

**Elementary and Secondary Education Act**

**SUGGESTED LOCAL EDUCATIONAL AGENCY  
PLAN TEMPLATE**

**for**

**LOCAL EDUCATIONAL AGENCIES**

**in**

**CORRECTIVE ACTION**

**Note: This Local Educational Agency (LEA) plan template is suggested, but not required, for use in revising an LEA Plan for LEAs in Corrective Action. Please refer to the separate technical assistance document for suggestions on developing an effective LEA Plan.**

**Elementary and Secondary Education Act  
Corrective Action  
SUGGESTED LEA PLAN TEMPLATE**

Please submit the suggested plan template by uploading the completed plan to [www.cais.ca.gov](http://www.cais.ca.gov). Please include the district profile, needs assessment summary/analysis, description of local measures of student performance, additional mandatory Title I descriptions, and budget summary for federal and state categorical programs.

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**Corrective Action 6 Plan Information:**

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Name of Local Educational Agency (LEA): Brawley Union High School District

County/District Code: 13-63081

Dates of Plan Duration (a three- to five-year plan): August 2016 – June 2021

Date of Local Governing Board Approval:

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**District Contact Information:**

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District Superintendent: Simon Canalez

Address: 480 N Imperial Ave

City: Brawley

Zip code: 92227

Phone: (760) 312-6084

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**Certification:** (Retain original signatures on file in the district office.)

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**Certification:** I hereby certify that all 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 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. Copies of all waivers will remain on file. I certify that original signatures for this Corrective Action 6 Improvement Plan are on file in the district office.

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Printed or typed name of Superintendent

Date

Signature of Superintendent

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Printed or typed name of Board President

Date

Signature of Board President

## District Profile

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

### District Mission Statement

Our mission is to provide a safe and secure learning environment for all students focusing on student achievement through high quality instruction. This will be accomplished through a shared commitment by the Board, staff and community.

### District Vision Statement

To prepare students to become productive citizens, the Board of Education is committed to increasing student achievement through the implementation of standards-based instructional programs delivered by a high quality staff and clearly identified performance benchmarks.

The District is composed of one comprehensive high school, Brawley Union High School; and two alternative high schools, Desert Valley High School (continuation) and Renaissance High School. The district encompasses 8.1 square miles in Imperial County. As of the 2010 census, the total population in the area was approximately 24,953 (Brawley) and 2,225 (Westmorland). The setting is primarily rural, and the area's major occupations are farming and its allied services, military and civilian government work, and small businesses, some of which are technology related.

District enrollment as of October 2015, was 1,885 students 9-12 (source: CalPads). Instructional programs are offered at one comprehensive high school (9-12), and two alternative education high schools. A tri-community adult education program is also offered.

In 2015-16 the District employed 72 certificated teachers, 5 Administrators and 8 Pupil Services Support employees and 61 classified employees. The District has reported that 100% of its teachers meet the "highly qualified" requirements of outlined in No Child Left Behind (NCLB) to be designated as highly qualified.

District students represent largely Hispanic backgrounds and cultures (89%). Other groups include with represented other groups including African American (1%), Asian (<1%), White (8%), and other (<1%). English Learners are 24.6% of the District's students (among whom 99% speak Spanish at home) while 27.6% of students are Reclassified (R-FEP). More than 70% of students qualify for the free and reduced meal program (Aeries June, 2016), 8.44% are students with disabilities. Along with those students identified as Students with Disabilities (SWD), there are approximately 3.23% students on 504 plans. Counselors indicate that the increase in the number of students on 504 plans has increased in recent years. Counselors hold annual 504 meetings to identify needs of 504 students and communicate regularly with teachers and parents regarding student needs.

### *Summary Analysis of the Needs Assessment*

In the space below, provide a summary analysis of the needs assessment conducted to inform the development of the Corrective Action 6 Improvement Plan. Describe sources of data reviewed, stakeholders involved, review process and major findings. The high priority needs surfaced in the needs assessment should be addressed in the goals, strategies and actions of the Plan. LEAs required to work with a TA provider must incorporate recommendations made by the TA provider.

The district, in conjunction with the Pivot Learning Partners' (PLP) DAIT Technical Assistance and Review team, conducted a needs assessment during December – February 2013 and reviewed annually thereafter. Data were gathered from data based on the areas included in the California Department of Education (CDE) surveys: the Academic Program Survey (APS), the District Assistance Survey (DAS), Inventory of Services,

and Supports for Students with Disabilities (ISS). The results of the ELSSA conducted a few months prior to the Needs Assessment were shared with the PLP Team to assist in the evaluation of the District's programs to support English Learners.

The District School Leadership Team (DSLST) was formed in February 2013 involving stakeholders representing District administrators with responsibility for the seven DAIT standards as well as site administrators, teachers, and parents and has rolled into the Liaison Team. During the meetings, DLST members used the DAS to provide input into the District's status on the seven DAIT standards in areas of Governance, Curriculum, Instruction, and Assessment, Fiscal Operations, Parents and Community, Human Resources, Data Systems and Achievement Monitoring, and Professional Development. Participants worked in small groups to provide input on topics reflected in the APS to evaluate each site's evaluation of their progress in demonstrating the high quality instructional practices designed to support student academic achievement, especially under-performing subgroups. They also had the opportunity to share their personal insights about the DAIT process and their role as the monitoring body for the LEA Plan during the DAIT process.

The process included opportunities for participants to identify specific issues affecting their evaluation of the schools' status on the EPC's.

The assessment also included an examination of local needs for professional development and hiring, involving LEA teachers and administrators in the analysis process.

To assist in the analysis of District programs for Students with Disabilities, topics included in portions of the ISS were discussed with representative stakeholders with responsibility for students with special needs.

The results of each evaluation tool were analyzed by the Pivot Needs Assessment Team to assist in the identification of District needs and development of recommendations to increase support for under-performing students.

The Pivot Learning Partners technical assistance team conducted structured interviews with three Board Members, the Superintendent, the Director of Human Resources, the Director of Fiscal Services, the Special Education Coordinator, the Special Projects Coordinator, the Director of Technology, the Assessment and Testing Resource Teacher, two school counselors, representatives of the certificated and classified bargaining units, teachers of ELA, Math, and ELD, three groups of students representing BUHSD and DVHS, parents including parents of academically successful and students representing under-performing subgroups, the principal and assistant principals at Brawley Union High School, and the principal at Desert Valley High School.

The team conducted numerous classroom visits observing a total of 87 classrooms. The team focused on English Language Arts, Mathematics, History/Social Science, Science, SPED and ELD/SEI classes.

In addition, the Pivot Needs Assessment Team reviewed District documents such as the LEA Plan and SPSA as well as recent WASC Visiting Committee Reports. The team also analyzed and current and longitudinal test data including CST, AMAOs, CELDT, API and AYP results and the newly adopted CAASPP. Each member completed an analysis of evidence in his/her respective area of expertise.

Once the data was analyzed by each team member in his/her area of expertise, the PLP team met to identify trends and patterns within the district to make recommendations related to each of the DAIT standards. The recommendations were distilled into High Leverage Recommendations described in the section entitled "Additional Mandatory Title I Descriptions" section of the plan as well as specific recommendations based on the Needs Assessment in each area of the DAIT standards. Actions recommended as a result of Needs Assessment findings are also included in the five Performance Goals.

### **Local Measures of Student Performance**

If local student academic assessments are used in addition to the state level assessments, provide a description of how these local assessments are used to:

- a. determine the success of students in meeting the state academic standards, and provide information to teachers, parents, and students on progress being made toward meeting these standards
- b. assist in diagnosis, teaching, and learning in the classroom to enable low-achieving students to meet state academic standards and do well in the standards-based/ standards-aligned curriculum
- c. determine what revisions are needed to academic programs so that low-achieving students meet the state academic standards
- d. identify students who may be at risk for reading failure or who are having difficulty reading

### **Goals, Strategies and Action Steps**

In the space below each goal title:

- 1) Provide a description of the LEA's specific, measurable, goal for the topic. Goal descriptions should specify the desired outcome, numerical goals for a 3 to 5 year time frame and how progress will be measured.
- 2) Describe research-based strategies the LEA will use to achieve the goal.  
ESEA-required strategies have been pre-populated in the table. The LEA should add additional local strategies, as appropriate.
- 3) Identify actions that will be necessary to implement each strategy. Action steps should identify a specific timeline, persons responsible and funding sources and amounts to carry out the action.

Notes:

- The high priority needs surfaced in the needs assessment should be addressed in the goals, strategies and actions of the Plan. Per Education Code 52059(e)(4), LEAs required to work with a TA provider must incorporate recommendations made by the TA provider, unless exempted by the State Superintendent for Public Instruction and the State Board of Education.
- Detailed guidance and examples of goal, strategy and action step wording may be found in the LEA Plan Guidance Document.

## Goals and Strategies

### Goal IA: Proficiency in Reading/Language Arts

1. Strategy: Instructional Materials  
Ensure that every student in every classroom has standards-based/standards-aligned core instructional materials.
2. Strategy: Standards-aligned Instruction  
Ensure that classroom instruction is aligned with California content standards and standards-based/standards-aligned (including technology-based, as appropriate) instructional materials.

