an intensive intervention program at many schools. Plato, a credit recovery program is available for all high school students, if needed. All schools are looking at student achievement data and having "test chats" with students, parents and teachers. Collaboration of teachers using Professional Learning Communities (PLC) model and examining student data has</li> </ul> |
|---|--|

|   |  |
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| <p>also proven effective in personalizing instruction for these students.</p> <ul style="list-style-type: none"> <li>• The district provides professional development opportunities listed below to build capacity of Highly Qualified Teacher.</li> <li>• The District Professional Development program, including BTSA support, ELD, GLAD training, Response to Instruction and Intervention (Rti<sup>2</sup>), Cycle of Effective Instruction, Thinking Maps, Step Up to Writing, and Academic Language to provide teachers with scientifically researched-based materials training. Elementary teachers have received core adopted materials training for RLA on the Medallion series of Houghton Mifflin, and K-2 teachers on a new enVision math adoption. 3-6 grade teachers will be trained in enVision in 2012-13, as they implement the program for 2012-13. Read 180 teachers have received materials training as well.</li> </ul> <p>Administrators have received training in the above mentioned teacher trainings, as well as the Standards for the Teaching Profession and Leadership standards. Several principals have also attended AB 430 Administrator training.</p> <ul style="list-style-type: none"> <li>• District personnel provide Title I principals information regarding parent involvement resources and ideas. The DELAC site representatives are involved with sharing information with ELACs and encouraging involvement at school. Each school holds their own parent education and family reading, math and science nights.</li> <li>• Parents of children at district operated State Preschool programs or community based Head Start programs are offered parent training on literacy skills, child development, health and nutrition, Preschool Foundations (standards), and Kindergarten Standards. Families receive special preschool backpacks with materials to help with the transition to kindergarten. Some schools have a Kinder Camp for incoming kindergarteners. Schools invite incoming kindergarteners to a pre-kinder screening to assess skills and provide information to parents regarding transitioning into kindergarten.</li> <li>• Quarterly Paced Standards Assessments are given to</li> </ul> |  |
|---|--|

|   |  |
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|   | <p>elementary students. Middle School's take trimester benchmark assessments. High School administer end of semester exams.</p> <p>These assessments are on Data Director. Teachers get immediate feedback and use the data to inform their instruction to meet the needs their students in mastering the state standards.</p> <p>Currently the district has no Targeted Assistance Schools, all are School-wide Title I programs.</p> |
| <p>For targeted assistance programs (TAS), describe how the LEA will help schools identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Strategies that minimize removing children from the regular classroom during regular school hours for instruction.</li> <li>• Instruction by highly qualified teachers.</li> <li>• Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.</li> <li>• Strategies to increase parental involvement.</li> </ul> |  |

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

|  |  |
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| <p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> <li>• Identify children who are failing or most at risk of failing to meet the state academic content standards.</li> <li>• Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades.</li> <li>• Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.</li> </ul> | <p>Description of how the LEA is meeting or plans to meet this requirement:</p> <p>Currently the district has no Targeted Assistance Schools, all are School-wide Title I programs.</p>  |
| <p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>   | <p>All children and youths identified as homeless are immediately enrolled at school sites in the Orange USD with no delay due to any missing paperwork or lack of address verification. Parents fill out a form and the school faxes it to the Homeless Liaison, at the district office, who makes the initial contact with the parents. The Homeless Liaison faxes student information to the Supervisor of Food Services who files the information for the end of the school year report and formally authorizes the free lunch status for the student. If transportation is needed, the transportation department is notified to make necessary arrangements for the student to get to school. The Homeless Liaison works with the family and the district in the interest of the student to remain in the school of origin.</p> |
| <p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>   | <p>OUSD's Community Day School (CDS) students receive the same services as those of a comprehensive school. These services include psychological services, free or reduced lunch, academic</p>   |

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|  | <p>counseling, and health services. Students at Orange Community Day School receive 360 minutes of daily instruction per school day. Students rotate classes within 6 school periods. Teachers address the core content areas through a combination of individualized instruction, small group instruction, and whole class instruction. Particular emphasis is placed upon improving student behavior, increasing attendance, and addressing the variety of student skill levels. The mission of Orange CDS is to assist students' successful reintegration into a regular comprehensive secondary school. Ultimately, the goal is for all students to graduate with a high school diploma.</p> |
|--|--|

