

District Name: Brawley Union High School District

CD Code: 1363081

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM TEMPLATE

The Elementary Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116(c)(7)(A) requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this Plan Addendum template to address the items below. Type your responses in the expandable text boxes.

Please submit your completed Addendum by e-mail to LEAP@cde.ca.gov and indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (i.e., ZZZ Unified School District; PI Year 1; LEA Plan Addendum). If your LEA is also identified for Title III Year 2, please also note this in the subject line.

The Plan Addendum, which must be submitted to the California Department of Education (CDE) **no later than January 13, 2011**, is required to:

- 1. Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.**

Please describe how you will address student learning needs, based on an analysis of data for why the prior LEA Plan was not successful. <i>(First determine whether the LEA Plan was fully implemented as written. For assistance, please use the State Assessment Tools to help you with your analysis, review and/or revision. These tools are available on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.)</i>	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
Data analysis revealed all students including our significant subgroups of Hispanic, English Learners, and socio-economically disadvantaged were not successful with the prior LEA plan in either mathematics or English. Based on the results of our comprehensive needs assessment which utilized the state assessment tools (ISS, DAS, APS, ELSSA), identified needs will be addressed by:				

<ul style="list-style-type: none"> - All departments will work collaboratively to revise standards-based curriculum maps, common assessments specific to each subject area, and common syllabi in order to increase proficiency and advanced levels districtwide for English learners, Hispanic and socio-economically disadvantaged. 	<p>Department Chairs, Teachers/Ongoing</p>	<p>Substitute pay</p>	<p>\$5,000.00</p>	<p>Title I</p>
<ul style="list-style-type: none"> - Each classroom will make explicit reference to the standards being taught and implement Checking for Understanding strategies throughout their daily lessons in order to increase proficiency and advanced levels districtwide for English learners, Hispanic and socio-economically disadvantaged. 	<p>ILT, Teachers, Administration, ICOE County Partnership/Ongoing</p>	<p>Substitute Pay, Training</p>	<p>\$20,000.00</p>	<p>Title I, Title II</p>
<ul style="list-style-type: none"> - Implement or modify intervention programs for all students who are below grade level and/or proficiency level in English Language Arts and/or mathematics. 	<p>Administration, Counselors, Department Chairs, Teachers/Ongoing</p>	<p>Substitute Pay, Supplemental Materials</p>	<p>\$10,000.00</p>	<p>Title I</p>
<ul style="list-style-type: none"> - Review and restructure current student placement practices for core and intervention classes for all students in English Language Arts and mathematics. 	<p>Administration, Counselors, Teachers/Ongoing</p>	<p>Substitute Pay, Supplemental Materials</p>	<p>\$10,000.00</p>	<p>Title I</p>
<ul style="list-style-type: none"> - Reform intervention classes to target the specific learning needs of English learners, Hispanics, and socio-economically disadvantaged, especially outside of the regular class schedule, (i.e., after school tutorial, Saturday prep classes) in English Language Arts and mathematics. 	<p>Administration, Counselors, Teachers, Title III Committee/Ongoing</p>	<p>Substitute Pay, Supplemental Materials</p>	<p>\$10,000.00</p>	<p>Title I, Title III</p>
<ul style="list-style-type: none"> - Create and maintain a counseling intervention system in providing student support services for at risk students, specifically English Learners, Hispanics, and socio-economically disadvantaged to attend CAHSEE preparation sessions to be held before/after school, 	<p>Administration, Counselors, Data Analyst/Ongoing</p>	<p>Extra Duty Pay, Supplemental Materials</p>	<p>\$10,000.00</p>	<p>Title I, Title III, EIA</p>

during tutorial, and Saturdays.				
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2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

