

(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 no later than **June 30, 2011**. 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: Huntington Beach Union High School District

County/District Code: 30-66548

Dates of Plan Duration July 1, 2011 to June 30, 2014

Date of Local Governing Board Approval: June 28, 2011

District Superintendent: Duane Dishno, Ed.D.

Address: 5832 Bolsa Avenue

City: Huntington Beach

Zip code: 92649

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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 63 – 71. Signatures are required on page 72.

**LEA Plan
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Part I Background and Overview

Background

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

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

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

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

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

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

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.**
- 2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- 3. By 2005-06, all students will be taught by highly qualified teachers.**
- 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- 5. All students will graduate from high school.**

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

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

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

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

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

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

Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Categorical Program Monitoring

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

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

The Consolidated Application (ConApp)

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

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and

federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Single Plan for Student Achievement (School Plan)

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

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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

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

- API Reports - <http://www.cde.ca.gov/ta/ac/ap>

- Standardized Testing and Reporting (STAR) data - <http://www.cde.ca.gov/ta/tg/sr/>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- AYP Reports – <http://www.cde.ca.gov/ta/ac/ay>

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

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

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

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

These tools can be found on the CDE State Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>.

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

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

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation,

and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures

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

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10th Grade Counseling).

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are **not** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets?

c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

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

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

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
✓	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start	✓	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent	✓	School Improvement
✓	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
✓	Title II, Part D, Enhancing Education Through Technology		Educational Equity
✓	Title III, Limited English Proficient		Gifted and Talented Education
✓	Title III, Immigrants		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
✓	Adult Education	✓	School Safety and Violence Prevention Act (AB1113, AB 658)
✓	Career Technical Education		Tenth Grade Counseling
✓	McKinney-Vento Homeless Education		Healthy Start
✓	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 st Century Community Learning Centers		Other (describe):
	Other (describe):		Other (describe):
	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	\$345,730	\$1,441,679	\$1,378,261	77%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	\$292,346	\$453,608	\$109,432	15%
Title II, Part D, Enhancing Education Through Technology	0	\$5,169	0	
Title III, Limited English Proficient	\$97,256	\$172,478	\$204,214	76%
Title III, Immigrants	0	\$36,225	\$34,826	96%
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education	\$39,172	\$686,886	\$685,617	94%
Career Technical Education		\$257,662	\$209,681	81%
McKinney-Vento Homeless Education		\$28,105	\$26,516	94%
IDEA, Special Education	\$4,254,364	\$8,531,098	\$2,630,540	29%
21 st Century Community Learning Centers				
Other (describe)				
TOTAL	\$5,028,868	\$11,612,910	\$5,279,087	32%

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				
EIA – Limited English Proficient	\$783,091	\$1,088,364	\$1,627,861	89%
State Migrant Education				
School and Library Improvement Block Grant				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
TOTAL	\$783,091	\$1,088,364	\$1,627, 861	89%

Part II The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

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

Academic Performance

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

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

Teacher Quality

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

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

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions

and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html

Descriptions – District Planning

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

Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

District Profile

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

Mission

Our mission is to ensure all students learn and achieve to their maximum potential in a supportive and innovative environment that develops creative, responsible and productive individuals prepared to meet the challenges of the future.

Beliefs

1. WE BELIEVE the student is our highest priority.
2. WE BELIEVE literacy is fundamental to our society.
3. WE BELIEVE learning has intrinsic value that offers life-long opportunities.
4. WE BELIEVE excellent teaching is the key to student learning.
5. WE BELIEVE the education of our students requires a partnership with families and the community.
6. WE BELIEVE we should constantly measure our effectiveness and base our decisions on research and data to ensure a culture of continuous improvement.
7. WE BELIEVE effective communication improves decision-making and promotes community support of our educational programs.
8. WE BELIEVE students' social and emotional well-being has a profound impact on their learning.
9. WE BELIEVE students should participate in a comprehensive well-balanced high school experience that promotes their development through curricular and co-curricular activities.
10. WE BELIEVE we should provide options for students whose needs are best served in an alternative setting.

11. WE BELIEVE in providing guidance to students in their educational planning.
12. WE BELIEVE education is a people-centered enterprise that derives its strength from the quality of its employees.
13. WE BELIEVE employees should be valued and evaluated.
14. WE BELIEVE all students and staff deserve to learn and work in a safe, well-maintained environment.
15. WE BELIEVE careful financial planning and well-managed resources are critical to the educational program.
16. WE BELIEVE student learning should drive decision-making when allocating resources.
17. WE BELIEVE diversity is a strength that enhances the growth and development of the individual and society.
18. WE BELIEVE all members of our school community should demonstrate and promote responsibility, honesty, integrity and respect.
19. WE BELIEVE creativity and risk taking are valuable to the organization.
20. WE BELIEVE individuals affected by decisions should be involved in the decision-making process.

Strategic Plan

The district has operated under a strategic plan since 1992. Most recently in July, 2007 a five-year plan was adopted June 26, 2007 for the period 2007-2012. All sites develop 3 year site strategic plans, complemented by the Single School Plan for Student Achievement and WASC action plans. The objectives of the current district plans are:

1. By 2012 all students and staff will have access to, be proficient in, and utilize evolving technology to maximize student learning. (communication and embedding in curriculum)
2. By 2012 we will increase student learning by providing challenging, innovative and relevant curriculum.
3. By 2012 we will build and strengthen relationships within the district and throughout the community.
4. By 2012 we will manage district resources to ensure organizational stability and effectiveness.
5. By 2012 all district facilities/campuses will be safe, secure and conducive to learning and working.

The Huntington Beach union high school district is a suburban Orange County district comprising six comprehensive high schools, one continuation high school, and alternative independent study and community day school programs, all together enrolling 16,290 students in grades 9 through 12 (CBEDS, October 2010). Students enter the district from four elementary feeder districts as well as transferring here from other areas.

Comment [A1]: Insert number

Significant demographics include -,5,680 students for whom English is not the first language, of whom 1556 are English Learners and 4,000 are FEP. More than 28 languages are spoken, with 15.1% being Spanish and 15 % being Vietnamese.

Comment [A2]: Insert percentages

Of the Huntington Beach Union High School District's 1,556 English Learners, 46% are at Westminster High School; and additional 20% are at Ocean View High School. The remaining students are distributed across the district. The 2010/2011 CELDT annual assessments results in 9% of the students tested being at **Advanced** level, 38% at **Early Advanced**, 35% **Intermediate**, 12% **Early Intermediate**, 6% **Beginning**.

An especially significant factor is that 774 of our English Learners are U.S. born and thus come to us with substantial U.S. education, yet are not able to demonstrate the academic competency necessary to be reclassified as FEP. Many of these have been identified for Special Education, thus presenting additional

Comment [A3]: Insert percentage

challenges for staff development, teacher certification/assignment and curriculum development and implementation.

School poverty rates, based on free and reduced cost meal eligibility, range from 9.3% to 72.4%, with a district average of 28.5%. Two high schools are school wide program schools, with one of the school eligibility determined with the feeder school pattern.

E/LA AYP Proficiency Target Score Met 2010

	School Wide	White	Hispanic	Am Indian	Asian	ELL	SWD	SES Disadv
HBHS	yes	yes	No	Yes	Yes	No	No	No
WHS	Yes	Yes	No	No	Yes	Yes (SH)	No	Yes
MHS	Yes	Yes	No	Yes	Yes	No	No	Yes
FVHS	Yes	Yes	Yes	Yes	Yes	No	No	Yes
EHS	Yes	Yes	Yes	Yes	Yes	No	No	Yes
OVHS	Yes	Yes	Yes (SH)	Yes	Yes	Yes (SH)	No	Yes (SH)

Math AYP Proficiency Target Score Met 2010

	School Wide	White	Hispanic	Am Indian	Asian	ELL	SWD	SES Disadv
HBHS	Yes	Yes	No	Yes	Yes	No	No	No
WHS	Yes	Yes	Yes(SH)	No	Yes	Yes(SH)	No	Yes
MHS	Yes	Yes	Yes	Yes	Yes	No	No	Yes
FVHS	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
FHS	Yes	Yes	No	Yes	Yes	No	No	No
OVHS	Yes	Yes	Yes	Yes	Yes	Yes(SH)	No	No

To date, 96.5% of students in the class of 2012 have passed the Language Arts portions of CAHSEE and 96.6% have passed the Math. Of those who have not passed the English section 45% are English Learners and 33% are Special Education students. (These are *duplicated counts*.) Of those who have not passed the Math section, 34% are English Learners and 34% are Special Education. (duplicated). These statistics mirror previous years.

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

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.

Planned Improvement in Student Performance in Reading 2003-2008

- o By 2007-08, 70% of all students will be at or above the proficient level on the California Standards Test in English/Language Arts.
- o By 2007-08, 63% of will be at or above the proficient level in English/Language Arts on the state's assessment.
- o By 2007-08, 70% of English Learners with 5 or more years of U.S. education will be at or above the proficient level in English/Language Arts on the state's assessment.
- o By 2007-08, 50% of students with disabilities will be at or above the proficient level in English/Language Arts on the state's assessment.
- o By 2007-08, 70% of students of statistically significant ethnic groups will be at or above the proficient level in English/Language Arts on the state's assessment.
- o Annually, 100% of the district's Title I schools will make adequate yearly progress in English/Language Arts.

Progress on Goals for 2008-2013 LEA Plan

- o In 2010, 68.8% of all students were at or above the proficient level on the state's assessment (CAHSEE) in English/Language Arts. This represents a .3% decrease over the previous year.
- o In 2010, 54.3% of socioeconomically disadvantages students were at or above the proficient level in English/Language Arts on the state assessment. This represents a 5.3% increase over the previous year.
- o In 2010, 58.1% of English Learners with 5 or more years of U.S. education were at or above the proficient level in English/Language Arts on the State's assessment. This was the first year this information was disaggregated.
- o In 2010, 22.4% with less than 5 years of U.S Education were at or above the proficient level in English/Language Arts on the states assessment.
- o In 2010, 28.2% of students with disabilities were at or above the proficient level in English/Language Arts on the State's assessment This represents a 2.4% increase over the prior year.

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

The Huntington Beach Union High School District identified their planned improvement goals during the initial development of the 2003-2008 LEA Plan. In an effort to address the expectations of 100% proficiency for all students in 2013-2014, the goals for improvement were set at what was at that time, with little or no data on which to base the decision, considered an achievable goal by 2008. In all areas there is evidence of growth demonstrating continual efforts to increase student achievement and close the existing achievement gaps. There continue to be targeted skills and applications for improvement in the area of reading that will address deficits that remain. The district continues to focus on helping all students achieve proficiency through the alignment of curriculum with the essential standards needed to pass the California High School Exit Exam, to better prepare for the next level of instruction, and to develop the skills that promote the transition to post-secondary education or a career path. Efforts have been made to emphasize reading across the curriculum and reading continues to be a priority for the Huntington Beach Union High School District.

The following goals address the needs identified through data and the review of school programs:

- o By 2014, increase by at least 15% per year the proportion of all students scoring at or above the proficient level on the English Language Arts California Standards Test. (CAHSEE)
- o By 2014, increase by at least 20% per year of the proportion of socioeconomically disadvantaged students scoring at or above the proficient level on the English/Language Arts California Standards Test
- o By 2014, increase by at least 20% per year of the proportion of English Learners with at least five years of U.S education scoring at or above the proficient level in English Language Arts on the California Standards Test.
- o By 2014, increase by at least 20% per year the proportion of students with disabilities scoring at or above the proficient level on the English/Language Arts California Standards Test.

- o By 2014, increase by at least 10% the proportion of students in significant sub-groups scoring at the proficient level on the California High School Exit Exam.
- o Annually, 100% of the district's Title I schools will make adequate yearly progress in English/Language Arts.

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

The Huntington Beach Union High School District identified their planned improvement goals during the initial development of the 2003-2008 LEA Plan. In an effort to address the expectations of 100% proficiency for all students in 2013-2014, the goals for improvement were set at what was at that time, with little or no data on which to base the decision, considered an achievable goal by 2008. In all areas there is evidence of growth demonstrating continual efforts to increase student achievement and close the existing achievement gaps. There continue to be targeted skills and applications for improvement in the area of reading that will address deficits that remain. The district continues to focus on helping all students achieve proficiency through the alignment of curriculum with the essential standards needed to pass the California High School Exit Exam, to better prepare for the next level of instruction, and to develop the skills that promote the transition to post-secondary education or a career path. Efforts have been made to emphasize reading across the curriculum and reading continues to be a priority for the Huntington Beach Union High School District.