### Goal IB: Proficiency in Mathematics

1. Strategy: Instructional Materials  
Ensure that every student in every classroom has standards-based/standards-aligned core instructional materials.
2. Strategy: Standards-aligned Instruction  
Ensure that classroom instruction is aligned with California content standards and standards-based/standards-aligned (including technology-based, as appropriate) instructional materials.

### Goal 1C: Proficiency for High Priority Students

#### Proficiency for High-priority Students Not Meeting Standards

1. Strategy: Strategic and Intensive Interventions  
Provide research-based strategic and intensive interventions in ELA and mathematics to meet the needs of students identified as not meeting grade-level standards.

#### Proficiency for Students with Disabilities

1. Strategy: Teacher Collaboration  
Provide opportunities for collaboration between general education and special education teachers.
2. Strategy: Academic Support  
Provide academic support to meet the specific needs of SWDs in the core instructional program.

#### Proficiency for English Learners

- LEAs with a Title III Improvement Plan in the California Accountability Improvement System (CAIS) should implement the current Title III Improvement Plan (LEAs in Title III Improvement Years 2, 3, 4 and 4+).
- LEAs without a Title III Improvement Plan in CAIS should complete goals 2a–g as part of this LEA Plan revision.

### Goal ID: Effective Teaching and Administration (*Leadership*)

1. Strategy: PD for Teachers  
Provide standards-based/standards-aligned PD to all teachers, including effective instructional and improvement strategies (e.g. use of formative assessments to inform instruction).
2. Strategy: Professional Collaboration Time  
Provide regular opportunities for data-based collaboration for all teachers.
3. Strategy: PD for Administrators  
Provide all administrators with PD based on standards-based/standards-aligned curriculum used in their schools and on effective instructional and improvement practices.
4. Strategy: Preparing for Transition to CCSS  
Develop LEA-wide plans for transition to CCSS, including training in use of instructional materials as they become available. A local CCSS implementation plan template is available at the following CDE web page:

**Goal IE: Implementation and Monitoring**

1. Strategy: Parent and Community Involvement  
Involve and engage staff, parents, and community groups in academic improvement strategies.
2. Strategy: Articulation Among Educational Levels  
Ensure articulation of services among educational levels including preschool, elementary, middle school, high school, and post-secondary options.
3. Strategy: Program Monitoring  
Monitor program effectiveness.

**Goal IF: Support for Schools in Corrective Action**

1. Strategy: Support for schools in PI Year 3  
Identify the schools in PI Year 3, the corrective action assigned to the schools and implementation of PI activities in individual school in corrective action.
2. Strategy: Support for schools in PI Year 4  
Identify the schools in PI Year 4 and describe the plan for restructuring or alternative governance for each PI Year 4 school.
3. Strategy: Support for schools in PI Year 5  
Identify the schools in PI Year 5 and describe the implementation of the restructuring or alternative governance plan that was developed when each school was in PI Year 4.

**Goal 2A: AMAO 1 – Annual Progress in Learning English**

1. Strategy: Accountability  
Hold schools accountable for ELs making annual progress in learning English (AMAO 1).
2. Strategy: English Learner Assessment  
Administer the State's EL assessment.
3. Strategy: English Learner Language Program Placement  
Place students appropriately based on the results of the State's EL assessment.
4. Strategy: English Learner Language Instruction  
Deliver high quality English language instruction based on scientifically based research.
5. Strategy: English Learner Progress Monitoring  
Monitor student progress regularly and adjust instructional program accordingly.
6. Strategy: English Learner Reclassification  
Reclassify ELs using multiple measures.

**Goal 2B: AMAO 2 – English Proficiency**

1. Strategy: Accountability  
Hold schools accountable for ELs making annual progress in learning English (AMAO 1).
2. Strategy: English Learner Assessment  
Administer the State's EL assessment.
3. Strategy: English Learner Language Program Placement  
Place students appropriately based on the results of the State's EL assessment.
4. Strategy: English Learner Language Instruction  
Deliver high quality English language instruction based on scientifically based research.
5. Strategy: English Learner Progress Monitoring

Monitor student progress regularly and adjust instructional program accordingly.

6. Strategy: English Learner Reclassification  
Reclassify ELs using multiple measures.

**Goal 2C: AMAO 3 – AYP for EL Subgroup**

1. Strategy: Accountability  
Hold schools accountable for meeting AYP requirements for the EL subgroup (AMAO 3).
2. Strategy: English-language Arts Proficiency  
Implement standards-based/standards-aligned ELA/ELD instructional materials, including intervention and supplemental materials.
3. Strategy: Mathematics Proficiency  
Implement standards-based/standards-aligned mathematics instructional materials, including intervention and supplemental materials.
4. Strategy: Participation Rate  
Ensure that the EL subgroup meets the State academic assessment participation rate for ELA, and mathematics.

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

1. Strategy: PD for Teachers  
Provide research-based PD designed to improve the instruction and assessment of ELs.
2. Strategy: PD for Administrators  
Provide research-based PD designed to improve the instruction and assessment of ELs.
3. Strategy: PD for Other Personnel  
Provide research-based PD for other school- or community-based personnel to increase EL achievement.

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

1. Strategy: Parental Participation  
Promote parental participation in programs for ELs.
2. Strategy: Community Participation  
Promote community participation in programs for ELs.

**Goal 2F: Parental Notification**

1. Strategy: Plans to Notify Parents of ELs  
Develop and implement an LEA-wide plan to meet parent notification requirements under *20 USC 6312[g]*.

**Goal 2G: Services for Immigrant Students**

1. Strategy: Plans to Provide Services for Immigrant Students  
Provide enhanced educational opportunities for immigrant students and their families.

**Goal 3: Highly-Qualified Teachers**

1. Strategy: Ensure that all students, specifically poor and minority students, are taught by highly-qualified teachers.

**Goal 4: Safe and Drug Free Schools (not federally funded—optional)**

**Goal 5A: Increase Graduation Rates**

**Goal 5B: Decrease Dropout Rates**

## 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 (amount)	Current Year Direct Services to Students at School Sites (percent)
Title I, Part A	\$80,943	\$534,274	\$510,041	83%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education	\$0	\$143,092	\$143,092	100%
Title I, Part D, Neglected/Delinquent				
Title II Part A, Teacher and Principal and Recruiting	\$0	<b>\$85,785</b>	<b>\$0</b>	0
Title III, Limited English Proficient	<b>\$1,952</b>	<b>\$38,641</b>	<b>\$38,641</b>	100%
Title III, Immigrant Education				
Title VI, Part B, Rural Education Achievement				
Adult Education	\$1,297	<b>\$33,349</b>	<b>\$34,646</b>	100%
Career Technical Education	\$0	\$63,215	\$63,215	100%
McKinney-Vento Homeless Education				
IDEA, Special Education	<b>\$0</b>	<b>\$255,141</b>	<b>\$38,494</b>	15%
21 <sup>st</sup> Century Community Learning Centers				
Other (describe)				
<b>TOTAL</b>	\$84,192	\$1,153,497	\$828,129	71%

**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 <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>Examine essential standards, course goals and objectives, and pacing guides, and revise/refine the goals and objectives and pacing guides for ELA and ELD courses as necessary</p>	<p>Teachers, Dept. Chair, Sp. Projects Coord., Resource Teacher, Deputy Principal June. 2017</p>	<p>ICOE MOU Extra Duty Pay and/or Substitutes</p>	<p>\$20,000</p>	<p>Title I</p>
<p>Develop, implement, and revise as necessary learning targets tied to the essential standards in the core courses in order to provide formative assessment data using District-adopted texts and supplemental materials.</p>	<p>Teachers, Dept. Chair, Sp. Projects Coord., Resource Teacher, Deputy Principal June 2017</p>	<p>Extra Duty Pay and/or Substitutes</p>	<p>\$7380</p>	<p>Title I</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p>				
<p>Identify strategies and provide appropriate professional development to improve and enrich student achievement in English Language Arts:</p> <p>Advanced SDAIE Classroom coaching Genre specific writing rubrics Write Institute SRA reading Student Study Teams to plan instructional interventions</p>	<p>Liaison Cabinet June 2019</p>	<p>Extra Duty Pay and/or Substitutes  Professional Development Registration</p>	<p>\$6,000  \$10,000</p>	<p>Title I</p>
<p>3. Extended learning time:</p>				

Opportunities will be provided to students through the district-operated summer school program as well as after school tutoring	Teachers, Liaison Team, Leadership Team, Counseling June 2017	Extra Duty Pay	\$9300	Title I, SpEd
4. Increased access to technology:  All teachers are trained in the use of the district student Information system (AERIES) as attendance and grades are entered electronically. The system also includes the ABI component, which allows teachers to access student assessment data, and the ABI parent portal, which gives parents access to attendance, grades, assignments, etc.	Technology Leadership Team Jan. 2017	Training, annual renewal	\$7050	Title II, Title I
The district uses Illuminate as a data management system to give teachers access to student achievement data and to assist in the development of benchmark assessments in order to make informed instructional decisions and better meet the academic needs of students. Teachers also have opportunities to be trained in the use of the system.	Technology; Leadership Team June 2017	Training, Annual renewal	\$10,000	Title I
3 Americorp employees will be hired to assist struggling students in the areas of English and Mathematics during and after school hours.	Cabinet June 2017	Salary	\$38,000	Title I
Students can access computers in the library, computer labs and the career center.	Superintendent, Teachers, Technology, Admin., Classified Staff Aug. 2017	Extra Duty Pay	\$45,000	Title I

