

Local Educational Agency Plan

No Child Left Behind Act of 2001 Brawley Union High School District



LEA Plan Information:

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

County/District Code: 13-63081

Dates of Plan Duration (should be five-year plan): 8/1/2011 - 6/30/2016

Date of Local Governing Board Approval:

District Superintendent: Barbara Layaye

Address: 480 N. Imperial Ave.

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

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

Barbara Layaye

Printed or typed name of Superintendent Date Signature of Superintendent

Cecilia Dial

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

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Recommendations

The LEA consulted with the following groups in the development of the LEA Plan to the extent required under the Federal law governing each program included in the LEA Plan.

District English Language Acquisition Committee

District Governing Board Members

Member Name	Contact Information	Review Date	Represents
Tom DuBose		8/17/2011	Board of Trustees
Rusty Garcia		8/17/2011	Board of Trustees
Ralph Fernandez		8/17/2011	Board of Trustees
Helen Noriega		8/17/2011	Board of Trustees
Cecilia Dial		8/17/2011	Board of Trustees

Teachers

Parents

Community Committee

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PROGRAMS CHECKLIST

Checkmarks indicate all applicable programs operated by the LEA or utilized in this plan.

Federal Programs	
X	Title III, Limited English Proficient
	Title IV, Part A, Safe and Drug-Free Schools and Communities
	21st Century Community Learning Centers
X	IDEA, Special Education
	Adult Education
X	Title II, Part D, Enhancing Education Through Technology
	Title III, Immigrants
	Title V, Part A, Innovative programs - Parental Choice
	Title I, Part B, Even Start
X	McKinney-Vento Homeless Education
X	Title I, Part A
	Title I, Part D, Neglected/Delinquent
X	Title I, Part C. Migrant Education
X	Career Technical Education
X	Title II, Part A, Subpart 2, Improving Teacher Quality

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State Programs	
	School Improvement
	School Safety and Violence Prevention Act (AB 1113)
	Child Development Programs
	EIA - State Compensatory Education
	Gifted and Talented Education
	Educational Equity
	Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)
X	EIA - Limited English Proficient
	Tenth Grade Counseling
	Immediate Intervention/Underperforming School Program (II/USP)
	Tobacco Use Prevention Education (Prop. 99)
	State Migrant Education
	Healthy Start

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DISTRICT BUDGET FOR FEDERAL PROGRAMS

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Career Technical Education	\$0.00	\$61,370.00	\$60,500.00	98.58%
IDEA, Special Education	\$149,222.18	\$298,524.15	\$231,000.00	51.59%
McKinney-Vento Homeless Education	\$0.00	\$1,500.00	\$0.00	0.00%
Title I, Part A	\$80,911.95	\$485,727.00	\$540,720.00	95.42%
Title I, Part C. Migrant Education	\$0.00	\$181,608.00	\$180,000.00	99.11%
Title II, Part A, Subpart 2, Improving Teacher Quality	\$27,357.54	\$111,026.00	\$127,500.00	92.13%
Title II, Part D, Enhancing Education Through Technology	\$0.00	\$4,378.00	\$0.00	0.00%
Title III, Limited English Proficient	\$23,484.00	\$40,396.00	\$52,000.00	81.40%
	\$280,975.67	\$1,184,529.15	\$1,191,720.00	0.81%

DISTRICT BUDGET FOR STATE PROGRAMS

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA - Limited English Proficient	\$127,763.96	\$256,962.00	\$266,378.00	69.23%
	\$127,763.96	\$256,962.00	\$266,378.00	0.69%

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District Profile

LEA Vision / Mission Statement

Mission Statement

Our mission is to provide a safe and secure learning environment for all students focusing on student achievement through high quality instructional programs and by providing social development opportunities for students to prepare to become productive citizens. This will be accomplished through a shared commitment between home and schools and community.

Vision Statement

Through a rigorous standards-based curriculum that emphasizes relevance and technology, our vision is to challenge and empower all students to graduate prepared for their post-secondary plans with the ultimate goal of becoming productive citizens in a global economic society.

Demographic & Learning Environment Results

Demographics

The Brawley Union High School District is comprised of Brawley Union High School, a comprehensive high school, Desert Valley High School, a continuation high school, and Renaissance, a community day school. Brawley Union High School District operates on a traditional calendar and serves grades nine through twelve. Currently the districts enrollment is 1,893. Brawley Union High School serves 1,681 students, Desert Valley High School serves 188 students, and Renaissance serves 24 students.

Brawley Union High School's demographics are 82% Hispanic, 13% White, 2% African American, <1% Asian, <1% Filipino and 3% Multiple or No Response. Desert Valley High School is comprised of 87% Hispanic, 7% White, 4% African American, <1% Filipino, and 2% Multiple or No Response. Renaissance consists of 94% Hispanic and 6% White.

Learning Environment Results

AYP data indicate that Brawley Union High School District has consistently met its participation rates in both mathematics and English over several years. During the 2009 – 2010 school year the target for participation for both English Language Arts and mathematics was 95%. BUHSD had 100% percent participation in both subject areas. Although BUHSD's student body has steadily increased in its percent proficient for English Language Arts (50.4%), it still falls short of the statewide target (55.6%). In mathematics, the student body has also steadily increased over several years (47.4%), but is below the state target of 54.8%.

CELDT and ELSSA data indicate that ELs have improved in AMAO 1 (43.7%) but have not met the statewide target of 53.1%. For AMAO 2, BUHSD's EL population who have been enrolled in U.S. schools for less than 5 years scored well (16.5%) and missed the statewide target (17.4%) by less than a percentage point. ELs that have been enrolled in U.S. schools for more than five years scored 31.2% which is below the statewide target of 41.3%. Based on CELDT data, almost half (44.7%) of BUHSD's ELs are at the Intermediate level (CELDT 3). Of those students, 74% of them have been in U.S. schools more than five years.

CAHSEE: All significant subgroups, other than White (67.3%) are performing below the state target (55.6%) in English Language Arts and English Learners (31.8%) are performing above the statewide EL average of 9% proficient or above. In mathematics all significant subgroups other than White (60.4%) are performing below the statewide target of 54.8% and BUHSD's EL population (37.8%) is performing above the statewide EL average of 19%.

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Additional Background Information

Brawley Union High School District is committed to student success and offers an array of services to achieve this goal. The district offers extensive counseling and support services for every student. The counseling department consists of a lead counselor, four grade level counselors, one counselor for the Alternative Education sites, and one counselor assigned to migrant students. Counselors are available daily either by appointment or walk in basis. The guidance program offers academic counseling and provides information on colleges, careers, and military service. At least once annually, counselors will meet with students to review progress toward graduation, course planning, college and financial aid information and career goals.

At the district, emphasis is placed on an individually tailored and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards to provide students with a well rounded education. The district structures its educational program in order for students to receive instruction appropriate to their proficiency level. To ensure the success of every student and their individual needs are met, teachers use a variety of instructional strategies, supplemental instructional materials, programs, and are provided with ample professional development.

Brawley Union High School District recognizes that students with special gifts and talents need a more rigorous and challenging curriculum with in depth instruction. The district offer Honors courses as well as Advanced Placement courses. These courses are afforded to interested students who have been recognized through their CST scores, by their teachers, as capable of high levels of achievement.

The district offers assistance and specialized instruction to students with special needs. The Tutoring Center, which provides adult and peer tutoring in all subject areas, serves a daily average of 50 students. A daily tutorial period provides students the opportunity to receive extra help on a specific subject area. Additional interventions include: Saturday School, Credit Recovery Classes, a continuation school, and a community day school.

Special Education students receive appropriate instruction tailored to their individual education plans (IEP). These students are offered life skills classes as well as internship opportunities. Students are mainstreamed when appropriate or placed in Special Education classes depending on their proficiency level for that specific subject. Inclusion of Special Education students is maximized, depending on their individual abilities, to provide them with learning opportunities in the least restrictive environment.

English Language Learners (ELs) receive instruction that best meets their proficiency level. Classes offered to ELs are: English Language Development (ELD), Structured English Immersion (SEI), and mainstream classes. All ELs are exposed to SDAIE teaching strategies and scaffolding techniques to provide them equal access to California State Standards. They are provided with an additional period of support in English and attend a reading lab weekly to help build their fluency.

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Areas of Analysis

Analyze Student Performance

Local Measures of Student Performance

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

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

Common Assessments

Each subject area has developed common assessments to determine if students have reached mastery on the CA State Standards for that course. Working collaboratively, teachers regularly meet to update the exams, assess student data, and plan for re-teaching when needed. These exams along with the following, aid the school in determining whether student placement is accurate and more importantly assist in curriculum adjustment to meet student needs.

California High School Exit Exam (CAHSEE)

The primary purpose of the California High School Exit Examination (CAHSEE) is to significantly improve pupil achievement in public high schools and to ensure that pupils who graduate from public high schools can demonstrate grade level competency in reading, writing, and mathematics. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages districts to give these students the attention and resources needed to help them achieve these skills during their high school years. All California public school students except eligible students with disabilities must satisfy the CAHSEE requirement, as well as all other state and local requirements, in order to receive a high school diploma. The CAHSEE requirement can be satisfied by passing the examination, or for eligible students with disabilities, meeting the exemption requirement pursuant to California Education Code (EC) Section 60852.3, or receiving a local waiver pursuant to EC Section 60851(c).

The CAHSEE has two parts: English-language arts (ELA) and mathematics. The ELA part addresses state content standards through grade ten. In reading, this includes vocabulary, decoding, comprehension, and analysis of information and literary texts. In writing, this covers writing strategies, applications, and the conventions of English (e.g. grammar, spelling, and punctuation). The mathematics part of the CAHSEE addresses state standards in grades six and seven and Algebra I. The exam includes statistics, data analysis and probability, number sense, measurement and geometry, mathematical reasoning, and algebra. Students are also asked to demonstrate a strong foundation in computation and arithmetic, including working with decimals, fractions, and percents.

California English Language Development Test (CELDT)

CELDT is the California English Language Development Test that is administered either at the time of enrollment to students who have a language other than English listed on their Home Language Survey or annually to identified English learners to determine English Language proficiency. CELDT measures the student's proficiency in listening and speaking for grades K-12 and also reading and writing for grades 2-12. There are five CELDT levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

CELDT is given annually to monitor an English learner's progress through the ELD standards. An English learner must take the CELDT annually until he/she is reclassified to Fluent English Proficient (R-FEP). Parents are given the CELDT results.

California Standards Tests (CSTs)

The California Standards Tests are multiple choice tests that are required for all students in grades two through eleven and writing tests for students in grades four and seven who are tested with the CSTs. Items on these tests are developed by California educators and test developers and are written specifically to assess students' achievement of California academic content standards.

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No Child Left Behind (NCLB) Life Science test

The NCLB Life Science test is part of the CST testing and is administered during the STAR testing window to all sophomores.

California Modified Assessment (CMA)

The California Modified Assessment is a grade level assessment for students who have an individualized education program (IEP), are receiving grade-level instruction, and, even with interventions, are not likely to achieve grade-level proficiency within the year covered by the student's IEP. The purpose of the CMA is to allow students to demonstrate their achievement of the content standards in English-language arts (ELA), mathematics, and science.

California Alternate Performance Assessment (CAPA)

The California Alternate Performance Assessment is an individually administered performance assessment that is required for students in grades two through eleven who have significant cognitive disabilities and who are unable to take either the CSTs even with accommodations or modifications or the CMA with accommodations.

Standards-based Tests in Spanish (STS)

The Standards-based Tests in Spanish are multiple-choice tests that are required for Spanish-speaking English learners who either receive instruction in Spanish or have been enrolled in a school in the United States 12 months or more who are not receiving instruction in Spanish. Students who take the STS must also take the grade-level CST and/or CMA (if designated in the students' IEP). Items on these tests are developed by biliterate, bilingual California educators and test developers and are written specifically to assess students' achievement of California content standards in reading/language arts (RLA) and mathematics.

Early Assessment Program (EAP)

The Early Assessment Program, administered on behalf of the California Department of Education (CDE) and the California State University (CSU), is available for all students in grade eleven who are interested in an early reading of their readiness for college-level work.

The EAP offers an opportunity to obtain information about students' readiness for college-level English and mathematics through participation in the Early Assessment of Readiness for College English and Mathematics. One of the benefits of this program is that students can earn an exemption from the CSU English and mathematics placement tests upon admission to the CSU.

To participate in the EAP for English, students must take the CST for Grade 11 ELA and respond to an additional 15 ELA multiple choice test items at the end of the test. In addition, students must write an essay for the EAP in English.

To participate in the EAP for mathematics, students must take either the California Algebra II Standards Test or the California Summative High School Mathematics Standards Test and respond to an additional 15 multiple choice questions in the CST for Algebra II or the CST for Summative High School Mathematics.

Advanced Placement (AP)

The Advanced Placement program offers students the opportunity to develop skills they will need to be successful in college. Students who enrolled in an AP course may take the corresponding exam at the end of the year. If the students place well, their tests can replace actual college units in that specific course. BUHSD offer AP courses in the following areas: English Language and Composition, English Literature and Composition, Spanish Literature, Biology, Environmental Science, U.S. History, World History, and Calculus.

Physical Fitness Test (PFT)

The Physical Fitness Test is administered each spring to all ninth grade students. The primary goal of the PFT is to help students establish lifetime habits of regular physical activity. The PFT provides information that can be used by

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teachers to design curriculum and by students to assess and plan personal fitness programs.