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

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>a. Identify essential standards to support increased achievement in reading.</p> <p>b. Ensure that standards are being taught through class walkthroughs</p> <p>c. Refine/revise standards instrument and pacing of instructional plans.</p> <p>d. Continue the use of state approved standards aligned reading intervention programs (<i>Scholastic Read 180, Sopris West Language</i>)</p> <p>e. Support the development of Professional Learning Communities/teacher collaboration to implement essential standards</p> <p>f. Review and modify reading continuum and courses of study</p> <p>g. Provide professional development to ensure full implementation of standards-aligned adopted ELA textbooks</p> <p>h. Board members and district leadership participate in a public study session to create a district vision statement focused on student achievement.</p> <p>i. Develop district-wide common English Language Arts benchmark assessments for the first three levels of new textbooks.</p> <p>j. Provide and review, with all school sites, the 2009 CDE "Testing Variations, Accommodations and Modifications" document.</p>	<ul style="list-style-type: none"> ✓ Director of Curriculum ✓ Coordinator of Assessment and Evaluation ✓ Reading Facilitator ✓ Site administration ✓ English Facilitator ✓ English teachers ✓ Special education teachers ✓ Director Special Education <p>a. December 2011 b. June 2012 c. June 2012 d. June 2011-July 2014 e. June 2012 f. December 2012 g. June 2011-August 2012 h. December 2011 i. September 2011 – August 2012 j. December 2012</p>	<ul style="list-style-type: none"> ✓ Release time ✓ Substitutes ✓ Materials ✓ Conference 	<p>\$6,000</p>	<p>Title Iia Title I General fund (Flex funds)</p>

<p>2. Use of standards –aligned instructional materials:</p> <p>a. Identify essential/focus standards</p> <p>b. Implement adopted textbooks/ instructional materials for standards-alignment</p> <p>c. Continue implementation of the textbook purchasing cycle</p> <p>d. Participation of new teachers in BTSA workshops focusing on state standards</p> <p>e. Purchase supplemental materials to improve students' skills in reading with cross curricular emphasis</p> <p>f. The English Language Development program will ensure sufficient rigor for all EL students, including EL students with disabilities who are mainstreamed or in a self-contained setting, so that students can meet annual English language development objectives. This includes making adequate progress on CELDT and meeting AYP.</p> <p>g. Support Special Education staff in the implementation of standards-aligned curriculum</p>	<ul style="list-style-type: none"> ✓ Reading teachers ✓ Reading facilitator ✓ Site administration ✓ BTSA Induction ✓ Special Education staff <ul style="list-style-type: none"> a. December 2011 b. July 2011 c. July 2012 d. June 2011- July 2014 e. December 2011 f. June 2012 g. June 2013 	<ul style="list-style-type: none"> ✓ Release time ✓ Substitutes ✓ Textbook purchases 	<p>\$800,000</p>	<p>Title Iia TitleI General Fund (Flex funds)</p>
<p>3. Extended learning time:</p> <p>a. Provide Saturday School and afterschool tutorial support for all students including, SWD, ELL and SES students</p> <p>b. Implement use of all instructional minutes in block schedule to support access to core classes</p> <p>c. (Provide opportunities for at-risk students to attend summer school for credit recovery)</p> <p>d. Provide ELD classes for ELL during summer school.</p> <p>e. Continue before and after school tutoring programs</p> <p>f. Ensure all students who need intervention support are provided classes during the school day</p> <p>g. Support Title 1 schools with extended year summer programs</p> <p>h. .Support companion classes for Special Education and EL students to support their academic achievement and to close the achievement gap</p>	<ul style="list-style-type: none"> ✓ District and site administration ✓ Summer school principals ✓ Content area teachers ✓ Teachers ✓ PELL Coordinators ✓ Student Support Specialist <ul style="list-style-type: none"> a. June 2011- July 2014 b. June 2012 c. June 2012 d. June 2012 e. June 2011- July 2014 	<ul style="list-style-type: none"> ✓ Supervision staff for Saturday school ✓ Instructional assistants ✓ Teachers 	<p>\$100,000</p>	<p>General Fund (Flex funds) Title I EIA</p>

Comment [A4]: Make this a separate activity

Comment [A5]: Need to complete sentence

	f. June 2012 g. Sept 2011 h. Sept 2013			
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Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>a. Continue use of <i>Scholastic Read 180</i> and <i>System 44</i> and <i>Language!</i> 3rd edition</p> <p>b. Continue use of <i>Accelerated Reader</i> and <i>Reading Counts</i></p> <p>c. Provide web based data analysis training using <i>Illuminate</i></p> <p>d. Teacher training on the use of <i>SAM</i> for <i>Scholastic Read 180</i> and <i>System 44</i></p> <p>e. Continue use of CAHSEE intervention program (i.e. <i>Measuring Up</i>)</p> <p>f. Provide updated classroom computers to allow assessment data analysis</p>	<ul style="list-style-type: none"> ✓ Site administration ✓ Director of Curriculum ✓ Assistant Superintendent Ed Services ✓ Coordinator of Assessment and Evaluation ✓ Reading Facilitator ✓ Special education staff <ul style="list-style-type: none"> a. June 2011- July 2014 b. June 2011- July 2014 c. June 2012 d. December 2011 e. June 2011 f. 25% by December 2011, 25% June 2012, 25% December 2012, 25% June 2013 	<ul style="list-style-type: none"> ✓ Maintenance contracts ✓ Release time ✓ Substitutes ✓ Program cost 	\$200,000	<p>Title IIa</p> <p>Title IIc</p> <p>General Fund (Flex funds)</p> <p>Title I</p> <p>Title III</p>

<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>a. All E/LA teachers will complete professional development in the use of the adopted materials and curriculum. (SB 472)</p> <p>b. All E/LA teachers will receive professional development in differentiating instruction for English Learners</p> <p>c. Develop a systematic staff development program that includes presentation, implementation, and on-going follow-up/monitoring for improved student achievement</p> <p>d. Implement adopted textbook/instructional program with fidelity</p> <p>e. Integrate ancillary materials that accompany textbooks and support reading instruction</p> <p>f. Collaborate in Professional Learning Communities/teacher collaboration to modify instruction based on benchmark and formative assessments.</p> <p>g. Support new teachers through BTSA/Induction</p> <p>h. Increase use of SDAIE strategies across the curriculum through professional development and walkthroughs</p> <p>i. Provide training in reading instructional methodology for EL teachers</p> <p>j. Provide training in EL strategies for all core content teachers</p> <p>k. Provide staff training on <i>Illuminate</i> for interpreting, using and assessing standards</p> <p>l. Provide staff development to increase knowledge of effective reading teaching strategies in content area classes</p> <p>m. Develop collaboration between reading program and mathematics program to foster improved instructional strategies that support access to curriculum to improve the achievement of low-performing, at-risk students Expand and support PLCs to foster a shared purpose, collective responsibility among staff, and a focus on student learning and results.</p> <p>n. Train teachers newly assigned to <i>Language! ,Read 180 or System 44.</i></p>	<ul style="list-style-type: none"> ✓ Director of Curriculum, Assessment, and Categorical Programs ✓ Site Administration ✓ Teachers ✓ Department coordinators ✓ Coordinator of Assessment and Evaluation ✓ CTEL trainers ✓ Curriculum facilitators ✓ <i>Language!</i> Coach ✓ BTSA <ul style="list-style-type: none"> a. December 2012 b. June 2013 c. June 2012 d. June 2011- June 2012 e. August 2012 f. August 2012 g. June 2011- June 2014 h. July 2011- August 2012 i. August 2012 j. December 	<ul style="list-style-type: none"> ✓ Release time ✓ Substitutes ✓ CTEL trainers ✓ <i>Illuminate</i> ✓ <i>Write Institute</i> 	\$15,000	<p>Title IIa General fund (Flex funds) BTSA EIA Title I</p>

<p>o. Provide coaching and support for experienced <i>Language!</i>, <i>Read 180</i> teachers, reading teachers</p> <p>p. Provide subject area articulation, vertical teaming and collaboration across subject areas to support differentiated instruction and CAHSEE preparation.</p> <p>q. All principals will receive administrative professional development in lesson design, student engagement, use of instructional materials to meet state standards and the use of classroom walkthroughs as a method of providing teacher feedback.</p> <p>r. All principals will complete AB430 professional development</p> <p>s. Provide professional development for administrators and teachers in standards-based grading practices.</p> <p>t. Provide professional development in the use of technology currently available in the classroom.</p> <p>u. Provide professional development on how to refine and utilize district-wide pacing guides</p> <p>v. Provide professional development on how to develop and utilize district-wide benchmark assessments.</p> <p>w. Provide professional development to all teachers in the use of new textbooks</p> <p>x. Provide professional development for those implementing the new Mathematics intervention materials</p>	<p>2012</p> <p>k. August 2011- June 2012</p> <p>l. June 2012- July 2013</p> <p>m. August 2011- December 2012</p> <p>n. August 2011</p> <p>o. July 2012</p> <p>p. December 2012</p> <p>q. December 2012</p> <p>r. December 2012</p> <p>s. May 2012</p> <p>t. November 2012</p> <p>u. April 2012</p> <p>v. September 2012</p> <p>w. August 2012</p> <p>x. January 2013</p>			
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>a. Include representation of staff, parents, and community on district and site planning committees; WASC accreditation, Strategic Planning, Single Plan for Student Achievement</p> <p>b. Communicate to parents through DELAC, ELAC, and School Site Council, Community Advisory Committee</p> <p>c. Encourage greater teacher use of the Parent Portal</p> <p>d. Use Planning Guide; SARC, district website, newsletters for school, parent, and community communication</p>	<p>✓ Director of Curriculum, Instruction, and Categorical Programs</p> <p>✓ Technology Leads</p> <p>✓ Community Liaisons</p> <p>✓ PELL and Title I Coordinators</p>	<p>✓ Release time</p> <p>✓ Substitutes</p> <p>✓ <i>Connect Ed</i></p>	<p>\$20,000</p>	<p>General fund (Flex funds)</p> <p>Title I</p> <p>Title IId</p> <p>Title III</p> <p>EIA</p>

Comment [A6]: I added dates for r-x

<ul style="list-style-type: none"> e. Provide translated information in Spanish and Vietnamese when 10% of school families have identified Spanish or Vietnamese as the primary language f. Notify parents and students of assessment results in home language g. Provide district office and school site website translation h. Provide information on interpreting the data through School Site Council, DELAC, ELAC, and to the degree possible, on the Parent Portal i. Review Parent-School Compacts annually j. Review HBUHSD Parent Involvement Policy k. Continue use of <i>Connect Ed</i> l. Continue use of <i>Tele-Parent</i> (WHS only) m. Monitor stability of district leadership by basing continuing employment on administrator evaluations conducted by the Superintendent. n. Analyze students taking modified assessments to ensure they meet the requirements for CAPA or CMA 	<ul style="list-style-type: none"> ✓ Director PPS ✓ Coordinator Assessment and Evaluation ✓ Guidance staff ✓ Principals ✓ District and site program staff <ul style="list-style-type: none"> a. September 2011 b. June 2012 c. December 2011 d. December 2011 e. June 2012 f. December 2011 g. December 2012 h. June 2012 i. Annually j. December 2012 k. 2011-2014 l. 2011-2014 m. August 2012 n. December 2011 			
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> a. Schedule annual outreach parent meetings for incoming 9th grade students b. Communicate with feeder districts to identify at-risk students for targeted reading intervention c. Schedule transition meetings for incoming 9th grade Special Education students 	<ul style="list-style-type: none"> ✓ Community Liaisons ✓ Reading Facilitator ✓ Asst. Supt Ed Services ✓ Director 	<ul style="list-style-type: none"> ✓ Release time ✓ Substitutes ✓ Translation personnel ✓ Printing 	\$15,000	General Fund (Flex funds)F Title I Title IIa Title III EIA Special

<p>d. Articulate with feeder middle school staff to communicate current reading program</p> <p>e. Continue reading testing for identification and accurate placement in reading intervention classes in the 9th grade</p> <p>f. Provide transition/bridge summer-school courses targeting at-risk incoming 9th grade students and actively recruit for enrollment</p> <p>g. Continue 9th grade Academy program</p> <p>h. Develop resources and mechanisms for communicating with the parents of English Language Learners and Students with disabilities through the District web site or other forums.</p>	<p>Curriculum, Instruction, and Categorical Programs</p> <p>✓ Director Pupil Personnel Services</p> <p>✓ Special Education staff</p> <p>✓ Site Guidance Staff</p> <p>✓ Principals</p> <p>✓ Reading Teachers</p> <p>✓ Student Support Specialist</p> <p>✓ Title I Coordinators</p> <p>✓ PELL Coordinators</p> <p>a. June 2012</p> <p>b. June 2011- June 2014</p> <p>c. July 2012</p> <p>d. February 2012</p> <p>e. February 2012- June 2014</p> <p>f. June 2012</p> <p>g. September 2011</p> <p>h. April 2012</p>			<p>Education</p>
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<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> a. Provide training of staff responsible for conducting and interpreting state assessment results (i.e. Illuminate) b. Use benchmark and CST assessment data to monitor program to modify instruction and instructional practices c. Evaluate the effectiveness of <i>Language!</i>, <i>Read 180</i> and other intervention services and program strategies and materials d. Review annually Site Single Plan for Student Achievement by Principal and School Site Councils e. Provide teacher collaboration time/PLCs to develop subject specific benchmark assessments f. Use data from test given to eighth graders each year determine placement in reading classes g. Provide class walkthrough training for administrators h. Board members and District leadership will regularly review and update board policies with attention to those focused on student achievement. i. Ensure that all certificated, classified and management evaluations are completed during the 2011-2012 school year. j. Revise the management evaluation instruments to include the California Professional Standards for Educational Leaders criteria and student achievement accountability data. k. Revise the certificated evaluation form to align to the California Standards for the Teaching Profession . l. In future negotiations with employee groups incorporate all recommendations from LEA Capacity Review. 	<ul style="list-style-type: none"> ✓ Coordinator of Assessment and Evaluation ✓ PELL program staff ✓ Reading Facilitator ✓ Literacy Coach ✓ School assessment and accountability teams ✓ Site Administration ✓ Reading Teachers ✓ Special Education teachers ✓ Director of Curriculum, Instruction, and Categorical Programs <ul style="list-style-type: none"> a. August 2011 b. June 2012 c. August 2012 d. May 2012 and ongoing e. July 2012 f. March 2012 g. June 2012 h. June 2012 i. August 2013 j. August 2013 k. August 2014 l. July 2014 	<ul style="list-style-type: none"> ✓ Release time ✓ Delayed starts ✓ Administrative walk-throughs ✓ Training on the development of benchmark assessments and scoring ✓ Illuminate 	<p>\$5,000</p>	<p>Title IIa EIA General Fund (Flex funds) Title I</p>
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Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>a. Continue Academy classes at selected schools</p> <ul style="list-style-type: none"> • The district has adopted intervention materials for student performing below grade level including student performing two year or more below grade level: (<i>Language, Read 180, English 1 Intensive</i>, co-teaching) <p>b. Provide targeted intervention course work to support improved reading skills</p> <p>c. Provide collaboration time between Reading and ELD/ELL teachers, and Special education teachers</p> <p>d. The District will develop a system of support to train and monitor use of RTI models that address reading intervention for students not meeting proficiency goals in reading and language arts.</p> <p>e. Develop IEPs with goals and objectives aligned with state standards</p> <p>f. Provide strong interventions targeted to impact each child's disability on academic performance.</p> <p>g. Complete the Inventory of Services and Supports (ISS) for students with Disabilities</p> <p>h. Core curriculum staff and special education team should collaborate intentionally to improve the RTI model and establish structured early intervention strategies to use in all classes including all core curriculum courses</p> <p>i. Continue to provide support for TOSA's at Title Schools</p>	<ul style="list-style-type: none"> ✓ Guidance staff ✓ Reading teachers ✓ Teachers ✓ Site administrators ✓ Student Support Specialist ✓ Reading Facilitator ✓ Superintendent of Ed Services ✓ Director Pupil Personnel Services ✓ ELD/ELL teachers ✓ Director Special Education <ul style="list-style-type: none"> a. June 2011- July 2014 c. August 2012 d. June 2012 e. June 2012 f. December 2012 g. June 2013 h. June 2013 i. September 2011 	<ul style="list-style-type: none"> ✓ Section support ✓ Release time ✓ Substitutes 	<p>\$40,000</p>	<p>General fund (Flex funds)F Title IIa IMF Lottery</p>