<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>Analyze student assessment data and student work to determine areas of strength and weakness during weekly common planning time and other staff development opportunities</p>	Liaison Team June 2017	Extra Duty	\$2040.00	Title I
Provide Advanced SDAIE through the learning/lesson design/ coaching model of professional development	Certificated Staff, Administration, ICOE June 2017	Daily Rate, PD Costs	\$12,200	Title I
<p>Continue professional development on Common Core State Standards (CCSS) standards and effective implementation of the District's core strategies for high quality instruction and increase in Depth of Knowledge Levels (DOK) in classroom activities:</p> <p>1) use of a rigorous learning objective clearly understood by students, 2) check for understanding and adjusting instruction based on the results 3) increased levels of student engagement incorporating 21st century skills of critical thinking, communication, collaboration, and creativity.</p>	Admin., Certificated Staff, Resource Teacher, Sp. Projects Coord. Annually June 2017	Contract with ICOE	\$80,000 (not to exceed annually)	Title I
Provide time for the ELA and ELD teachers to meet for collaborative work on benchmarks, pacing guides, rubrics, and to calibrate writing assessment anchor paper	Teachers, Admin., Resource Teacher, Sp. Projects Coord. June 2017	Extra Duty and/or Substitute	\$9406.80	Title I
Incorporate elements learned in Kate Kinsella training on use of Academic Language in ELD and ELA programs	Teachers, Admin., Resource Teacher, Sp. Projects Coord. June 2017	Extra Duty; Materials and Supplies	\$10,175.50	Title I

<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Provide parent organizations with appropriate school/district assessment data: DELAC, ELAC, School Site Council, etc.</p>	Admin., Sp. Projects Coord., Dir. of Family Resource June 2017	Extra Duty; Materials & Supplies	\$1241.10	Title I
Mail state assessment results to the parents/guardians of all district students	Testing Office August/Sept. (Annually)	Postage	\$745.20	Unrestricted
Provide workshop opportunities for parents and students, beginning in the 9th grade, to learn about various aspects of the educational process such as 4-year planning, CAHSEE, college admissions process and financial aid, Career Technical Education, Advanced Placement, English Learner Program	Counseling, Admin June (Annually)	Materials and Supplies	\$1250.84	Title I
Provide district and school information to parents via the mail, Parentlink telephone communication, and post documents to the school and district websites.	Admin, Sp. Projects Coord., Resource Teacher, Counselors June (Annually)	Annual Renewal, postage	\$8327.00	Title I, Unrestricted
<p>7. Auxiliary services for students and parents (including transition from and middle school):</p> <p>Conduct informational workshops for parents of incoming 9th grade students</p>	Admin, Counseling, Certificated Staff August (Annually)	Materials and Supplies	\$1250.00	Title I
Counselors will periodically conduct 4 year plan reviews	Counseling, Admin Dec. and May (Annually)			
8. Monitoring program effectiveness:				

The district will review student performance data as it relates to adequate yearly progress (AYP) and other performance indicators as specified in ESSA and CDE guidelines. The data will be shared with the Board of Trustees.	Counseling, Liaison September (Annually)			
Schools will annually review and update their Single School Plans for Student Achievement (SPSA) and present to the Board to identify progress on identified action steps and secure approval of the plan by the Board	Liaison Team, Admin, SSC April (Annually)			
Monitor effective implementation of standards-aligned curriculum through regularly scheduled learning walks.	Liaison Team, Admin, Counselors; Liaison Jan. 2017	Substitutes	\$4800	Title I
Classroom teachers will regularly assess students using benchmark assessments to help ensure that students are making progress toward mastery of the content standards	Certificated Staff, Liaison, Admin, Counselors April (Annually)			
Review and revise as needed course goals & objectives, pacing guides, learning targets, and benchmark assessments, to insure standards alignment	Certificated Staff, Admin June (Annually)			
Conduct IEP annual and three year reviews to determine student progress in English Language Arts and appropriate placement in English Language Development classes and to assess continuing eligibility for special education.	Dir. of Sp. Ed, Counselors, Case Managers Monthly			
Use common planning (collaboration) time to review student achievement data in English Language Arts and English Language Development and to review student work	Resource Teacher, Sp. Projects Coord., Admin, Teachers Bi-monthly			

Hire an Interventionist to assist and monitor at risk students in the areas of behavior, attendance and academic achievement.	Admin; Counselors (Monthly)	Certificated Salary	\$90,000	Title I
9 Targeting services and programs to lowest-performing student groups:  ELD support is provided to students in need of ELA skill building	Teachers, Admin, Counselors March 2016-June 2019			
Develop an Intervention team to more effectively provide academic interventions by adjusting school schedules and course options to assist students in need of strategic and intensive support, especially EL and SWD and other under-performing subgroups	Teachers, Admin, Liaison Team June 2019	Materials and Supplies	\$1,000	Title I
Provide a summer school ELD program for English Learners to assist them in their language acquisition	Teachers, Sp. Projects Coord., Admin June 2019	Extra Duty Pay	\$25,000.00	Title I/LCFF
Explore additional options to assist the lowest-performing student groups within or beyond the school day.	Teachers, Sp. Projects Coord., Admin, Liaison Team, Counselors, Resource Teacher June 2019	Extra Duty	\$2,500	Title I
The Odysseyware web-based system of online courses are available to students at the high schools for credit recovery and enrichment	Teachers, Admin, Counselors, Technology Quarterly	Annual Renewal; Extra Duty	\$21,616.80	Title I

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

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

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: Examine essential standards, course goals and objectives, and pacing guides, and revise/refine the goals and objectives and pacing guides for mathematics courses as necessary	Teachers, Dept. Chair, Resource Teacher, June/Aug. (Annually)	Extra Duty Pay or Substitutes	\$10,800	Title I
Develop and implement learning targets tied to the essential standards in the core courses in order to provide formative assessment data using District-adopted texts	Admin. Teachers, Dept. Chair, Resource Teacher, Admin. June (Annually)	Extra Duty Pay or Substitutes	\$7300	Title I
Analyze assessment data, including course specific benchmark assessments, to plan, design, and implement differentiated standards-based instruction in the area of Mathematics	Teachers, Dept. Chair, Resource Teacher, Admin. May (Annually)	Extra Duty Pay or Substitutes	\$7300	Title I
Teacher evaluations will focus on clear lesson objectives tied to the standards, active student engagement in the learning process, and the use of effective instructional strategies designed to meet the needs of each student	Admin, Superintendent, School Board, Union March 2019			

<p>2. Use of standards-aligned instructional materials and strategies: Continue to implement the district-adopted Mathematics curriculum with fidelity</p> <p>Use standards-aligned learning targets to provide formative assessment data</p>	<p>Teachers, Resource Teacher, Admin May 2019</p>			
<p>Teachers will regularly examine student work and assessment results to monitor student mastery of the content and make informed instructional decisions</p>	<p>Teachers, Resource Teacher, Admin Quarterly</p>			
<p>Identify strategies and provide appropriate professional development to improve and enrich student achievement in Mathematics</p>	<p>Liaison Team Admin June 2019</p>	<p>Professional Development</p>	<p>(\$77,825)</p>	<p>Title I</p>
<p>3. Extended learning time:</p> <p>BUHS and DVHS sites will explore additional avenues for extended learning time opportunities</p> <p>BUHS and DVHS will provide remedial opportunities within or beyond the school day</p>	<p>Teachers, Liaison, Admin., Counseling June 2017</p> <p>Teachers, Liaison, Admin., Counseling June 2017</p>	<p>Extra Duty Pay</p>	<p>\$14,400</p>	<p>Title I, SpEd</p>
<p>The BUHS tutorial period will continue to operate but with increased effectiveness to provide meaningful assistance to students</p> <p>DVHS will continue to provide opportunities for additional learning time for its students</p> <p>Opportunities will be provided to students through the district- operated summer school program</p>	<p>Teachers, Liaison, Admin., Counseling June 2017</p>	<p>Extra Duty (Summer School)</p>	<p>\$50,000</p>	<p>Title I</p>

BUHS will hire three Americorp employees to assist struggling students in the area of mathematics during and after school	Admin, Counselors June 2019	Salaries	\$38,000	Title I
BUHS will hire two additional FTE mathematics teachers for intervention mathematics classes designed for struggling students	Admin, Counselors June 2019	Salaries	\$110,000	Title I
4. Increased access to technology:  All teachers are trained in the use of the district student Information system (AERIES) as attendance and grades are entered electronically. The system also includes the ABI component, which allows teachers to access student assessment data, and the ABI parent portal, which gives parents access to attendance, grades, assignments, etc.	Technology; Leadership Team Aug. 2017	Training, annual renewal	\$7050.00	Title I
The district uses Illuminate as a data management system to give teachers access to student achievement data and to assist in the development of benchmark assessments in order to make informed instructional decisions and better meet the academic needs of students. Teachers also have opportunities to be trained in the use of the system.	Technology; Leadership Team June 2019	Training, Annual renewal	\$9187	Title I
As 9th graders, students are provided the option to take a one semester class in computer skills and applications, thus providing students with the knowledge and skills related to Microsoft Word, PowerPoint, e-mail, spreadsheets, internet research, etc.	Counselors, Admin Aug. 2017	Extra Duty Pay, Tech Upgrades	\$9500.00	Title I, Title II
Students can access computers in the library and computer labs at BUHS and the career center at DVHS.	Technology, Classified & Certificated Staff Jan. 2017			