Special Education

The Student Services Department here at BUHSD utilizes the following assessments to determine eligibility for special education services and/or to provide students with additional academic, social, and emotional support.

Cognitive Assessments:

Woodcock-Johnson III Tests of Cognitive Abilities (WJ-III COG)
Wechsler Intelligence Scale for Children Fourth Edition Integrated (WISC-IV Integrated)
Wechsler Adult Intelligence Scale Third Edition (WAIS-III)
Woodcock-Johnson III Pruebas de habilidades cognitivas (WJ Bateria III)

Non-Verbal Cognitive Assessments:

Comprehensive Test of Nonverbal Intelligence (CTONI2)
Universal Nonverbal Intelligence Test (UNIT)
Test of nonverbal intelligence (TONI-3)

Cognitive Processes Assessments (Auditory, Visual, Memory, Visual-Motor Integration):

Test of Auditory Processing Skills 3 (TAPS-3)
Wide Range Achievement of Memory and Learning (WRAML2)
Test of Visual Perceptual Skills (TVPS)
The Beery-Buktenica Developmental Test of Visual Motor Integration (Beery VMI)
Bender Gestalt II

Language (Receptive & Expressive) Assessment:

Peabody Picture Vocabulary Test 4th Edition
Expressive One Word Picture Vocabulary Test
Receptive One Word Picture Vocabulary Test

Academic Achievement Assessments

Woodcock Johnson III Tests of Achievements (WJ-III ACH)
Wechsler Individual Achievement Test Second Edition (WIAT-II)
Woodcock Johnson III Pruebas de aprovechamiento

Social/Emotional

Behavior Assessment System for Children-2 (BASC-2)
Behavioral and Emotional Screening System (BESS)
Behavior Evaluation Scale Third Edition Long (BES:L)
Conner's Rating Scales-Revised (CRS-R)

Adaptive Abilities Assessment

Vineland Adaptive Behavior Scales 2nd Edition

Projective Test

Draw A Person SPED (DAP-SPED)

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Student Performance

Strengths

BUHSD has worked for several years in developing common assessments for all core courses. Through the creation and implementation of these common assessments each subject matter has been able to dissect the California State Standards and determine which are most frequently tested on statewide assessments. This allows the departments to maintain a clear focus and every student in a specific course is provided the same curriculum.

Students have consistently met the AYP participation rates for both mathematics and English over several years. BUHSD's student population has steadily increased in proficiency over the last several years in both areas of English and math. BUHSD's English Learners performed significantly higher than the state average for that sub-group.

CELDT data indicates that the district's English Learners have continued to show growth over several years. All three AMAO's show an increase in proficiency from the year before.

API data reveals that BUHSD met and exceeded its growth target of 12 points. BUHSD has consistently increased its API score over several years.

Areas of Need

Long term English Learners are a continuous concern for BUHSD. BUHSD needs to ensure that EL needs are being met according to their language needs and differentiated instruction is being provided in the most effective way possible.

English Learners may require CAHSEE and CELDT specific preparations in order to be provided a better opportunity to become proficient.

Analyzing data from common assessments is an area of need. Training in data analysis and determining how it drives instruction will benefit teachers in improving instruction.

Conclusions

BUHSD needs to implement scientifically researched reading and math interventions for students performing below grade level. Proper teacher placement and support is vital to the success of every student. All teachers need to be properly trained in EL researched-based strategies and instructed to implement them in the classroom. An effective monitoring process needs to be in place in order to ensure English Learners' needs are being met appropriate to their language level.

BUHSD needs to prioritize student placement based on proficiency level in appropriate English intervention classes. The district needs to develop procedures for students requiring math intervention. Ongoing professional development in strategies for teaching English Learners and implementing intervention strategies is imperative to ensure equal access to the curriculum for all students.

BUHSD needs to continue it's efforts in providing professional development training in data analysis and how to utilize data analysis results to improve instruction.

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Analyze LEP Programs

Analyze LEP Programs

Strengths

BUHSD has established criteria for English placement in order to best suit the various levels of English Learners. The English and ELD courses have developed course syllabi detailing the differentiated instruction used in the various levels of English. Staff work collaboratively to ensure language needs are being met across the curriculum.

Monitoring of both RFEPs and English Learners occurs every six weeks in which all teachers and counselors are informed of student progress and placement is reviewed.

Established committees meet regularly to ensure that English Learner needs are being met and all necessary materials are being provided to ensure equal access to the curriculum. Recognition ceremonies are held to celebrate EL academic achievement.

Awareness and progress on the CELDT is shared with English Learners biannually. This has improved their efforts and allows them to see their progress from year to year. English Learners have greatly improved in the English portion of the CAHSEE as well as the CELDT. Recent immigrants show steady progress improving one level per year.

An English Learner after school tutoring program is offered Monday through Thursday and provides the academic and language support English Learners require.

A language development summer school was offered in order to assist English Learners in developing language skills necessary to be successful students and to achieve CELDT and CAHSEE goals.

English and mathematics interventions have been developed through the purchase of Reading Plus and CAHSEE 380.

Areas of Need

English Learners are in need of support in mathematics, science and history. Some English Learners lack the foundation needed to be successful in these areas. Teachers within these subject areas need to be trained in English Learner strategies.

History intervention needs to be provided to those English Learners who are not familiar with U.S. history and government. They lack the foundational knowledge necessary to be successful in these core courses.

A review of placement in bilingual core courses is necessary to ensure students are advancing out of these classes and into classes whose primary instruction is in English. Primary Language core subject area courses need to be limited to only those English Learners considered new to the country.

Mainstreamed English Learners need to be provided support in their core classes to ensure interventions and differentiated instruction are offered.

Conclusions

Although BUHSD has several effective programs in place for English Learners, improving upon these programs is an ongoing process. The district has focused heavily on English Language Arts. This program is strong and is able to continue to monitor itself. The other core subjects need to be reviewed and revised to determine how they can best serve English Learner needs. Training in English Learner strategies was provided to all English teachers, but other core subjects need to be trained in similar strategies. English interventions are established, however interventions for other core subjects need to be developed and implemented.

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Analyze Educational Practices, PD, Staffing, & Parental Involvement

Educational Practices

Strengths

There is ongoing staff collaboration with an emphasis being placed on the alignment of curriculum, common assessments, collaborative data analysis, common syllabi and pacing guides. Staff utilize the evaluation of mastery of standards and backwards mapping in order to drive instruction. New textbook adoptions have occurred recently for both English and mathematics. 100% of students are provided with their own textbooks.

Students are strategically placed in core classes according to their proficiency levels in order to receive differentiated instruction to meet their specific needs. Reassessment of a student's proficiency level is an ongoing and integral part of the placement process.

BUHSD continues to meet its CAHSEE participation rate and meets or exceed county and state passage rates with 83% passing in math and 81% passing in English. BUHSD sites continue to improve in API. CELDT scores for English Learners have continued to improve and are higher than the state average.

BUHSD is committed to ensuring students are prepared for all standardized tests and has invested in intervention programs to achieve these results. English Learners were provided CELDT preparation classes to help them prepare to take the CELDT exam in October. CAHSEE 380 is an online computer course that was implemented districtwide to assist students in the preparation of taking the CAHSEE with the end result of students attaining proficiency (380) instead of simply passing (350).

CAHSEE Intervention, an online support program, is provided for students who have not passed the CAHSEE.

Areas of Need

BUHSD needs to vary its efforts regarding providing additional support and intervention for the significant subgroups who are not meeting their growth targets.

BUHSD failed to meet AMAO 1 and 2 for four consecutive years and AMAO 3 for 1 year and is in Title III Program Improvement Year 4. The district needs to be make a concerted effort to publicize the importance of the exam and provide awareness to the students regarding the implications of not achieving English proficiency.

Although BUHSD continues to improve in its AYP goals, the district still falls short of meeting the overall proficiency rates and the proficiency rates for each subgroup. As a result, BUHSD is in Title I Program Improvement Year 1.

Conclusions

While Brawley Union High School District continues to improve on its test scores from the previous year, it still is not meeting federal proficiency requirements. BUHSD commits to ensuring all students have the tools needed to become proficient and successful adults. Several interventions have been implemented during the 2010-2011 school year to assist students in meeting proficiency rates on all standardized tests including CELDT, CSTs and CAHSEE. BUHSD is investing in several avenues of technology to meet the diverse needs of its student population. Interventions have been embedded throughout the school day as well as after school and during the summer to provide the support students need in attaining proficiency.

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Professional Development

Strengths

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 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.

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.

The district is looking to refine staff development for teachers new to the profession and provide sufficient support for these staff members.

Areas of Need

Although BUHSD is active in providing professional development to its teachers, the district does not always receive 100% attendance. If teachers are unable to attend, procedures need to be created to ensure those teachers receive a make-up training. Follow up trainings for those staff members in need of additional support need to be embedded in the professional development plan as well.

Recently BUHSD sent out a survey to teachers regarding the types of professional development they would be interested in attending. These surveys need to be analyzed so that teachers are receiving the trainings they need. BUHSD generally provides training according to data rather than teacher requests. Since distributing this survey BUHSD will try to provide training in both areas.

One area of need is publicizing trainings that are being offered at off site locations. Not all staff members are made aware of trainings that are being held and are unable to express an interest in attending.

Conclusions

BUHSD expends a lot of time and funds to ensure that staff members are provided numerous professional development opportunities throughout the school year. BUHSD also tries to accommodate staff members on an individual basis if they express an interest in attending a specific training. The district needs to implement a plan for teachers who express an interest in "follow up" trainings. BUHSD also needs to implement a plan to provide training to those teachers who were unable to attend.

Implementing the interest inventory for professional development for the 2011-2012 school year will assist the district in tailoring some professional development days toward general teacher requests.

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Staffing

Strengths

BUHSD currently has 72 certificated employees with zero on an emergency credential. The district has five grade level counselors, one migrant counselor and one lead counselor. There are various support staff that help raise student achievement such as school psychologists, English support staff, speech therapist, ROP guidance technician, director of athletics, library and bookroom facilitators, health aide, director of student activities, instructional aides, and computer technician. Staff and administration work well together to ensure student success and academic needs are being met. Staff members are very supportive in regards to diversifying instruction to meet the needs of all students.

Areas of Need

Due to recent budget constraints, BUHSD has reduced its staff significantly. Staff reductions have been widespread from classified to certificated employees. The ability to reduce class sizes has also been impacted by the reduction of teachers. The district would benefit from a staff member dedicated to strictly data analysis.

Over the last few years there has been a decrease in the number of instructional aides and tutors that assist students in the classroom setting.

Conclusions

BUHSD has a competent staff who share in the goal of success for all students. Due to budget restrictions placed upon districts by the state and federal governments, the number of site and district staff have been reduced over the last few years. This staff reduction could have a negative impact on student performance. BUHSD is taking every precaution to ensure that budget restrictions have the least impact on students as possible.

BUHSD continues to adjust it's staffing roles and responsibilities to better meet the needs of it's student population.

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Parental & Community Involvement

Strengths

BUHSD schools have a parent compact which the parent and student sign stating that the parent will be actively involved in his/her child's education. The compact encourages parents to become classroom volunteers. BUHSD understands the importance of parental involvement as a critical requirement for student success. BUHSD is committed to including parents and community members in the school atmosphere. The district has a website that is updated regularly to ensure the most current information is available. BUHSD has subscribed to Parentlink which allows for mass phone calls in order to provide pertinent information immediately to its parents. Aeries has an online portal in which parents can check their student's academic progress and attendance. BUHSD encourages community involvement through participation in various committees such as: School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee, and Parent Advisory Committee. Parent University Leading Students to Excellence (PULSE) is another resource available to parents. This program teaches parents how to be an active participant in their child's education. It is committed to ensure that the parents understand the educational system and their role. Local Businesses within the community are supportive of the district and are always willing to donate time and materials.

Areas of Need

While BUHSD is committed to involving parents and community members in the education of its students, information is not always provided with enough advanced notice. Even though the Aeries parent portal is available to all parents, many are still not signed up and utilizing the system. BUHSD is expanding technologically and is sending less information via the U.S. Postal Service, however, not all parents have access to the internet. It is imperative that the school and community make computer terminals with internet access available to parents who do not otherwise have access. It is difficult to maintain updated telephone numbers for Parentlink as some parents forget to update their information.

The staff in the BUHSD would benefit from professional development training that is geared at one-on-one communication with parents via parent conferences, e-mail and telephone.

Conclusions

BUHSD is making great strides in involving parents and community members in the education of its students. The district has expanded its technological infrastructure to improve accessibility opportunities for parents and community members. The district makes every effort to disseminate information to all relevant shareholders. Because the school district maintains and distributes information electronically, it is important that computer terminals be available and accessible to parents in order to encourage active participation in their child's education.

While there are minor imperfections in the communication process between school, parents and community, BUHSD works to excel in the open lines of communication in which it firmly believes.

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Support Services & Resources

Strengths

BUHSD has diverse educational options. The district has a traditional high school, alternative education high school, and a self-contained community day school. BUHSD provides numerous services and resources to its shareholders. The district offers special education, English Language Development, speech therapy, credit recovery, intervention programs, school psychologists, counselors, a Family Resource Center, and Career Technical Education Programs.

The district provides three after school tutoring programs. One is specifically designed to meet the needs of English Learners. Seven instructional aides are employed by the district and they service the Special Education and English Learner populations.