<p>10. Any additional services tied to student academic needs:</p> <p>a. Expand CAHSEE intervention summer support classes to remediate skills for students between the 9th and 10th grade</p> <p>b. Continue CAHSEE Intervention services</p> <p>c. Assistant Superintendent will work closely with site administration to develop effective master schedules that to the degree possible limit combining CAHSEE remediation courses in schools where at-risk population is small.</p> <p>d. Review budget to ensure that the allocation of available resources in in alignment with the LEA Plan.</p> <p>e. Review school site plans with a specific focus on student improvement and alignment of goals and objectives in support of students in struggling subgroups.</p>	<ul style="list-style-type: none"> ✓ Director Curriculum, Assessment and Categorical Programs ✓ Teachers ✓ Assistant Superintendent ✓ Site administration <ul style="list-style-type: none"> a. June 2012 b. June 2011- June 2014 c. March 2012 d. Beginning July 2011 and continuing at least twice a year through December 2014. e. Beginning July 2011 and continuing at least yearly through December 2014 	<ul style="list-style-type: none"> ✓ CAHSEE remediation materials 	<p>\$5,000</p>	<p>General Fund (Flex funds)</p>
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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 2008-2013

- By 2013, increase by at least 20% the proportion of all students scoring at or above the proficient level on the mathematics (Algebra I, geometry, Algebra II) California Standards Test.
- By 2013, increase by at least 20% of the proportion of socioeconomically disadvantaged students scoring at or above the proficient level on the mathematics California Standards Test
- By 2013, increase by at least 20% the proportion of English Learners with at least five years of U.S education scoring at or above the proficient level in mathematics on the California Standards Test.
- By 2013, increase by at least 20% the proportion of students with disabilities scoring at or above the proficient level on the mathematics California Standards Test.
- By 2013, increase by at least 20% the proportion of students in statistically significant ethnic groups scoring at or above the proficient level on mathematics California Standards Test.
- By 2013, increase by at least 10% the proportion of students in significant sub-groups scoring at the proficient level on the California High School Exit Exam.
- Annually, 100% of the district's Title I schools will make adequate yearly progress in mathematics.

Progress on Goals for 2003-2008 LEA Plan

- In 2010, 44% of all students were at or above the proficiency level on the California Standards Test in Mathematics (Algebra 1, Geometry, and Algebra II). In 2010, 54% of socioeconomically disadvantages 10th grade students were at or above the proficient level in Mathematics on the CAHSEE assessment.
- In 2010, 49% of 10th grade English Learners were at or above the proficient level in Mathematics on the CAHSEE assessment.
- In 2007, 26.6 % of 10th grade students with disabilities were at or above the proficient level in Mathematics on the CAHSEE assessment. In 2010, 41% of students in statically significant ethnic subgroups will be at or above the proficient level in Mathematics on the California Standards Test. .

Planned Improvement in Student Performance in Mathematics

Students have continued to show growth in Mathematics proficiency yearly. The achievement gap for the subgroups ELL and SWD continue to exist. There will be increased collaboration, benchmark assessments and professional development to address targeted standards and applications for improvement in the area of mathematics that will address the deficits that remain. The district continues to focus on helping all students achieve proficiency through the alignment of curriculum with the essential standards needed to pass the California High School Exit Exam, to prepare for the next level of instruction, and to develop the skills that promote the transition to post-secondary education or a career path.

The following goals address the needs identified through data and the review of school programs include the following:

- o By 2014, increase by at least 15% per year the proportion of all students scoring at or above the proficient level on the mathematics California Standards Test. (CAHSEE)
- o By 2014, increase by at least 20% per year of the proportion of socioeconomically disadvantaged students scoring at or above the proficient level on the mathematics California Standards Test
- o By 2014, increase by at least 20% per year of the proportion of English Learners with at least five years of U.S education scoring at or above the proficient level in mathematics on the California Standards Test.
- o By 2014, increase by at least 20% per year the proportion of students with disabilities scoring at or above the proficient level on the mathematics California Standards Test.
- o By 2014, increase by at least 10% the proportion of students in significant sub-groups scoring at the proficient level on the California High School Exit Exam.
- o Annually, 100% of the district's Title I schools will make adequate yearly progress in English/Language Arts.

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

The Huntington Beach Union High School District identified their planned improvement goals during the initial development of the 2003-2008 LEA Plan. In an effort to address the expectations of 100% proficiency for all students in 2013-2014, the goals for improvement were set at what was at that time, with little or no data on which to base the decision, considered an achievable goal by 2008. In all areas there is evidence of growth demonstrating continual efforts to increase student achievement and close the existing achievement gaps. There continue to be targeted skills and applications for improvement in the area of reading that will address deficits that remain. The district continues to focus on helping all students achieve proficiency through the alignment of curriculum with the essential standards needed to pass the California High School Exit Exam, to better prepare for the next level of instruction, and to develop the skills that promote the transition to post-secondary education or a career path. Efforts have been made to emphasize reading across the curriculum and reading continues to be a priority for the Huntington Beach Union High School District.

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: a. Review essential standards to support increased achievement in mathematics. b. Ensure that standards are being taught through class walkthroughs c. Refine/revise standards instrument and pacing of instructional plans d. Support the development of Professional Learning Communities/teacher collaboration to implement essential standards and benchmark assessments	✓ Director of Curriculum, Instruction and Categorical Programs ✓ Coordinator of Assessment and	✓ Release time ✓ Substitutes ✓ Materials ✓ Conferences	\$6,000	Title IIa Title I General fund (Flex funds)

<ul style="list-style-type: none"> e. Implement standards-aligned math textbooks f. Implement math support classes for students needing strategic intervention in Algebra I and Geometry g. Provide intensive intervention classes for students who are 2 or more years below grade level standards. h. Implement teaming model for strategic classroom instruction and to meet specific needs of students including SWD/GATE and students performing below proficiency level. i. The District will train all site administrators in effective lesson design and delivery and use of the teacher classroom walkthrough tool. 	<ul style="list-style-type: none"> Evaluation ✓ Site administration ✓ Math Facilitator ✓ Math teachers ✓ Special education staff <ul style="list-style-type: none"> a. December 2011 b. June 2012 c. June 2012 d. June 2012 e. June 2012 f. June 2012 g. February 2012 h. December 2012 i. June 2012 			
<p>2. Use of standards-aligned instructional materials:</p> <ul style="list-style-type: none"> a. Implement adopted textbooks and instructional materials and determine which lessons address essential standards Participation of new teachers in BTSA workshops focusing on state standards b. Implement intensive support class materials to improve students' skills in mathematics c. Adopt and implement strategic support class materials for students in grades 9 and 10 who are at the strategic intervention level. d. Ensure all classes are using adopted classroom materials with fidelity and rigor. 	<ul style="list-style-type: none"> ✓ Math teachers ✓ Math facilitators ✓ Site administration ✓ BTSA Induction ✓ Special education staff <ul style="list-style-type: none"> a. June 2012 b. June 2011 and ongoing c. June 2012 d. June 2012 	<ul style="list-style-type: none"> ✓ Release time ✓ Substitutes ✓ Textbook purchases 	\$800,000	Title II a General Fund (Flex funds) IMF Lottery

<p>3. Extended learning time:</p> <p>a. Provide Saturday School and afterschool tutorial support for all students, including ELL, SWD and SES students</p> <p>b. Implement use of all instructional minutes in block schedule to support access to core classes</p> <p>c. Provide opportunities for at-risk students to attend summer school</p> <p>d. Ensure all students who need intervention support are provided classes during the school day</p>	<ul style="list-style-type: none"> ✓ District and site administration ✓ Summer school principals ✓ Teachers ✓ Special education staff <ul style="list-style-type: none"> a. December 2011 b. June 2012 c. June 2012 d. December 2011 	<ul style="list-style-type: none"> ✓ Supervision staff for Saturday school ✓ Instructional assistants ✓ Teachers 	<p>\$100,000</p>	<p>General Fund(Flex funds)</p>
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Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>a. Continue use of instructional software to support mathematics instruction (i.e. <i>Plato, Accelerated Math</i>)</p> <p>b. Provide web based data analysis through <i>Illuminate</i></p> <p>c. Continue use of CAHSEE intervention program (i.e. <i>Measuring Up</i>)</p> <p>d. Investigate software programs that support students in closing the achievement gap in mathematics</p> <p>e. Provide updated classroom computer to allow assessment data analysis.</p>	<ul style="list-style-type: none"> ✓ Site administration ✓ Director of Curriculum Instruction and Categorical program ✓ Coordinator of Assessment and Evaluation ✓ Math Facilitator ✓ Teachers ✓ Special Education staff <ul style="list-style-type: none"> a. August 2011 b. December 2011 c. June 2012 d. August 2012 e. 25% by December 2011, 25% June 2012, 25% December 2012, 25% June 2013 	<ul style="list-style-type: none"> ✓ Maintenance contracts ✓ Release time ✓ Substitutes ✓ Program cost 	\$100,000	Title IIa Title IIc General Fund (flex funds) Title I
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>a. All math teachers will complete professional development in the use of the adopted materials and curriculum.</p> <p>b. All math teachers will receive professional development in SDAIE strategies to support English Language Learners</p> <p>c. All math teachers will receive professional development on</p>	<ul style="list-style-type: none"> ✓ Director Curriculum, Instruction and Categorical Programs ✓ Coordinator of Assessment and 	<ul style="list-style-type: none"> ✓ Release time ✓ Substitutes ✓ CTEL trainers ✓ Illuminate 	\$15,000	Title IIa General Fund(Flex funds) BTSA EIA Title I