<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>Analyze student assessment data and student work to determine areas of strength and weakness during weekly common planning time and other staff development opportunities</p>	<p>Departments; Admin. Weekly</p>			
<p>Provide Advanced SDAIE through the learning/lesson design/ coaching model of professional development</p>	<p>Certificated Staff, Administration, June 2018</p>	<p>PD Fees</p>	<p>\$9,800</p>	<p>Title I</p>
<p>Continue professional development on Common Core State Standards (CCSS) standards and effective implementation of the District's core strategies for high quality instruction and increase in Depth of Knowledge Levels (DOK) in classroom activities:</p> <p>1) use of a rigorous learning objective clearly understood by students, 2) check for understanding and adjusting instruction based on the results, 3) increased levels of student engagement incorporating 21st century skills of critical thinking, communication, collaboration, and creativity.</p>	<p>Admin., Certificated Staff, Resource Teacher, Sp. Projects Coord. Aug. 2016; Jan. 2017; Feb. 2017</p>	<p>PD</p>	<p>\$11,000</p>	<p>Title I</p>
<p>Incorporate elements learned in Kate Kinsella training on use of Academic Language in mathematics programs</p>	<p>Teachers, Admin., Resource Teacher, Sp. Projects Coord. Aug. 2017</p>	<p>Extra Duty; Materials and Supplies</p>	<p>\$10,175.50</p>	<p>Title I LCFF</p>

<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Provide parent organizations with appropriate school/district assessment data: DELAC, ELAC, School Site Council, etc.</p>	<p>Admin., Sp. Projects Coord., Dir. of Family Resource Annually by June</p>			
<p>Mail state assessment results to the parents/guardians of all district students</p>	<p>Testing Office Annually Aug. and May</p>	<p>Postage</p>	<p>\$745.20</p>	<p>Unrestricted</p>
<p>Provide workshop opportunities for parents and students, beginning in the 9th grade, to learn about various aspects of the educational process such as 4-year planning, college admissions process and financial aid, Career Technical Education, Advanced Placement, English Learner Program</p>	<p>Counseling, Admin March 2017</p>	<p>Extra Duty</p>	<p>\$4,500</p>	<p>Title I</p>
<p>Continue to provide a fall Back-to-School Night</p>	<p>Admin, Counseling Sept. (Annually)</p>	<p>Materials and Supplies</p>	<p>\$1,200</p>	<p>Title I</p>
<p>Provide district and school information to parents via the mail, Parentlink telephone communication, and post documents to the school and district websites.</p>	<p>Admin, Sp. Projects Coord., Resource Teacher, Counselors June 2017</p>			

Provide parents accessibility to the Aeries (ABI) Parent Portal to view attendance, grades, assignments, and class syllabi. Continue to provide information in Spanish to assist Spanish-speaking parents in accessing the information.	Admin., Counselors, Technology June 2017	Annual Renewal, postage	\$8327.00	Title I, Unrestricted
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):  Conduct informational workshops for parents of incoming 9th grade students	Admin, Counseling, Certificated Staff Aug. (Annually)	Materials and Supplies	\$1250	Title I
Counselors will periodically conduct 4 year plan reviews	Counseling, Admin Dec. and May (Annually)	Extra Duty	\$7300	Title I
Summer bridge classes in mathematics will be provided for students who are academically at risk	Teachers, Counseling, Admin June 2017	Extra Duty	\$25,000	Title I
Develop an school tutorial program	Teachers, Counseling, Admin June 2017	Extra Duty	\$15,000	Title I

Increase communication with the middle school to increase support for incoming 9 <sup>th</sup> grade students.	Teachers, Counseling, Admin June 2017			
8. Monitoring program effectiveness:  The district will review student performance data as it relates to adequate yearly progress (AYP) and other performance indicators as specified in NCLB and CDE guidelines. The data will be shared with the Board of Trustees.	Counseling, Liaison Aug. (Annually)			
Schools will annually review and update their Single School Plans for Student Achievement (SPSA) and present to the Board to identify progress on identified action steps and secure approval of the plan by the Board	Admin, SSC April (Annually)			
Monitor effective implementation of standards-aligned curriculum through regularly scheduled learning walks.	Liaison, Admin, Counselors; Liaison Jan. 2017	Substitutes Materials and Supplies	\$12,000	Title I
Classroom teachers will regularly assess students using benchmark assessments to help insure that students are making progress toward mastery of the content standards	Certificated Staff, Liaison, Admin, Counselors April (Annually)			
Review and revise as needed course goals & objectives, pacing guides, learning targets, and benchmark assessments, to insure standards alignment	Certificated Staff, Admin June (Annually)			

Conduct IEP annual and three year reviews to determine student progress in English Language Arts and appropriate placement in English Language Development classes and to assess continuing eligibility for special education.	Dir. of Sp. Ed, Counselors, Case Managers Monthly			
Use common planning (collaboration) time to review student achievement data in English Language Arts and English Language Development and to review student work	Resource Teacher, Sp. Projects Coord., Admin, Teachers Bi-monthly			
9.Targeting services and programs to lowest-performing student groups:  Use the Response to Intervention model to more effectively provide academic interventions by adjusting school schedules and course options to assist students in need of strategic and intensive support, especially EL and SWD and other under-performing subgroups	Teachers, Admin, Counselors March 2013-June 2017			
Utilize existing paraprofessionals to support and reinforce the classroom instructional program	Teachers, Admin, Liaison June 2017			
Explore additional options to assist the lowest-performing student groups within or beyond the school day.	Teachers, Sp. Projects Coord., Admin, DSLT, Counselors, Resource Teacher June 2017			

<p>Any additional services tied to student academic needs:</p> <p>The Odysseyware web-based system of online courses are available to students at the high schools for credit recovery and enrichment</p>	<p>Teachers, Admin, Counselors, Technology Quarterly</p>	<p>Annual Renewal; Extra Duty</p>	<p>\$41,616.80</p>	<p>Title I/LCFF</p>
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**Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

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

		Description of how the LEA is meeting or plans to meet this requirement.
R E Q U I R E D A C T I V I T I E S	<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <ul style="list-style-type: none"> <li>a Describe the programs and activities to be developed, implemented, and administered under the subgrant;</li> <li>b Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</li> <li>c Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:               <ul style="list-style-type: none"> <li>● Meeting the annual measurable achievement objectives described in Section 3122;</li> <li>● Making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));</li> <li>● 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));</li> </ul> </li> <li>d Describe how the LEA will promote parental and community participation in LEP programs.</li> </ul> <p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) .</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> <li>● English proficiency; and</li> </ul>	<p>The District considers the CELDT, CAASPP, other state or federal mandated assessments, and SBE-adopted program assessment tools for placement of English learners. Students will receive ELD instructional support through Transitional English 1, Transitional English 2, ELD 1, ELD 2, ELD 3, ELD 4 as well as SEI core classes.</p> <p>BUHSD will implement academic monitoring on a 6 week schedule to identify EL students at risk of failing English and/or math courses. The district will conduct academic intervention procedures that require teachers and counselors to intervene to improve student progress, especially for EL, SWD, and other underperforming student groups.</p> <p>Administration will evaluate and observe classes specifically looking for SDAIE and ELD strategies being implemented.</p> <p>The district will increase parent communication regarding state examinations via ParentLink, parent letters, meetings with counselors, ELAC/DELAC, migrant program and School Site Council. Parent conferences will be conducted prior to the administration of the CELDT to review current EL proficiency level and establish goals for annual growth.</p> <p>The district will continue with implementation of the state-adopted programs such as Pearson as well as implement the newly</p>

	<ul style="list-style-type: none"> <li>Academic achievement in the core academic subjects</li> </ul>	<p>adopted ELD standards, Common Core State Standards, and 21<sup>st</sup> Century Skills.</p> <p>Teachers will fully implement Kate Kinsella strategies focusing on academic vocabulary in the classroom while providing students optimal opportunities for academic discussions utilizing high frequency words. Teachers will implement SDAIE strategies, Common Core State Standards, and 21<sup>st</sup> Century Skills to ensure grade level coursework is accessible to English Learners.</p>	
<p>R E Q U I R E D</p> <p>A C T I V I T I E S</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; long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>Train core teachers in the methodologies of Dr. Kate Kinsella and provide support to ensure implementation of strategies. Provide supplemental training on the school wide brief writes.</p> <p>BUHSD will continue to provide professional development in the common core state standards, 21<sup>st</sup> Century Skills and newly adopted ELD standards. CALL training will continue to be provided as well as a refresher training in SDAIE strategies.</p>	
<p>A L L O W A B L E</p> <p>A C T I V I T I E S</p>	4. Upgrade program objectives and effective instruction strategies.	<p><b>Yes or No</b></p> <p><b>No</b></p>	<p><b>If yes, describe:</b></p>
	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	<p><b>Yes or No</b></p> <p><b>No</b></p>	<p><b>If yes, describe:</b></p>
	6. Develop and implement programs that are coordinated with other relevant programs and services.	<p><b>Yes or No</b></p> <p><b>No</b></p>	<p><b>If yes, describe:</b></p>
	7. Improve the English proficiency and academic achievement of LEP children.	<p><b>Yes or No</b></p>	<p><b>If yes, describe:</b></p>

		No	
A L L O W A B L E  A C T I V I T I E S	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – <ul style="list-style-type: none"> <li>○ To improve English language skills of LEP children; and</li> <li>○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</li> </ul>	Yes or No  No	If yes, describe:
	9. Improve the instruction of LEP children by providing for – <ul style="list-style-type: none"> <li>○ The acquisition or development of educational technology or instructional materials</li> <li>○ Access to, and participation in, electronic networks for materials, training, and communication; and</li> <li>○ Incorporation of the above resources into curricula and programs.</li> </ul>	Yes or No  No	If yes, describe:
	10. Other activities consistent with Title III.	Yes or No  No	If yes, describe:

**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
BUHSD is committed to providing relevant staff development that addresses curriculum, instruction, and assessment aimed at improving student academic performance. The district has set aside 10% of its budget to invest in professional	The results of the staff professional development surveys need to be disseminated to teachers regarding the categories that showed the most need and be provided training options for those categories.