Brawley Union High School District has expanded in the realm of technology and now has eight computer labs available for teacher use at BUHS and one lab at each alternative education site. These labs make it possible to offer technology-based interventions for students performing below standards. BUHSD has invested in Reading Plus, CAHSEE Intervention and CAHSEE 380; three intervention programs geared toward students reaching proficiency in both English and math.

The district provides additional support services for students with behavioral needs. Through the Family Resource Center, drug and alcohol counseling is available, anger management classes are provided as well as other services offered on an as needed basis.

Numerous specialty classes such as Advanced Placement, honors, CTE and ROP are also afforded to BUHSD students. Advanced Placement and honors courses provide students with the opportunity to undertake a more rigorous curriculum that will better prepare them for the post-secondary plan. CTE courses such as Animal Science, Medical Terminology, Graphic Arts and Parenting offer students the ability to discover what occupations are best suited for them. ROP courses afford students the opportunity to earn extra course credits and provide them with skills that will make them more competitive in the work force.

Areas of Need

BUHSD needs to improve recruitment and awareness activities for ROP and CTE courses so students are able to make informed, educated choices about how these advantageous programs can help them towards meeting educational and personal goals.

The district needs to increase its variety of AP courses in order to provide ample opportunities for students to participate in AP classes that will provide them with a more rigorous curriculum. This will assist them in becoming more competitive for college entrance and they can potentially earn college credit.

Although BUHSD offers a wide variety of credit recovery courses for those students who are lacking in credits, opportunities need to be made available to Special Education students in regards to a modified version of credit recovery and English Language Learners who need to make up an ELD course.

BUHSD needs to provide out of classroom support for students enrolled in its Advanced Placement Program. This support will allow the students to increase their performance on AP exams.

Conclusions

BUHSD strives to provide a diverse selection of courses and resources for our students. The district has three different high schools serving three different populations. A variety of AP, CTE and ROP courses are provided at the district. BUHSD is constantly looking for ways to expand its programs. However, due to the state's fiscal situation, both the district and schools are feeling its implications in being unable to expand upon successful programs and beneficial resources. Regardless of financial hardships the district is committed to providing interventions and will continue to provide after school tutoring and maintain technology services.

Local Educational Agency Plan

Analyze Teacher Quality / Professional Development

Teacher Quality

Strengths

BUHSD recruits and employs the most qualified credentialed teachers available. Teacher credentialing for the district is a priority as well as teachers teaching within their subject area.

All teachers within the district are evaluated on a regular basis. Tenured, certificated staff are formally evaluated biannually. Probationary teachers are monitored and evaluated annually. Numerous informal observations, conferences, and collaborative strategic planning sessions occur between formal evaluations. Evaluations are conducted by administrators that have been trained and certified for competency to perform teacher evaluations.

Staff development is a primary focus of BUHSD leadership. Four days are set aside each year for professional staff development training. BUHSD administration and staff have been involved in developing and modifying the staff development that is provided each year. The district partnered with the Imperial County Office of Education to provide Explicit Direct Instruction training to its staff members and the office of education followed up with subsequent trainings and Learning Walks.

For the 2011-12 school year, the district conducted a staff survey to gain insight into what types of professional development are desired by teachers. With this information and data analysis, professional development will be relevant to the needs of the teachers for this school year.

The district has also provided administration with professional development opportunities in which all administration have participated.

Areas of Need

Professional development regarding specific subject areas has not been offered in several years. This is usually offered by the local county office of education, but has not been available lately. Subject matter professional development would be useful for most teachers, especially those new to the profession. This would ensure all teachers have a clear understanding of what standards are to be taught and how to effectively assess proficiency in those standards.

Conclusions

The district is proactive in offering staff with relevant professional development that effectively improves teaching practices. Administration is also proactive in their own professional development and staying current on maintaining a positive school learning environment. Teachers are provided with an opportunity to provide input on professional development opportunities. Because the district is located within a small county, professional development opportunities can sometimes be limited and a variety of choices are not always available. The district has taken steps in the right direction by conducting a professional development survey. Effective utilization of the survey and an analysis of our data results is key to the success of participation in professional development.

Local Educational Agency Plan

Reading Proficiency by 2013-14

Goal Statement

An increasing percentage of BUHSD students will attain proficiency in Reading/Language Arts annually. By March 2014 the percentage of students attaining proficiency in Reading/Language Arts will increase to meet state and federal requirements.

Monitoring Plan

Through regular common assessments, review of technology based intervention programs, collaboration meetings, learning walks, peer evaluations, and counseling interventions, BUHSD will monitor the progress of its students in English/Language Arts throughout the school year in order to ensure improved proficiency on the annual state exam. The results of these monitoring programs will be used to drive instruction to meet the specific needs of various sub-groups.

Area of Analysis Associated with this Goal: Analyze LEP Programs

Although BUHSD has several effective programs in place for English Learners, improving upon these programs is an ongoing process. The district has focused heavily on English Language Arts. This program is strong and is able to continue to monitor itself. The other core subjects need to be reviewed and revised to determine how they can best serve English Learner needs. Training in English Learner strategies was provided to all English teachers, but other core subjects need to be trained in similar strategies. English interventions are established, however interventions for other core subjects need to be developed and implemented.

Description of Specific Actions to Improve Education Practice in Reading

Alignment of instruction with content standards

Alignment of curriculum and assessments with content standards

BUHSD will reach high standards, at a minimum, attaining required percent proficiency or better in reading as defined by federal and state requirements through proper placement, best practices teaching strategies, and adherence to California content standards.

Tasks

Continue to base the academic program on California content standards and SBE aligned materials articulated to course;

Appropriately identify students based on multiple assessments to place students for appropriate instruction including Support classes, English Language Development, and Sheltered English Immersion;

Use Explicit Direct Instruction as the primary method of delivery for Reading Language Arts;

Continue to develop literacy across the curriculum.

Measures

Common assessments four times a school year and collaborative data analysis in order to drive instruction.

Review course descriptions twice a year and ensure students are receiving instruction based on their learning needs.

Conduct Learning Walks four to six times a year to review teaching practices and discuss successful lessons.

Conduct collaboration meetings across disciplines in order to ensure literacy is promoted district-wide.

People Assigned

Principals, Deputy Principal, Resource Teacher, Special Projects Coordinator, Counselors, English Department Chairperson, English Department

Start Date - End Date

7/1/2011 - 6/13/2014

Local Educational Agency Plan

Funding Source	Description	Cost
Title I, Part A	Extra Duty Rate for curriculum development and student placement.	\$16,320.00

Use of standards-aligned instructional materials and strategies

Use of instructional strategies

BUHSD will ensure full adoption of new curriculum is adhered to and proper training is provided.

Tasks

Provide and implement state board of education adopted standards aligned instructional materials including interventions for Reading/Language Arts.

Use Pearson for the core Reading/Language Arts program for 9th-12th.

Use Pearson for intervention of strategic students with built-in extended learning time.

Use Read Naturally and Reading Plus for intensive instruction.

Continue to use fully implement The Edge for ELD curriculum.

Continue to use Pearson and High Point for Special Education students.

Provide teachers with research-based reading and writing strategies and support for continuous integration of these strategies into courses across the curriculum.

Measures

Collaboration meetings will be utilized to analyzed data within Pearson.

Review and revise pacing guides and syllabi in accordance with benchmark exam results.

Review reading intervention programs every six weeks to determine student need.

People Assigned

English Department Chairperson, Deputy Principal, Principals, Special Projects Coordinator, Resource Teacher, Technology Department

Start Date - End Date

7/1/2011 - 6/13/2014

Funding Source	Description	Cost
EIA - Limited English Proficient	Additional Resources for English Learners	\$50,000.00

Extended learning time

Implementation of strategic support and interventions

The district will evaluate and utilize any additional opportunities outside of school hours to provide extended learning time.

Local Educational Agency Plan

Tasks

The district will provide extended learning time through:

Revision of tutorial

After school tutorial

Mandatory tutoring intervention during collaboration time

Measures

Frequent review of transcripts will determine mandatory tutoring for those students requiring intervention.

Follow up with parents and counselors will ensure students are regularly attending their tutorial sessions.

People Assigned

Gear Up Coach, Principals, Counselors, Deputy Principals, Resource Teacher, Tutors, Certificated Staff

Start Date - End Date

7/1/2011 - 6/13/2014

Funding Source	Description	Cost
Title I, Part A	Certificated Staff - Tutorial	\$20,880.00
Title I, Part A	Tutors	\$12,000.00
Title III, Limited English Proficient	Certificated Staff - English Learner Tutorial	\$12,500.00

Increased access to technology

Access to technology as a tool for learning

The district has expanded the number of computer labs available to students. The district will ensure that all computer labs are properly maintained, schedules are accurately adhered to and necessary software is purchased and/or renewed.

Tasks

The district will:

Ensure that all computers labs are maintained and upgrades are performed on a consistent basis.

Schedule computer labs in order to ensure all intervention programs are provided continuous access to technology.

Review and research current and new technology programs in their relevance to the district's intervention and specialized programs.

Measures

The principals will ensure technology staff have a maintenance schedule for all computer labs and ensure its adherence.

The district will maintain a current schedule for all computer labs in order to maximize the use of all labs.

Intervention staff will follow up with intervention technology to determine its effectiveness in increasing students proficiency.

People Assigned

Superintendent, Principals, Special Projects Coordinator, Technology Department

Local Educational Agency Plan

Start Date - End Date

7/1/2011 - 6/13/2014

Funding Source	Description	Cost
EIA - Limited English Proficient	Extra Duty Pay - Technology Staff	\$4,378.00
Title I, Part A	Extra Duty Pay - Technology Staff	\$7,000.00

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

Professional learning

BUHSD seeks to provide relevant professional development for all staff members to ensure all students are provided equal access to the curriculum and California state standards.

Tasks

The district will:

Schedule regular collaboration days for teachers to review pacing guides, curriculum and analyze common assessments in order to drive instruction and set goals for the next benchmark period.

Provide professional development and ongoing support to teachers in the use of DataDirector, Aeries, SMART Response Systems, and the use of all data resources to make informed decisions about curriculum and instruction.

Align textbooks and full adoption throughout the district and provide professional development for the entire district.

Include all relevant staff in professional development opportunities.

Measures

Administration will meet with teachers during collaboration time to ensure effective use of the meetings.

Administration will review professional development survey results to conclude the impact of the trainings on the teachers.

Formal evaluations and informal observations will be conducted to ensure teachers are adhering the standards based adopted curriculum.

People Assigned

Principals, Deputy Principals, English Department Chairperson, Resource Teacher

Start Date - End Date

7/1/2011 - 6/13/2014

Funding Source	Description	Cost
Title II, Part A, Subpart 2, Improving Teacher Quality	Professional Development	\$10,000.00

Involvement of staff, parents, and community

The district will enhance its efforts to involve staff, parents and community members in the district's targets and goals for each school.

Local Educational Agency Plan

Tasks

The district will:

Train parents/community groups (i.e., DELAC, ELACs, SSC) to interpret Reading/Language Arts student achievement data and to understand standards-aligned instructional materials.

Continue to hold monthly Liaison team meeting in order to inform all district personnel in the learning goals of the district.

Work with Gear Up in training parents in becoming parent volunteers and assisting their children to become successful students.

Measures

The district will review parent attendance and continue to change strategies in order to maximize parent participation.

People Assigned

Superintendent, Principals, Deputy Principals, Special Projects Coordinator, Gear Up Coach, Director of Special Education, Counselors

Start Date - End Date

7/1/2011 - 6/13/2014

Funding Source	Description	Cost
EIA - Limited English Proficient	Refreshments and incentives	\$500.00
EIA - Limited English Proficient	Trainers for meetings	\$1,500.00
Title I, Part A	Trainers for meetings	\$1,500.00

Auxiliary services for students and parents

Auxiliary services for students and parents (including transition from preschool, elementary, and middle school)

The district will actively schedule and advertise auxiliary services for students and parents including various trainings in transitioning from 8th grade to high school.

Tasks

The district will:

Facilitate articulation meeting with feeder districts for program alignment, 9th grade placement, and transition IEPs;

Hold Back to School Night;

Provide freshmen transition workshops for both students and parents;

Promote Sophomore CAHSEE awareness for both students and parents;

Hold Advanced Placement Parent Night

Measures

The district will conduct parent surveys in order to maximize these auxiliary services to meet the needs of parents and students.

People Assigned

Superintendent, Principals, Deputy Principals, Counselors, Director of Special Education, Resource Teacher

Start Date - End Date

7/1/2011 - 6/13/2014

Local Educational Agency Plan

Funding Source	Description	Cost
EIA - Limited English Proficient	Freshmen Transition - Extra Duty Pay	\$4,000.00
Title I, Part A	Extra Duty Pay - Freshmen Transition	\$4,000.00
Title I, Part A	Extra duty pay for presenters	\$1,500.00

Monitoring program effectiveness

The district will pursue all avenues of monitoring program effectiveness and ensure all schools receive assistance specific to their individual needs.

Tasks

The district will:

Administer benchmark assessments based on essential standards every six weeks.

Develop and administer common assessments to intervene in a timely manner in Reading/Language Arts including the use of curriculum-embedded, ancillary resources for formative and summative assessments.

Utilize Survey Monkey for continuous assessment, reflection and goal setting.

The district will increase the usage of Data Director and its results to drive instruction.

