

Brawley Union High School District Local Education Agency Plan

(Rev 11-10)
California Department of Education
District and School Improvement Division

(CDE use only)

Application #	
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Elementary and Secondary Education Act/No Child Left Behind Act of 2001

**LOCAL EDUCATIONAL AGENCY (LEA) PLAN
for
LEAs in PROGRAM IMPROVEMENT YEAR 3 CORRECTIVE ACTION**

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

LEA Plan Information:

Name of LEA: Brawley Union High School District

County/District Code: 13-63081

Dates of Plan Duration (should be up to three years): March 2013- February 2016

Date of Local Governing Board Approval: March 6, 2013

District Superintendent: Dr. Hasmik Danielian

Address: 480 N. Imperial Ave. City: Brawley State: CA Zip: 92227

Phone: (760) 312-6084 Fax:(760) 312-6097

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

**LEA Plan
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Part I Background and Overview

Background

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

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

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

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

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

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

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

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

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy

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decisions by SBE, and implementation efforts by CDE to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

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

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

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

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

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

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

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

The Consolidated Application (ConApp)

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

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Single Plan for Student Achievement (School Plan)

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

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The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices

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to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

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

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

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

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

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

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

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

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

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

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

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

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

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FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs	State Programs		
X	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start	X	EIA – Limited English Proficient
X	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Improvement
X	Title II, Part A, Subpart 2, Improving Teacher Quality	X	Child Development Programs
X	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program

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	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
X	Career Technical Education		Tenth Grade Counseling
X	McKinney-Vento Homeless Education		Healthy Start
X	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 st Century Community Learning Centers		Other (describe):
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

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DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year Carry Over	Current Year District Entitlements	Current Year Direct Services to Students \$	Current Year Direct Services to Students %
Title I, Part A	81,782	468,735	468,364.50	99%
Title I, Part B				
Title I, Part B, Even Start				
Title I, Part C, Migrant Education		186,038	186,038	100%
Title I, Part D, Neglected/Delinquent				
Title II Part A,		91,372	91,372	100%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient	25,581	44,015	63,083	91%
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs –				

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Parental Choice				
Adult Education		24,817	24,817	100%
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education	51,834	249,629	251,965	84%
21st Century Community Learning Centers				
Other (describe)				
TOTAL	159,197	1,064,606	1,085,639.50	

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DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year Carry Over	Current Year District Entitlements	Current Year Direct Services to Students \$	Current Year Direct Services to Students %
Categories				
EIA State Compensatory Education				
EIA – Limited English Proficient	42,792	268,965	117,279	53%
State Migrant Education				
School and Library Improvement Block Grant				
Child Development Programs	2,298	114,631	116,929	100%
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)				

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High Priority Schools Grant Program (HPSGP)				
School Safety and Violence Prevention Act (AB 1113)				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
TOTAL	45,090	383,596	234,208	

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Part II

The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

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

Academic Performance

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

- Statewide standards, assessment, and accountability
- Local assessments and accountability

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- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

Teacher Quality

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

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

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html

The district, in conjunction with the Pivot Learning Partners' (PLP) DAIT Technical Assistance and Review team, conducted a needs assessment during December – February 2013. Data were gathered from data based on the areas included in the California Department of Education (CDE) surveys: the Academic Program Survey (APS), the District Assistance Survey (DAS), Inventory of Services, and Supports for Students with Disabilities (ISS). The results of the ELSSA conducted a few months prior to the Needs Assessment were shared with the PLP Team to assist in the evaluation of the District's programs to support English Learners.

The District School Leadership Team (DSLST) was formed in February 2013 involving stakeholders representing District administrators with responsibility for the seven DAIT standards as well as site administrators, teachers, and parents. The DSLST met for the first time on February 5, 2013 to acquaint participants with the DAIT process and their ongoing role as members of the DSLST. During the meeting, DSLST members used the DAS to provide input into the District's status on the seven DAIT standards in areas of Governance, Curriculum, Instruction, and Assessment, Fiscal Operations, Parents and Community, Human Resources, Data Systems and Achievement Monitoring, and Professional Development. Participants worked in small groups to provide input on topics reflected in the APS to evaluate each site's evaluation of their progress in demonstrating the high quality instructional practices designed to support student academic achievement, especially under-performing subgroups. They also had the opportunity to share their personal insights about the DAIT process and their role as the monitoring body for the LEA Plan during the DAIT process. The process included opportunities for participants to identify specific issues affecting their evaluation of the schools' status on the EPC's.