<p>development for all staff members. BUHSD has refined its professional development plan according to the needs of staff based on student outcomes and school achievement data.</p> <p>The district distributes a comprehensive survey which will result in specific professional development needs of teachers.</p> <p>Instructional staff receive targeted professional development such as Kate Kinsella, 6+1 Traits of Writing, EL Strategies, and performance task brief write training.</p> <p>BUHSD is continually increasing its technology-based programs. The district provides relevant technology professional development and support to staff. Several technology-based trainings have been offered and will continue to be afforded to staff.</p> <p>The district ensures staff awareness regarding the most recent rules and regulations and works in concert with the Imperial County Office of Education to provide the most recent strategies to staff.</p>	<p>Refine staff development for teachers new to the profession or who are not considered highly qualified according to NCLB guidelines.</p> <p>More subject specific training should be provided to core content areas in order to ensure training is meaningful as it relates to their discipline.</p> <p>One area of need is publicizing trainings that are being offered at off site locations. Not all staff members are aware of upcoming trainings and therefore cannot express an interest in attending.</p>
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**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
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:				
Superintendent, administration, and teacher leaders, will conduct an annual needs assessment of all certificated staff. The assessment will establish priorities for professional development activities related to increasing student learning and success.	Leadership team, Liaison May (Annually)			
Site and district professional development goals will be formulated to provide staff with knowledge and skills needed to move all students towards proficiency. Professional development activities will be planned with a clear link to defined outcomes, and the evaluation of professional development will focus on the extent to which teacher and principal training has improved student learning. Some examples of ongoing professional development activities are:	Leadership team, Liaison June (Annually)			
Training on essential standards, learning targets, and formative assessment provisions for collaboration time to examine student work and develop benchmark assessments, learning targets, pacing guides, etc.	Leadership team, Liaison, ICOE Quarterly (Sept., Oct., Jan. May)	Materials and Supplies	\$4237.60	Title I

Training in newly adopted Common Core State Standards and 21 <sup>st</sup> Century Skills.	Leadership team, Liaison, ICOE June 2017	ICOE Contract	(\$80,000)	Title I
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:				
District and site administration and teacher leaders will review research to determine which professional development practices have proven to be successful in assisting teachers to improve learning for all students. Particular attention will be paid to practices with the greatest positive effect on accelerating learning for students functioning below grade level standards, as well as those students achieving at a highly advanced level. A coherent system of professional development will be differentiated to incorporate site and District-wide needs.	Leadership Team, Liaison Jan. 2017 and (ongoing)			
Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:				
In designing and then assessing the formative impact of the District's professional development program, key curriculum leaders will address the following essential questions:	Liaison, Cabinet May (Annually)	Extra Duty	\$4215.64	Title I

How focused is the program in meeting student needs and meeting or exceeding essential standards through the use of standards-aligned materials, benchmark and formative assessments?				
How closely aligned are the professional development activities to teacher instructional needs?				
To what extent do the professional development activities support student achievement of various subgroups (i.e. English Learners and Special Ed.)?				
How comprehensive is the level of ongoing support to ensure effective and systemic application of new knowledge and skills?				
Do professional development activities include intervention approaches to maximize student learning?				
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:				
The Liaison Committee will work to design a professional development program that is coordinated and formulated to support the integration of a standards- based curriculum, the utilization of effective instructional practices, the ongoing use of assessments to support instructional decisions, and understanding the strengths and needs of individual students, to enable all students to meet or exceed state academic content standards.	Liaison Team, Cabinet May/June (Annually)	Extra Duty/Subs	\$3725.16	Title I

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:				
Professional development activities will focus on improving student achievement by increasing the effectiveness of teachers, principals, and paraprofessionals. Available professional development activities include the following:	Liaison, Leadership Team Aug., Jan., and March (Annually and Ongoing)			
Training for Principals for Site Level Administration and Site Principals, respectively	Superintendent June 2015	Training/ ICOE Contract	(\$80,000)	Title I
The District will support teachers needing an EL Authorization either through CTEL Test Preparation and/or college course work	Superintendent Admin, Human Resources Aug. (Annually)			
The District will support teachers needing to clear his/her credential through CSET Test Preparation, college coursework	Superintendent, Admin, Human Resources Aug. (Annually)			
Advanced SDAIE/Lesson Design/Coaching for Teachers provided by ICOE and certificated coach	Admin, Liaison Aug. and Jan. (Annually)	Prof. Dev. Fees  Substitutes	\$3300  \$1188.00	Title I  Title I
Write Institute Training for ELD and SWD Teachers	Admin, Liaison, Dir. of Sp Ed (Annually as available)	Prof. Dev. Fees	\$8400 \$8400	Title I SpEd
Professional Development around essential standards, learning targets, student engagement, and formative assessment for teachers in the content areas of English Language Arts, Mathematics, Social Studies, and Science	Admin, Liaison Committee Jan. and Feb. 2017	Training/ ICOE Contract	(\$80,000)	Title I

<p>Review of CCSS, course goals &amp; objectives and the development/revision of pacing guides and benchmark assessment</p>	<p>Liaison Committee, Counselors May (Annually)</p>			
<p>English Language Arts/English Language Development and Mathematics Articulation meetings with the Feeder Middle School Districts. Counselors attend articulation meetings with our feeder school districts. Course placement is discussed.</p>	<p>Liaison Committee, Think Tank Counselors May (Annually)</p>			
<p>Use of weekly common planning time for collaborative data analysis and planning by teachers within departments</p>	<p>Department Chairs, Teachers, Admin Weekly/ Ongoing</p>			
<p>6 How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>District and site administrators, teacher leaders, Director of Technology, and the recently hired computer technologist will work together with the district's technology committee to insure that technology-related professional development is coordinated/aligned to other district and school professional development activities in order to address staff needs in assisting all students to meet or exceed state academic performance standards.</p>	<p>Technology Committee, Dir. of Technology, Computer Tech. June 2017</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 percent of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>Aeries Student Information System is used to access student data. Contract with Aeries (or equivalent services) will be renewed every year</p>	<p>Technology Committee, Dir. of Technology, Computer Tech. June (Annually)</p>	<p>Annual Renewal</p>	<p>\$12,637.00</p>	<p>Title I, Title II</p>
<p>The district's goal is to provide equal access to all students and to staff members. The District's infrastructure allows for teaching and learning resources to be available to students, parents, and staff.</p>	<p>Admin., Counselors</p>			
<p>Internet Connectivity – All schools in the District are connected to the Internet, with Internet ports in each classroom. 100% of classrooms will have a multimedia computer and LCD projector.</p>	<p>Tech Committee, Dir. of Tech., Computer Tech. (June 2017)</p>	<p>Annual Fee</p>	<p>\$16,800</p>	
<p>Teachers are using graphic calculators, ELMO devices, E-notepads, PDAs, etc. to enhance learning.</p>	<p>Teachers Ongoing</p>			
<p>Professional development will involve encouraging ongoing learning in technology for all employees, the modeling of technology by staff members, and the modeling of technology in regular communications and publications within departments and schools. The district will continue its effort to train all employees in the application of a variety of technologies. The use of onsite employee "experts" will facilitate implementation in order to reach as many teachers as possible. A goal will be to assure that teachers attain proficiencies in the use of technology as a resource for teaching, managing, and learning. Professional development activities include:</p>	<p>Technology Committee, Dir. of Technology, Computer Tech.</p>	<p>Training</p>	<p>\$7500.00</p>	<p>Title I</p>