BUHSD will improve and implement common and benchmark assessments.

The district will establish protocol for regularly scheduled data analysis meetings.

Measures

The district will implement a data analysis calendar, report findings to appropriate school committees, review the results of Survey Monkey in order to meet the needs of its teachers.

People Assigned

Superintendent, Principals, Deputy Principals, Counselors, Special Projects Coordinator, Resource Teacher

Start Date - End Date

7/1/2011 - 6/13/2014

Funding Source	Description	Cost
Title I, Part A	Extra Duty Pay - Benchmark Assessment Development	\$9,000.00
Title III, Limited English Proficient	Extra Duty Pay - EL Benchmark Assessment Development	\$5,000.00

Targeting services and programs to lowest-performing student groups

BUHSD will provide effective and timely interventions to its lowest-performing student groups.

Local Educational Agency Plan

Tasks

The district will:

Provide interventions for intensive, strategic, benchmark, Special Education and English Learner students.

Ensure correct placement of students, provide ongoing support for teachers, and monitor program effectiveness.

Ensure that the most effective teachers teach the intensive and strategic students.

Provide training to counselors regarding conducting group counseling sessions.

Provide professional development in working with the intentional non-learner.

Measures

Review teacher placement, course curriculum, and student needs every grading period.

People Assigned

Superintendent, Principals, Deputy Principals, Resource Teacher, Director of Special Education, Lead Counselor, Special Projects Coordinator

Start Date - End Date

7/1/2011 - 6/13/2014

Funding Source	Description	Cost
EIA - Limited English Proficient	Teacher salaries for Intervention classes and Resources	\$50,000.00
EIA - Limited English Proficient	Aides - English Learners	\$35,000.00
IDEA, Special Education	Special Education Aides	\$60,000.00
IDEA, Special Education	Intervention Programs - Special Education	\$15,000.00
IDEA, Special Education	Additional Resources for Special Education Interventions	\$15,000.00
Title I, Part A	Additional resources and materials for interventions	\$5,000.00
Title I, Part A	Teacher salaries for Intervention classes	\$100,000.00
Title I, Part C. Migrant Education	Migrant Aide	\$40,000.00
Title III, Limited English Proficient	Additional materials and resources for interventions	\$10,000.00

Any additional services tied to student academic needs

On-going monitoring of student progress

BUHSD strives to provide diverse intervention strategies to include technology based intervention software.

Tasks

The district will:

Adopt Read Out Loud and Write Out Loud for all special education students and English Learners and ensure an ample number of computer labs are equipped with this intervention tool.

Continue to utilize Reading Plus, CAHSEE 380 and Accelerated Reader as technology based intervention programs.

Provide unique learning opportunities through ROP. Students are exposed various technical skills while utilizing core components of English Language Arts.

Measures

Through data analysis every six weeks, the district will review each program's effectiveness and the student population that utilizes each program.

Local Educational Agency Plan

People Assigned

Principals, Deputy Principals, Resource Teacher, Director of Special Education, Special Projects Coordinator, teachers

Start Date - End Date

7/1/2011 - 6/13/2014

Funding Source	Description	Cost
Career Technical Education	ROP Course Supplies and Staffing	\$23,250.00
IDEA, Special Education	Read Aloud Write Aloud Technology	\$50,000.00
Title I, Part A	CAHSEE 380	\$27,000.00

Local Educational Agency Plan

Mathematics Proficiency by 2013-14

Goal Statement

An increasing percentage of BUHSD students will attain proficiency in mathematics annually. By March 2014 the percentage of students attaining proficiency in mathematics will increase to meet state and federal requirements.

Monitoring Plan

Through regular common assessments, review of technology based intervention programs, collaboration meetings, learning walks, peer evaluations, and counseling interventions, BUHSD will monitor the progress of its students in mathematics throughout the school year in order to ensure improved proficiency on the annual state exam. The results of these monitoring programs will be used to drive instruction to meet the specific needs of various sub-groups.

Area of Analysis Associated with this Goal: Educational Practices

While Brawley Union High School District continues to improve on its test scores from the previous year, it still is not meeting federal proficiency requirements. BUHSD commits to ensuring all students have the tools needed to become proficient and successful adults. Several interventions have been implemented during the 2010-2011 school year to assist students in meeting proficiency rates on all standardized tests including CELDT, CSTs and CAHSEE. BUHSD is investing in several avenues of technology to meet the diverse needs of its student population. Interventions have been embedded throughout the school day as well as after school and during the summer to provide the support students need in attaining proficiency.

Description of Specific Actions to Improve Education Practice in Mathematics

Alignment of instruction with content standards

Use of instructional strategies.

BUHSD will reach high standards, at a minimum, attaining required percent proficiency or better in mathematics as defined by federal and state requirements through proper placement, best practices teaching strategies, and adherence to California content standards.

Tasks

The district will:

Continue to base the academic program on California content standards and SBE aligned materials articulated to course;

Provide access to appropriate instruction for all students including SEI, EL and underperforming;

Use Explicit Direct Instruction as the primary method of delivery for mathematics;

Continue analyzing the connection between curriculum and any changes in standards and/or assessment of those standards;

Appropriately identify students based on multiple assessments to place students for appropriate instruction including SEI, EL and underperforming.

Measures

Common assessments four times a school year and collaborative data analysis in order to drive instruction.

Review course descriptions twice a year and ensure students are receiving instruction based on their learning needs.

Conduct Learning Walks four to six times a year to review teaching practices and discuss successful lessons.

Conduct collaboration meetings across disciplines in order to ensure district-wide adherence to state standards and curriculum.

People Assigned

Principals, Deputy Principal, Resource Teacher, Special Projects Coordinator, Counselors, Mathematics Department Chairperson, Mathematics Department

Local Educational Agency Plan

Start Date - End Date

7/1/2011 - 6/13/2014

Funding Source	Description	Cost
EIA - Limited English Proficient	Additional Resources for English Learners	\$50,000.00
Title I, Part A	Extra duty pay for curriculum development and student placement	\$16,320.00

Use of standards-aligned instructional materials and strategies.

Alignment of curriculum and assessments with content standards.

BUHSD will continue to adhere to current standards based curriculum and provide training as needed.

Tasks

The district will:

Provide and implement state board of education adopted standards aligned instructional materials including interventions for mathematics.

Use Holt for the core mathematics program.

Use Holt for intervention of underperforming students with additional support for skill building.

Continue to use Holt for Special Education students.

Provide teachers with research-based mathematics strategies and support for continuous integration of these strategies into courses across the curriculum.

Measures

Collaboration meetings will be utilized to analyzed data within Holt.

Review and revise pacing guides and syllabi in accordance with common assessment results.

Review intervention programs every six weeks to determine student need.

People Assigned

Mathematics Department Chairperson, Deputy Principal, Principals, Special Projects Coordinator, Resource Teacher, Technology Department

Start Date - End Date

7/1/2011 - 6/13/2014

Funding Source	Description	Cost
EIA - Limited English Proficient	Interventions for English Learners	\$5,000.00
IDEA, Special Education	Interventions for Special Education	\$10,000.00
Title I, Part A	Extra Duty rate for curriculum development and student placement	\$16,320.00

Extended learning times.

Implementation of strategic support and interventions.

The district will evaluate and utilize any additional opportunities outside of school hours to provide extended learning time.

Local Educational Agency Plan

Tasks

The district will provide extended learning time through:

Revision of tutorial

After school tutorial

Mandatory tutoring intervention during collaboration time

Measures

Frequent review of transcripts will determine mandatory tutoring for those students requiring intervention.

Follow up with parents and counselors will ensure students are regularly attending their tutorial sessions.

People Assigned

Gear Up Coach, Principals, Counselors, Deputy Principals, Resource Teacher, Tutors, Certificated Staff

Start Date - End Date

7/1/2011 - 6/13/2014

Funding Source	Description	Cost
Title I, Part A	Certificated Staff - Tutorial	\$20,880.00
Title I, Part A	Tutors	\$15,000.00
Title III, Limited English Proficient	Certificated Staff - English Learner Tutorial	\$12,500.00

Increased access to technology.

Access to technology as a tool for learning.

The district has expanded the number of computer labs available to students. The district will ensure that all computer labs are properly maintained, schedules are accurately adhered to and necessary software is purchased and/or renewed.

Tasks

The district will:

Ensure that all computers labs are maintained and upgrades are performed on a consistent basis.

Schedule computer labs in order to ensure all intervention programs are provided continuous access to technology.

Review current and new technology programs research their relevance to the district's intervention and specialized programs.

Measures

The principals will ensure technology staff have a maintenance schedule for all computer labs and ensure its adherence.

The district will maintain a current schedule for all computer labs in order to maximize the use of all labs.

Intervention staff will follow up with intervention technology to determine its effectiveness in increasing students proficiency.

People Assigned

Superintendent, Principals, Special Projects Coordinator, Technology Department

Local Educational Agency Plan

Start Date - End Date

7/1/2011 - 6/13/2014

Funding Source	Description	Cost
EIA - Limited English Proficient	Extra Duty Pay - Technology Staff	\$15,000.00

Staff development and professional collaboration aligned with standards-based instructional materials.

Professional learning.

BUHSD seeks to provide relevant professional development for all staff members to ensure all students are provided equal access to the curriculum and California state standards.

Tasks

The district will:

Schedule regular collaboration days for teachers to review pacing guides, curriculum and analyze common assessments in order to drive instruction and set goals for the next benchmark period.

Provide professional development and ongoing support to teachers in the use of DataDirector, Aeries, SMART Response Systems, and the use of all data resources to make informed decisions about curriculum and instruction.

Align textbooks and curriculum throughout the district and provide professional development for the entire district.

Include all relevant staff in professional development opportunities.

Measures

Administration will meet with teachers during collaboration time to ensure effective use of the meetings.

Administration will review professional development survey results to conclude the impact of the trainings on the teachers.

Formal evaluations and informal observations will be conducted to ensure teachers are adhering the standards based adopted curriculum.

People Assigned

Principals, Deputy Principals, Mathematics Department Chairperson, Resource Teacher

Start Date - End Date

7/1/2011 - 6/13/2014

Funding Source	Description	Cost
Title II, Part A, Subpart 2, Improving Teacher Quality	Professional Development	\$9,000.00

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

The district will enhance its efforts to involve staff, parents and community members in the district's targets and goals for each school.

Local Educational Agency Plan

Tasks

The district will:

Train parents/community groups (i.e., DELAC, ELACs, SSC) to interpret mathematics student achievement data and to understand standards-aligned instructional materials.

Continue to hold monthly Liaison team meeting in order to inform all district personnel in the learning goals of the district.

Work with Gear Up in training parents in becoming parent volunteers and assisting their children to become successful students.

Measures

The district will review parent attendance and continue to change strategies in order to maximize parent participation.

People Assigned

Superintendent, Principals, Deputy Principals, Special Projects Coordinator, Gear Up Coach, Director of Special Education, Counselors

Start Date - End Date

7/1/2011 - 6/13/2014

Funding Source	Description	Cost
EIA - Limited English Proficient	Refreshments and Incentives	\$500.00
EIA - Limited English Proficient	Trainers for meetings	\$1,500.00
Title I, Part A	Trainers for meetings	\$1,500.00

Auxiliary services for students and parents (including transition from preschool, elementary, and middle school).

The district will actively schedule and advertise auxiliary services for students and parents including various trainings in transitioning from 8th grade to high school.

Tasks

The District will:

Facilitate articulation meeting with feeder districts for program alignment, 9th grade placement, and transition IEPs;

Hold Back to School Night;

Provide freshmen transition workshops for both students and parents;

Promote Sophomore CAHSEE awareness for both students and parents;

Hold Advanced Placement Parent Night

Measures

The district will conduct parent surveys in order to maximize these auxiliary services to meet the needs of parents and students.

People Assigned

Superintendent, Principals, Deputy Principals, Counselors, Director of Special Education, Resource Teacher

Start Date - End Date

7/1/2011 - 6/13/2014

Local Educational Agency Plan

Funding Source	Description	Cost
Title I, Part A	Extra duty pay for presenters	\$1,500.00

Monitoring program effectiveness.

The district will pursue all avenues of monitoring program effectiveness and ensure all schools receive assistance specific to their individual needs.

Tasks

The district will:

Administer benchmark assessments based on essential standards every six weeks.

Develop and administer common assessments to intervene in a timely manner in mathematics including the use of curriculum-embedded, ancillary resources for formative and summative assessments.

Utilize Survey Monkey for continuous assessment, reflection and goal setting.

Increase the usage of Data Director and its results to drive instruction.

Improve and implement common and benchmark assessments.

Establish protocol for regularly scheduled data analysis meetings.

Measures

The district will implement a data analysis calendar, report findings to appropriate school committees, review the results of Survey Monkey in order to meet the needs of its teachers.

People Assigned

Superintendent, Principals, Deputy Principals, Counselors, Special Projects Coordinator, Resource Teacher

Start Date - End Date

7/1/2011 - 6/13/2014

Funding Source	Description	Cost
Title I, Part A	Extra Duty Pay - Benchmark Assessment Development	\$9,000.00

Targeting services and programs to lowest-performing student groups.

BUHSD will provide effective and timely interventions to its lowest-performing student groups.

Local Educational Agency Plan

Tasks

The district will:

Provide interventions for intensive, strategic, benchmark, Special Education and English Learner students.

Ensure correct placement of students, provide ongoing support for teachers, and monitor program effectiveness.