Please describe academic goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (Refer to the CDE AYP Reports Web page at http://www.cde.ca.gov/ta/ac/ay/aypreports.asp .)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> - Achieve graduation rates according to Federal accountability criteria by improving progress reporting procedures, increasing attendance rates, career planning, and credit recovery programs. 	Administration, Counselors, Student Support Services/Ongoing	Professional Development Fees, Extend Truancy Program Hours, Credit Recovery Costs	\$35,000.00	Title I, Gear Up
<ul style="list-style-type: none"> - Attain proficiency rate for all sophomores participating in the CAHSEE in accordance with state and Federal accountability criteria through intervention/support classes and CAHSEE preparation classes and materials. 	Administration, Teachers, Counselors/Ongoing	Supplemental Materials	\$10,000.00	Title I, Title III, EIA, Migrant
<ul style="list-style-type: none"> - Reach API target goals according to state and Federal accountability on CSTs for all students including significant sub-groups. 	Administration, Teachers, Counselors/Ongoing	Supplemental Materials, Extra Duty Pay	\$15,000.00	Title I, EIA, Title III
<ul style="list-style-type: none"> - Maintain participation rate on the CAHSEE according to AYP guidelines in meeting Federal accountability. 	Administration, Teachers, Counselors/Ongoing	Supplemental Materials	\$5,000.00	Title I, EIA, Title III

3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

Please describe the specific strategies that the district will use and how those strategies will be used to strengthen the core academic program.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> - The English Language Arts and English Language Development departments have adopted state approved 	Administration, Teachers,	Training Costs, Textbooks,	\$243,000.00	EIA, General

<p>curricula and are receiving professional development to ensure the successful implementation of the programs for all students.</p>	<p>Counselors, Outside Vendor/Ongoing</p>	<p>Supplemental Materials, Substitute Pay</p>		<p>Fund</p>
<ul style="list-style-type: none"> - In collaboration with the Imperial County Office of Education, common research-based instructional strategies will be implemented within the district (Explicit Direct Instruction and TAPPLE) to ensure participation and comprehension from all students. 	<p>Administration, ILT, ICOE Partners/Ongoing</p>	<p>ICOE Fees, Substitute Costs, Supplemental Materials</p>	<p>\$13,000.00</p>	<p>Title I, Title I ARRA, EIA</p>
<ul style="list-style-type: none"> - Teachers will be trained in PDCTEL or similar English Learner Professional Development in order to increase English learner student achievement. 	<p>ICOE Partners, Administration/Ongoing</p>	<p>ICOE Fees, Extra Duty Pay, Supplemental Materials</p>	<p>\$12,000.00</p>	<p>Title I, Title I ARRA, EIA</p>
<ul style="list-style-type: none"> - Departments will work collaboratively in revising standards based curriculum maps, common assessments specific to each subject area, and common syllabi in order to ensure standards-based curriculum and instruction. 	<p>Teachers, Administration/Ongoing</p>	<p>Supplemental Materials</p>	<p>\$5,000.00</p>	<p>Title I, Title I ARRA</p>
<ul style="list-style-type: none"> - Implement 6+1 Traits of Writing as a writing program in order to increase teachers' instructional strategies and student improve student writing. 	<p>Administration, Teachers, Counselors/Ongoing</p>	<p>Training Costs, Teacher Stipends, Supplemental Materials, Substitute Costs</p>	<p>\$12,000.00</p>	<p>Title I, Title I ARRA, EIA</p>
<ul style="list-style-type: none"> - The mathematics and English Language Arts departments will continue to participate in textbook training as well as professional development in Explicit Direct Instruction in order to refine instruction for all students. 	<p>Administration, Teachers, ICOE/Ongoing</p>	<p>Training Costs, Substitute Pay, Supplemental Materials</p>	<p>\$10,000.00</p>	<p>Title I, Title I ARRA, EIA</p>
<ul style="list-style-type: none"> - Provide and refine appropriate placement and instructional strategies to strengthen universal access in core classes, for all students especially in mathematics and English Language Arts. 	<p>Administration, Counselors, Teachers/Ongoing</p>	<p>Extra Duty Pay, Supplemental Materials</p>	<p>\$5,000.00</p>	<p>Title III, EIA</p>