<p>AERIES system training</p> <p>ABI data management and portal system training</p> <p>Other content specific software training</p> <p>Technology tools training</p>				
<p>The Superintendent's Leadership Team includes the Director of Business Services, Director of Special Education, Special Projects Coordinator, Resource Teacher, Athletic Director, Director of ASB, principals, and assistant principals. The composition of the committee is established by the superintendent and meets weekly.</p>	<p>Leadership Team Weekly</p>			
<p>A professional development needs assessment will be conducted annually. Based on the information gathered from the needs assessment, a review of student achievement/performance data, and input from various stakeholder groups such as the DELAC, ELAC's, SSC's, etc., the Superintendent's Leadership Team will establish professional development goals that are focused on improving teachers', administrators', and paraprofessionals' knowledge and skills, implementation of the knowledge and skills, and support for improved teaching and learning, all aimed at improving student achievement/performance. The leadership team will design and select professional development activities, strategies and methods to accomplish the goals, monitor the impact of the activities, and make adjustments as necessary.</p>	<p>Leadership Team; Parents June (Annually)</p>			
<p>8. A professional development needs assessment will be conducted annually. Based on the information gathered from the needs assessment, a review of student achievement/performance data, and input from various stakeholder groups such as the DELAC, ELAC's, SSC's, etc., the Superintendent's Leadership Team will establish professional development goals that are focused on improving teachers', administrators', and paraprofessionals' knowledge and skills, implementation of</p>	<p>Leadership Team Parents Classified and Certificated June (Annually)</p>			

<p>the knowledge and skills, and support for improved teaching and learning, all aimed at improving student achievement/performance. The leadership team will design and select professional development activities, strategies and methods to accomplish the goals, monitor the impact of the activities, and make adjustments as necessary.</p>				
<p>9. How the LEA will provide training to enable teachers to:</p> <p>a. Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;</p>	<p>Dir. of Sp. Ed., Admin, Superintendent, Sp. Projects Coord., Resource Teacher June 2017</p>	<p>Training/ Contract w ICOE</p>	<p>\$80,000</p>	<p>Title I</p>
<p>b. Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</p>	<p>Intervention Committee, Counselors June 2017</p>			
<p>c. Involve parents in their child's education; and</p>	<p>Admin, DSLT, SSC June 2017</p>			
<p>d. Understand and use data and assessments to improve classroom practice and student learning.</p>	<p>Tech Committee, Dir. of Technology June 2017</p>	<p>ICOE</p>	<p>\$80,000</p>	<p>Title I</p>
<p>Professional development will focus on essential standards, learning targets, benchmarking, and formative assessment, strategies for student engagement, collaborative work time including the summer, using technology to support student learning, and coaching as professional learning communities are created. The professional development model includes learning sessions, collaborative work sessions, classroom observations, and coaching. These</p>	<p>Liaison, Leadership Team June 2017</p>			

activities will take place during the summer, sessions during the school year, and in weekly common planning/collaboration time. They will be on-going with the goal of improving student achievement.				
Summer school is credit recovery (computer-based program) plus EL summer School, SWD and Migrant summer school.	Admin; Teachers June 2017	Extra Duty	\$12,400	Title I
Weekly common planning/collaboration time will provide teachers an ongoing opportunity to examine student work, to analyze assessment data, and to discuss best practices in order to assess individual as well as program strengths and weaknesses, on aligning curriculum and essential standards, and developing standards-based lessons with the over-arching goal of improving student achievement.	Liaison, Leadership Team; Teachers			
Pivot Training Principals Coaching Program for site level administration and site principals will enhance the ability of these leaders to guide the professional development program.	Administrators June 2017	ICOE	(\$80,000)	Title I
Training will be provided to staff and parents of English Learners regarding the operation of the District English Learner Advisory Committee (DELAC), the sites' English Learner Advisory Committees (ELAC) and the Title I Advisory Committees with emphasis on working with parents and assisting parents in becoming involved in their students' education.	Superintendent Testing and Categorical Programs Nov. (Annually)	Extra Duty	\$241.10	LCFF/ Title I
Teachers will attend AP summer institutes to refine their skills in teaching rigorous content to better meet the academic needs of students.	Admin, AP/Honors Teachers (June 2017)	Training; Travel	\$5,000.00	Title I
How the LEA will use funds under this subpart to meet the requirements of Section 1119:				

New teachers will participate in the Beginning Teacher Support and Assessment (BTSA) program. Participants in this two year program will have a support provider (consulting teacher), will complete all four Formative Assessment System for California Teachers (FACT) modules, attend required training sessions, and develop a portfolio of artifacts.	Admin., BTSA Lead, BTSA Support Providers June (Annually)	Stipend, Extra Duty, Substitutes	\$5474.40	Title II Part A/Educator Effectiveness Grant
The District will support teachers needing an English Learner Authorization either through CTEL Test Preparation and/or college course work.	Superintendent Administration Human Resources			
The District will support teachers needing to become fully credentialed through CSET Test Preparation, college coursework, and VPSS training work.	Superintendent Administration Human Resources			

**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>BUHSD provides a safe, clean environment for students, staff and volunteers that promotes productivity and stimulates learning. During school hours, staff members and administrators provide campus supervision with specifically identified areas receiving increased supervision. This reduces discipline, crime, and other safety concerns.</p> <p>BUHSD strives to maintain a positive learning environment which includes removing all graffiti from school property before pupils arrive to begin their school day. There are regular facility inspections which ensure all needed repairs and concerns are addressed in a timely manner. To maintain safety for our students all visitors will be required to report to the administrative services offices at each respective campus to obtain permission to be on campus. Visitors are required to wear badges identifying themselves while on campus conducting business.</p>	<p>The Emergency Response Handbook needs to be reviewed annually and training provided to staff. After practice drills, feedback needs to be provided to staff, students, and parents in order for everyone to learn from the experience. Follow up training should be provided based on the results from this feedback. Parents should be provided a separate training regarding appropriate parental conduct in case a true emergency should occur. Using ParentLink during emergency situations would also be beneficial in getting information out to parents.</p> <p>In years past, a resource officer was employed and present on school campus during school hours. The grant that was utilized to provide a resource officer to the district ended so it is no longer financially possible to keep the resource officer. It would be beneficial to district schools to have a resource officer on campus during school hours.</p>

Leadership at BUHSD is a shared process. A proactive role is assumed in all phases of the schools operations. The current management team is committed to developing BUHSD toward excellence in the areas academic and social behavior. The district works in concert with local law enforcement to ensure a safe and orderly school environment.

Any possible threat to school safety is dealt with immediately. The district maintains a contingency plan for emergencies in a handbook that is available to every staff member. Within this plan the Emergency Response Plan, district and outside agency resources, emergency disaster procedures and information on Standardized Emergency Management System are housed.

There is a high level of cohesiveness among staff members at BUHSD. Cooperation and support between teachers and administrators are evident. All students are expected to behave in a manner that promotes safety and order.

Students are encouraged to bring problems to the principals, deputy principals, counselors, teachers, or other staff members. The daily goal for all staff is to be proactive rather reactive in all situations of concern. Academic and behavior efforts of students are recognized and rewarded.

BUHSD maintains a comprehensive discipline policy that is progressive in nature and allows students to correct their behavior before serious consequences, such as suspensions and/or expulsions occur.

Follow up training or “debriefing” needs to occur in order for staff and students to learn from the drill. Parents should also be trained in proper procedures.

**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**

- \* Staff members receive training in conflict resolution and confrontation skills. The district employs a school psychologist, health aide, and counselors to deal with the health, emotional and social well-being of students and their families.
- \* BUHSD provides various programs contributing to mental health goals such as Drug, Alcohol, and Tobacco Education and Too Good For Drugs.
- \* BUHSD school sites utilize a truancy officer whose sole responsibility is making contact with parents of students who are being absent from school on a regular basis.
- \* The school sites also have SART and SARB meetings with parents of students who are showing absenteeism problems on both an excused and unexcused level and will continue to provide due

process in student attendance and behavioral matters; appropriate recommendations for interventions and/or alternate school placement will be made.

- \* BUSHD school sites implement a comprehensive discipline policy that is progressive in nature. This discipline policy provides plenty of parental contact as the policy goes through the discipline due process. This policy clearly explains the behavior expectations of students in the district.
- \* BUHSD also operates a Family Resource Center that serves as a hub of referral services for the families of BUHSD students. The family Resource Center is located on the campus of BUHS and is easily accessible to all staff and students.
- \* The district has an Earthquake Disaster Crisis Response Plan in which information on how to respond to a crisis such as: risk factors, suicide/threat response, violence/aggression response and training drills is included.
- \* School Safety Team will annually revise and update the site level Safety Plans. Staff will receive training on the revisions.
- \* The schools' discipline policies will be annually reviewed and revised as needed. Students and parents will be informed in writing and in oral presentations of the schools' behavioral expectations and policies.
- \* Age appropriate, research-validated social/emotional and health curriculum including ATODV prevention will be taught. School assemblies and motivational speakers, career fairs and other events will emphasize positive student behaviors and school climate.