<p>intervention strategies to address the needs of Students with Disabilities</p> <p>d. Develop a systematic staff development program that includes presentation, implementation, and on-going follow-up/monitoring for improved student achievement</p> <p>e. Implement adopted textbooks/instructional program with fidelity</p> <p>f. Integrate ancillary materials that accompany textbooks and support math instruction</p> <p>g. Collaborate in Professional Learning Communities/teacher collaboration to identify essential standards</p> <p>h. Support new teachers through BTSA/Induction</p> <p>i. Provide staff training on Illuminate for interpreting, using and assessing common assessments.</p> <p>j. Develop collaboration between reading program and mathematics program to foster improved instructional strategies that support achievement for at-risk students.</p> <p>k. Support PLC/teacher collaboration time to review core curricular areas to identify ways to differentiate instruction to meet the needs of all students.</p> <p>l. All principals will complete AB430 professional development</p> <p>m. Provide professional development for administrators and teachers in standards-based grading practices.</p> <p>n. Provide professional development in the use of technology currently available in the classroom.</p> <p>o. Provide professional development on how to develop/refine and utilize district-wide pacing guides</p> <p>p. Provide professional development on how to develop and utilize district-wide benchmark assessments.</p> <p>q. Provide professional development to all teachers in the use of new textbooks</p> <p>r. Provide professional development for those implementing the new Mathematics intervention materials</p>	<p>Evaluation</p> <p>✓ Site Administrators</p> <p>✓ Math Facilitator</p> <p>✓ Reading Facilitators</p> <p>✓ Teachers</p> <p>✓ Department coordinators</p> <p>✓ CTET trainers</p> <p>✓ BTSA</p> <p>✓ Director Special Education</p> <p>✓ Special education staff</p> <p>a. August 2013</p> <p>b. August 2013</p> <p>c. August 2013</p> <p>d. August 2014</p> <p>e. June 2012</p> <p>f. June 2012</p> <p>g. August 2012</p> <p>h. August 2011 and ongoing</p> <p>i. August 2012</p> <p>j. August 2013</p> <p>k. December 2012</p> <p>l. August 2013</p> <p>m. August 2012</p> <p>n. August 2013</p> <p>o. August 2012</p> <p>p. December 2012</p> <p>q. June 2012 and ongoing</p> <p>r. June 2012</p>			
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<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>a. Include representation of staff, parents, and community on district and site planning committees; WASC accreditation, Strategic Planning, Single Plan for Student Achievement</p> <p>b. Communicate to parents through DELAC, ELAC, and School Site Councils, Community Advisory Council</p> <p>c. Encourage greater teacher use of the Parent Portal</p> <p>d. Use Planning Guides,; SARC, district website, newsletters for school, parent, and community communication</p> <p>e. Provide translated information in Spanish and Vietnamese when 10% of school families have identified Spanish or Vietnamese as the primary language</p> <p>f. Notify parents and students of assessment results in home language</p> <p>g. Provide information on interpreting the data through School Site Council, DELAC, ELAC, CAC and to the degree possible, on the parent portal</p> <p>h. Review Parent-School Compacts annually</p> <p>i. Review HBUHSD Parent Involvement Policy</p> <p>j. Provide district office and school site web site translation.</p> <p>k. Continue use of <i>Connect Ed</i> and <i>Tele-Parent</i> (WHS only)</p>	<ul style="list-style-type: none"> ✓ Director of Curriculum, Instruction, and Categorical Programs ✓ Technology Leads ✓ Community Liaisons ✓ PELL and Title I Coordinators ✓ Director PPS ✓ Guidance staff ✓ Principals ✓ District and site program staff <ul style="list-style-type: none"> a. Ongoing b. June 2011 c. June 2012 d. August 2012 e. June 2012 f. June 2012 g. August 2012 h. August 2011 i. August 2011 j. December 2011 k. August 2011 	<ul style="list-style-type: none"> ✓ Release time ✓ Substitutes ✓ <i>Connect Ed</i> 	<p>\$40,000</p>	<p>General fund (flex funds)F Title I Title IId Title III EIA</p>
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<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>a. Schedule annual outreach parent meetings for incoming 9th grade students</p> <p>b. Communicate with feeder districts to identify at-risk low performing students for targeted intervention</p> <p>c. Schedule transition meetings for incoming 9th grade Special Education students</p> <p>d. Articulate with feeder middle school staff to communicate and better articulate math programs.</p> <p>e. Schedule math testing for identification and accurate placement in math classes in the 9th grade</p> <p>f. Provide transition/bridge summer-school courses targeting at-risk incoming 9th grade students and actively recruit for enrollment</p> <p>g. Continue 9th grade Academy</p>	<ul style="list-style-type: none"> ✓ Community Liaisons ✓ Math Facilitator ✓ Asst. Supt Ed Services ✓ Director Curriculum, Instruction, and Categorical Programs ✓ Site Guidance Staff ✓ Special Education staff ✓ Principals ✓ Math teachers ✓ Student Support Specialists\ ✓ Title I ✓ PELL Coordinators <ul style="list-style-type: none"> a. Jan 2012 and yearly thereafter b. December 2011 c. Feb 2012 d. March 2012 e. Ongoing f. Feb 2012 g. August 2011 	<ul style="list-style-type: none"> ✓ Release time ✓ Substitutes ✓ Translation personnel ✓ Printing 	<p>\$15,000</p>	<p>General Funds (flex funds) Title I Title IIa Title III EIA Special Education</p>
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<p>8. Monitoring program effectiveness:</p> <p>a. Provide training of staff responsible for conducting and interpreting state assessment results (i.e., <i>Illuminate</i>)</p> <p>b. Develop formative assessments, and benchmark assessments.</p> <p>c. Use assessment data to monitor program to modify instruction and instructional practices</p> <p>d. Evaluate the effectiveness of intervention services and targeted assistance programs</p> <p>e. Review annually Site Single Plan for Student Achievement by Principal and School Site Councils</p> <p>f. Provide teacher collaboration time/PLCs to develop subject specific benchmarks and common assessments</p> <p>g. The district will ensure principals monitor curriculum fidelity at the respective sites through frequent classroom walkthroughs using a district created feedback tool.</p> <p>h. Review school site budgets to ensure funding is focused to address the needs of SWD and ELL subgroups.</p> <p>i. Review district budget to ensure funding is focused to address the needs of SWD and ELL subgroups.</p>	<ul style="list-style-type: none"> ✓ Coordinator of Assessment and Evaluation ✓ PELL program staff ✓ Special education staff ✓ Title I Coordinators ✓ Math Facilitator ✓ School assessment and accountability teams ✓ Site Administration ✓ Teachers ✓ Director of Curriculum, Instruction, and Categorical Programs <ul style="list-style-type: none"> a. August 2011 b. December 2012 c. August 2013 d. June 2013 e. January 2012 f. August 2012 g. August 2012 h. Yearly i. Feb 2012 and yearly 	<ul style="list-style-type: none"> ✓ Release time ✓ Delayed starts ✓ Administrative walk-throughs ✓ Training on the development of benchmark assessments and scoring 	<p>\$5,000</p>	<p>Title IIa EIA General fund (Flex funds) Title I</p>
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<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> a. Continue Academy classes b. Implement curriculum that provides targeted intervention that engages the lowest-performing students and supports closing the achievement gap in Algebra I skills c. Provide collaboration time between mathematics and ELD/ELL teachers d. The District will develop a system of support to train and monitor use of Rtl models that address mathematics intervention for student not meeting proficiency goals in mathematics. e. Provide TOSAs for Title Program Improvement schools 	<ul style="list-style-type: none"> ✓ Guidance staff ✓ Math Facilitator ✓ Reading Facilitator ✓ Math Teachers ✓ Special education staff <ul style="list-style-type: none"> a. August 2011 b. August 2012 c. June 2012 d. August 2012 e. September 2011 	<p>Release time substitutes</p>	<p>\$40,000</p>	<p>General funds (Flex funds) Title IIa IMF Lottery</p>
<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> a. Expand CAHSEE intervention summer support classes to remediate skills for students between the 9th and 10th grade b. Continue CAHSEE Intervention services c. Assistant Superintendent will work closely with site administration to develop effective master schedules that to the degree possible limit combining CAHSEE remediation courses in schools where at-risk population is small. d. Develop IEPs with goals and objectives aligned with mathematics state standards e. Provide strong interventions targeted to the impact of each child's disability on academic performance. f. Complete the Inventory of Services and Supports (ISS) for students with Disabilities g. Core curriculum staff and special education team will collaborate intentionally to improve the Rtl model and establish structured early intervention strategies to use in all classes including all core curriculum courses 	<ul style="list-style-type: none"> ✓ Director Curriculum, Assessment and Categorical Programs ✓ Teachers ✓ Assistant Superintendent ✓ Site administration ✓ Director Special Education <ul style="list-style-type: none"> a. June 2012 b. August 2011 c. August 2012 and ongoing d. December 2012 e. December 2012 f. August 2012 g. August 2013 	<ul style="list-style-type: none"> ✓ CAHSEE remediation materials ✓ Staff 	<p>\$5,000</p>	<p>General fund (Flex funds) Title I</p>

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.*

Goals for LEA Plan 2008-2013:

- o By 2013, 70% of all English Learners with at least five years of U.S. education will attain a score of early advanced or advanced on the California English Language Development Test (CELDT).
- o By 2013, increase by at least 10% the numbers of English Learners with at least five years of U.S. education who meet district academic criteria for reclassification for FEP.
- o By 2013, increase by at least 15% the proportion of English Learners with at least five years of U.S education scoring at or above the proficient level in English Language Arts on the California Standards Test.
- o By 2013, increase by at least 15% the proportion of English Learners with at least five years of U.S education scoring at proficient or above level in mathematics on the California Standards Test.
- o By 2013, increase by at least 10% the proportion of English Learners with at least five years of U.S. education scoring at the proficient level on the California High School Exit Exam.

Progress on goals for LEA Plan 2008-2013 :

- o In 2010-2011, 47% of all English Learners with at least five years of U.S. education have attained a score of early advanced or advanced on the California English Language Development Test (CELDT).
- o In 9-2010 **7.9%** of all English Learners with at least five years of U.S. education will meet district academic criteria for reclassification for FEP.
- o In 2007-2010, 20% of English Learners with at least five years of U.S. education scored at or above the proficient level in English/Language Arts on the State CST assessment. For the same time period, 48% of students scored basic or above.
- o In 2009-2010, 13% of English Learners with at least five years of U.S education scored at or above the proficient level in Algebra I on the State CST assessment. For the same time period, 31% scored basic or above.
- o In 2009-2010 28% of English Learners with at least 5 years of US education scored at or above the proficient level in Geometry on the state CST assessment. For the same time period 55% scored basic or above.
- o In 2009-2010 36% of English Learners with at least 5 years of US education scored at or above the proficient level in Algebra II on the state CST assessment. For the same time period 62% scored basic or above.
- o In 2009-2010, 49% of 10th grade EL students passed CAHSEE and of those only 39.2% met proficiency as defined by AYP.

Recognizably, the goals established for English Learners were set with very high expectations. This was our best effort to establish goals with little or no data on which to base the decision. Until 2006-2007 in all areas there has been evidence of growth, however, this year there was a dramatic drop in both the AMAO 1 and AMAO 2 after the modifications were made to the CELDT test and the scores realigned to the new scale. For AMAO 3, the English Learners met Adequate Yearly Progress in participation rate and proficiency level (proficient or above) in both English Language Arts and mathematic. There continues to be much dialogue and discussion with the Program for English Learner site coordinators regarding student achievement. We have looked at and will continue to identify curricular areas and program that do not support increase proficiency in reading and math for the English Learner and make the appropriate modification to support English Learners student achievement.

The following goals 2011-2014 for address the needs identified through data and the review of school programs:

- o By 2014, 80% of all English Learners with at least five years of U.S. education will attain a score of early advanced or advanced on the California English Language Development Test (CELDT).
- o By 2014, increase by at least 15% the numbers of English Learners with at least five years of U.S. education who meet district academic criteria for reclassification for FEP.
- o By 2014, increase by at least 15% the proportion of English Learners with at least five years of U.S education scoring at or above the proficient level in English Language Arts on the California Standards Test.
- o By 2014, increase by at least 15% the proportion of English Learners with at least five years of U.S education scoring at proficient or above level in mathematics on the California Standards Test.
- o By 2014, increase by at least 10% the proportion of English Learners with at least five years of U.S. education scoring at the proficient level on the California High School Exit Exam.

The Huntington Beach Union High School District has seen gains in the academic achievement of English Learners. For 2010, the district met all criteria for Title III accountability and exited Title III Program Improvement. Efforts have been made to support the core content teachers with professional development and resource materials in instructional strategies that support language acquisition. Greater consistency in teaching staff with English Learners has been emphasized at schools develop their master schedules. Growth in percent proficient and above in English Language Arts and mathematics has been evident since 2006-2007. The Huntington Beach Union High School district will continue our efforts to support language acquisitions and access to the most rigorous curriculum for our English Learners.

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)

	Description of how the LEA is meeting or plans to meet this requirement.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activities</p> <p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <ul style="list-style-type: none"> a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: <ul style="list-style-type: none"> • Meeting the annual measurable achievement objectives described in Section 3122; • Making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); • Annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); d. Describe how the LEA will promote parental and community participation in LEP programs. <p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>a. The Huntington Beach Union High School District serves approximately 3242 English Learners as part of a total population of approximately 16,320 students, grades 9-12. The distribution of languages, primary language proficiency and population size varies significantly across the six comprehensive high schools, a continuation high school, a community day school, and an independent study program. All sites provide English Language Development aligned with the California ELD standards in either a Structured English Immersion (SEI) or an English language mainstream (ELM) model, according to the student’s assessed English proficiency level. Likewise, specially designed instruction (SDAIE) is provided for all ELL in core content classes and/or primary language support are offered when indicated to ensure access to the core curriculum.</p> <p>Title III funds will be used in conjunction with other state and federal supplemental funds and with the district’s base program funds to provide the following:</p> <ul style="list-style-type: none"> ○ Bilingual staff ○ Purchase parent instructional and informational materials ○ Communicate results to parents, students and staff responsible for student placement decisions. ○ Professional development in the areas of ELD standards, making progress in learning and attaining proficiency in English ○ Parent communication. ○ Summer ELD program ○ Update of Title II plan with current data ○ Provide courses that address the needs of English Learners ○ Complete the ELSSA ○ Create an English Learners Academic Team to address the academic needs of English Language Learners. The makeup of this team will include administrators, teachers, parents and district staff.

		Description of how the LEA is meeting or plans to meet this requirement.					
b. Timeline toward reclassification, based on overall CELDT level at time of initial enrollment:	Description of how the LEA is meeting or plans to meet this requirement.						
		At Entry	2 nd year	3 rd year	4 th year	5 th year	Reclassify
	CELDT level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	6 th year
		Early Intermediate	Intermediate	Early Advanced	Advanced	Reclassify	5 th year
		Intermediate	Early Advanced	Advanced	Reclassify		4 th year
		Early Advanced	Advanced	Reclassify			3 rd year
		Advanced	Reclassify				2 nd year
	Calif. ELA standards test	Far Below Basic	Far Below Basic	Below Basic	Basic	Proficient	At or above midpoint of "basic" range
	Calif. Math standards test	Far Below Basic	Far Below Basic	Below Basic	Basic	Proficient	At or above midpoint of "basic" range
	CAHSEE						Pass
Graduation requirements						Credits earned appropriate to class	
<p>The HBUHSD is committed to increasing the academic achievement of the EL student in the subject areas of ELD, English/Language Arts and math with the following activities:</p> <ul style="list-style-type: none"> ○ Westminster High School offers a newcomers program for the newly arrived English Language Learner. ○ Heinle's <i>Vision</i> series has been adopted as the district ELD textbook. A district committee of ELD teachers has identified benchmarks for measuring progress on the ELD standards. Students take quarterly benchmark exams, and the ELD teachers convene to discuss the benchmark data and to identify any curricular modifications that should be implemented ○ <i>WRITE</i> Institute, a research-based writing program, has been implemented in the LEP English classrooms. This intervention program supports students writing abilities using literature as the springboard. 							