4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify actions and how they will be supported. (See full implementation statements in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> - Implement Individual Student Learning Plans including providing assessment results and assist students in increasing achievement on all state, local, and college assessments. 	Administration, Counselors, Student Support Services, Supplemental Support Services/Ongoing	Supplemental Materials	\$5,000.00	Gear Up, General Fund
<ul style="list-style-type: none"> - Sustain appropriate student support programs such as: Gear Up, Project Phoenix, Project Sol, and expanded tutoring services. 	Administration, Student Support Services, Supplemental Support Services/Ongoing	Tutor Salaries, Supplemental Materials	\$12,000.00	Title I, Gear Up, Supplemental Funding, General Fund
<ul style="list-style-type: none"> - Restructure after school tutoring efforts/support services for the general population as well as English Learners and other subgroups. These services will include after school tutoring, tutorial during regular school hours, as well as intervention classes. 	Teachers, Counselors, Tutors/Ongoing	Extra Duty Pay, Tutor Salaries	\$20,000.00	Title I, Title III, Migrant
<ul style="list-style-type: none"> - Refine the placement process and continue to provide intervention and support classes to aid student in achieving proficiency. 	Counselors, Administration, Department Chairpersons/Ongoing	Extra Duty Pay, Supplemental Materials	\$5,000.00	Title I
<ul style="list-style-type: none"> - Improve data analysis efforts to include data driven instruction in order to increase effectiveness of support services by differentiating instruction, adjusting assessments and maintaining interventions. 	Administration, Counselors, Teachers, Trainers/Ongoing	Professional Development Costs, Supplemental Materials	\$15,000.00	Title I
<ul style="list-style-type: none"> - Re-Establish district Liaison Team in order to facilitate 	Administration,	Teacher	\$10,000.00	General

increased communication between school personnel in improving student achievement.	Resource Teachers, Department Chairpersons/ Ongoing	hourly wage, substitute costs, supplemental materials		Fund
- Sustain incentives for students acquiring proficiency on the CAHSEE and/or achieving advanced or proficient on the CSTs, (i.e., recognition ceremony, certificates, patches, etc.).	Administration, Counselors/Ongoing	Supplemental Materials	\$5,000.00	General Fund
- Avail opportunities for alternative instructional strategies by establishing math and reading computer labs to provide interventions through web-based instruction (i.e., CAHSEE 380, Reading Plus, etc).	Administration, Counselors, Teachers, Technology Staff/Ongoing	Technology Supplies, Training, Software	\$50,000.00	Title I, Title III, EIA, General Fund

5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Please explain how the LEA identified professional development needs of instructional staff and LEA plans to support professional development. <i>(See full implementation statements in the APS and the DAS located on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.)</i>	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
Based on data analysis, needs assessments with state assessment tools and teacher surveys the following professional development will address the needs of all underperforming student groups:				
- The district will complete and distribute a comprehensive survey which will result in specific professional development needs of teachers	Administration, Liaison Team, Teachers, Counselors, Support Staff/Ongoing	Supplemental Materials	\$2,000.00	Title I
- Instructional staff will receive targeted professional development such as: TAPPLE, PDCTEL, Curriculum Training, and 6+1 Traits of Writing. This ensures grade	Administration, Liaison Team, Title III Team/Ongoing	Professional Development fees,	\$40,000.00	Title I, Title III, and EIA

<p>level standards are taught. TAPPLE and Explicit Direct Instruction ensure student understanding and engagement.</p> <ul style="list-style-type: none"> - Provide professional development according to the needs of staff based on student outcomes and school achievement data through various trainings such as: EDI/TAPPLE, Needs of English Learners, 6+1 Traits of Writing, Equitable Grading Practices, and Block Scheduling Best Practices. - Provide relevant professional development and support in technology to staff in Aeries, Data Director, Teacher Websites and Learn 360 in order to increase the use of data analysis to drive/improve instruction. - Refine staff development for teachers new to the profession or who are not considered highly qualified according to NCLB guidelines, through new teacher workshops, mentor teacher support, peer collaboration, coursework, and BTSA induction program. 	<p>ILT, ICOE, Administration/Ongoing</p> <p>Administration, Technology Dept./Ongoing</p> <p>Administration, Resource Teacher, BTSA District Lead, BTSA support providers/Ongoing</p>	<p>professional development salary costs, substitute costs, supplemental materials</p> <p>Professional Development fees, substitute costs, pull out staff development salary costs</p> <p>Professional Development fees, staff development costs</p> <p>Resource Teacher Salary, BTSA lead and support provider stipends, substitute costs, supplemental resources and materials</p>	<p>\$80,000</p> <p>\$15,000.00</p> <p>\$30,000.00</p>	<p>Title I, Title IIA</p> <p>Title I, Title IIA</p> <p>Title I, Title IIA</p>
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6. English Learners