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

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

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

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

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

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

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

A complete list of the interviews conducted and documents analyzed are listed on the following page:

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Component	Documents Reviewed/ Interviews Conducted
Curriculum, Instruction, and Assessment	<p><u>Interviews:</u></p> <ul style="list-style-type: none"> • Principals of Brawley Union High School, Desert View High School • 2 counselors • Math Consultant • Special Projects Coordinator • Assessment and Testing Resource Teacher • Teachers • Regular Education students • EL students • 2 Assistant Principals • Certificated association teacher leader <p><u>Documents:</u></p> <ol style="list-style-type: none"> 1. LEA Plan 2. ELSSA 3. Century 21 Skills and Common Core Standards-Superintendent’s Report to the Board of Education- Sept 12, 2012 4. Master Schedule 5. Tutorial Period Description 6. Brawley Union High School Overview 2012-2013 7. WASC Visiting Committee Reports for BUHS and DVHS 8. Variety of documents related to Check for Understanding (CFU), TAPPLE, Active Participation (AP) vs. CFU, Explicit Direct Instruction 9. Foreign Language Survey (students) 10. Board Policies
Professional Development	<p><u>Interviews:</u></p> <ul style="list-style-type: none"> • Principal of Brawley High School • Special Projects Coordinator • Assessment and Testing Resource Teacher • Math Consultant • Teachers <p><u>Documents:</u></p> <ol style="list-style-type: none"> 1. School Target Learning Cycle 2009-2010 and 2010-2011 2. LEA Plan 3. Brawley Union HS Informal Classroom Observation Form 4. Board Policies

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Component	Documents Reviewed/ Interviews Conducted
Human Resources	<p><u>Interviews:</u></p> <ul style="list-style-type: none"> • HR Director • Teacher’s Negotiating Chair • Classified Employee <p><u>Documents:</u></p> <ol style="list-style-type: none"> 1. Principal Evaluation System 2. Teacher Evaluation System (including a walkthrough form, observation form, professional growth forms I and II) 3. Improvement plan forms 4. Evaluation of Counselor Performance 5. Evaluation of Administrative Performance 6. Classified Evaluation System 7. Highly Qualified Teacher Report 8. Certificated Bargaining Agreement 9. District Web site 10. Personnel Board Policies 11. LEA Plan
Data Systems/Data Analysis/ Ongoing Monitoring	<p><u>Interviews:</u></p> <ul style="list-style-type: none"> • Reviewed Data Director (logged in as Admin. User) • Data Director Lead (HS Assistant Principal) • District Technology Lead • Principal of Brawley High School • Special Projects Coordinator • Testing and Assessment: Resource Teacher <p><u>Documents:</u></p> <ol style="list-style-type: none"> 1. Board presentations from District Website 2. LEA Plan

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Component	Documents Reviewed/ Interviews Conducted
<p>Parent and Community Involvement</p>	<p><u>Interviews:</u></p> <ul style="list-style-type: none"> • Principal of BUHS and DVHS • Assistant Principals at BUHS • Two groups of Brawley Union High School parents (Spanish translation provided as needed by District staff) • Counselor • Special Projects Coordinator • Two groups of students involving approximately 20 students at Brawley Union HS • Individual interviews with students at Brawley Union HS and Desert Valley HS <p><u>Documents:</u></p> <ol style="list-style-type: none"> 1. Sample parent notices in English and Spanish 2. SSC agendas 3. LEA Plan 4. District Web Page
<p>Fiscal Operations</p>	<p><u>Interviews:</u></p> <ul style="list-style-type: none"> • Director, Fiscal Operations • Special Projects Coordinator <p><u>Documents:</u></p> <ol style="list-style-type: none"> 1. District’s Independent Auditor’s Financial Audit Reports 2. County Superintendent Budget Certifications 3. District Adopted Budget and First Interim Budget Report 4. School Level Categorical Budget D 5. LEA Plan 6. Single Plan for Student Achievement for each school 7. Collective bargaining agreements
<p>Governance and Leadership</p>	<p><u>Interviews:</u></p> <ul style="list-style-type: none"> • 3 Board Members • Superintendent • Administrative Secretary to Superintendent <p><u>Documents:</u></p> <ol style="list-style-type: none"> 1. •District Web Page 2. •Board of Education Operating Protocols 3. •Board Policies 4. •LEA Plan 5. •Board Agendas 6. •Brawley Union HS District Priorities to Increase Student Achievement 2011-2014-Nov. 13, 2012