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

|   |   |
|---|---|
| <p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> <li>• Assistance in developing, revising, and implementing the school plan.</li> <li>• Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas.</li> <li>• Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI.</li> <li>• Assistance in analyzing and revising the school budget so the school's resources are used effectively.</li> </ul> | <p>Description of how the LEA is meeting or plans to meet this requirement:</p> <p>The Orange Unified School District has a District School Liaison Team (DSLTL) that provides support services to the Instructional Leadership Team of low achieving schools. The team consists of the Assistant Superintendent of Educational Services, Executive Director of Elementary or Secondary Education (depending on the level of the school), the Administrative Director of Accountability and Special Programs, Administrative Director of Curriculum and GATE, ELD Coordinator, . Coordinator of Learning Support Services, and EL TOSA. The purpose of the DSLTL is to:</p> <ul style="list-style-type: none"> <li>• Provide assistance in developing and implementing the Single Plan for Student Achievement</li> <li>• Provide support in the analysis of assessment data based, instructional development based on scientifically students</li> <li>• Provide support with outside providers to meet the individual needs of the sites which are in Program Improvement.</li> <li>• Provide support in the analysis of budget and other resource</li> </ul> |
|---|---|



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|  | <p>distribution</p> <ul style="list-style-type: none"> <li>• Provide consultation on intervention programs</li> <li>• Provide consultation on parent outreach and education</li> <li>• Provide consultation on the school's needs to have a highly qualified instructional staff</li> <li>• Provide "Choice" and "Supplemental Service" options for parents</li> <li>• Monitor the implementation of the 9 Essential Program Components</li> </ul> <p>The DSLT will meet initially with the representatives of the school to develop a plan to establish specific annual, measurable objectives for continuous and substantial progress by each group of low performing students. The team will meet three times a year thereafter to monitor the implementation of the plan.</p> |
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Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."

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| <p>Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p> | <p>Description of how the LEA is meeting or plans to meet this requirement:</p> <p>The Orange Unified School District will notify parents of their schools identification as a Program Improvement School in English and Spanish (or other languages as required). The notification will include:</p> <ul style="list-style-type: none"> <li>• An explanation of what the identification means and how the school compares in terms of academic achievement to other elementary or secondary schools</li> <li>• The reasons for identification for school improvement</li> <li>• An explanation of the parents' option to transfer their children to another public school, with transportation provided by the local educational agency or to obtain supplemental educational services provided the choose to stay at the PI school.</li> </ul> |
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Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.

The district will set aside 20% of their Title I budget for transportation for the choice option and supplemental education services (SES). Parent notifications are mailed to all parents at a PI school, in February, to explain "Choice Transfers" for the following year. In August parents of students enrolled at a PI school receive notification of available SES services. The lowest achieving students will be identified and given priority for SES.

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

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| <p>Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p> | <p>Description of how the LEA is meeting or plans to meet this requirement:</p> <p>Title I funds for improving teacher quality will be set aside and combined with Title II funds to provide staff development and instructional support for teachers, paraprofessionals and principals in the OUSD based on our district's needs assessment. The OUSD Educational Services Team will oversee the development and implementation of the district-wide staff development program. District wide staff development activities will be provided for the systemic needs of all students – with a special emphasis on underachieving students and targeted for the needs of staff that work with English learners and special populations. Staff Development activities will also emphasize building capacity of staff and developing in-house experts. Investing in the professional development of the staff will help the district's efforts to retain and increase number of highly qualified teachers, administrators and support staff. The OUSD Title I and English Language Learners Advisory Committees will provide input and assist in the evaluation of these activities. School Site Councils will provide input in the development and evaluation of site-specific professional development activities.</p> |
| <p>Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's</p>   | <p>The Orange Unified School District will assist schools in resources and efforts for involving parents in their child's education.</p>   |