**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>BUHSD is committed to maintaining a safe and secure learning environment. Creating a safe school requires having in place many preventive measures for student's mental and emotional problems. The district makes a concerted effort to reduce the risk of violence by teaching students appropriate strategies for dealing with emotions, expressing anger in appropriate ways and to resolve conflict in a positive manner.</p> <p>Weapons, bomb threats, explosives, fights, natural disaster, accidents, and suicides call for immediate, planned action, and long-term post-crisis intervention. Planning for such contingencies reduces chaos and trauma. The district has implemented a District Disaster Crisis Response Plan (DDCR). The DDCR Plan includes information on how to respond to a crisis. Risk factors, response and contingency plans, quick response designs, parent contacts, debriefing, suicide/threat response, violence/aggression response and training drills are all items contained in the plan to make staff aware of warning signs and how to handle them.</p> <p>Staff members have received training in conflict resolution and confrontation skills. The district uses a comprehensive approach to school violence prevention. For the duration of their school career, students are identified using</p>	<p>Staff members need to be trained annually in all aspects of emergency procedures to ensure that proper protocol is followed. All staff members need to be made aware of their personal job duties for each specific emergency that may arise. More specifically, new hires require training in these procedures and the district needs to ensure that new hires are provided adequate training.</p> <p>When procedures are updated, all staff members need to be informed of changes and follow up training needs to be provided. Distinct procedures for each school site are necessary in order to ensure the safety of those specific students and staff.</p> <p>A refresher training may be necessary so all staff are aware of the various programs available to students and procedures for referring those students. A preliminary training needs to be held for new teachers or staff members so they are made aware of all programs available to students.</p> <p>Staff members need to continue to be trained in the mandatory reporting requirements of their positions.</p>

measures proven to be highly effective in identifying students with antisocial and aggressive tendencies. These measures include: number of disciplinary referrals to the office, observed aggressive behavior, and teacher observation.

BUHSD employs a school psychologist and several psychologist interns who provide assistance whenever needed.

The district provides various programs contributing to mental health goals such as Drug, Alcohol, and Tobacco Education, and Too Good For Drugs. Staff members are trained to implement the DDCR Plan for "suicide" in cases where a student exhibits specific characteristics. In incidences of possible suicide, the psychologist or police crisis response unit will be contacted.

Procedures, programs, and strategies are in place to help eliminate problems of bias or unfair treatment of pupils by staff and by peers because of ethnic group, gender, race, national origin, social class, religion, disability, sexual orientation, physical appearance, color, ancestry, parental status, or other relevant characteristics. The school provides a way for students to safely report and be protected after reporting, troubling behaviors that the student thinks may lead to dangerous situations, such as potential school violence.

The district supports a strong athletic program, foods and cafeteria program/healthy menu, strong and thriving ASB program, and various after school clubs and service groups as well as free counseling services through the Family Resource Center available on or off campus.

Additional resources need to be explored to address the individual needs of students and families in crisis.

Even though great strides have been made, additional early interventions for students that are struggling and potentially are going to be a future drop-out need to be implemented.

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

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

**Prevention Program Performance Indicators (4115(a)(1)(B) ):**

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

<p align="center"><b>Alcohol, Tobacco, Other Drug Use, and Violence Prevention</b></p> <p align="center"><b>Performance Measures</b></p> <p align="center"><b>From the California Healthy Kids Survey</b></p>	<p align="center"><b>Most Recent Survey date:</b></p> <p align="center"><b>04/01/2015 Baseline Data</b></p>	<p align="center"><b>Biennial Goal</b></p> <p align="center"><b>(Performance Indicator)</b></p>
<p>The percentage of students that have ever used cigarettes will <b>decrease</b> biennially by:</p>	<p>5<sup>th</sup> NA %</p> <p>7<sup>th</sup> NA %</p>	<p>5<sup>th</sup> NA %</p> <p>7<sup>th</sup> NA %</p>
<p>The percentage of students that have used cigarettes within the past 30 days will <b>decrease</b> biennially by:</p>	<p>7<sup>th</sup> NA_%</p> <p>9<sup>th</sup> 9%</p> <p>11<sup>th</sup> 15%</p>	<p>7<sup>th</sup> NA%</p> <p>9<sup>th</sup> 8%</p> <p>11<sup>th</sup> 14%</p>
<p>The percentage of students that have used marijuana will <b>decrease</b> biennially by:</p>	<p>5<sup>th</sup> NA %</p> <p>7<sup>th</sup> NA_%</p>	<p>5<sup>th</sup> _NA_%</p> <p>7<sup>th</sup> NA_%</p>
<p>The percentage of students that have used alcohol within the past 30 days will <b>decrease</b> biennially by:</p>	<p>7<sup>th</sup> _NA_%</p> <p>9<sup>th</sup> 21%</p> <p>11<sup>th</sup> 29.5%</p>	<p>7<sup>th</sup> _NA_%</p> <p>9<sup>th</sup> 20%</p> <p>11<sup>th</sup> 27%</p>
<p>The percentage of students that have used marijuana within the past 30 days will <b>decrease</b> biennially by:</p>	<p>7<sup>th</sup> __%</p> <p>9<sup>th</sup> 12.5%</p> <p>11<sup>th</sup> 20%</p>	<p>7<sup>th</sup> __%</p> <p>9<sup>th</sup> 10%</p> <p>11<sup>th</sup> 18%</p>
<p>The percentage of students that feel very safe at school will <b>increase</b> biennially by:</p>	<p>5<sup>th</sup> NA_%</p> <p>7<sup>th</sup> NA_%</p>	<p>5<sup>th</sup> NA%</p> <p>7<sup>th</sup> NA%</p>

	9 <sup>th</sup> 12 %  11 <sup>th</sup> 22%	9 <sup>th</sup> 25%  11 <sup>th</sup> 50 %
The percentage of students that have been afraid of being beaten up during the past 12 months will <b>decrease</b> biennially by:	7 <sup>th</sup> NA_%  9 <sup>th</sup> 18%  11 <sup>th</sup> 13%	7 <sup>th</sup> _NA_%  9 <sup>th</sup> 14%  11 <sup>th</sup> 10 %
<b>Truancy Performance Indicator</b>		
The percentage of students who have been truant will <b>decrease</b> annually by _____ from the current LEA rate shown here.  NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	67%	65%
<b>Protective Factors Performance Measures from the California Healthy Kids Survey</b>	<b>Most recent date: 04/01/2015 Baseline Data</b>	<b>Biennial Goal (Performance Indicator)</b>
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will <b>increase</b> biennially by:	5 <sup>th</sup> NA %  7 <sup>th</sup> NA_%  9 <sup>th</sup> 24.5 %  11 <sup>th</sup> 30.5%	5 <sup>th</sup> NA %  7 <sup>th</sup> NA %  9 <sup>th</sup> 30 %  11 <sup>th</sup> 33 %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will <b>increase</b> biennially by:	5 <sup>th</sup> NA_%  7 <sup>th</sup> NA_%  9 <sup>th</sup> 40.5 %  11 <sup>th</sup> 44%	5 <sup>th</sup> NA_%  7 <sup>th</sup> NA %  9 <sup>th</sup> 45%  11 <sup>th</sup> 49%
The percentage of students that report high levels of opportunities for meaningful participation at their school will <b>increase</b> biennially by:	5 <sup>th</sup> _NA %  7 <sup>th</sup> NA %	5 <sup>th</sup> NA %  7 <sup>th</sup> NA_%

	9 <sup>th</sup> 9.5 %  11 <sup>th</sup> 12 %	9 <sup>th</sup> 13 %  11 <sup>th</sup> 15%
The percentage of students that report high levels of school connectedness at their school will <b>increase</b> biennially by:	5 <sup>th</sup> _NA_ %  7 <sup>th</sup> _NA_ %  9 <sup>th</sup> 35%  11 <sup>th</sup> 31%	5 <sup>th</sup> _NA_ %  7 <sup>th</sup> _NA_ %  9 <sup>th</sup> 27%  11 <sup>th</sup> 34%

**Other Performance Measures – Not Applicable**

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.

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

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**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
Too Good For Drugs	Alcohol, Tobacco, Drugs, Violence	9 <sup>th</sup> and 10 <sup>th</sup>	902	2010-11	2010-11	2010-11

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source

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<b>5.1 H i g h  S c h o o l  G r a d u a t e s</b>	<p>A) Students and parents are informed of the requirements for graduation and admission into UC/CSU.</p>	<p>All Students</p>	<p>Counselors/Admin. Oct. (Annually)</p>	<p>Schools will increase their graduation rate in accordance with state and federal guidelines.</p>	<p>General Fund/Title I</p>
	<p>B) Students complete a four- year academic plan.</p>	<p>All Students</p>	<p>Counselors Nov. (Annually)</p>		
	<p>C) Counselors are assigned to all students and meet with each student at least once each year to review the student's academic progress.</p>	<p>All Students</p>	<p>Counselors August. (Annually)</p>		
	<p>D) Notices are sent to parents regarding their students' progress; conferences are scheduled as needed.</p>	<p>All Students</p>	<p>Counselors; Admin. Every Six Weeks</p>		
	<p>E) Career assessments and surveys (ASVAB) are administered and the results interpreted for students.</p>	<p>11<sup>th</sup> Grade</p>	<p>Counselors, Technology April (Annually)</p>		

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<p>F) Students who have failed courses may attend the credit recovery after-school or Saturday program</p>	<p>All Students</p>	<p>Counselors, Admin. Every four weeks (Annually)</p>		
<p>G) The tutorial period is available to students who need/want additional academic assistance from teachers in language arts, math, science, social studies, and/or world languages.</p>	<p>All Students</p>	<p>Teachers, Counselors, Admin Daily (Reviewed every six weeks)</p>		
<p>H) All freshmen receive a “College Making it Happen” presentation by counselors.</p>	<p>9<sup>th</sup> Grade</p>	<p>Counselors Teachers Oct. (Annually)</p>		