		<ul style="list-style-type: none"> ○ Assistant Superintendent will work closely with site administration to develop effective master schedules without combining levels together in schools where the EL population is small to the degree possible. ○ To assist students who have transitioned, and/or to further develop literacy skills, targeted intervention is provided with the research-based literacy programs of <i>Language!</i> and Scholastic's <i>Read 180</i> and <i>System 44</i>. ○ Provide opportunities for Reading and ELD/ELL staffs to collaborate on strategies to improve achievement of ELL students. ○ Provide opportunities for Math and ELD instructors to collaborate on strategies to improve achievement of ELL students. ○ Develop a summer bridge course to help incoming EL students acquire foundational math concepts and understanding relevant to success in the math curriculum ○ Develop summer bridge courses to help EL students acquire CAHSEE specific concepts ○ Sheltered content classes are offered to assist students in accessing core curriculum through SDAIE strategies ○ Individual teachers have access to <i>Illuminate</i> to review both state and local student assessment information to better meet the needs of the EL student. ○ Staff development for all staff members in the implementation of instructional strategies that address the needs of the EL student and support literacy skills in all curricular areas is a major focus in the HBUHSD program for English Learners. ○ All teachers with ELL's in classes will complete BCLAD, CLAD , CTEL training <p>Upon initial enrollment in the district the following will occur:</p> <ul style="list-style-type: none"> ○ All students whose parents report a language other than English on the Home Language Survey will be assessed for their English proficiency with the California English Language Development Test (CELDT) unless that information can be obtained from a previous California school district. ○ Once identified as an English Learner, students will be tested annually using the CELDT, with performance plotted against the district's expected performance levels based on time in program. ○ Students will be monitored at each grading period by site personnel to assure that they remain "on track" for graduation and are making satisfactory academic progress. ○ PELL coordinators on each site review the annual report that includes test scores, grades, and academic progress. ○ PELL coordinators have identified a need to establish an intervention protocol
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	<p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> ✓ meeting the annual measurable achievement objectives described in Section 3122; ✓ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ✓ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State academic standards and student achievement (Section 1111(b)(1)); 	<ul style="list-style-type: none"> ○ Junior and Seniors activities are coordinated with the Counselor and target the needs of students to be able to pass CAHSEE. ○ Monitoring student attendance at tutorial on the campuses that offer tutorial will keep the PELL coordinator informed as to student participation in remediation opportunities provided. <p>The following tests will be used to assess the primary language academic skills of all students identified as English Learners:</p> <ul style="list-style-type: none"> ○ The Spanish IPT and the <i>Aprندا</i> will be used to assess primary language for Spanish speakers. ○ The Student Oral Language Observation Matrix (SOLOM), completed by interview with parents or others with firsthand knowledge of the student’s language proficiency, and a district-developed reading and writing assessment will be used to assess primary language for Vietnamese speakers. ○ The SOLOM will be used for students of all other primary languages. ○ A district writing sample will be used to measure the primary language writing skills. <p>All students, including all English Learners, will participate in the statewide assessment program:</p> <ul style="list-style-type: none"> ○ The California Standards Tests in Language Arts and Math will be used to measure students’ progress toward academic proficiency ○ English Learners will be assessed annually with the California Standards Tests; performance will be compared with that of the general student population. ○ District and school staff will focus efforts on analyzing data to identify and target needs and to develop a program of support for staff ○ The Director of Curriculum, Instruction, and Categorical Programs and the PELL facilitator meets monthly with the PELL coordinators from each site to discuss issues the EL program. As year-end assessment results are received, they are disseminated to sites for review. ○ District/site administrators, along with site PELL coordinators, meet to review data and determine if students are meeting annual goals. If sites have not met their annual progress target, the program design and implementation are reviewed. Modifications will be implemented in the following school year. <p>The Director of Curriculum, Instruction, and Categorical Programs, along with the Coordinator of Assessment and Evaluation, make an annual report to the Board of Trustees on the language and academic progress of the EL students in the district.</p>
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	<p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p> <p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) The effectiveness of the LEP program will be determined by the increase in:</p> <ul style="list-style-type: none"> ✓ English proficiency; <p>Academic achievement</p>	<p>District wide professional development supports:</p> <ul style="list-style-type: none"> ○ BCLAD/CLAD/ CTEL Training ○ Standards based instructional planning for ELD, ELA, and math ○ Strategies to support closing the achievement gap for English Learners <p>In addition to assistance provided by Title III fund includes:</p> <ul style="list-style-type: none"> ○ English Learners will be supported with primary language materials and paraprofessionals, other supplemental materials and paraprofessional assistance. ○ Professional development for certificated staff is offered through a variety of avenues using Title I, Title II, and EIA/LEP as well as with General Funds. ○ The Director of Curriculum, Instruction and Categorical programs will work closely with Classified Personnel to offer staff development on the district wide Classified Staff Development Day focusing on the needs of paraprofessionals working with the EL population ○ <p>d. The HBUHSD parent involvement plan is shared with all parents of EL students. All schools have English Learner Advisory Committee (ELAC), and each school has representation of both parents and staff on the District English Learner Advisory Committee (DELAC). Translators, bilingual community liaisons and other bilingual staff will assist site and district administrative staff and program coordinators in communicating with parents of English Learners to facilitate their full participation in their students' education. Administrators are trained in the requirement of parent translation when EL student populations reach the 15% threshold.</p> <p>The HBUHSD currently offers daily ELD and SDAIE instruction in the core academic subjects in the SEI/ELM programs for EL students</p> <ul style="list-style-type: none"> ○ Program goals are designed to promote high expectations. ○ Progress of individual students in ELD is jointly monitored at the site level by the ELD teacher and the PELL Coordinator, based on semester grades, quarterly "failure notices" and benchmark assessments. <p>Further development is required of a core LEP English program aligned with the ELD and ELA standards:</p> <ul style="list-style-type: none"> ○ LEP teacher teams will review and refine LEP English course of study ○ Review and adopt standards aligned textbook to support EL students in the LEP English class and across all curricular areas ○ Implement core LEP English curriculum in all schools
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		<p>LEP English/ELD and math teachers will collaborate on and implement known strategies that support academic achievement.</p> <p>The Director of Curriculum, Instruction and Categorical Programs and Coordinator of Assessment and Evaluation reviews data from end of year assessments.</p> <ul style="list-style-type: none"> ○ Aggregated data summaries will be provided to the sites prior to the opening of each school year and updated once CELDT results are received from the test contractor. ○ Site teams, with assistance from district staff, are expected to review this performance data to make determinations of program effectiveness and revise programs as necessary to improve services. ○ The <i>Single School Plan for Student Achievement</i> shall be updated as necessary to reflect any program revisions. ○ Progress of English Learners toward meeting graduation requirements will be compared against the general population to monitor program effectiveness in academics. ○ CELDT scores and data from the annual ELA standards tests are reviewed to identify students eligible for redesignation. ○ Students who are significantly credit deficient relative to their age at entering high school will have education plans designed to address alternative routes to a diploma if warranted.
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<p>Required Activities</p>	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <p>a. Designed to improve the instruction and assessment of LEP children;</p> <p>b. Designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</p> <p>c. Based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills;</p> <p>d. Long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>Teachers are provided training in language acquisition, ELD, and SDAIE to learn research-based strategies to meet the needs of EL students and to obtain appropriate certification for their assignments.</p> <ul style="list-style-type: none"> ○ Newly graduated teachers are credentialed for teaching the EL population and participate in BTSA to support them in learning and refining instructional strategies for the EL population. ○ The district has provided on-site training and support for teachers by offering CTEL test preparation courses. Additional district CTEL trainings will be offered if sufficient interest is indicated. If sufficient participation for district training is not indicated, then teachers will be referred and supported as they participate in the programs offered through OCDE. ○ Staff yet to hold the appropriate certification will be notified of trainings. HBUHSD supports teachers in receiving training to prepare for the CTEL exams and to compensate teachers for the fees for the CTEL exams. <p>Each year, information for newly enrolled EL students is distributed to core teachers to use in determining modifications to the core instructional program that will support the English Learner.</p> <p>Each year, annual assessment information for EL students is distributed to intervention teachers (i.e. reading, ELD, academy) to use in determining modifications to the core instructional program that will support the English Learner.</p> <p>Teachers will receive training on revised LEP core curriculum and in the effective use of the adopted standards-aligned textbooks and other instructional materials designed to support the achievement of English learners.</p> <p>Math teachers will receive training and collaborate together on strategies to support academic achievement for LEP students in the math class.</p> <p>ELD teachers collaborate several times each year to review benchmark assessments aligned to the <i>Visions</i> series and to modify the course pacing and curriculum in the ELD classes.</p> <p>LEP English teachers are brought together for 3 trainings per year for the <i>Write</i> Institute. They receive training in research-based strategies that support EL student in improving their writing. Teachers holistically score student writing to identify areas where continued focus will help improve student achievement.</p> <p>Administrators with responsibility for evaluating teachers instructing EL students will be provided training in the most effective instructional strategies for accelerating the student achievement, including observation protocols to monitor teachers’ implementation of ELD and SDAIE strategies</p>
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Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	Yes	If yes describe: Implementation of the <i>Visions</i> program for English Language Development, including 3-4 days of collaboration annually to review course and course pacing for modification. Teachers using the <i>Write</i> Institute structured writing program for English Learners collaborate four days each year for reinforcement and application of the learning strategies with a variety of classroom literature.
	5. Provide – a) Tutorials and academic or vocational education for LEP students; and b) Intensified instruction.	Yes	If yes describe. Several schools have implemented tutorial within the school day schedule. Some district sites have morning and after school tutorials along with Saturday programs. Westminster High School Newcomers Program offers intensified coordinated curriculum. Title I schools have added support classes, either during the school day or before school to help struggling students close the achievement gap.
Allowable Activities	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes	If yes, describe: Title I and EL services are closely coordinated at OVHS and WHS. Title II provides funding for staff members to attain proper certification for teaching ELs.
	7. Improve the English proficiency and academic achievement of LEP children.	Yes	If yes, describe: Focused staff development to assist teachers in reading strategies, academic language, and literacy skills that support student access to the core curriculum.

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – a) To improve English language skills of LEP children; and b) To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.	Yes	If yes, describe: Interpreter/translators fluent in Vietnamese and in Spanish are providing a communications link to parents and the community. At our most impacted campuses parent training focuses on assisting the EL parents in better supporting their students' academic achievement and further developing parenting skills. HBUHSD College Night provides breakout sessions presented in both Spanish and Vietnamese to inform parents of the opportunities for post-secondary education and the requirements for college acceptance. Provide opportunities for parents to participate in leadership activities offered by OCDE.

	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> a) The acquisition or development of educational technology or instructional materials b) Access to, and participation in, electronic networks for materials, training, and communication; and c) Incorporation of the above resources into curricula and programs. 	<p>Yes</p>	<p>If yes, describe: Students enrolled in reading courses access Scholastic's <i>Read 180</i> program that utilizes computer-assisted intervention to differentiate instruction and support language development. ELD 2 students receive support to enhance reading fluency and phonemic awareness with <i>Scholastic's System 44</i>. Various software supports EL instructional programs (i.e. <i>Accelerated Reader, Accelerated Math, Plato, and Measuring Up</i>).</p>
	<p>10. Other activities consistent with Title III.</p>	<p>Yes</p>	<p>If yes, describe: Support LEP content teachers with additional classroom resources to support instruction for EL students. Support provided for Valley Vista High School with an additional instructional assistant to support growing EL population.</p>

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

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p> <p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; 	<p>Upon registration of their student, and annually thereafter, parents will receive a written explanation of the following information:</p> <ul style="list-style-type: none"> ✓ The identification of their child as an English Learner and in need of services, based on the Home Language Survey and the initial assessment of English language proficiency, as determined by the CELDT; ✓ An explanation of the CELDT and description of the proficiency levels it reports ✓ The written notification of results includes the recommended placement with a description of both the SEI and ELM programs, including the content, instructional goals, and the availability of primary language support for each. Parents are also informed of their right to request an alternate program or different placement; ✓ How the recommended program will meet the needs of the student, based on the district's criteria-based placement design, the student's previous educational background, and status relative to meeting high school graduation requirements; ✓ How the program will help the student learn English, through ELD instruction in a dedicated English Language Development class for students at Beginning through Intermediate levels or in an ELM setting; ✓ How the recommended program provides appropriate support in the content area to allow the student to progress toward graduation; ✓ The assessment and notification summary also includes criteria for reclassification and exit from the program and expected graduation rates for participants;

Required Activity	<p>f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;</p> <p>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</p> <p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ol style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<ul style="list-style-type: none"> ✓ Results of STAR, CAHSEE and academic progress (transcripts reporting g.p.a., credits earned, areas of deficiency) are mailed to parents as results are received by the district. Other parent communications include information on contact persons for oral or written explanations of these reports in the primary language of the parent; ✓ Students whose instructional program is defined by an IEP will have their assessment results integrated into the assessment data reviewed by the IEP Team in making placement decisions, identifying services, and writing linguistically appropriate goals and objectives. ✓ All parents of English Learners will receive information regarding opportunities to participate in site and district meetings through direct mailings, Principals' Newsletters and other methods generally used for communication with parents. Parents will be asked to indicate their preferred language for school-home communication at the time of initial enrollment for their student. Site ELAC's will select representatives to the DELAC. ✓ Parental rights regarding program choice and placement of students are detailed in assessment and placement notifications ✓ Bilingual interpreter/translators will provide outreach to parents who speak Spanish or Vietnamese and will be an integral component of all efforts to notify, inform and involve parents. Speakers of other languages will be recruited as needs are identified and services requested.
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		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity		
	<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>	<ul style="list-style-type: none"> ✓ All required information shall be disseminated at time of student schedule distribution immediately prior to the opening of school. CELDT results will be mailed upon receipt by the district CELDT Coordinator and verification of the scores. ✓ All required information for new students shall be provided at the time of the assessment if parents are available. Final documents will be mailed after review of the test data for accuracy. Bilingual staff will be available for follow up questions as needed.
	<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>	<ul style="list-style-type: none"> ✓ If the district or school site does not make adequate yearly progress on the annual measurable objectives, the district will notify parents of the failure to make progress and the options for additional or different services for their student.