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Descriptions – District Planning

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

The District plans to address the results of the needs assessment through a focus on High Leverage Recommendations and implementing specific action steps in each DAIT Standard described on p. 89. The LEA Plan was developed with input from a variety of stakeholders representing District and school administrators, teachers, parents and community members. Data was gathered via the Needs Assessment process to identify areas of strength and growth for the District reflected in the action steps for each Performance Goal and in the DAIT recommendations in each of the seven DAIT standards.

District Profile

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

As a Program Improvement Year 3 School District, Brawley Union High District made every effort to include a variety of stakeholders in gathering information and developing the LEA Plan. The District School Leadership Team was active in the process by looking at data and providing input from stakeholders representing district and school administrators, counselors, teachers, parents and community members. The local Governing Board was an active participant in the Needs Assessment process and approval of the LEA Plan.

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

District enrollment as of October 2011, was 1,808 students 9-12 (source: Dataquest). Instructional programs are offered at one comprehensive high school (9-12), and two alternative education high schools [GS1]. A tri-community adult education program is also offered.

In 2011-12 the District employed 79 certificated teachers (36 Hispanic), 5 Administrators (4 Hispanic), 9 Pupil Services Support employees (7 Hispanic) and 61 classified employees (37 Hispanic). The District has reported that 98.5% of its teachers meet the "highly qualified" requirements of outlined in No Child Left Behind (NCLB) to be designated as highly qualified.

District students represent largely Hispanic backgrounds and cultures (85.9%). Other groups include with represented other groups including African American (1.4%), Asian (<1%), White (11.1%), and other (<1%). English Learners are 21.3% of the District's students (among whom 99% speak Spanish at home) while 33.7% of students are Reclassified (R-FEP). More than 75% of students qualify for the free and reduced meal program (LEA Plan June, 2012). Some 6.7% are students with disabilities. Along with those students identified as Students with Disabilities (SWD), there are approximately 60 students on 504 plans. Counselors indicate that the increase in the number of students on 504 plans has increased in recent years. Counselors hold

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annual 504 meetings to identify needs of 504 students and communicate regularly with teachers and parents regarding student needs.

In terms of academic achievement indicators, Brawley Union High School District has shown steadily increasing overall standardized student achievement on several measures during the past four years. The Academic Performance Index (API), increased from 692 in 2009 to 747 in 2012. Additionally, records of recent years of STAR data show increases in the percentage of students who are achieving proficiency in English Language Arts at all grade levels as well as a corresponding decrease in students scoring below basic and far below basic. This pattern is also true of CAHSEE scores. The 10th grade March pass rates in math increased from 79% in 2009 to 87% in 2012. The English/Language Arts pass rate increased from 77% in 2009 to 86% in 2012; with 10th Grade March pass rates increasing as follows: Math (79% in 2009 to 87% in 2012) and ELA (77% in 2009 to 86% in 2012). There has also been an increase in the percent of graduating students meeting the A-G requirements over the past few years from: 15.5% in 2010 to 28.0% in 2012. Counselors report that approximately 25% of students matriculate directly to 4-year colleges after high school graduation, approximately 65% enroll in community colleges and/or begin employment, and approximately 5%-10% percent of students enlist in the military service, with approximately 65% enrolling in community colleges and/or part- or full-time employment.

The District has also shown improvement in Advanced Placement (AP) test achievement for minority students program and has been identified as having achieved the largest increase in the nation, among small school districts, in the number of traditionally underserved students (i.e., African American, Hispanic/Latino, American Indian/Alaska Native) succeeding on the rigorous Advanced Placement Exams that qualify high school students for college credit and/or advanced placement. Brawley UHSD is one of fewer than 400 school districts in the nation being honored by the College Board with a place on its AP Achievement List for opening AP classroom doors to a significantly broader pool of students, while significantly improving the rate at which students succeeded on the AP Exams.