**Brawley Union High School District Local Education Agency Plan**

<b>5.2 D R O P O U T S</b>	A) Interscholastic athletic teams for males and females are available to many students at the freshman, junior varsity, and varsity levels.	All Students	Dir. of Athletics, Coaches, Admin June (Annually)	The drop out rate will remain below 3%.	
	B) A variety of school clubs, including community service oriented clubs, as well as special interest clubs are available to students	All Students	Club Advisors, Dir. of ASB, Admin August/Sept. (Annually)		
	C) Student government/student council and leadership class.	All Students	Counselors Admin, Counselors Aug. (Annually)		
	D) Incoming 3-day Freshman Transition Program Orientation.	Incoming 9 <sup>th</sup> Graders	Counselors Admin Aug. (Annually)		
<b>5.3 A d v a n c e d  P I</b>	A) The comprehensive high school will continue to offer AP courses in science, mathematics, English, social science, and foreign language.	All Students	Counselors, AP Coord. Admin Aug. (Annually)	The number of students enrolled in AP courses will increase by 2%	General Fund

Brawley Union High School District Local Education Agency Plan

<b>a c c e m e n t</b>	B) Students will be provided opportunities to participate in on-line AP course preparation such as Study Island.	All Students			
	C) Information Night and other evening meetings are held at which the AP Program is discussed.	All Students	Counselors, AP Coordinator, Admin, Dir. of ASB, Admin, Fall (Annually)		
	D) During the 4-year planning process and during registration students and parents are informed about BUHSD's AP Program.	All Students	Counselors, AP Coordinator Admin Aug. (Annually)		
	E) Apply for the College Board Fee Waiver Program.	All Socio-Economically Disadvantaged Students	Counselors, AP Coordinator, Admin Feb./March (Annually)		

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## Additional Mandatory Title I Descriptions

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Section 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 Single Plan for Student Achievement in lieu of this description. All 10 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>).

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
<p>For 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"> <li>• A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.</li> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards.</li> <li>• Instruction by highly-qualified teachers and strategies to attract and keep such teachers.</li> </ul>	<p>All schools in the district that are currently Title I funded have a poverty rate above 75%. All schools in the district are approved to become Title I Schoolwide Program schools. Prior to this the district operated as Targeted Assistance Schools. The LEA supports these schools by working with the Imperial County Office of Education to provide professional development relative to essential standards, learning targets, engaging students in learning, and formative assessments in the four core academic areas. Strategic math, and English support classes are offered for students who need skill building in these content areas, as well as support classes for English Learners; after school remediation classes after school tutorials; after school learning center; and summer school programs. The hiring of NCLB Highly Qualified teachers and those with English Learner Authorizations is a priority for the district. The district assists those teachers needing additional college course work and those teachers in alternative settings that are working through the credentialing process. The district encourages paraprofessionals to participate in job specific trainings, as available. All site level administrators are attending CCSS training. The Board approved instructional calendar provides for weekly common planning/collaboration time to facilitate discussions on student work, assessment results, and best practices. Content standards review, as well as curriculum and assessment development, review, and revision are supported</p>

## Additional Mandatory Title I Descriptions (Cont.)

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
<ul style="list-style-type: none"> <li>• High quality and ongoing PD for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff.</li> <li>• Strategies to increase parental involvement.</li> <li>• Assistance to preschool children in transitioning from early childhood programs to elementary school programs.</li> <li>• Timely and effective additional assistance to students who experience difficulty mastering state standards.</li> </ul>	<p>activities. Parents are frequently informed of school activities through ParentLink communication as well as the online grading program. Parents are encouraged to attend ELAC, SSC, and DELAC meetings. Summer bridge English, summer bridge Math, summer ELD class are part of summer school offering. The district will support its schools, in their efforts to identify participating students by providing access to student data, including working with feeder school districts to provide data for incoming 9th grade students. Mathematics support classes will be offered during the regular school day to supplement identified students' mathematics programs. Freshman Advisory will be provided to all ninth grade students. The district offers a limited summer school, which focuses primarily on students who are making up failed courses and those who qualify for extended school year. Professional development will be encouraged and supported by working to secure the services of trained individuals to provide a variety of research-based professional development activities, including coaching, designed to promote effective instructional practices. Counselors communicate frequently with parents of students who are not experiencing success in school to develop support plans to assist students.</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>The school's principal is the appointed district liaison for the homeless. Immediate enrollment occurs for all homeless students and homeless students are able to remain in their school of origin. Transportation fees are waived for homeless students and city bus passes are made available for students who are in need.</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or those attending a community day program, if appropriate.</p>	<p>This section is not applicable</p>

## Additional Mandatory Title I Descriptions (Cont.)

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
<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"> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Strategies that minimize removing children from the regular classroom during regular school hours for instruction.</li> <li>• Instruction by highly-qualified teachers.</li> <li>• Professional development opportunities for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff.</li> <li>• Strategies to increase parental involvement.</li> </ul>	<p>This section is not applicable</p>

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide PD 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."

## Additional Mandatory Title I Descriptions (Cont.)

Requirements	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.	The district will notify all parents in writing of the schools' program improvement status. This letter also indicates that they can select to send their student(s) to another school in the District that is not in PI and the District will provide paid transportation.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	The letter mailed to parents outlines the school choice option, lists schools in the District, and informs them about District paid transportation. Every fall, a supplemental educational services (SES) provider fair is held allowing parents to receive information from vendors regarding services offered. For choice and SES, priority will be given to the lowest achieving students from low-income families. Student achievement on the CAASPP and credits earned will be used, starting with the lowest performing students and working up. For the 2016-17 school year, SES is no longer a requirement and the district will provide tutoring at the local level.
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.	Human resources staff and staff from the school sites will attend recruitment fairs and focus on the hiring process early to help insure qualified candidates. Professional development, including the BTSA Induction Program for new teachers, will be provided and supported by the District. Teachers needing to become NCLB Highly Qualified and/or authorized to teach English Learners will receive support for training, tutorials, college course work, and/or the credentialing process. Coordination will be provided by the human resources department, working with educational services and the site principals. The district will continue to support site administrations in their training of principles and implementation needs for CCSS. Additionally, Title I and Title II funding will be used to support professional development activities that are ongoing, include follow up and are research based. Emphasis will be placed on providing training to improve teaching practices and student academic achievement through effective instructional strategies, methods and skills and the implementation of the Common Core State Standards and 21 <sup>st</sup> Century Skills.

## Additional Mandatory Title I Descriptions (Cont.)

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
<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>Parents are invited and encouraged to get involved on committees and to play an active role in their students' education. Many informational meetings are held each year that give parents useful information relative to the educational process. The technology department has launched the AERIES Parent Portal, which allows parents to retrieve data 24/7 regarding their students' grades, attendance, classroom assignment, etc. The district encourages and supports training for parents through on-site trainings such as DELAC/ELAC training. Informational evening presentations are offered throughout the school year on a variety of topics.</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"> <li>a. Even Start</li> <li>b. Head Start</li> <li>c. Early Reading First</li> <li>d. Other preschool programs</li> <li>e. 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.</li> </ol> <p>Ensure that all programs listed in the budget pages of the LEA Plan (pages 38–39) have been addressed.</p>	<p>This section is not applicable</p>

## Assurances

To assure the LEA's eligibility for funds included in this Plan, the Superintendent attests to compliance with all of the following statements by the signature on the cover page.

### 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. 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. The public agency, non-profit private agency, institutions, 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 the enforcement of any obligations imposed by law of agencies, institutions, organizations, and other recipients responsible for carrying out each program; and 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 (SEA), 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 submit such reports to the SEA (which shall make the reports available to the Governor) as the Secretary of the SEA and Secretary may require to enable the SEA and Secretary to perform their duties under each such program; and maintain such records, provide such information, and afford such access to the records as the SEA (after consultation with the Governor) or the Secretary may reasonably require to carry out the SEA's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

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

### **Title I, Part A**

The LEA hereby assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will reserve at least one percent of the allocation to carry out ESEA Section 1118, Parent Involvement, including promoting family literacy and parenting skills. The LEA then will set aside an amount for parental involvement of parents of private school children, based on the proportion of private school children from low-income families residing in Title I attendance areas. The LEA will then distribute at least 95 percent of the remainder to its public schools, leaving the balance of the reserved funds for parental involvement activities at the LEA level.
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, paraprofessionals, and Professional Development (PD).
22. Inform eligible schools of the LEA'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 LEA, with the SEA 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 LEA in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of PD, 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 10 percent of their Title I funds to provide PD (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 an LEA 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 LEA 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 PD 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 PD as defined in Section 9101 (34).

### **Title III**

35. 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.
36. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for Limited-English Proficient (LEP) subgroups making AYP.
37. The LEA is complying with Section 3302 prior to, and throughout, each school year.
38. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
39. The LEA has based its proposed plan on scientifically based research on teaching limited-English proficient students.
40. The LEA ensures that the programs will enable students to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
41. 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 V, Part A**

42. 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.

43. The LEA will comply with this Part A, including the provisions of Section 5142 concerning the participation of children enrolled in private nonprofit schools.
44. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
45. The LEA will annually evaluate the programs carried out under this Part A, 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
  - Will be submitted to the SEA at the time and in the manner requested by the SEA.

#### **Additional LEA Plan Assurances**

46. 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 LEA, 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).