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| <p>education.</p> | <ul style="list-style-type: none"> <li>• Provide training for staff on ways to involve parents</li> <li>• Develop District and School Parent Policies and School Compacts</li> <li>• Provide opportunities for parents to become active participants in their child's education.</li> <li>• Provide parent training at DELAC and ELAC meetings to include: understanding CST/CELD assessment scores; instructional strategies used at school; importance of school attendance; bullying prevention; nutrition; and parent skills.</li> <li>• Title I parents and their children are also invited to school Family Literacy and Family Math Nights, and the District's Family Science Night.</li> <li>• Parents have access to the Parent Portal which enables them to check attendance and grades and email the teacher.</li> <li>• School News publication provides parents with information about their school and resources available in the community.</li> </ul> |
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**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.

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| <p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> <li>a. Even Start</li> <li>b. Head Start</li> <li>c. Reading First</li> <li>d. Early Reading First</li> </ol> | <p>Description of how the LEA is meeting or plans to meet this requirement:</p> <p>The Orange Unified School District has two main methods to guarantee the coordination of educational services. School sites collect evaluative student, staff and community data on an ongoing basis for their comprehensive needs assessment upon which their school site plans are designed. This "Single School Plan for Student Achievement" specifies all activities and funding sources utilized by the school site to meet the academic needs of the students. State and Federal categorical program funds are used to supplement the core instructional program at the site and</p> |
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e. Other preschool programs

f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities.

Compare to the Federal and State Programs Checklist available in the Help menu of the LEA Plan in CAIS to determine if all active programs have been addressed.

district level. All district level program administrators provide support, information, and resources to the school site leadership, planning committees and parent advisory groups so that all schools conduct high quality programs that are effectively managed and operated within appropriate legal parameters. Members of the Educational Services division (which includes all categorical program directors) meets regularly to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Members of this team are the Assistant Superintendent of Educational Services, Executive Director of Elementary or Secondary Education, Administrative Director of Accountability and Special Programs, Administrative Director of Curriculum and GATE, Administrative Director of Special Education, Administrator of Student and Community Services, ELD Coordinator, Coordinator of Learning Support Services, Coordinator of Research and Assessment, Coordinator of BTSA, and Coordinator of Educational Technology.

Additionally, members of the Educational Services team meet bimonthly to monitor school benchmark assessments and plan Program Improvement activities.

## **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: OUSD Textbook Adoption List*

## **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 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1 percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

#### **TITLE I, PART D – SUBPART 2**

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



32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

#### **TITLE II, PART A**

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:  
  
**(A) Have the lowest proportion of highly qualified teachers;**  
**(B) Have the largest average class size; or**  
**(C) Are identified for school improvement under section 1116(b).**
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

#### **TITLE II, PART D**

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

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

- Is enforcing the operation of such technology protection measure during any use of such computers by minors
- Has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers, and
- Any LEA that *does* receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

### **TITLE III**

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

### **TITLE IV, PART A**

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.

47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
- Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
  - Security procedures at school and while students are on the way to and from school.
  - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
  - A crisis management plan for responding to violent or traumatic incidents on school grounds.
  - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
    - 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 percent of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state’s assessments program.**

## SIGNATURE PAGE

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

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

Michael L. Christensen, Superintendent Of Schools  
Print Name of Superintendent

  
Signature of Superintendent

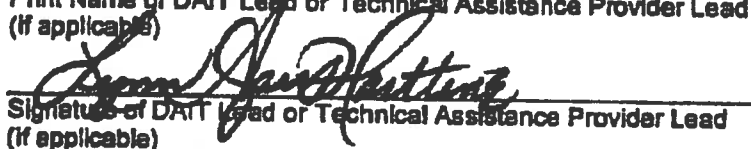
3-8-2012  
Date

Timothy Surridge  
Print Name of Board President

  
Signature of Board President

3-8-2012  
Date

Sandra Lapham, Orange County Department of Education  
Print Name of DAIT Lead or Technical Assistance Provider Lead  
(if applicable)

  
Signature of DAIT Lead or Technical Assistance Provider Lead  
(if applicable)