A. Summary of Findings

- ◆ More than half of the English Learners in this secondary district have been in U.S. schools more than five years; only 16.9% have been here less than one year.
- ◆ Forty-two percent (42%) of the students are in an English Language Mainstream setting. Because of the length of time they have received U.S. schooling; these students typically have a high level of BICS (conversational English) and have been mainstreamed at least since entering middle school. They (and their parents) do not see themselves as English Learners.
- ◆ Consistent with the above, our students are performing at an excellent level on the CELDT. They are also making satisfactory progress toward graduation. It is on the California Standards Tests and the CAHSEE that performance falls significantly below that of their English-only peers and thus impedes redesignation as FEP.

B. Ensuring Continuous Improvement

Results of this data analysis will be incorporated into the annual report to the Board of Trustees on program effectiveness delivered each January by the Director of Curriculum, Instruction and Categorical Programs and the Coordinator, of Assessments and Evaluation. The process for using the information to improve program implementation and to inform instruction to ensure each English Learner's language and academic success will be emphasized across the curriculum.

C. Planned interventions:

- ◆ Continue implementation of the adopted standards-aligned textbook series, with ongoing teacher training
- ◆ Continue implementation of *Write* Institute training and curriculum for improving writing skills of English Learners
- ◆ Refine student data systems (and provide supporting training for staff) to enable early identification of students not progressing appropriately
- ◆ Continue the benchmark assessment tools to provide timely formative assessment data for individual students and classes of students in ELD
- ◆ Develop a model/matrix to identify appropriate interventions for students not making expected progress

D. Additional recommended activities:

- ◆ Target students who should be candidates for redesignation to identify areas needing assistance; work with sites and district staff to develop a matrix of interventions and services to address concerns
- ◆ Identify and assist students who are on target for graduation in terms of coursework and credits, but who are in danger of failing to pass the CAHSEE

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	Yes	If yes, describe: Parents participate in <i>The Parent Institute for Quality Education</i> , and after the graduation parents continue to meet as parent organizations to support their active participation in the education of their children.
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	Yes	If yes, describe: a dedicated instructional assistant works with the immigrant student to provide services.
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	No	If yes, describe:
Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes	If yes, describe: Supplemental instructional materials have been provided for the newcomers, immigrant education program.

	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	No	If yes, describe:
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	No	If yes, describe:
Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	Yes	If yes, describe: Integrating services with El Viento and Oak View Community organization to support students and their families

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

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> ● As of October 2007, all academic area teachers, with the exception of Special Education teachers, at Title I schools met the federal definition of highly qualified. 94% of teachers in other schools meet the federal definition of highly qualified with the lowest percentages in the alternative setting. ● Student achievement data 2008 – 2010 indicates growth in mathematics and language arts. ● Curricular support is being provided by content facilitators in the areas of math, science, social science, language arts, performing arts, world languages, and vocational education. ● Out of 592 teachers there are none that are not credentialed ● BTSA/Induction provides training and support for our new teachers. ● 100% of teachers have met the qualification to teach English Learners. 	<ul style="list-style-type: none"> ● As of October 2010, at non-Title I schools, 6% of teachers are not considered highly qualified by the federal definition. A majority of the teachers are special education teachers. ● Student achievement data indicates the need for teacher collaboration within and across the disciplines to address the needs of at-risk students, EL students, and socioeconomically disadvantaged students and students with disabilities to close the achievement gap in ELA, reading, and mathematics. ● All school and district professional development will focus on teaching students to meet or exceed grade level standards on the content standards.

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

Planned Improvements for Professional Development (Title II)

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <ul style="list-style-type: none"> o Conduct yearly by the Human Resources and Curriculum Departments professional needs audit of teachers and principals in relation to criteria for highly qualified teachers according to NCLB. o Identify focus/essential standards with curriculum teacher teams that address core course knowledge and prepare students for the next level of instruction o Refine district course pacing with teacher curriculum teams to support sites developing benchmark assessments that monitor student knowledge of identified essential standards o Provide professional development in standards-based instruction and strategies to support student achievement/proficiency for all o Utilize publisher resources and training on the implementation of standards-aligned newly adopted textbooks o Utilize data to determine curriculum effectiveness and to identify areas needing modification 	<ul style="list-style-type: none"> ✓ Director Curriculum Instruction and Categorical Programs ✓ Assistant Superintendent Human Resources ✓ Coordinator of Assessment and Evaluation ✓ Content Facilitators ✓ Site Administrators ✓ Teacher ✓ BTSA Support Providers 	<ul style="list-style-type: none"> ✓ Conference attendance ✓ Substitutes ✓ Release time ✓ <i>Illuminate</i> ✓ Survey tool 	<p>\$ 70,000</p>	<p>Title IIa Title I General fund (Flex funds)F IMF Lottery</p>
<p>2. How the activities will be based on a review of scientifically-based research and an explanation of why the activities are expected to improve student academic achievement.</p> <ul style="list-style-type: none"> o Review research on professional development activities that assist teachers and administrators to ensure all students will meet or exceed state content and academic achievement standards. o Emphasis will focus on those topics and formats that have the greatest positive impact on teachers’ ability to accelerate the learning of students in the lowest performing groups (i.e. EL students, at-risk students) using differentiated instructional strategies o Facilitators and other successful teachers will serve as demonstrators and coaches 	<ul style="list-style-type: none"> ✓ Assistant Superintendent Ed Services ✓ Director Curriculum, Instruction, and Categorical Programs ✓ Site Assistant Principal ✓ Content Facilitators ✓ Spec Ed staff 	<ul style="list-style-type: none"> ✓ Training ✓ Substitutes ✓ Release time ✓ Supplies 	<p>\$2,000</p>	<p>Title II General funds (Flex funds)</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <ul style="list-style-type: none"> o Identified expected learning/essential knowledge and course pacing will be implemented district wide o Differentiated strategies will scaffold instruction to assist students in developing, applying, and extending instruction o Formative assessments will give timely information of the skills students have learned and those that need further instruction o Site teams, with assistance from district personnel, will develop and implement an intervention plan that provides targeted remedial instruction to struggling students to close the gaps o District-wide team with representation from all sites will collaborate on intervention strategies and identify best practices to close the achievement gap o Site teams will use formative/common assessments or other relevant information to monitor remediation efforts' effectiveness o Target resources for programs that address at-risk, underachieving, EL students, and minority students o Monitor and adjust curriculum as indicated in data from formative and summative assessments through teacher collaboration opportunities o Develop activities that integrate math and reading strategies to support the at-risk student o Implement a placement process using multiple measures to help facilitate that students receive the appropriate services o Implement research-based programs that support closing the achievement gap (i.e. <i>Read 180, Language!</i>) o Support site Professional Learning Communities/collaboration opportunities to monitor and adjust curriculum 	<ul style="list-style-type: none"> ✓ Assistant Superintendent of Ed Services ✓ Content Facilitators ✓ Teacher teams ✓ Coordinator of Assessment and Evaluation ✓ Director of Curriculum, Instruction, and Categorical Programs ✓ PELL Coordinators ✓ Title I Coordinators ✓ Site Administration ✓ Student Support Specialist ✓ Special education staff 	<p>Release time Substitutes Illuminate</p>	<p>\$70,000</p>	<p>Title II General fund (Flex funds) IMF Lottery</p>

<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <ul style="list-style-type: none"> o The district’s Assistant Principal Council and School Site Councils will ensure that professional development activities are coordinated to address needs identified by staff to assist all students to meet or exceed state academic achievement standards. o Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment and understanding of the strengths and needs of the student populations in their classes. o Activities will be designed to help teachers integrate instructional strategies that support at-risk students, ELs, and students whose program has been accelerated to support high achievement o Classroom management, interventions, and working with students’ families, and other topics required by funding sources will be addressed within the context of ensuring that all students meet or exceed state content and academic achievement standards. o Participation in BTSA/Induction for new teachers o Funding requests will clearly outline the focus of the professional development activity 	<ul style="list-style-type: none"> ✓ Director of Curriculum, Instruction and Categorical Programs ✓ Assistant Principals ✓ Math Facilitator ✓ Reading Facilitator ✓ PELL Coordinators ✓ Title I Coordinators ✓ Director Special education 	<p>Release time Substitutes Materials</p>	<p>\$4,000</p>	<p>Title IIa Title I EIA GATE PAR</p>
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <ul style="list-style-type: none"> o Support school implementation of teacher collaboration/Professional Learning Communities to facilitate improved student achievement o Provide time for all disciplines to examine relevant data. o Provide resources and training for staff to implement appropriate changes to improve student learning. o Develop an evaluation tool to monitor the effectiveness of the staff development program. o Train staff to ensure effective program implementation o Support for professional development needs noted in other sections of this Plan. 	<ul style="list-style-type: none"> ✓ Director of Curriculum, Instruction and Categorical Programs ✓ Coordinator of Assessment and Evaluation ✓ Site Administration ✓ Curriculum facilitators ✓ Director Special Education 	<p>Release time Substitutes Materials Illuminate</p>	<p>\$75,000</p>	<p>Title II Site and district block grant General fund IMF Lottery</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <ul style="list-style-type: none"> o The district’s curriculum department will ensure that technology-related professional development links to other district and school professional development activities and are coordinated to address staff needs in assisting all students to meet or exceed state academic achievement standards. 	<ul style="list-style-type: none"> ✓ Technology Coordinator ✓ Site TRT ✓ Site administration ✓ Coordinator of Assessment and Evaluation 	<p><i>Illuminate</i></p>	<p>\$5,000</p>	<p>Title II General Fund (Flex funds) IMF Lottery</p>
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <ul style="list-style-type: none"> o Develop or purchase online tutorials or software solutions to provide review, remediation, and instructional help. o Identify the types of current assessment data that are available. o Continue the development of the Parent Portal to increase access to school information and student progress. o Train teachers in the use of <i>Easy Grade Pro</i> and the Parent/Student Portal to develop greater avenues of school to home communication o Provide ongoing training and time for implementation and use of the Parent/Student Portal o Enhance the capabilities of current resources to supply appropriate data to all members of the school community. (i.e.SB2000 Teacher, <i>Illuminate</i>) o Provide technology training for systems and software required for accessing, evaluating, and distributing data. 	<ul style="list-style-type: none"> ✓ Director of Curriculum, Instruction and Categorical Program ✓ Coordinator of Assessment and Evaluation ✓ Technology facilitator ✓ Content Facilitators ✓ Director of Informational Services ✓ District Technology Team ✓ Technology Resource Teachers ✓ Special education staff 	<ul style="list-style-type: none"> ✓ Release time ✓ Substitutes ✓ Training ✓ Illuminate 	<p>\$15,000</p>	<p>Title II IMF Lottery General fund (Flex funds)</p>

<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <ul style="list-style-type: none"> o Involve representation from site and district personnel o Review and request additional input from school community groups to include DELAC, ELAC, School Site Councils, Community Advisory Committee, Superintendents Council, Assistant Principal Council, Program Coordinators o Annually review, garner input, and revise activities outlined in the LEA Plan with the school and district community 	<ul style="list-style-type: none"> ✓ Superintendent's Council ✓ AP Council ✓ School Site Council ✓ Content Facilitators ✓ Site/ District Parent Committees ✓ Teachers ✓ District Technology Committee 	Meeting minutes	\$1,000	Title IIa General fund (Flex funds)
<p>9. Teachers of the HBUHSD will be proficient in using data to evaluate student performance and will use the results to modify instructional strategies to improve student learning.</p> <ul style="list-style-type: none"> o Develop a process to track longitudinal data for overall program improvement o Implement an ongoing staff development program on the analysis and use of data to ensure continuous improvement of student learning. o Provide training and coaching for all staff regarding data analysis 	<ul style="list-style-type: none"> ✓ Site administration ✓ Teachers ✓ Coordinator of Assessment and Evaluation ✓ Content Facilitators ✓ Director of Curriculum Instruction and Categorical Programs 	<ul style="list-style-type: none"> ✓ Release time ✓ Substitutes ✓ 	\$10,000	Title II General fund (Flex funds) EIA
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <ul style="list-style-type: none"> a) The district will continue to pay or reimburse teachers who are assigned to EL instruction for CTEL certification training. b) The district will continue to support special education teachers in meeting highly qualified status through VPSS. 	<ul style="list-style-type: none"> ✓ Director of Curriculum, Instruction, and Categorical Programs ✓ WOCCE ✓ Human Resources 	CTEL training Release time Reimbursement	\$25,000	Title II

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
<p>1) All school sites have developed and implemented a discipline/dress/behavior code.</p> <p>2) Parents have access to and receive school and district information through Principal Newsletters, school and district web sites, the School Accountability Report Card, the information provided in the summer registration packet and other district-mailers.</p> <p>3) Each school site has a strategic plan that is reviewed and revised annually by representatives from all stakeholder groups.</p> <p>4) Student Support Specialists, School Counselors and School Psychologists are assigned to each school site and offer psychological and personal support for all students.</p> <p>5) All school sites have a Saturday School program for students with attendance and behavior issues.</p> <p>6) Freshmen orientation programs are held on each campus and provide a smooth transition for students entering from the middle schools.</p> <p>7) A referral process exists at all sites for the "alternative to suspension program" for students caught in drug/alcohol related incidents. Students have the option to participate in a drug/alcohol awareness program with a trained professional.</p> <p>8) Students with serious attendance issues are referred to the School Attendance Review Board.</p> <p>9) An At-Risk Academy Program has been developed at some school sites to address the needs of 9th and 10th grade students identified as potential dropouts.</p>	<p>1) Although parent involvement is active at some school sites and through specific parent groups, it is lacking in others.</p> <p>2) Materials are not consistently translated that inform parents about school-related issues.</p> <p>3) Staff development is needed to increase awareness of cultural issues impacting students, family involvement, and communication.</p> <p>4) Program evaluation measures need to be put in place at all schools to measure program effectiveness</p> <p>5) Schools need improved collaborative models of assistance with the medical and mental health professionals once they discover students with extreme needs who are found through the SARB process.</p> <p>6) Improved articulation and collaboration between HBUHSD and its four feeder districts with specific focus on student support services and expanding/coordinating available community resources.</p> <p>7) Increase partnerships with existing agencies in the community college districts, health agencies and Human relations task forces to meet the needs of students</p>