After several years of slow growth, Brawley USD experienced a decrease in enrollment in 2011-12, however the district has seen an increase in enrollment during 2012-13 up 6% from the previous year. The district enrollment is not projected to make any dramatic changes in the foreseeable future. The district and school student count at CBEDS (October) in each of the last three years is given in the table below.

CBEDS STUDENT POPULATION COUNT

SITE	2010-2011	2011-2012	2012-2013
Brawley Union High School	1543	1540	1646
Desert Valley High School	191	160	171
Renaissance Community Day School	24	18	16
DISTRICT TOTAL	1758	1718	1833

Student attendance in the district has remained relatively high with the annual percentage reported from P-2 attendance data given in the table below.

	2009-2010	2010-2011	2011-2012
P-2 student ADA as a % of enrollment	92.5%	93.12%	94.58%

The district is committed to providing a wide variety of educational opportunities for students. This is evidenced by the three educational settings: Comprehensive High School, Alternative Continuation High School, and

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Alternative Community Day High School, available to students in the district. Furthermore, the district is committed to offering a broad spectrum of course offerings, from Advanced Placement (AP) courses in 8 subjects to a myriad of visual and performing arts courses, as well as a multitude of Career Technical Education courses. The district has a flourishing AP program that was selected for recognition on the AP Achievement List for the largest increase in the nation, among small school districts in the number of traditionally underserved students succeeding on the rigorous Advanced Placement exams. School clubs, athletics, and after school programs are available. Consequently, the students have various opportunities to become connected and the number of students who drop out of the district is relatively low, and the graduation rate is relatively high. See the table below.

DROPOUT DATA	2009-2010	2010-2011	2011-2012
Dropout Rate (1 yr.)	2.9%	2.9%	Data not yet available
Graduation Rate	81.34%	84.16%	87.30

The table below shows the trends in the ethnic designation of the district's student population, which also reflects the increasing diversity of the Brawley Community.

ETHNIC DESIGNATION	2010-2011	2011-2012	2012-2013
Native American # of students % of total	0	1 <1%	0
Asian # of students % of total	11 <1%	21 1%	20 1%
Hispanic # of students % of total	1598 85%	1554 86%	1600 87%
Black, not Hispanic # of students % of total	23 1%	25 1%	17 1%
White, not Hispanic # of students % of total	199 11%	201 11%	185 10%
Multiple or no response # of students % of total	40 2%	6 <1%	12 1%

The ethnic designation data indicates that the Hispanic subgroup is experiencing the greatest increase in student enrollment, which is consistent with the trend in Southern California as a whole. However, the number of English Learners has decreased by approximately 5% since 2009-2010, but only by 1% in relation to school enrollment. The data, as reported on the spring R-30 report is provided in the following table.

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	2009-2010	2010-2011	2011-2012
District total # of English Learners	403	371	386
District English Learner % of total enrollment at R-30 count date	21%	20%	21%

The district is committed to providing a high quality educational experience for our English Learners as exhibited by recent changes in the district’s program. An ELD department with a lead teacher, who is an integral part of the Brawley Union High School District leadership team, has been established. Additionally, a regionally operated migrant education program provides services to our migrant population, which comprises approximately 10% of our student population.

In addition to meeting the special needs of our English Learner population, the District also provides a high-quality educational experience for our special education students. Students are grouped according to their instructional needs. Those who spend the majority of their instructional day in the general education program are classified as having mild-moderate disabilities. Those who spend the majority of their day outside of the general education environment are classified as having moderate-severe disabilities.

The District continues to provide two regional classes for severely disabled students and two regional classes for students who have serious emotional disabilities. The classes for students with emotional disabilities are known as Social, Emotional, Academic Support (SEAS)

SPECIAL EDUCATION PUPIL SUMMARY

	2009-2010	2011-2012	2012-2013
Mild-Moderate	23	19	13
Moderate-Severe	106	103	110
NPS	1	0	0
TOTALS	130	122	123

The District also has approximately 60 students who have a 504 Plan in place. These students are monitored and supported by the Head Counselor at Brawley Union High School.

Meeting the requirements for Adequate Yearly Progress (AYP) has proven to be more problematic. In 2011, BUHSD met all participation rate targets, but missed the annual targets for subgroups in both English Language Arts (ELA) and Math. Underperforming subgroups in ELA included students designated as Socio-economically disadvantaged (SED) and English Learners (EL).; In Math underperforming subgroups included students designated as SED, EL, and Hispanic.