3-9-12  
Date

Barbara Kaden-Ochoa, Coordinator, ELD  
Print Name of Title III English Learner Coordinator/Director  
(if applicable)

  
Signature of Title III English Learner Coordinator/Director  
(if applicable)

3-8-2012  
Date

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

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

## APPENDIX A

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

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

### **California's NCLB Performance Goals and Performance Indicators**

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

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

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

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



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

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

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

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

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

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

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

## APPENDIX B

### *Links to Data Web sites*

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

- Academic Performance Index (API)  
<http://www.cde.ca.gov/ta/ac/ap/>
- California Basic Educational Data System (CBEDS)  
<http://www.cde.ca.gov/ds/sd/cb/>
- California English Language Development Test (CELDT)  
<http://www.cde.ca.gov/ta/tg/el/>
- California High School Exit Exam (CAHSEE)  
<http://www.cde.ca.gov/ta/tg/hs/>
- California Standardized Test (CST)  
<http://www.cde.ca.gov/ta/tg/sr/quidecst08.asp>
- DataQuest  
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)  
<http://www.cde.ca.gov/ta/ac/sa/>
- Standardized Testing and Reporting (STAR) Program  
<http://www.cde.ca.gov/ta/tg/sr/>

## APPENDIX C

### Science-Based Programs

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

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

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

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

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

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

### School-Based Programs

| Name   | Intended program outcomes and target grade levels. See research for proven effectiveness |         |         |       |          |            |               |  |  |  |
|--|--|---------|---------|-------|----------|------------|---------------|--|--|--|
|  | Grade  | Alcohol | Tobacco | Drugs | Violence | Youth Dev. | Website       |  |  |  |
| Across Ages All Stars™                                   | 4 to 8   | x       | x       | x     |          | x          | C,            |  |  |  |
| ATLAS (Athletes Training and Learning to Avoid Steroids) | 6 to 8   | x       | x       | x     |          |            | A, C, D, E    |  |  |  |
| Border Binge Drinking Reduction Program                  | 9 to 12  | x       |         | x     |          |            | A, B, C, D,   |  |  |  |
| Child Development Project/Caring School Community        | K to 12  | x       |         |       | x        |            | C,            |  |  |  |
| Cognitive Behavioral Therapy for Child Sexual Abuse      | K to 6   | x       |         | x     | x        | x          | A, B, C, D, E |  |  |  |
| Cognitive Behavioral Therapy for Child Traumatic Stress  | Families   |         |         |       | x        |            | C             |  |  |  |
| Coping Power   | Families   |         |         |       | x        |            | C             |  |  |  |
| DARE To Be You   | 5 to 8   |         |         | x     | x        |            | C             |  |  |  |
| Early Risers Skills for Success                          | Pre-K  | x       |         | x     | x        | x          | A, C,         |  |  |  |
| East Texas Experiential Learning Center                  | K to 6   |         |         |       | x        |            | C,            |  |  |  |
| Friendly PEERSuasion                                     | 7  | x       | x       | x     | x        | x          | C             |  |  |  |
| Good Behavior Game                                       | 6 to 8   | x       |         |       |          |            | C             |  |  |  |
| High/Scope Perry Preschool Project                       | 1 to 6   |         |         |       | x        |            | B, C          |  |  |  |
| I Can Problem Solve                                      | Pre-K  |         |         |       | x        | x          | B, C, E       |  |  |  |
| Incredible Years   | Pre-K  |         |         |       | x        |            | A, B, D       |  |  |  |
| Keep A Clear Mind  | K to 3   |         |         |       | x        | x          | B, C,         |  |  |  |
| Leadership and Resiliency                                | 4 to 6   | x       | x       |       |          |            | A, C,         |  |  |  |
| Botvin's LifeSkills™ Training                            | 9 to 12  |         |         |       |          |            | C,            |  |  |  |
| Lions-Quest Skills for Adolescence                       | 6 to 8   | x       | x       | x     | x        |            | A, B, C, D, E |  |  |  |
| Minnesota Smoking Prevention Program                     | 6 to 10  |         | x       |       |          |            | D, C, E       |  |  |  |





## 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:

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

# APPENDIX E

## Promising or Favorable Programs

Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.