<p>10) A Community Day School addresses the academic and psychological needs of students with serious behavioral issues.</p> <p>11) Special Education programs have been expanded to address the unique needs of autistic, emotionally disturbed, and multiple-handicapped students.</p> <p>12) HBUHSD receives funds from the Cal-Safe grant which allows pregnant moms and parenting teens to attend school.</p> <p>13) Indian Education outreach, support and counseling is strong affecting hundreds of students in need</p> <p>14) HBUHSD has been recognized for as a model SARB program in CA</p>	
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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
<p>1) A broad range of programs will be available throughout the district that give students the opportunity to participate in after school programs including clubs, athletics, drama, music, and tutoring.</p> <p>2) Each high school offers college courses after school for personal advancement through Coastline Community College “Credit for College” program</p> <p>3) Science/Research-based curriculum has been purchased and was delivered to 9th grade students in their Health classes.</p> <p>4) Student Support Specialists and School Counselors will continue to be funded on each school site and will provide intervention programs for at-risk students.</p> <p>5) Nurses will be staffed full time at each site and be trained on specific health needs and risks facing students today including over the counter medication and illegal substance use</p>

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

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

STRENGTHS	NEEDS
<p>1) All school sites have developed a comprehensive safe schools plan with clearly delineated emergency procedures and regularly scheduled practice drills.</p> <p>2) Each school site maintains data related to suspensions, expulsions, and discipline.</p> <p>3) A video surveillance system has been installed on all school sites.</p> <p>5) An alternative to suspension program has been implemented and provides drug and alcohol education for students identified through the disciplinary process.</p> <p>6) A full-time nurse exists at each school site to support families in helping their sons and daughters recognize the signs of substance abuse including over-the-counter medications.</p> <p>7) All schools participated in the California Healthy Kids Survey</p> <p>8) Health class is now a required graduation requirement targeted for 9th graders.</p> <p>9) Parent information nights have increased under the direction of Student Support Specialists</p>	<p>1) Staff development is needed to increase awareness with regard to issues related to ATODV.</p> <p>2) Data collection and analysis is needed with regard to incidents/suspensions related to ATODV.</p> <p>3) Parent and student involvement is needed in the development and implementation of programs related to ATODV issues.</p> <p>4) Only some of the 8 high schools participate in OC Human Relations taskforce activities, PAL programs, and Peer Mediation programs</p>

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:

The Huntington Beach Union High School District no longer receives funding through SDFSC and TUPE. Goals in this area have not been established.

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: _/_/_/ Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th NA % 7 th NA %	5 th NA % 7 th NA %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th NA % 9 th 7 % 11 th 15 %	7 th NA % 9 th NA 11 th NA
The percentage of students that have used marijuana will decrease biennially by:	5 th NA % 7 th NA %	5 th NA % 7 th NA %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:		

	7 th NA % 9 th 20 % 11 th 33%	7 th NA % 9 th NA 11 th NA
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th NA % 9 th 8% 11 th 18%	7 th NA % 9 th NA 11 th NA
The percentage of students that feel very safe at school will increase biennially by:	9 th 16% 11 th 18%	9 th NA 11 th NA
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	9 th 22 % 11 th 14 %	9 th NA 11 th NA
Truancy Performance Indicator		

<p>The percentage of students who have been truant will decrease annually by 5% from the current LEA rate shown here.</p> <p>*This figure represents any student with 3 or more period truantcies during the school year.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	<p>*58.95%</p>	
<p align="center">Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p align="center">Most recent date: _/_/____</p> <p align="center">Baseline Data</p>	<p align="center">Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:</p>	<p>5th NA%</p> <p>7th NA</p> <p>9th 31%</p> <p>11th 35%</p>	<p>5th NA</p> <p>7th NA</p> <p>9th NA</p> <p>11th NA</p>
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:</p>	<p>5th NA</p> <p>7th NA</p> <p>9th 47%</p> <p>11th 44 %</p>	<p>5th NA</p> <p>7th NA</p> <p>9th NA</p> <p>11th NA</p>

The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5 th NA 7 th NA % 9 th 13 % 11 th 17 %	5 th NA% 7 th NA % 9 th NA 11 th NA
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5 th NA% 7 th NA % 9 th 29 % 11 th 33 %	5 th NA % 7 th NA% 9 th NA 11 th NA

Other Performance Measures

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

LEA Specified Performance Measures (Process to Collect Data)	Performance Indicator Goal	Baseline Data
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<p>School sites identify students with serious attendance issues and processes a referral to the Director Pupil Personnel Services. Students receive a letter and are asked to attend a meeting conducted by staff at the District Attorney's office.</p>	<p>100% of students will improve their attendance following the meeting</p>	
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MULTIPLE-YEAR COMPARISON OF DISTRICT DATA

Table 2. Alcohol, Tobacco and Drug Use, Four-Year Comparison

HBUHSD

	9th Grade %			11th Grade %		
	Fall 2005	Fall 2007	Fall 2009	Fall 2005	Fall 2007	Fall 2009
Lifetime and Current ATOD Use						
<i>During your life did you ever...</i>						
smoke a cigarette? (PI)	15	15	17	26	30	26
chew tobacco or snuff?	4	4	6	9	8	8
drink alcohol (glass)?	41	37	37	56	58	55
use inhalants?	12	14	15	10	13	12
smoke marijuana? (PI)	19	16	21	32	34	34
<i>During the past 30 days, did you...</i>						
smoke a cigarette? (PI)	9	7	9	17	15	13
chew tobacco or snuff?	2	2	3	4	3	3
drink alcohol (glass)? (PI)	26	20	23	35	33	35
use inhalants?	4	5	6	2	4	4
smoke marijuana? (PI)	10	8	12	17	18	18
Level of Involvement (High Risk Patterns)						
<i>During your life have you ever...</i>						
been very drunk or sick after drinking?	23	20	21	37	39	37
been high from using drugs?	18	16	19	30	32	32

During the past 30 days, did you drink 5 drinks in a couple of hours?	14	10	14	23	22	22
ATOD Use on School Property						
During your life, have you ever been drunk/high?	12	9	12	19	21	18
During the past 30 days, did you smoke cigarettes?	3	2	4	5	3	4
Perceived Harm						
<i>Frequent (daily or almost daily) use of... is harmful.^b</i>						
cigarettes (1-2 packs a day)	95	90	88	97	91	92
alcohol (five or more drinks once or twice a week)	89	89	88	91	91	91
marijuana (once or twice a week)	89	87	83	85	84	84

(PI) = SDFSCA/TUPE performance indicator required by CDE for Local Education Agency Plans.

^bcombines "Great," "Moderate," and "Slight"

* ACD = California Healthy Kids Survey Aggregated, weighted data 2005-2009

Table 3. Violence-Related Behavior and Experiences, and Protective Factors, Four-Year Comparison

	HBUHSD					
	9th Grade %			11th Grade %		
	Fall 2005	Fall 2007	Fall 2009	Fall 2005	Fall 2007	Fall 2009
Violence- and Mental Health - Related Behavior and Experiences						
<i>During the past 12 months at school, have you....</i>						
been harassed because of race, ethnicity, gender, sexual orientation, or disability?	28	28	25	25	25	22

been in a physical fight?	20	20	19	14	15	13
been afraid of being beaten up? (PI)	20	22	20	13	14	12
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	10	8	10	9	8	7
How safe do you feel when you are at school? Very safe. (PI)	14	16	21	22	18	25
Do you consider yourself a member of a gang?***	7	9	8	6	9	7
During the past 12 months, did you ever feel so sad and hopeless almost every day for two weeks or more that you stopped doing some activities?	n/a	n/a	n/a	n/a	n/a	n/a
Protective Factors - High Level of External Assets at School						
Caring relationships with teacher or other adult (PI)	29	31	29	32	35	35
High expectations from teacher or other adult (PI)	40	47	45	39	44	43
Opportunities for meaningful participation at their school (PI)	14	13	12	13	17	14
Total School Assets	29	29	28	29	33	31
School Connectedness (Adol Health) (PI)	n/a	n/a	n/a	n/a	n/a	n/a

(PI) = SDFSCA/TUPE performance indicator required by CDE for Local Education Agency Plans.

*** Not directly comparable with previous versions of survey, so not reported for earlier years.

* ACD = California Healthy Kids Survey Aggregated, weighted data 2005-2007

California Healthy Kids Survey (CHKS)
Report Comparison for 2005, 2007 2009

CHKS is sponsored by the California Department of Education and is required for all schools who receive funds under the federal Safe and Drug Free Schools and Communities program. We have given the survey to all 9th and 11th graders since 2005. The survey is given every two years. While WestEd, the organization that helps us administer the survey and its results, provides pages of information, this hand-out was designed to give you the information in a snapshot. To the left, you will find the survey results from the last three administrations by the HBUHSD, in the fall of 2005, in 2007 and in 2009.

Students were given the survey in November of 2009 which included two modules. Module A had 127 questions related to positive assets, alcohol, tobacco and other drug use (ATOD), violence and safety. Module C contained 32 more in-depth questions on ATOD and safety and violence.

This collected data can be used for WASC reports and should be given to your site councils and parent groups. You are encouraged to consider the information for school and district programs that help our students make healthy choices for living. The health teachers, student support specialists and school nurses looked at this data closely last spring to assist them in curriculum development.

For more detailed information and statistics you are welcome to go to www.wested.org/chks

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

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date

* Each of these programs will be reviewed and staff will determine which best meets the needs of our students

**Based on actual order

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		9-12
X	Conflict Mediation/Resolution		9-12
X	Early Intervention and Counseling		9-10
	Environmental Strategies		
X	Family and Community Collaboration		9-12
	Media Literacy and Advocacy		
	Mentoring		
X	Peer-Helping and Peer Leaders		9-12
	Positive Alternatives		9-12
X	School Policies		9-12
	Service-Learning/Community Service		
	Student Assistance Programs		
X	Tobacco-Use Cessation		

Check	Activities	Program ATODV Focus	Target Grade Levels
	Youth Development Caring Schools Caring Classrooms		
	Other Activities		

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

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

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
NA						

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.

The Huntington Beach Union High School District had not participated in the CHKS prior to 2007.. The district participates biannually. It was determined that a formalized program will be implemented on each campus through the Health courses which is required at the 9th grade year.

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

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

Students participate biannually in the California Healthy Kids Survey. This information is shared with health teachers and school and district administrators. Further, a survey will be conducted of students who participated in the Alternative to Suspension program which was a three day course on drug and alcohol intervention education.

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 key findings and raw data obtained through the CHKS will be made available to all stakeholder groups through site and district web sites, principal's newsletters, PTSA and Site Council meetings, and a presentation to the School Board.

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])

Students with the greatest need include identified Title I students, homeless students, English learners, academically and behaviorally at-risk students, and students with mental and/or emotional problems. A variety of resources are available to these students including Healthy Start, Community Day School, Alternative to Suspension program, Parent Institute, before and after school tutoring, Project Outreach (homeless students), and the School Attendance Review

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.

The district is committed to coordinating funded programs in order to maximize the use of resources to reach the largest number of students. Each school site has a Safety Committee as well as a representative on the district's Safety Committee. Each site maintains effective communication with the local police agency serving each school. The Student Support Specialist and School Counselor on each site provide referrals to community agencies depending on the unique needs of each student. The School Plan on each site reflects an analysis of student data and goals based on the identified student needs. All categorical funds are aligned to the School Plans and approved by School Site Council.

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.

A variety of opportunities are available for parental involvement throughout the school district. These opportunities include PTSA, School Site Council, District Language Advisory Committee, the Volunteers in Public Schools program, booster clubs, in addition to district and site committees. Regular communication is maintained through the district and school web sites, district and principals' newsletters, School News publications, School Accountability Report Cards, parent surveys, and summer registration packets. Further, schools have increased the amount of parent education evenings they offer with addition of support staff. Greater emphasis has been placed on providing information in the native languages at targeted schools. Beginning in 2007, the district-wide college information night had simultaneous programs in English, Spanish and Vietnamese for the 1st time. NCLB requirements are closely monitored and appropriate communication to parents is maintained in accordance with those requirements.

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

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

The Huntington Beach Union High School District does not currently receive TUPE funds.

The Huntington Beach Union High School District has received the funding for a Cal-Safe Grant. With Cal-Safe funding, the district implemented a full-time program for pregnant and parenting teens to include full-time childcare and access to a comprehensive high school as well as a continuation high school. Each enrolling student will participate in a comprehensive orientation process in a collaborative effort with the site leader, the enrolling teen, and his/her parent(s). Each enrolling teen will develop an Individualized Learning Plan (ILP) and will complete a Needs Assessment Survey. All students in the program participate in parenting classes that will cover a broad range of topics including drug, alcohol, and tobacco education. As outlined in the Health and Safety Code 104460(a), the Huntington Beach Union High School District will provide tobacco-use prevention and /or cessation services to every pregnant minor and minor parent at all grade levels as indicated below: At this time the HBUHSD is serving mothers and fathers of 25 babies. Valley Vista has a fully licensed day care facility on their site so parenting teens can attend school.