Ensure that the most effective teachers teach the intensive and strategic students.

Provide training to counselors regarding conducting group counseling sessions.

Provide professional development in working with the intentional non-learner.

Provide technology interventions for the lowest-performing student groups.

Measures

Review teacher placement, course curriculum, and student needs every grading period.

People Assigned

Superintendent, Principals, Deputy Principals, Resource Teacher, Director of Special Education, Lead Counselor, Special Projects Coordinator

Start Date - End Date

7/1/2011 - 6/13/2014

Funding Source	Description	Cost
EIA - Limited English Proficient	Teacher Salaries for Interventions and Resources	\$50,000.00
IDEA, Special Education	Special Education Aides	\$60,000.00
IDEA, Special Education	Additional resources for Special Education Interventions	\$15,000.00
Title I, Part A	Additional resources and materials for interventions	\$5,000.00
Title I, Part A	Teacher salaries for Intervention classes	\$100,000.00
Title III, Limited English Proficient	Additional resources and materials for intervention	\$10,000.00

Any additional services tied to student academic needs.

On-going monitoring of student progress.

BUHSD strives to provide diverse intervention strategies to include technology based intervention software.

Tasks

The district will:

Continue to utilize CAHSEE 380 and Intervention as technology based intervention programs in mathematics.

Provide unique learning opportunities through the ROP Program. Students will be exposed to various technical skills while utilizing core components of mathematics.

Measures

Through data analysis every six weeks, the district will review each program's effectiveness and the student population that utilizes each program.

People Assigned

Principals, Deputy Principals, Resource Teacher, Director of Special Education, Special Projects Coordinator, teachers

Start Date - End Date

7/1/2011 - 6/13/2014

Local Educational Agency Plan

Funding Source	Description	Cost
Career Technical Education	ROP Course Materials and Staffing	\$23,250.00
Title I, Part A	CAHSEE 380	\$27,000.00

Local Educational Agency Plan

LEP Students Proficient in Reading/Language Arts and Mathematics

Goal Statement

An increasing percentage of English Learners will attain proficiency in Reading/Language Arts and mathematics annually. By March 2012, the percentage of English Learners attaining proficiency in Reading/Language Arts will increase from 31% to 37% as measured by CAHSEE in order to move toward state-defined expectations for proficiency in Reading/Language Arts. By March 2012, the percentage of English Learners attaining proficiency in mathematics will increase from 36.1% to 41.1% as measured by CAHSEE in order to move toward state-defined expectations for proficiency in mathematics.

Monitoring Plan

The Title III committee will meet four times a semester to monitor and review the progress of English Learners. The committee will make any necessary recommendations for improvement in programs and/or placement.

Area of Analysis Associated with this Goal: Analyze LEP Programs

Although BUHSD has several effective programs in place for English Learners, improving upon these programs is an ongoing process. The district has focused heavily on English Language Arts. This program is strong and is able to continue to monitor itself. The other core subjects need to be reviewed and revised to determine how they can best serve English Learner needs. Training in English Learner strategies was provided to all English teachers, but other core subjects need to be trained in similar strategies. English interventions are established, however interventions for other core subjects need to be developed and implemented.

Description of Planned Improvements in Programs for LEP Students and Immigrants

Develop programs and activities; Direct sub-grant funds; Accountability plan; Parent and community participation.

(Per Sec. 3116(b) of NCLB, this Plan must include the following: a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: · meeting the annual measurable achievement objectives described in Section 3122; · making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); · annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); d. Describe how the LEA will promote parental and community participation in LEP programs.

BUHSD has implemented various programs designed to aid English Learners in becoming proficient. Students not showing improvement by one proficiency level on the CELDT exam are enrolled in Sheltered English Immersion classes. These classes utilize strategies and differentiated instruction designed to assist English Learners with English proficiency skills.

The district provides English Learners with summer school opportunities to build their proficiency in the four domains of reading, writing, listening, and speaking. BUHSD has also invested in computer programs such as Reading Plus, CAHSEE 380 and CAHSEE Intervention in order to provide English Learners with interventions to assist them in achieving proficiency on state exams.

The district will review student progress every six weeks as well as CELDT results and discuss with school sites how they are utilizing data to drive instruction.

BUHSD will increase communication efforts through various means of communications such as: ParentLink, letters, flyers, and postings to the website so parents will be informed and become involved. The district will provide on campus access to technology for those parents lacking internet access and train them in utilizing the parent portal to access grades and email teachers.

Local Educational Agency Plan

Language instruction based on scientifically-based research.

Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the LEP programs will be determined by the increase in: · English proficiency; and · Academic achievement in the core academic subjects

BUHSD will ensure that all teachers with English Learners are trained in PDCTEL. This training explains English Language standards and various strategies to communicate important concepts to English Learners. There are several strategies that will provide high quality language instruction that is based on scientific research such as:

- Cooperative Learning and heterogeneous grouping (Kagan and Kinsella)
- Multisensory techniques (SIOP)
- Emphasizing explicit vocabulary instruction (Kinsella)
- Emphasizing academic vocabulary and language usage (Beck)
- Developing oral language skills to build the foundation for literacy and academic language (Krashen)
- Lowering the affective filter by promoting community-building within the classroom; providing a non- threatening and affirming environment (Krashen)
- Familiarizing our students with the format of standardized tests (NCLB)
- Teaching students to look and listen for recognizable patterns made comprehensible by the context (Helman)

LEP Professional Development.

Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.a. designed to improve the instruction and assessment of LEP children;b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;d. long term effect will result in positive and lasting impact on teacher performance in the classroom.

New teachers are mandated to complete the English Learner BTSA component. District teachers will be trained in PDCTEL and CALL training as they become locally available. These trainings focus on English Learner needs such as: Reading/Writing across the curriculum, vocabulary teaching strategies, utilizing CELDT scores in the classroom and how to push their academic experiences to encourage growth and proficiency in the English language, and creating opportunities for teachers to collaborate on English Learner needs and the appropriate use of EL strategies

Upgrade program objectives and instructional strategies.

Upgrade program objectives and instructional strategies.

Check if the LEA meets or plans to meet this requirement

Local Educational Agency Plan

BUHSD adopted new curriculum during the 2010-2011 school year for both English Language Development and English Language Arts. For ELD, the Title III committee adopted The Edge which is designed for English language acquisition. The English Department adopted Pearson which contains an extensive component for English Learners

Provide LEP tutorials, academic and voc-ed, intensified instruction.

Please describe

Check if the LEA meets or plans to meet this requirement

BUHSD offers SEI English classes which provide an extra course of English Language Development which focuses on language development, reading, writing, listening, and speaking skills. These classes also include intensive computer programs such as Reading Plus and CAHSEE 380 which are designed to boost English and math skills at an accelerated pace.

The district also provides an after school EL tutorial program. The program is led by a certificated staff member who has been trained in differentiated instruction and EL strategies.

Develop and coordinate programs with other services.

Develop and implement programs that are coordinated with other relevant programs and services.

Check if the LEA meets or plans to meet this requirement

Improve the English proficiency and academic performance of LEP children.

Improve the English proficiency and academic performance of LEP children.

Check if the LEA meets or plans to meet this requirement

BUHSD is committed to serving the needs of English Learners in order to boost their English proficiency and academic performance. Students are placed in English classes according to their English proficiency level. When appropriate, students will be placed in two classes of English. One class for core curriculum and the second class is utilized for language development and English proficiency. All English Learners will be provided with English language development separate from their core English class. Students are provided with intensive instruction through computer based programs such as Reading Plus and CAHSEE 380. ELD courses and English courses recently adopted new curriculum that has improved upon English Learner curriculum and ancillaries to support learning. These courses focus on reading, writing, listening, and speaking. English Learners are monitored every six weeks to ensure they are maintaining a 2.0 GPA.

Local Educational Agency Plan

LEP community programs, family services, parent outreach.

Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –
To improve English language skills of LEP children; and
To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.

Check if the LEA meets or plans to meet this requirement

The district will support the PULSE/PELT program which educates parents in becoming active participants in their children's education. This program will provide parents with the skills to become effective parent volunteers.

Also, each schools' ELAC will conduct various parent trainings that will assist parents in learning how to analyze data in order to make educated decisions in their children's education.

Incorporate technology.

Improve the instruction of LEP children by providing for
The acquisition or development of educational technology or instructional materials
Access to, and participation in, electronic networks for materials, training, and communication; and
Incorporation of the above resources into curricula and programs.

Check if the LEA meets or plans to meet this requirement

BUHSD has actively researched technology based programs designed to improve English proficiency skills. English Learners are exposed to Reading Plus, Read Naturally, CAHSEE 380 and Accelerated Reader. The students are provided consistent exposure to these programs through their English support classes. The teachers monitor student improvement and ensure students are working to their fullest potential.

Other Title III activities.

Other activities consistent with Title III

Local Educational Agency Plan

Inform parents of LEP students.

Parents of Limited-English-Proficient students must be notified: The outreach efforts including holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; h. information pertaining to parental rights that includes written guidance detailing + i. the right that parents have to have their child immediately removed from such program upon their request; and + ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; + iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.

The English Learner support department mails out letters informing parents of their child's placement within 30 days from the start of school. The letter includes the student's CELDT scores, CST scores, and academic achievement. The letter explains how the child was placed and from what criteria. The letter also indicates the course description and services the student receive from being enrolled in those specific classes. The letter sent home indicates that the parents may opt out of the programs the district has chosen for the student and provides contact information. A copy of the letter is placed in the student's personnel file.

Should a parent request different placement, the LEA will assist parents in choosing a program that is suitable for their child.

LEA Parent Notification - Failure to Make Progress

LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.

The LEA mails out letters within 30 days of receipt of the AMAO results. The letter indicates the results for the three AMAO sections and explains the implications of each section. The letters are date stamped and a copy of an envelope with the date stamp is filed along with a copy of the letter mailed out.

Assist families and parents to be active in children's education.

Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:

Check if the LEA meets or plans to meet this requirement

The LEA plans to re-instate the PULSE/PELT program for the 2011-2012 school year. This program will provide parents with skills needed to be active participants in their child's education. These trainings will also provide parents with the skills to be effective parent volunteers.

Local Educational Agency Plan

Personnel trained to support immigrant children.

Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:

Check if the LEA meets or plans to meet this requirement

Tutorials, mentoring, counseling for immigrant children & youth.

Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;

Check if the LEA meets or plans to meet this requirement

Identify and acquire curriculum, educational software, technologies.

Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:

Check if the LEA meets or plans to meet this requirement

Basic instruction services for immigrant children: supplies, transportation.

Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:

Check if the LEA meets or plans to meet this requirement

Local Educational Agency Plan

Instruction services to assist achievement (ie, introductions, civics)

Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:

Check if the LEA meets or plans to meet this requirement

Coordinate activities with other organizations

Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:

Check if the LEA meets or plans to meet this requirement

Local Educational Agency Plan

By 2005-2006, all students will be taught by highly qualified teachers

Goal Statement

By 2013-2014 all students enrolled in the Brawley Union High School District will be taught by highly qualified teachers as defined by state and federal guidelines.

Monitoring Plan

Administration will be required to monitor and follow up with teachers seeking to become highly qualified on a yearly basis with a plan and timeline being developed.

Area of Analysis Associated with this Goal: Staffing

BUHSD has a competent staff who share in the goal of success for all students. Due to budget restrictions placed upon districts by the state and federal governments, the number of site and district staff have been reduced over the last few years. This staff reduction could have a negative impact on student performance. BUHSD is taking every precaution to ensure that budget restrictions have the least impact on students as possible.

BUHSD continues to adjust it's staffing roles and responsibilities to better meet the needs of it's student population.

Description of Planned Improvements for Professional Development

Align PD with State standards.

Please describe how the LEA's professional development activities are aligned with the State's academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards.

BUHSD will provide professional development activities that are aligned with state academic content standards and are relevant to district, student, and teacher needs.

Tasks

The district will:

Continue to implement its long-term professional development plan that began with a focus on the content standards, continues with a focus on formative assessments, and will lead into a focus of re-teaching and intervention based on frequent assessments;

In conjunction with the Imperial County Office of Education, continue to provide SB 472 training for all teachers;

Continue to train teachers in PDCTEL for English Learners until all teachers have been trained;

Ensure all teachers are fully trained in EDI;

Provide training based on the teacher survey in the areas of: the Intentional Non-Learner, parents, and technology;

Provide professional development for certificated staff based on district student achievement data.

Local Educational Agency Plan

Measures

BUHSD administration will review professional development surveys filled out by certificated staff in order to ensure the needs of teachers are being met.

Administration will conduct surveys after every professional development to ensure meaningful training is occurring.

Learning walks will be conducted to ensure teachers are implementing strategies obtained from professional development.

The district will follow up with the Imperial County Office of Education to schedule a calendar of professional development days.

People Assigned

Superintendent, Principals, Deputy Principals, Department Chairpersons, Imperial County Office of Education staff, Resource teachers

Start Date - End Date

0701/2011 - 6/13/2014

Funding Source	Description	Cost
Title I, Part A	Training costs for Imperial County Office of Education	\$20,000.00
Title II, Part A, Subpart 2, Improving Teacher Quality	Substitute teachers for Learning Walks	\$7,500.00

Based on scientifically-based research.

Please describe how the LEA 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.

BUHSD will ensure all professional development is derived from scientifically based research.