- a. **Title III Status and Title I Program Improvement (PI) Status:** An LEA that is also in Title III Year 2 should insert the Improvement Plan Addendum in the expandable space below. LEAs in Title III Year 4 are required to complete the online Action Plan and need not address Item 6.

Program Improvement, Year 4 – Online Action Plan

- b. **Title I Program Improvement Status Only:** *Include specific academic achievement and English Language Proficiency goals, targets and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB. (See Title III Accountability Report Information Guide available on the CDE Title III Accountability Web page at <http://www.cde.ca.gov/ta/ac/t3/index.asp>).*

Please describe those goals and targets.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source

7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

Please describe those activities and how the LEA will incorporate them.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> - Offer various after school tutorial programs throughout the school year. For example, two tutorials designed for the general student population, one held immediately after school and the other held in the evening. Another tutorial program specifically geared toward English Learner needs. Establish a consistent tutorial program at a neighboring city to assist students that reside in that area. 	Administration, Teachers, Tutors/Ongoing	Extra Duty Pay, Tutor Salaries	\$20,000.00	Title I, Title III, Migrant
<ul style="list-style-type: none"> - Provide after school, tutorial, Saturday and summer CAHSEE and CELDT preparations to students in need of successfully passing the California High School Exit Exam or the CELDT. 	Administration, Teachers, Counselors/Ongoing	Extra Duty Pay, Supplemental Materials	\$10,000.00	Title I, Title III, Migrant
<ul style="list-style-type: none"> - Establish a Link Crew Program in which upper classmen mentor incoming freshmen allowing the successful transition from middle school to high school. 	Administration, Student Support Services, Supplemental	Program Costs, Professional Development,	\$15,000.00	Gear Up, Title I

<ul style="list-style-type: none"> - Maintain after school and summer Credit Recovery Programs, re-establish summer pathways programs, CAHSEE preparedness classes, and CELDT readiness classes. 	Support Services/Ongoing Administration, Counselors, Teachers, Support Services/Ongoing	Student Incentives Supplemental Materials, Extra Duty Pay	\$50,000.00	General Fund, Title I, Title III, EIA
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8. Include strategies to promote effective parental involvement in the school.

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> - Improve communication between staff, parents, and students through the district's website, Parent Link, and individual teacher websites. 	Administration, ILT, ICOE Partners/Ongoing	Teacher Web Renewal Fees, Parent Link Renewal Fees, Professional Development Costs	\$5,000.00	Title I, General Fund
<ul style="list-style-type: none"> - Maintain Aeries teacher and parent portals to improve communication regarding student academic achievement and attendance. 	Administration, Teachers, Support Staff/Ongoing	Technology Costs, Licensing Fees	\$5,000.00	Title I, General Fund
<ul style="list-style-type: none"> - Promotion of shareholder participation in the BUHS school governance processes through participation in School Site Council, ELAC and parent committees. 	Administration, Counselors, Student Support Services/Ongoing	Advertisement Fees, Supplemental Materials	\$5,000.00	Title I
<ul style="list-style-type: none"> - Expand informational and input opportunities for shareholders regarding expectations for students, graduation requirements, and standards-based education through parent orientation programs, participation in the Parent Advisory Committee, and the distribution of information packets regarding pertinent school practices, policies and advisory committees. 	Administration, ILT, Counselors, ICOE Partners/Ongoing	Supplemental Materials	\$5,000.00	Title I
<ul style="list-style-type: none"> - Expand opportunities for parent involvement in PULSE/PELT by promoting the program, establishing program leaders, and maintaining a consistent calendar 	Administration, ILT, Counselors, ICOE Partners/Ongoing	Supplemental Materials, Program	\$5,000.00	Title I, Gear Up

of meetings.		Expenses		
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