- Referral to prenatal and related support services
- Outreach services and assessment of smoking status
- Individualized counseling and advocacy services
- Motivational messages
- Cessation services, if appropriate
- Incentives to maintain a healthy lifestyle
- Follow-up assessment
- Maintenance and relapse prevention services

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
NA	

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmark s/ Evaluation	Funding Source
5.1 (High School Graduates)	Develop and annually update individual educational plans for each student	All students	Ongoing Guidance Staff	On File	General fund (Flex funds)
	Provide information about high school graduation requirements to parents, students and middle school personnel	All Students	Ongoing Guidance staff	Mtg. Minutes Prin. Newsletters	General fund (Flex funds)
	Utilize district translators (Spanish and Vietnamese) to communicate with parents who are not fluent in English	Students/ parents with languages other than English	Ongoing Translators, administrators	Log of Contacts Mtg. Records	General fund (Flex funds)
	Continue counselor contact with seniors and juniors who are deficient in credits	Credit deficient junior and senior students	Ongoing Counseling staff	Contracts Log of Contacts	General fund (Flex funds)
	Offer CAHSEE remediation classes to students who have not passed one or both sections of CAHSEE	Seniors and juniors who have not passed one or both parts of CAHSEE	Ongoing CAHSEE remediation teachers Administrators	Passing CAHSEE	General fund (Flex funds)

	Develop district-wide credit recovery program	All Students	2008-2013 District and Site Administration Teachers Adult school staff	Mtg. Minutes Interventions	Title I Gen. Fund (Flex funds) Title II
	Refine district wide pacing guides for English/ Language Arts, Mathematics, Science and History/Social Studies	All Students	Beginning in 2011 and completed by 2014	Copies of pacing guides	Title I Gen. Fund (Flex funds) Title II
	Develop district wide benchmark assessments for English/ Language Arts, Mathematics, Science and History/Social Studies	All Students	Beginning 2012 and completed by June 2014	Benchmark assessment data	Title I Gen. Fund (Flex funds) Title II
5.2 (Dropouts)	Develop system for students taking online courses	All Students	December 2011	Report of online courses offered	Title II Gen. Fund (Flex funds)
	Continue district plan for early intervention with students who demonstrate irregular attendance, including options for students with significant attendance problems	All Students	Ongoing Director Pupil Personnel Services Student Support Spec	Mtg. Minutes	Title I Title II EIA
	Provide professional development for teachers, administrators, and classified staff on strategies for working with behavior, attendance and/or low performance problems	All Students	On-Going Content Facilitators Student Support Specialist	Staff Development Offered List of Attendees	Title I Title II General fund (Flex funds)
	Develop Summer Bridge courses to prepare at-risk students for the transition between middle school and high school.	All Students	Teachers Summer school administration Student Support Specialist	Mtg. Minutes Position Description	Title I Title II Title III General fund (Flex funds)

	Monitor attendance and academic performance to identify at-risk students at risk	All Students	On-Going Student Support Specialists Director Pupil Personnel Services	List of Contacts Remediation Plans	General funds (Flex funds) Title I Community Day School
	Continue efforts to develop district programs that serve the at-risk population who may not acclimate to the large comprehensive high school setting.	At-risk Student	Ongoing District and site administration	Program offerings Evidence of continued high school enrollment	General Fund (Flex funds)
	Continue district drop-out liaison program	All Students	On-Going Director of Pupil Personnel Services	List of Contacts Students Reenrolled	General fund (Flex funds)
	Continue district SARB	All Students	Ongoing Director Pupil Personnel Services	SARB Dates SARB Minutes Remediation Plans	General Fund
	Examine the ratio of AP course offerings at each site in relation to the number of GATE identified students in attendance at that site and develop a plan to increase AP offerings at any site with a low AP/GATE ratio.	All students	Assistant Superintendent Director Curriculum, Instruction, and Categorical Programs, School administration	Master schedules	General funds (Flex funds)
5.3 (Advanced Placement)	Provide support at schools in Honors/AP Courses for Students who are Underrepresented in Univ./Colleges	All Students	Ongoing Teachers Guidance Personnel	List of Offerings Placement Criteria Mtg. Minutes List of students	General Fund (Flex funds)

Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
	Description of how the LEA is meeting or plans to meet this requirement:
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	School attendance areas for Title I will be based on the percentage of students qualifying and applying for free and reduced price meals where those percentages exceed the district wide average
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds: <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	Schools are funded by poverty ranking district wide.

**Additional Mandatory Title I Descriptions
(continued)**

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. 	<p>Supplemental Services Support: Students who are identified as underachieving or at-risk of not graduating receive support services through the Title I program. The Title I program provides extensive support to students through the Single School Plan for Student Achievement (SWP).</p> <p>Students enrolled in the ELL and Title I programs receive the following support services:</p> <ul style="list-style-type: none"> ◆ Primary language assistance in selected math, language arts, science, social science, and elective classes for students who speak Spanish or Vietnamese ◆ Supplemental materials ◆ Access to technology through the use of computer labs and computers in the classroom ◆ Before and after school and Saturday tutorials ◆ Summer school assistance ◆ Bilingual tutoring ◆ Student Support Specialist assistance, including crisis counseling, guidance activities, parent consulting, and referrals to community agencies ◆ Classroom instructional assistants ◆ Field trips

<ul style="list-style-type: none"> • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards... 	<ul style="list-style-type: none"> ◆ Mentoring by college students ◆ Release time for district Math Facilitator and for district Reading Facilitator ◆ At-risk intervention services ◆ Week of Welcome (WOW) transition assistance from middle school to high school ◆ Advancement Via Individual Determination (AVID) classes <p>Title I and PELL (Programs for English Language Learners) personnel monitor students' progress to assure proper placement. Community Outreach Specialists intervene when needed to inform students of services and keep them on track for graduation. In addition, parents receive parent intervention strategies through the Parent Institute and workshops conducted by Community Outreach Specialists or outside consultants, translation assistance and referrals to outside services.</p> <p>These services are coordinated by certificated Teacher/coordinators, Special Projects Technicians, bilingual Community Outreach Specialists, and a bilingual Community Liaison.</p> <p>Services are delivered in classrooms, technology labs, K-11Parent Center (WHS), at the Oak View Community Center and the Media Center by certificated staff, classified staff, college student tutors, instructional assistants, bilingual paraprofessionals and guest speakers.</p> <p>Supplemental materials purchased through these funds include computer hardware and software, audio-visual hardware and software, instructional print materials and instructional supplies. All materials are used to address students' unique needs for access to the core curriculum with a particular emphasis in the core classes.</p>
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	<p>Parents are involved through the K-11 Parent Center, <i>La Voz de las Padres</i>, School Site Council, PTSA, the Parent Education Program, ELAC, and the Community Outreach Specialists' meetings with the community.</p> <p>Professional development to support the success of Title I students is provided to teachers, paraprofessionals and classified staff through on-site staff development and various private and public service providers. These programs are focused on improving academic performance in under-achieving students.</p>
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>No schools in the Huntington Beach Union High School District are participating as a Title I Targeted Assistant Program.</p>

Additional Mandatory Title I Descriptions

(continued)

<p>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.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<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"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>The Huntington Beach Union High School District has not Targeted Assistance Schools.</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 style="text-align: center;">McKinney Vento Homeless Education Act</p> <p>The Huntington Beach Union High School District Homeless Education Program will implement the No Child Left Behind Act of 2001 and the McKinney-Vento Homeless Assistance Act as it relates to homeless youth so that they may stay in their school even if they move; enroll in a new school without required documents, get transportation and free lunch and any other services they need, and have a speedy resolution of any dispute regarding school placement</p>

	<p>in the following ways:</p> <ul style="list-style-type: none"> ◆ Strengthen parent involvement in the educational process through dynamic outreach services utilizing Project Outreach paraprofessionals and through the coordination of categorical programs such as Indian Education, Title I and Title III to keep parents informed and help them with transportation to school events pertinent to their child’s success. ◆ Provide full time services of the District homeless liaison to increase the scope of outreach and case management services as well as expedited evaluations required to access categorical and special education programs. ◆ Ensure educational rights of unaccompanied youth through advocacy by the District Liaison so that they may have immediate access to services to which they are entitled under the law through coordination of district categorical programs that would support them. ◆ Make available to parents and students copies of their rights under the law and settle any disputes quickly following the McKinney-Vento Act specifications for dispute resolution and the HBUHSD Uniform Complaint Procedure if needed.
<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 style="text-align: center;">Community Day School</p> <p>The focus of the HBUHSD Community Day School is to provide its students with an alternative learning environment that is safe, supportive, and fosters their academic success, in addition to promoting vocational and life skills that will empower them to become responsible and contributing members of our community.</p> <p>The CDS is one way that the HBUHSD provides an educational program to expelled students when circumstances warrant continuing enrollment within the high school district during the period of expulsion. Placement is determined on an individual basis</p>

	<p>by the district expulsion panel and the Board of Trustees.</p> <p>The Community Day School also serves students who are referred by a probation officer, a site Student Study Team, district administrator, or parent through a district level Transition Team process.</p> <p>Huntington Beach Union High School District believes that every student deserves many opportunities to learn in an educational setting where they can be successful. The CDS is designed for the at-risk high school student who has not experienced success in other settings within the district and may lack credits, motivation, goals, social skills, and has failed to respond to a variety of other interventions on their behalf.</p> <p>In addition to providing core curriculum and meeting state mandated standards, the community day school utilizes a developmental approach that builds student assets and skills in preparation for work/career experiences. Social/emotional growth is promoted by stressing effective habits required for success in school, the work place, at home, and in the community. Project-based service learning in collaboration with the community contributes to building resilience and assets in our students.</p>
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Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
<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"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively. 	<p>The Huntington Beach Union High School district staff supports schools in the revision and implementation of their school plan. Data analysis is provided by the Coordinator of Assessment and Evaluation and supported on each site by a Teacher on Special Assignment. Teachers at the Title I Program improvements school have targeted at-risk populations for additional support during the school day, beyond the school day and on Saturdays.</p>

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	Parents are notified of the school PI status and of the right to transfer to another school in the district not in PI status through district mailer. Additionally, parents are notified through district mailer of their eligibility to receive supplemental services. A mailer is sent in August and again in late September to ensure notification of late enrollees.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	Huntington Beach Union High School District allows for school choice annually through the open enrollment process. Additionally, students at Title I PI schools are notified of their right to school choice. The district reimburses mileage each month for school transportation. The Coordinator of Assessment and Evaluation coordinates the SES program for the district. An annual vendor fair is provided for parents to speak with approved vendors. Once a vendor is selected, the coordinator monitors the SES activity as outlined in the district contract with each vendor.

Additional Mandatory Title I Descriptions

(continued)

<p>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."</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<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>Coordination of programs under Title I and Title II is a shared responsibility within the Huntington Beach Union High School District's Educational Services Division and the Human Resources Division. Lead responsibility rests with the Director of Curriculum, Instruction and Categorical Programs, who meets regularly with other members of the division and with site personnel, including the site teacher-coordinators of Title I programs. The Director is a regular participant on Assistant Principal Council, which serves as a forum for communication between the division and site administrators with responsibility for curriculum (including professional development) and guidance. In addition to formal communications and meetings such as Superintendent's Cabinet and Superintendent's Council (Cabinet plus principals) <i>ad hoc</i> meetings occur regularly between members of Educational Services and Human Resources as needs arise. The Director of Curriculum, Instruction and Categorical Programs is the liaison between the LEAP and the district's strategic plan. The Assistant Superintendent, Human Resources and the Director of Classified Personnel have primary responsibility for ensuring that mandates regarding highly qualified teachers and qualified paraprofessionals are met.</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 education.</p>	<p>The district employs two fulltime translator/interpreters, one Spanish and one Vietnamese. Translation services are available on each campus with district provided instructional assistant support, however, district interpreter/translators frequently attends meetings on various school campuses. Translation/interpretation services are provided at all DELAC meeting, SARB DA meetings, SARB meetings, and IEPs as requested. Site program information and Principal's newsletters are translated for sites that have 15% or more of a language other than English. At the district annual college night, college information is provided in Spanish and Vietnamese in focused meeting groups to be sure to address the specific concerns of parents. The district supports community liaisons on the two Title I schools who have coordinated the Parent Institute for Quality Education and continued parent meeting after the PIQE graduations to support parents in their involvement in their child's education. District representation is provided for El Viento, a support group started to support the educational progress of students from the Oak View Community.</p>
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Additional Mandatory Title I Descriptions

(continued)

Coordination of Educational Services	
<p>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.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<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"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>The district provides for services for Homeless Education through an outreach consultant and clerical staff. All students who are eligible for services at the two SWP Title I school receive services over and above services provided by Native American, homeless services, and limited English Proficient. Students with disabilities are supported with supplemental materials and instructional assistance to support academic progress.</p>

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

ASSURANCES

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

GENERAL ASSURANCES

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

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

TITLE I, PART A

The LEA, hereby, assures that it will:

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

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

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

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

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

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

TITLE III

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

TITLE IV, PART A

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

46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
- Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
 - Security procedures at school and while students are on the way to and from school.
 - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
 - A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - 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.

Duane Dishno, Ed.D.
Print Name of Superintendent

Signature of Superintendent

Date

Susan Henry
Print Name of Board President

Signature of Board President

Date

Tina Burkhart, Total School Solutions

Print Name of DAIT Lead or Technical Assistance Provider Lead
(if applicable)

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

Date

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

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

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/guidecst08.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							
<p>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.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center: Research-Validated Programs)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/index.html > (University of Colorado: Blueprints)</p> <p>C: < http://www.modelprograms.samhsa.gov > (Center for Substance Abuse Prevention: Model Programs)</p> <p>D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
School-Based Programs							
Intended program outcomes and target grade levels. See research for proven effectiveness							
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E

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

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

APPENDIX D

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

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

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

APPENDIX E

Promising or Favorable Programs							
<p>Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center: Research-Validated Programs)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/index.html > (University of Colorado: Blueprints)</p> <p>C: < http://www.modelprograms.samhsa.gov > (Center for Substance Abuse Prevention: Model Programs)</p> <p>D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D

Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families				x		C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B