Tasks

The district will:

Ensure trainers of SB 472 are state-approved;

Base decisions regarding professional development activities on studies of effective practices conducted by research;

Base decisions regarding professional development on the scientifically-proven finding that "the single most important determinant of student achievement is the teachers' qualifications and teachers' expertise" (Darling Hammond, 2000).

Local Educational Agency Plan

Measures

Administration will research professional development to determine if it is supported by scientifically based research.

Administration will ensure all trainers are state approved and have the appropriate qualifications/training needed to conduct professional trainings.

People Assigned

Superintendent, Principals, Deputy Principals, Resource Teachers, Department Chairpersons

Start Date - End Date

7/1/2011 - 6/13/2014

Funding Source	Description	Cost
Title II, Part A, Subpart 2, Improving Teacher Quality	Training	\$12,000.00

Impact on achievement, eliminate the achievement gap.

Please describe how the LEA activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as a part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students.

The district will ensure collaboration time is utilized to review data, discuss professional development activities and how these items drive instruction.

Tasks

The district will:

Design professional development activities based on the understanding that effective teachers are effective with students of all achievement levels;

Design activities that will train teachers in the skillful use of classroom data for the purpose of identifying strengths and weaknesses in student learning, monitoring student progress toward specified goals, making adjustments in instruction, measuring the degree to which students meet standards, and distinguishing effective from ineffective instructional practice;

Train all teachers and ensure they understand how to teach the unintentional learner;

Train counselors in group counseling and reaching out to the unintentional learner.

Measures

Administration will ensure that effective use of collaboration time regarding teaching the unintentional learner is occurring.

The principals and lead counselor will follow up with counselors to ensure that they are utilizing their training to reach out to low achieving students.

Local Educational Agency Plan

People Assigned

Superintendent, Principals, Deputy Principals, Lead Counselor, Counselors, Department Chairpersons, Resource Teacher

Start Date - End Date

7/1/2011 - 6/13/2014

Funding Source	Description	Cost
Career Technical Education	Counselor Training	\$5,000.00
Title II, Part A, Subpart 2, Improving Teacher Quality	Training - Teaching the Intentional Non-Learner	\$39,000.00

Coordinate PD with Federal, State and local PD programs.

Please describe 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.

BUHSD will ensure that all professional development activities authorized under Title II, Part A, Subpart 2 coordinate with activities provided through other Federal, State and local programs.

Tasks

The district's administrative staff will:

Meet regularly to make decisions regarding professional development and discuss appropriate funding sources as well as possible providers.

Meet regularly to monitor sites' staff development plans and use of funding as described in the Single School Plan for Student Achievement.

Measures

The Superintendent will ensure regular meeting with principals to ensure they are planning and implementing professional development plans and ensure that the principals are reviewing and updating their Single School Plans as needed.

People Assigned

Superintendent, Principals, Deputy Principals, Resource Teacher, Special Projects Coordinator, Director of Special Projects

Start Date - End Date

7/01/2011 - 6/13/2014

Local Educational Agency Plan

Making PD available, ensure needs are met.

Please describe 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:

The district will utilize teacher mentors, support providers, peer coaches and an analysis of student achievement data and certificated staff survey results to ensure the needs of teachers are being met.

Tasks

The district will:

Schedule five pupil free days annually;

Conduct an annual needs assessment to determine the staff development needs of certificated staff and design activities based on their responses;

Analyze student academic data to determine staff development needs of certificated staff and design activities based on the results;

Schedule SB 472 training 2-3 a year;

Develop a peer coaching program;

Utilize instructional coaches, staff mentors and BTSA support providers to implement the curriculum and instructional strategies gained through professional development.

Measures

Administration will develop a professional development calendar and review it regularly.

District staff will meet regularly to ensure the needs of teachers are being met and adjust collaboration and/or professional development time for follow up training.

People Assigned

Principals, Special Projects Coordinator, Deputy Principals, Director of Special Education, Resource Teacher, Support Providers

Start Date - End Date

7/1/2011 - 6/13/2014

Funding Source	Description	Cost
Career Technical Education	Professional Development for CTE Course Instructors	\$3,000.00
Title I, Part A	Teacher Development Days	\$40,000.00
Title II, Part A, Subpart 2, Improving Teacher Quality	Teacher Development Days	\$40,000.00

Local Educational Agency Plan

Part D funds, train about technology in education

Please describe 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:

BUHSD will ensure funds are properly integrated in the use of professional development for the purposes of integrating technology into curriculum and instruction and its effects on the improvement of teaching, learning and technology literacy.

Tasks

The district will:

Continue to use Title II, Part D funding and supplement it with Title II, Part A to provide technology trainers at each school site; these trainers will provide technical assistance and training for teachers in the use of Data Director, Aeries, Skills based programs, and the use of technology to improve teaching and learning;

Continue to use Title II, Part D funding and supplement it with Title II, Part A to provide additional training to teachers to integrate technology into instruction, i.e., electronic response clickers, digital whiteboards, powerpoint presentations, teacher web pages, moodle, and video streaming.

Measures

Principals will communicate with Department Chairs to ensure that teachers at their school sites are being adequately trained and relay this information to the superintendent.

People Assigned

Superintendent, Principals, Deputy Principals, Technology Staff, Department Chairpersons, Resource Teacher, Director of Special Education

Start Date - End Date

7/1/2011 - 6/13/2014

Funding Source	Description	Cost
EIA - Limited English Proficient	Stipends for trainings and hourly wage for planning	\$10,000.00

Increase access to technology, PD in effective use of technology.

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

The district is committed to properly maintaining existing computer labs to ensure they are at optimum production.

Local Educational Agency Plan

Tasks

The district will:

Provide support to the schools to maintain their computer labs;

Provide categorical funding to sites to establish and maintain Career Technical Education classes that prepare students for work in technology related fields;

Train school library media personnel in the use of Destiny online textbook and library book management;

Continue to use Title II, Part D funding and supplement it with Title II, Part A to provide technology trainers at each school site; these trainers provide technical assistance and training for teachers in the use of DataDirector, Aeries, and the use of technology to improve teaching and learning;

Continue to use Title II, Part D funding and supplement it with Title II, Part A to provide additional training to teachers to integrate technology into instruction, i.e., electronic response clickers, digital whiteboards, powerpoint presentations, teacher web pages, moodle, and video streaming.

Measures

Principals will create a technology training calendar and ensure trainings are completed as scheduled.

Principals will review training evaluations to determine teacher need and training effectiveness.

People Assigned

Principals, Deputy Principals, Director of Special Education, Technology Department

Start Date - End Date

7/1/2011 - 6/13/2014

Funding Source	Description	Cost
EIA - Limited English Proficient	Computer Maintenance and Upgrades	\$10,000.00
EIA - Limited English Proficient	Data Director Annual Renewal and Technology Licenses and Fees	\$10,000.00

Collaboration to plan PD activities and the LEA Plan.

Please describe how the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:

The district is committed in recruiting staff, parents and community members in the development of professional training, Single School Plans, and LEA Plan.

Local Educational Agency Plan

Tasks

District and school personnel will:

Continue to meet monthly with the Liaison Team which is comprised of teachers, principals, counselors, and district administrators to plan activities in alignment with the goals of the LEA plan;

Meet monthly with DELAC to review student achievement data and discuss professional development needs;

Provide training to School Site Councils, ELACs, and Title I parents to understand and use data in order for these committees to assist in determining professional development needs;

Visit Site Council, ELAC and Title I parent meetings throughout the year to provide guidance in evaluating their Single Plan for Student Achievement and planning professional development in alignment with their plan.

Measures

Administrators will review meeting minutes and agendas to ensure the involvement of parents and staff in the development of the LEA Plan and Single School Plans.

People Assigned

Superintendent, Principals, Deputy Principals, Director of Special Education, Special Projects Coordinator, Resource Teacher, Liaison Team, Parents

Start Date - End Date

7/1/2011 - 6/13/2014

Funding Source	Description	Cost
EIA - Limited English Proficient	Extra Duty Pay - ELAC and DELAC Meetings	\$6,500.00
Title I, Part A	Liaison Team Stipend	\$25,000.00

Address different learning styles, Classroom behaviors, Early interventions, Involve parents, Use data and assessments.

Please describe how the LEA will provide training to enable teachers to:

- + Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;
- + Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;
- + Involve parents in their child's education; and
- + Understand and use data and assessments to improve classroom practice and student learning.

BUHSD ensures that all students are provided the tools needed to learn. The district is committed to meeting the needs of all learners including but not limited to: English Learners, Special Education, Gifted and Talented, Advanced Placement and lowest-performing.

Local Educational Agency Plan

Tasks

The district will:

Provide staff development opportunities to new and veteran teachers through a strategically designed schedule that includes topics such as differentiated instruction, academic vocabulary, CELDT level questioning, motivation, student discipline, and classroom management; workshops are led by consultants from the Imperial County Office of Education, and district experts;

At DELAC and ELAC meetings, teach parents how to assist their children to succeed in class and with homework;

Provide guidance and support to school personnel, including counseling staff, in establishing and maintaining parent involvement at each site;

Continue to implement the long term professional development plan, which includes teaching teachers to understand and use data and assessment to improve their practice; core training and follow up training as needed.

Measures

District personnel will review minutes and agendas to ensure parents needs are being met.

Lead counselor will ensure counselors are communicating regularly with parents and encouraging their involvement.

Director of Special Education, Special Projects Coordinator, and Principals will ensure adequate advertisement of all meetings and parents nights by posting meeting with advanced notice at the district office, posting meetings on the district website, and utilizing Parent Link to call parents informing them/reminding them of upcoming events.

People Assigned

Principals, Deputy Principals, Director of Special Education, Director of Special Projects, Lead Counselor, Counseling staff

Start Date - End Date

7/1/2011 - 6/13/2014

Funding Source	Description	Cost
EIA - Limited English Proficient	DELAC and ELAC training	\$2,000.00
Title I, Part A	Staff Development	\$10,000.00
Title II, Part A, Subpart 2, Improving Teacher Quality	Staff Development	\$10,000.00

LEA meets the requirements of NCLB Section 1119.

Please describe how the LEA will use funds under this subpart to meet the requirements of Section 1119:

BUHSD is committed to ensure all teachers are highly qualified and provide the support needed so that 100% of its certificated staff are highly qualified.

Local Educational Agency Plan

Tasks

The district will:

Utilize Title II Part A funding to pay for workshops for teachers to prepare for the CSET;

If funding is available the district will pay for educational requirements that a teacher needs to complete to become highly qualified, such as courses, 1st CSET exam, etc.

Provide funding for teachers to complete BTSA;

Provide mentors for BTSA teachers.

Measures

Principals will review teacher credentials to determine who is not highly qualified.

Principals will follow up with these teachers and their mentors quarterly to ensure adequate progress is being made toward reaching highly qualified status.

People Assigned

Principals, Resource Teacher, Human Resource Specialist, BTSA mentors

Start Date - End Date

7/1/2011 - 6/13/2014

Funding Source	Description	Cost
Title II, Part A, Subpart 2, Improving Teacher Quality	Course reimbursement for certificate staff	\$9,000.00
Title II, Part A, Subpart 2, Improving Teacher Quality	Registration Fees - CSET Preparation	\$1,500.00

Local Educational Agency Plan

Safe & Drug Free Schools

Goal Statement

BUHSD is committed to providing safe and drug free schools. On a yearly basis the percentage of BUHSD students who report utilizing tobacco, alcohol and other drugs will decrease from the previous reporting period, the number of students who feel safe at school will increase from the previous reporting period and the number of students who feel threatened will decrease from the previous reporting period.

Monitoring Plan

The District Safety Committee will meet regularly to review the Healthy Kids Survey, truancy rates, and disciplinary data to ensure the district is making progress toward a safe and drug free school. The District Safety committee will also review and analyze information on school and district facilities to ensure that they are being maintained in safe conditions.

Area of Analysis Associated with this Goal: Prevention - ATODV

BUHSD has emergency plans in place to ensure the safety and security of the institution and its population. Annual training and follow up training needs to be implemented to ensure all staff are aware of the plans and their role in helping maintain order during an emergency.

BUHSD continues to modify, update and implement its comprehensive disciplinary procedures that provide a progressive due process structure to assist all students in meeting the behavioral expectations of its schools.

There are several programs provided by BUHSD and the community for students in need. Staff need to be informed of these programs and how to refer students to these programs. The district is proactive in ensuring students are provided a safe learning environment and procedures need to be in place to disseminate information on these programs and any changes that may arise.

Local Educational Agency Plan

Environments Conducive to Learning

Strengths

BUHSD provides a safe, clean environment for students, staff and volunteers which 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. 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.

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.

Local Educational Agency Plan

Areas of Need

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. For added safety, a security guard should man certain entrance gates rather than the district depending on office staff. Using ParentLink during emergency situations would also be beneficial in getting information out to parents.

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.

Conclusions

BUHSD is making great strides in increasing safety and security on its campuses. There are procedures in place to handle various situations that should arise. These procedures are reviewed annually to ensure they are up to date.

The district takes several security measures to ensure the safety and security of staff and students. Although all of these measures are in place, 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.

BUHSD tries to anticipate emergencies that may arise and implements procedures before an event or natural disaster occur. The district is proactive in anticipating incidents and therefore is able to foresee student conflicts that may arise.

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.

LEA Activities to support students in environments conducive to learning

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.

Staff members receive training in conflict resolution and confrontation skills. The district employs a school psychologist to provide assistance as needed. 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 truant 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.