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

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

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

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

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

| 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        |
| AI'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 Burns   | 6 to 8            |         | x       |      |          |            | A        |
| Be a Star  | K to 6            |         |         |      |          | x          | C        |
| Behavioral Monitoring and Reinforcement                  | 7 to 8            |         |         |      | x        |            | C        |
| Bilingual/Bicultural Counseling and Support Services     | Communities       | x       |         |      |          |            | C        |
| Bully Proofing Your School                               | K to 8            |         |         | x    |          |            | B        |
| CAPSLE (Creating a Peaceful School Learning Environment) | K to 5            |         |         | x    |          |            | B        |
| Club Hero  | 6                 |         |         |      |          | x          | C        |
| Coca-Cola Valued Youth Program (CCVYP)                   | School            |         |         |      |          | x          | B        |
| Colorado Youth Leadership Project                        | 7                 | x       |         |      |          | x          | C        |
| Corner School Development Program (CSDP)                 | School            |         |         |      |          | x          | B        |
| Earlscourt Social Skills Group Program                   | K to 6            |         |         |      |          | x          | B        |
| Effective Black Parenting Program (EBPP)                 | Families          |         |         |      | x        |            | B        |
| Facing History and Ourselves                             | 7 to 12           |         |         |      | x        |            | D        |
| Family Health Promotion                                  | Families          | 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        |







**APPENDIX F**  
**Orange Unified Textbook Adoptions**

| Subject/Course        | Grade Level/<br>Course # | Textbook Title  | Copyright | Publisher                         | Board Adopted |
|-----------------------|--------------------------|---|-----------|-----------------------------------|---------------|
| Reading/Language Arts | K-5                      | Houghton Mifflin Reading (Medallion Edition)                | 2003-2010 | Houghton Mifflin Harcourt         | 12/10/09      |
| Reading/Language Arts | 6                        | Timeless Voices, Timeless Themes: Copper Level              | 2002      | Prentice Hall                     | 2/13/03       |
| Reading Intervention  | 4-8                      | Hampton Brown High Point                                    | 2000-2001 | National Geographic/Hampton Brown | 2/10/05       |
| Reading Intervention  | 4-8                      | Sopris West Language I 3rd Edition                          | 2005      | Cambium Learning                  | 12/8/05       |
| Reading Intervention  | 4-8                      | Scholastic Read 180   | 2002      | Scholastic, Inc.                  | 2/10/05       |
| Reading Intervention  | 6-8                      | INSIDE : Language, Literacy & Content                       | 2009      | National Geographic/Hampton Brown | 6/9/11        |
| Reading/Language Arts | 6-8                      | Timeless Voices, Timeless Themes: Copper Level              | 2002      | Prentice Hall                     | 2/13/03       |
| Reading / ELD Reading | R727,<br>R728,<br>R748   | Edge: Reading, Writing & Language Levels A-C                | 2007      | National Geographic/Hampton Brown | 7/19/07       |
| English 9             | L300                     | Timeless Voices, Timeless Themes: Gold Level                | 2002      | Prentice Hall                     | 4/20/06       |
| English 10            | L400                     | Timeless Voices, Timeless Themes: Platinum Level            | 2002      | Prentice Hall                     | 3/29/07       |
| English 11            | L500                     | Timeless Voices, Timeless Themes: The American Experience   | 2002      | Prentice Hall                     | 2/20/03       |
|                       |                          | Timeless Voices, Timeless Themes: The American Experience** | 1999      | Prentice Hall                     | 9/18/09       |
| English 12            | L660                     | Timeless Voices, Timeless Themes: The British Tradition     | 2002      | Prentice Hall                     | 2/20/03       |
|                       |                          | Timeless Voices, Timeless Themes: The British Tradition**   | 1999      | Prentice Hall                     | 9/18/09       |
| AP English 11         | L512                     | 50 Essays, A Portable Anthology*                            | 2004      | Bedford / St. Martin's            | 3/29/07       |
|                       |                          | The Bedford Reader, 9th Edition*                            | 2006      | Bedford / St. Martin's            | 5/24/07       |
| AP English 11         | L512                     | Everyday Use, AP Edition*                                   | 2005      | Pearson / Longman                 | 5/10/07       |
|                       |                          | Patterns For College Writing, 10th Edition*                 | 2007      | Bedford / St. Martin's            | 5/10/07       |

|               |      |   |      |               |         |
|---------------|------|---|------|---------------|---------|
| AP English 12 | L996 | Perrine's Literature: Structure, Sound & Sense 10th Edition | 2009 | Holt McDougal | 6/18/09 |
|---------------|------|---|------|---------------|---------|