In 2012, the District met all participation rate targets, but four subgroups LEA-wide (English Learner, Hispanic and Socio-economically disadvantaged) failed to meet the percent proficient criteria in English Language Arts. ; In Mathematics, all targets for proficiency were met through the provisions of Safe Harbor under NCLB.

[GS1] The Ed-Data website does list 3 schools for BUHSD & “Renaissance” is the 3rd school.

Results from the 2012 Adequate Yearly Progress (AYP) Report indicate that the district entered Program Improvement Year III, corrective action, as a result of students not meeting AYP proficiency levels in English Language Arts on the California High School Exit Examination.

Progress data for the last four years indicates the following:

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AYP Data in English Language Arts 2009-2012

Year	AYP Requirement	LEA or Subgroup not reaching AYP proficiency requirements	Program Improvement (PI) Status
2009	44.5%	Hispanic, SED, EL	Not in PI
2010	55.6%	LEA, Hispanic, SED, EL	PI Year 1
2011	66.7%	SED, EL	PI Year 2
2012	77.8%	LEA, Hispanic, SED, EL	PI Year 3

AYP Data in Math 2009-2012

AYP Year	AYP Requirement	LEA or Subgroups not reaching AYP proficiency requirements	Program Improvement (PI) Status
2009	43.5%	SED, EL	Not in PI
2010	54.8%	LEA, Hispanic, SED, EL	PI Year 1
2011	66.1%	Hispanic, SED, EL	PI Year 2
2012	77.4%	Met all subgroups (SH)*	PI Year 2 (Hold)

*AYP Requirement met through **Safe Harbor** provisions

Below is a review of student proficiency rates in ELA and Math at Brawley Union High School. In cases where the size of the subgroup is too small to be considered a significant subgroup (fewer than 100 students or 15% of the total population), the subgroup score is not considered for AYP.

Brawley Union High School: AYP % Proficient in English Language Arts 2009-2012

English Language Arts	2008-2009 Not in PI	2009-2010 PI Yr 1	2010-2011 PI Yr 2	2011-2012 PI Yr 3
Target Proficiency Level:	44.5%	55.6%	66.7%	77.8%
All students	Yes	No	Yes SH*	No
Hispanic	Yes	No	Yes SH*	No
SED	Yes	No	No	No

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ELs	No	No	No	No
SWD*	N/A	N/A	N/A	N/A

*Not a significant subgroup

Brawley Union High School: AYP % Proficient in Math 2009-2012

Math	2008-2009 Not in PI	2009-2010 PI Yr 1	2010-2011 PI Yr 2	2011-2012 PI Yr 3
Target Proficiency Level:	43.5%	54.8%	66.1%	77.4%
All students	Yes	No	Yes SH**	Yes SH**
Hispanic	Yes	No	Yes SH**	Yes SH**
SED	No	No	No	Yes SH**
ELs	Yes	No	No	No
SWD*	N/A	N/A	N/A	N/A

*Not a significant subgroup

** AYP Requirement met through **Safe Harbor** provisions

The mission, vision, and guiding principles of the district (see below) reflect the Brawley community’s desire to provide a high quality educational experience for all students.

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: 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.

In 2011-2012, the Board of Trustees adopted District Goals, to illustrate the district’s comment to providing a quality educational program for students:

Goal: Foster student success by improving the number of students meeting District, State and Federal academic proficiency assessment targets.

Objective: Provide targeted support and interventions aimed at students not meeting statewide proficiency standards and graduation requirements.

Strategies:

- Continue reading, math and English interventions and supports (Reading Plus, □CAHSEE 380, English support class) and monitor effectiveness through □quarterly/yearly reports and grades.
- Review and monitor placement in primary language core subject area courses to □ensure English Language

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Learners are advancing out of these classes based on appropriate language proficiency levels and into classes offering primary instruction in English.

- Develop and implement Response to Intervention Model.

Goal: Provide professional collaboration and training for improved student learning.

Objective: Provide relevant professional development that addresses curriculum, instruction, and assessment needs aimed at improving learning and academic performance for all students.