BUHSD 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.

Local Educational Agency Plan

Prevention - ATODV

Strengths

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.

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.

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 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.

Areas of Need

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.

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.

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.

Staff members need to continue to be trained in the mandatory reporting requirements of their positions.

Local Educational Agency Plan

Conclusions

BUHSD has emergency plans in place to ensure the safety and security of the institution and its population. Annual training and follow up training needs to be implemented to ensure all staff are aware of the plans and their role in helping maintain order during an emergency.

BUHSD continues to modify, update and implement its comprehensive disciplinary procedures that provide a progressive due process structure to assist all students in meeting the behavioral expectations of its schools.

There are several programs provided by BUHSD and the community for students in need. Staff need to be informed of these programs and how to refer students to these programs. The district is proactive in ensuring students are provided a safe learning environment and procedures need to be in place to disseminate information on these programs and any changes that may arise.

Prevention Program Performance Indicator Baselines & Goals

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance measures from the California Healthy Kids Survey	Baseline data	Biennial Goal (Performance indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5th __ %	5th __ %
	7th __ %	7th __ %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7th __ %	7th __ %
	9th 18 %	9th 13.5 %
	11th 23 %	11th 17.25 %
The percentage of students that have used marijuana will decrease biennially by	5th __ %	5th __ %
	7th __ %	7th __ %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7th __ %	7th __ %
	9th 36 %	9th 27 %
	11th 47 %	11th 35.25 %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by	7th __ %	7th __ %
	9th 18 %	9th 13.5 %
	11th 20 %	11th 15 %
The percentage of students that feel very safe will increase biennially by:	5th __ %	5th __ %
	7th __ %	7th __ %
	9th 12 %	9th 25 %
	11th 22 %	11th 50 %
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7th __ %	7th __ %
	9th 18 %	9th 13.5 %
	11th 14 %	11th 10 %

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Truancy Performance Indicator	Truancy Baseline	Truancy Annual Goal
The percentage of students who have been truant will decrease annually by:	67%	15%
Protective Factors Performance Indicator	Protective Factors Baseline Data	Protective Factors Annual Goal
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by	5th __ %	5th __ %
	7th __ %	7th __ %
	9th 26 %	9th 33 %
	11th 32 %	11th 40 %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by	5th __ %	5th __ %
	7th __ %	7th __ %
	9th 41 %	9th 51 %
	11th 44 %	11th 55 %
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by	5th __ %	5th __ %
	7th __ %	7th __ %
	9th 9 %	9th 15 %
	11th 12 %	11th 20 %
The percentage of students that report high levels of school connectedness at their school will increase biennially by	5th __ %	5th __ %
	7th __ %	7th __ %
	9th 22 %	9th 28 %
	11th 29 %	11th 37 %

Local Educational Agency Plan

Science Based Programs

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other 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 programs selections, and provide all other requested information.

Name	Program ATODV Focus	Target Grade levels	Target population size	Purchase Date	Staff Training Date	Start Date
Too Good for Drugs	Drug Use	9th	350		8/25/2011	10/3/2011
IC Behavioral Health Drug & Alcohol Counseling	Drug Use	9 - 12	250	Yearly	8/25/2011	8/29/2011

Research Based Programs

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

Activities	Program ATODV Focus	Target Grade levels
Peer-Helping and Peer Leaders		9 - 12
Other Activities		9 - 12
Early Intervention and Counseling		9 - 12
Service-Learning/Community Service		9 - 12
School Policies		9 - 12
After School Programs		9 - 12
Mentoring		9 - 12
Family and Community Collaboration		9 - 12
Student Assistance Programs		9 - 12

Promising or Favorable Programs & waiver to Adopt

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

Promising Program Name	Program ATODV Focus	Target Grade levels	Target population size	Purchase Date	Staff Training Date

Application for Waiver

Local Educational Agency Plan

Check here if the LEA will submit an Application for Waiver in order to include a Promising or Favorable Program that is not found in the official list. The LEA must demonstrate that the program is legitimately innovative or demonstrates substantial likelihood of success

Local Educational Agency Plan

Description of Planned Improvements for Providing Learning Environments Conducive to Learning

Analysis of Data for Selection of Programs

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

Data analyzed from the Healthy Kids Survey and Disciplinary data from school sites confirms the need for an alcohol and drug prevention program to be presented to BUHSD students. This prevention program will include in its content the "Too Good for Drugs" curriculum.

Evaluations and Continuous Improvement

Evaluation and Continuous Improvement (4115 (a)(2)(A)): Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

The LEA will hold monthly safety committee meetings in which schools and the Family Resource Center can report results from alcohol and drug prevention programs. The committee will be able to discuss the results and utilize them to refine and revise the various programs offered to students.

Use of Results & Public Reporting

Use of Results and Public Reporting (4115 (a)(2)(B)): Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation results' availability.

Results analyzed by the safety committee will be presented to the school site councils, ELAC and DLAC committees. There will also be a page on the district website dedicated to interventions regarding SDFSC. These results will also be provided on any counseling program newsletter that goes out to parents.

Mandatory Safe and Drug Free Schools and Communities

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)): Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

The BUHSD consists of only three school sites so all program services will be provided to all sites.

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Coordinating SDFSC with Other Programs

Coordination of All Programs (4114 (d)(2)(A)): Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

SDFSC prevention programs will be under the supervision of the district's safety committee. SDFSC prevention is included in the district's disciplinary policy which effects all students in the district.

Parental Involvement & Notification Procedures

Parent Involvement (4115 (a)(1)(e)): Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A - SDFSC program.

Parents are part of the make-up of the school site councils, ELAC, DLAC and the safety committee. SDFSC will also be available to parents on the district and school websites. Parents will be notified of committee meetings through the Parentlink notification system that the district utilizes.

TUPE Services for Minors and Minor Parents

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460): Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

BUHSD does not receive TUPE funds.

TUPE Funded Positions

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

Tupe Positions

Local Educational Agency Plan

All students will graduate from high school

Goal Statement

By June 2012, graduation rates will increase to meet state and federal guidelines.

Monitoring Plan

Counselors will create Individual Learning Plans for every student in the district. The counselors will review the plan with students at a minimum of annually to ensure that students are not behind on credits and are still on track to graduate with their peers. Student academic progress will be communicated to parents every six weeks and conferences will be scheduled as needed. Counselors will meet with parents of students that did not meet promotion requirements from feeder schools within the first couple of months of school.

Area of Analysis Associated with this Goal: Support Services & Resources

BUHSD strives to provide a diverse selection of courses and resources for our students. The district has three different high schools serving three different populations. A variety of AP, CTE and ROP courses are provided at the district. BUHSD is constantly looking for ways to expand its programs. However, due to the state's fiscal situation, both the district and schools are feeling its implications in being unable to expand upon successful programs and beneficial resources. Regardless of financial hardships the district is committed to providing interventions and will continue to provide after school tutoring and maintain technology services.

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

Performance Indicator: Increase Graduation Rate

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.

Increase the percentage of students who graduate from High School.

BUHSD will reform student course placement, support service communication and credit recovery opportunities in order to increase graduation rates for all students.

Activities/Action

BUHSD will keep modifying course offerings to meet the academic needs of all students.

BUHSD will reform remediation practices by providing students ample opportunities to make up failed classes in order to meet the graduation requirements set forth by state and federal guidelines. BUHSD will provide ample credit recovery opportunities for students in need of making up classes and/or credits required for graduation.

BUHSD will increase its communication with families regarding the graduation status of their student starting in the ninth grade.

Students Served

Low performing students, English Learners, Special Education students, socio-economically disadvantaged students, students in need of making up credits, students struggling to pass the CAHSEE

Local Educational Agency Plan

Tasks

The district will:

Provide the schools with the information and resources on graduation and A-G requirements to provide it to all incoming 9th grade families before they begin high school.

Monitor counseling programs to ensure student academic progress is communicated to parents.

Provide alternative education opportunities for students.

Provide resources, information and guidance to schools with regards to the California High School Exit Exam.

Train more teachers in ALS Credit recovery in order to provide a larger pool of certificated staff qualified to teach credit recovery.

Provide several different credit recovery schedules at one time in order to meet the needs of students in need of credit recovery.

Ensure several computer labs are available and maintained in order to support intervention programs.

Counselors will monitor students academic achievement every six weeks to ensure they are on track to graduate as scheduled.

Counselors will meet with all students annually to review their Individual Learning Plans and ensure they are passing all of their required classes.

Counselors will communicate with parents and students who are at risk of not graduating with their class.

Counselors will meet with administration regularly to provide updates and data in regards to the graduation status of all students.

Measures

Principals will meet with counselors every six weeks to ensure counselors are monitoring students, specifically those showing signs of being at risk for not graduating.

Principals will ensure that credit recovery is offered every four weeks and afforded to at risk students first.

Principals will monitor the after school tutoring services being offered at their schools.

People Assigned

Principals, Counselors, Deputy Principals, Director of Special Education, Lead Counselor, Counselors

Start Date - End Date

7/1/2011 - 6/13/2014

Funding Source	Description	Cost
Title I, Part A	Extra Duty Pay for Certificated Staff to conduct Credit Recovery Classes	\$40,000.00
Title I, Part C. Migrant Education	Migrant counselor	\$45,000.00
Title I, Part C. Migrant Education	Material and Supplies	\$25,000.00

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Performance Indicator: Decrease Dropout Rate

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.

Decrease the percentage of students dropping out of school.

BUHSD will offer early interventions, maintain accurate withdrawal data and increase it's communication with parents to decrease the percentage of student dropping out of school.

Activities/Action

BUHSD will keep modifying course offerings to meet the academic needs of all students.

BUHSD will reform remediation practices by providing students ample opportunities to make up failed classes in order to meet the graduation requirements set forth by state and federal guidelines. BUHSD will provide ample credit recovery opportunities for students in need of making up classes and/or credits required for graduation.

BUHSD needs to keep accurate data in CALPADS and Aeries on students leaving the district. The district will provide early interventions starting in the beginning of 9th grade to ensure students are able to graduate on time.

Students Served

Low performing students, English Learners, Special Education students, socio-economically disadvantaged students, students in need of making up credits, students struggling to pass the CAHSEE

Local Educational Agency Plan

Tasks

The district will ensure that:

The registrar will verify enrollment through CALPADs for outgoing students transferring within California and will verify enrollment with the receiving district for those students transferring out of state.

Counselors will enroll students in the appropriate classes that are required for graduation.

Counselors will provide students with early academic intervention options to ensure student success.

Counselors will counsel students on all available interventions to assist them in passing the CAHSEE.

Counselors will communicate amongst the schools to ensure that students transferring to the alternative education high school enroll and attend as scheduled.

English Learner support staff will review EL transcripts to ensure they are provided the necessary interventions and classes required for graduation.

Migrant counselor will review migrant transcripts every six weeks and afford the Migrant Pass option to any qualifying migrant student.

Resources are provided to schools to expose students to an array of post-secondary options as a motivational tool to complete high school, including: college field trips, guest speakers, and presentations (college, career, and military).

Students and parents are provided with resources and information for CAHSEE intervention programs.

The district provides alternative educational programs for students who are not successful at the comprehensive high school, i.e., summer school, adult education, alternative education, independent studies, and online courses.

Provide schools with the resources to conduct parent workshops on the importance of a high school and post-secondary education.

It supports a wide variety of extra/co-curricular activities to keep students involved and connected to their education.

Measures

SART/SARB meetings will be held regularly to ensure students and parents are provided resources needed for students to achieve success.

Principals and the Lead Counselor will meet regularly with counselors to ensure that measures are being taken in order avoid student drop outs.

Principals will ensure all personnel are fully informed regarding all interventions available to students at risk of dropping out.

People Assigned

Superintendent, Principals, Deputy Principals, Counselors, Lead Counselor, Special Projects Coordinator, Director of Special Education

Start Date - End Date

7/1/2011 - 6/13/2014

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Funding Source	Description	Cost
Career Technical Education	Materials and Supplies for Career Tech Courses	\$6,000.00
IDEA, Special Education	Training for Counselors	\$6,000.00
Title I, Part A	Field Trips, presenters	\$8,000.00
Title I, Part A	Training for Counselors	\$6,000.00
Title I, Part C. Migrant Education	Migrant Counselor	\$45,000.00
Title I, Part C. Migrant Education	Material and Supplies	\$25,000.00
Title III, Limited English Proficient	Presenters for parents of English Learners	\$2,000.00

Performance Indicator: Ensure Equal Access to AP Classes

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.

Ensure all students have equal access to advanced placement (AP) opportunities.

BUHSD will continue to promote a college readiness culture that includes the dissemination of information on the opportunities of taking a rigorous course of study in order to increase enrollment in AP courses.

Activities/Action

BUHSD will hold an assembly, parent night, and other activities to promote AP awareness. The district will hold an AP recruitment week in which students can receive information regarding the AP Program and apply for AP courses

Students Served

All students requesting access to Advanced Placement courses.

Local Educational Agency Plan

Tasks

The district will:

Monitor the existing application process;

Inform parents of the reduced cost of AP exam fees based on free and reduced lunch eligibility;

Ensure that students and parents are informed of the purpose, rigor and expectations of AP courses;

Provide funding for professional development for AP teachers;

Support schools to provide assistance to struggling AP students;

Evaluate effectiveness of AP teachers over time, based on percentage of students who pass AP exams;

Support AP coordinator in scheduling assemblies, pep rallies, and parent nights discussing the various AP courses available and the requirements for applying for an AP course;

Ensure AP applications and information sheets are easily accessible in the counseling center, AP Coordinator's office, AP teachers' classrooms and website;

Ensure that counselors are providing transcripts and counseling students as needed to guide them in enrolling in appropriate AP courses;

Encourage the use of various testing results (PSAT, CST, etc.) to identify, encourage and support new AP students.