\*One Writing text (Everyday Use OR Patterns For College Writing) and one Reader (50 Essays OR The Bedford Reader) required for AP English 11  
 \*\* Alternate textbook choices approved at the 9/18/09 Board meeting (either can be used - both are not required)

| Subject/Course         | Grade Level/<br>Course # | Textbook Title  | Copyright | Publisher                 | Board Adopted |
|------------------------|--------------------------|---|-----------|---------------------------|---------------|
| Mathematics            | K-2                      | enVision Math California                                  | 2009      | Scott Foresman            | 4/21/11       |
| Mathematics            | 3-5                      | Houghton Mifflin Mathematics                              | 2002      | Houghton Mifflin Harcourt | 2/14/02       |
| Mathematics            | 6                        | Harcourt Math   | 2002      | Houghton Mifflin Harcourt | 3/26/02       |
| Mathematics            | 6 (GATE)                 | McDougal Littell Mathematics: Concepts & Skills, Course 1 | 2001      | Holt McDougal             | 5/24/01       |
| Mathematics            | 6 (Middle School)        | Holt California Mathematics: Course 1, Numbers to Algebra | 2008      | Holt McDougal             | 5/8/08        |
| Mathematics            | 7                        | Holt California Mathematics: Course 2, PreAlgebra         | 2008      | Holt McDougal             | 5/8/08        |
| Mathematics            | 7-8                      | Algebra Readiness   | 2007      | MIND Research Institute   | 5/8/08        |
| Mathematics            | 8                        | Holt California Algebra 1                                 | 2008      | Holt McDougal             | 5/8/08        |
| Foundations of Algebra | N240                     | Algebra Readiness   | 2007      | MIND Research Institute   | 5/8/08        |
| Algebra IA             | N701                     | Holt California Algebra I                                 | 2008      | Holt McDougal             | 5/8/08        |
| Algebra I              | N251,<br>N252            | Holt California Algebra I                                 | 2008      | Holt McDougal             | 5/8/08        |
| Essentials of Geometry | N727                     | Geometry: Concepts & Applications                         | 2001      | Glencoe/ McGraw-Hill      | 6/17/02       |
| Geometry               | N725,<br>N729            | Geometry: Concepts & Applications**                       | 2001      | Glencoe/ McGraw-Hill      | 9/18/09       |
| Algebra II             | N710,                    | Algebra & Trigonometry: Structure & Method Book 2         | 2005      | Glencoe/ McGraw-Hill      | 8/18/05       |
|                        |                          |   | 2000      | Holt McDougal             | 5/24/01       |

|                            |               |   |      |                    |         |  |
|----------------------------|---------------|---|------|--------------------|---------|--|
|                            | N719          |   |      |                    |         |  |
| Trigonometry               | N741          | Trigonometry, 9th Edition                                 | 2009 | Prentice Hall      | 7/28/11 |  |
| Introduction to Statistics | N742          | The Practice of Statistics                                | 1999 | W.H. Freeman / MPS | 7/8/99  |  |
| Pre-Calculus               | N730,<br>N739 | PreCalculus Enhanced with Graphing Utilities, 3rd Edition | 2003 | Prentice Hall      | 6/5/03  |  |
| AP Calculus                | N986,<br>N987 | Calculus: Graphical, Numerical, Algebraic                 | 2007 | Prentice Hall      | 6/18/09 |  |
| AP Statistics              | N994          | The Practice of Statistics                                | 1999 | W.H. Freeman / MPS | 7/8/99  |  |