Measures

District staff will meet regularly with school personnel including the counseling staff to discuss AP enrollment and exam data.

Administration will meet with AP coordinator to ensure the coordinator is provided support in scheduling exams, parent nights, and AP week.

People Assigned

AP Coordinator, Principals, Deputy Principals, Counselors, Lead Counselor, AP teachers

Start Date - End Date

7/1/2011 - 6/13/2014

Identify, rank, select eligible Title I schools

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

Identify one or more of the following options as the low-income measure to identify schools eligible for Title I funding:

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- Number of children in families receiving assistance under the CalWorks program*
- Number of children eligible for Free/Reduced Price Lunch programs*
- Number of children ages 5-17 in poverty counted by the most recent census data*
- Number of children eligible to receive assistance under the Medicaid program*

BUHSD utilizes the number of students eligible for free/reduced priced lunch to determine economic need of its students.

Describe how the low-income measure described above is used to rank and select schools to receive Title I funds

- All schools with a 75% or above poverty level are funded***
- All other schools are funded by poverty ranking district wide or by grade span.***

The comprehensive high school is Title I school and is able to provide services school wide. The two alternative education high schools are Targeted Assistance Title I schools with over 75% of their students qualifying for free/reduced priced lunch.

The district utilizes grade span to determine it's poverty rsanking for funding to school sites.

School-Wide Programs

For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as: · A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. · Effective methods and instructional strategies based on scientifically-based research. · Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. · Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. · Instruction by highly qualified teachers and strategies to attract and keep such teachers. · High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. · Strategies to increase parental involvement. · Assistance to preschool children in transitioning from early childhood programs to elementary school programs. · Timely and effective additional assistance to students who experience difficulty mastering state standards.

BUSHD is committed to providing intervention activities to ensure all students have equal access to the curriculum. Through the committed efforts of administration, professional development that is offered through the district has been selected based on scientifically based research and all trainers are verified as being state approved. The district provides a freshmen transition program to assist incoming freshmen in transitioning from junior high school to high school and ensure they are given the proper assistance in order to be successful at the high school level. The district provides various intervention programs and support classes for students performing below grade level in order to afford them the opportunity to master state standards. Various extended learning opportunities are offered to BUHSD students such as: after school tutoring, credit recovery classes, summer classes, Saturday preparation classes, and online CAHSEE preparation. BUHSD is committed to increasing its parent involvement at all three schools by utilizing various means of communication such as posting fliers, sending mailers, posting meeting and events to the website, and using ParentLink to call home. Through all of these concerted efforts, BUHSD strives to maximize the number of students graduating with the skills needed to be successful at the post high school level.

Local Educational Agency Plan

Targeted Assistance Programs

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: · Effective methods and instructional strategies based on scientifically-based research. · Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. · Strategies that minimize removing children from the regular classroom during regular school hours for instruction. · Instruction by highly qualified teachers. · Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. · Strategies to increase parental involvement.

The alternative continuation high school and the community day school are targeted assistance high schools. These students will receive teaching strategies from Explicit Direct Instruction professional development. These high schools provide extended learning time through after school activities and skill building classes. Various computer programs assist students in developing skills needed to pass the CAHSEE and successfully graduate high school.

How to identify the eligible children most in need of services

Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: · Identify children who are failing or most at risk of failing to meet the state academic content standards. · Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. · Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.

The Superintendent, principal, counselors, Director of Special Education and the Special Projects Coordinator will determine which students will receive services by utilizing CST scores, CELDT scores, Individual Education Plans, transcripts, reading levels, current and past grades and teacher recommendations.

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.

The Lead Counselor at BUHS is in charge of ensuring all students who qualify under homeless education receive all the tools necessary to be successful students including school supplies, transportation, and any additional aid the students may need. The district is committed to ensuring students remain in their school of origin should they choose to.

The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.

BUHSD strives to reach out to all students of residence to ensure that they receive appropriate services based on individual need.

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Assist low-achieving schools

If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following: · Assistance in developing, revising, and implementing the school plan. · Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. · Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. · Assistance in analyzing and revising the school budget so the school's resources are used effectively.

The comprehensive high school is in Year 1 of Program Improvement. The Single School Plan was revised based on AYP results, APS, ELSSA, and CELDT Results. School Site Council was appropriately comprised of the correct percentage of parents, students, teachers, and administrators and were vital in assisting in the compilation of the Single School Plan. The school conducted a survey of professional development needs and found that all teachers had three common needs. These needs will be addressed throughout the 2011-2012 school year through various professional development days. The school has implemented TAPPLE as an instructional strategy and is eager to obtain more training in the complete Explicit Direct Instruction model.

Public school choice and services

Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.

Because the district is in its first year of Program Improvement, it was only required to provide school choice to those students wishing to be educated at a non-program improvement school. The district set aside funds for transportation if any student should choose to transfer to another school. There were no students wishing to transfer because the school was in program improvement.

Coordinate Title I with Title II to provide Professional Development

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.

The district is committed to retaining and recruiting highly qualified teachers. Administrators make a concerted effort to collaborate with teachers in various district goals. Teachers feel as though they are a part of a team and take ownership in the district's goals as they were a part of their development. By feeling as though they are a vital participant in the district's learning community, teachers are more likely to remain year after year since they have a vested interest in the district.

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.

The district will revise its parent involvement policy at all school sites. It is the goal of the district to actively recruit and involve parents in all major activities and decisions. BUHSD has adopted various means of communication in order to ensure all parents are informed and invited to all functions. The district uses ParentLink to send out mass phone calls, mailers, flyers and postings to the district's website. BUHSD will also continue to support the school sites in their implementation of the PULSE Program.

Local Educational Agency Plan

Coordination of Educational Services

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: a. Even Startb. Head Startc. Reading Firstd. Early Reading Firste. Other preschool programsf. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.

BUHSD provides various educational services to all students paying close attention to specific subgroups. Migrant education students are provided their own counselor that is trained in the needs of migrant students. They have tutorials specifically designed for them, the Migrant Program, and an active parent group. English Learners are provided with English Language Development instruction and are placed in classes specific to their proficiency levels. English Learners are offered an after school tutorial program led by a teacher who has been trained in English learner strategies. Struggling English Learners are exposed to Reading Plus, CAHSEE 380 and Read Naturally. The district has an active DELAC committee and each school site have active participation in their ELAC meetings. There is also a Title III committee that oversees the expenditures of Title III funds and ensures that English learner needs are being met. Homeless and neglected or delinquent students are closely monitored by the Lead Counselor to ensure their needs are being met and they are provided equal opportunities for learning. All socio-economically disadvantaged children are monitored to ensure they are not struggling in academics as well as provided with any public assistance for which they are eligible.

Local Educational Agency Plan

Assurances

ASSURANCES

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

GENERAL ASSURANCES

Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.

(a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.

The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.

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.

The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

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.

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.

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:

Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.

Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds

Local Educational Agency Plan

from Federal, State, and local sources.

Provide technical assistance and support to schoolwide programs.

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.

Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).

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.

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.

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.

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.

Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.

Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.

Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

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).

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.

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.

Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.

Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).

Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an

Local Educational Agency Plan

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

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.

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.

Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

The LEA, hereby, assures that:

The LEA will target funds to schools within the jurisdiction of the local educational agency that:

- (A) have the lowest proportion of highly qualified teachers;
- (B) have the largest average class size; or
- (C) are identified for school improvement under section 1116(b).

The LEA will comply with section 9501 (regarding participation by private school children and teachers).

The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

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

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
- Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula

Local Educational Agency Plan

due to geographical distances or insufficient resources.

- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
- Collaboration with adult literacy service providers.
- Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
- Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.

Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:

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

TITLE III

38.The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.

39.The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.

40.The LEA is complying with Section 3302 prior to, and throughout, each school year.

41.The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

42.The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.

43.The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

44.The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff,

Local Educational Agency Plan

parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.

47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.

48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

Local Educational Agency Plan

New LEAP Assurances

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

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

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

Other

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

Local Educational Agency Plan

Program Improvement LEA Plan Addendum

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

Fundamental Teaching and Learning Needs

Goal Statement

No data

Monitoring Plan

No data

Evaluate Current Programs**Describe Your Specific Actions**

No data

Tasks

No data

Measures

No data

People Assigned

No data

Start Date - End Date

No data

Specific measurable achievement goals and objectives for low-achieving Students, consistent with Adequate Yearly Progress (AYP).

Increased Achievement for Low-achieving Students

Monitoring Plan

No data

Goal Statement

No data

Local Educational Agency Plan

Evaluate Current Programs

Describe Your Specific Actions

No data

Tasks

No data

Measures

No data

People Assigned

No data

Start Date - End Date

No data

Specific measurable achievement goals and objectives for all significant student subgroups, consistent with Adequate Yearly Progress (AYP).

Increased Achievement for Significant Subgroups

Monitoring Plan

No data

Goal Statement

No data

AYP Achievement Objectives

Describe Your Specific Actions

No data

Tasks

No data

Measures

No data

People Assigned

No data

Start Date - End Date

No data

Local Educational Agency Plan

API Growth Related

Describe Your Specific Actions

No data

Tasks

No data

Measures

No data

People Assigned

No data

Start Date - End Date

No data

Participation Rate Related

Describe Your Specific Actions

No data

Tasks

No data

Measures

No data

People Assigned

No data

Start Date - End Date

No data

Graduation Rate Related

Describe Your Specific Actions

No data

Tasks

No data

Measures

No data

People Assigned

No data

Start Date - End Date

No data

Local Educational Agency Plan

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

Strengthen Core Academic Programs Through SBR

Goal Statement

No data

Monitoring Plan

No data

Identification and Implementation of SBR Programs

Describe Your Specific Actions

No data

Tasks

No data

Measures

No data

People Assigned

No data

Start Date - End Date

No data

Actions that will have the greatest likelihood of improving student achievement in meeting state standards.

Increased Overall Achievement In Meeting State Standards

Goal Statement

No data

Monitoring Plan

No data

Local Educational Agency Plan

Alignment of Curriculum

Describe Your Specific Actions

No data

Tasks

No data

Measures

No data

People Assigned

No data

Start Date - End Date

No data

Alignment of Instruction

Describe Your Specific Actions

No data

Tasks

No data

Measures

No data

People Assigned

No data

Start Date - End Date

No data

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

Professional Development to Support Improvement Strategies

Monitoring Plan

No data

Goal Statement

No data

Local Educational Agency Plan

Evaluate Professional Development Needs

Describe Your Specific Actions

No data

Tasks

No data

Measures

No data

People Assigned

No data

Start Date - End Date

No data

Identify and Schedule Professional Development

Describe Your Specific Actions

No data

Tasks

No data

Measures

No data

People Assigned

No data

Start Date - End Date

No data

Specific academic achievement and English Language proficiency goals and strategies for English Learners consistent with Annual Measureable Achievement Objectives (AMAOs) 1, 2, and 3 of the Title III Accountability System.

Increased EL Proficiency for EL Students

Goal Statement

No data

Monitoring Plan

No data

Local Educational Agency Plan

ELL Achievement Strategies

Describe Your Specific Actions

No data

Tasks

No data

Measures

No data

People Assigned

No data

Start Date - End Date

No data

Incorporated activities for before school, after school, during the summer, and during an extension of the school year.

Incorporate Before / After / Summer / Extended Activities

Monitoring Plan

No data

Goal Statement

No data

Identify and Implement Appropriate Activities

Describe Your Specific Actions

No data

Tasks

No data

Measures

No data

People Assigned

No data

Start Date - End Date

No data

Strategies to promote effective parental involvement in the school.

Parent Involvement

Goal Statement

Local Educational Agency Plan

No data

Monitoring Plan

No data

Identify and Implement Strategies for Increased Parental Involvement

Describe Your Specific Actions

No data

Tasks

No data

Measures

No data

People Assigned

No data

Start Date - End Date

No data

Local Educational Agency Plan

LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ASSURANCE PAGE

LEA Plan Information:

Name of Local Educational Agency: Brawley Union High School District

County District Code: 13-63081

Date of Local Governing Board Approval: _____

District Superintendent: Barbara Layaye

480 N. Imperial Ave.
Brawley, CA 92227
Phone: 760 312 5819
Fax: 760-344-9520
E-mail: superintendent@brawleyhigh.org

Signatures:

On behalf of LEAs, participants included in the preparation of this Program Improvement Plan Addendum:

_____	Barbara Layaye	_____
Signature of Superintendent	Printed Name of Superintendent	Date

_____	Cecilia Dial	_____
Signature of Board President	Printed Name of Board President	Date

Local Educational Agency Plan

I certify that my organization has worked with the identified Program Improvement District to complete the requirements of NCLB Section 1116(c) and California Education Code Section 52055.57 (c).

Name of External Organization

Signature of External
Organization Representative

Printed Name of External
Organization Representative

Date

Address

Phone

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 must be submitted to the California Department of Education (CDE) no later than January 13, 2011, if your LEA received a September 2010 notice letter, or **within 120 days** of receiving a February 2011 notice letter documenting a change in status.