Strategies:

1. Continue Direct Instruction training with a focus on effective instructional strategies for block schedule and engaging intentional non-learners. □
2. Schedule Learning Walks with focused discussion sessions on effective implementation of direct instruction strategies to meet the needs of all learners.
3. Provide professional development training in data analysis and □ using assessment data as the basis for identifying targeted support for students exceeding and not meeting grade level standards.
4. Provide training and monitor effective classroom implementation of researched-based □ strategies for providing support for English Language Learners to insure equal access to the curriculum.

Goal: Analyze multiple sources of student achievement data to guide and plan instruction.

Objective: Establish time for teachers to meet to update common assessments, analyze student data and plan for curriculum adjustments to meet students' needs.

Strategies:

1. Increase teacher use of Data Director to create and analyze data to plan and adjust curriculum to assist students in mastering course content.
2. Increase implementation and analysis of common benchmark assessment across all curricular areas.

Technology Goal: Ensure necessary technology tools, training, and resources are available to support effective instruction.

Objective: Provide staff development in implementing technology based learning resources to enhance curriculum.

Strategies:

1. Identify existing technology resources available to staff and provide training on using these resources to support learning.

Objective: Develop long-range equipment replacement plan and budget to assure continued accessibility to district network system.

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Strategies:

1. Update inventory that identifies location and life expectancy of exiting technology equipment throughout the District (hubs, routers, switches, computers, servers, etc.).
2. Update District Technology Master Plan to include multi-year replacement schedule of all technology equipment with identified funding sources available within a sustainable budget.

Facilities

Goal: Provide necessary building, facility and maintenance needs to ensure serviceability to stakeholders.

Objective: Increase efficiency of maintaining district facilities and equipment.

Strategies:

1. Establish and monitor specific daily/weekly written job performance criteria and areas of responsibilities for performing custodial and lawn maintenance duties.
2. Update Facilities Master Plan to include short and long-range maintenance and facility projects and identify possible funding sources within a sustainable budget.

Parent/Community/Staff Relations

Goal: Continue to encourage participation of students/parents/community and staff in the educational process to improve academic learning of all students.

Objective: Increase the use of a variety of communication tools to link students, parents and the community to educational information.

Strategies:

1. Continue parent/staff training in using Aeries Parent Portal and District/School Site websites as a source of information on student academic progress.
2. Establish and communicate common sources of course data available to parents through Aeries Parent Portal.
3. Continue School/District Liaison Committee meetings as a vehicle for discussion and collaboration on key issues related to improving student learning.
4. Establish and communicate dates/times of School/District Liaison Committee meetings to all key stakeholders.

Local Measures of Student Performance

(*other* than State-level assessments)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, *if any*, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), *that the local educational agency and schools served under this part will use to:*

- a Determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;

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- b Assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c Determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d Identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

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

Benchmark Assessments in the Core Academic Subjects are administered periodically, indicating student progress on content taught during each 9-week period. Every 9 weeks throughout the school year all students in grades 9-12 take benchmark assessments. Department members meet to discuss the results and make informed instructional decisions.

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.

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

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>Examine essential standards, course goals and objectives, and pacing guides, and revise/refine the goals and objectives and pacing guides for ELA and ELD courses as necessary</p> <p>Develop, implement, and revise as necessary learning targets tied to the essential standards in the core courses in order to provide formative assessment data using District-adopted texts including: <i>The Edge</i>, Hampton Brown (9-12), Pearson (9-12) AP English Language Bedford St. Martins , AP English Literature McDougal Littell</p> <p>Analyze assessment data, including course specific benchmark assessments, to plan, design, and implement differentiated standards-based instruction in the area of English Language Arts and English Language Development</p> <p>Develop, implement and revise as necessary benchmark assessments for all ELD courses</p> <p>Teacher evaluations will focus on clear lesson objectives tied to the common core state standards, active student engagement in the learning process, and the use of</p>	<p>Teachers, Dept. Chair, Sp. Projects Coord., Resource Teacher, Deputy Principal March 2013- June 2016</p> <p>Teachers, Dept. Chair, Sp. Projects Coord., Resource Teacher, Deputy Principal March 2013- June 2016</p> <p>ELD Teachers, Title III Team March 2013- June 2016</p> <p>Admin., Superintendent, School Board, Union</p>	<p>Extra Duty Pay and/or Substitutes</p> <p>Extra Duty Pay and/or Substitutes</p> <p>Extra Duty Pay and/or Substitutes</p>	<p>\$10,800.</p> <p>\$7380</p> <p>\$6,000</p>	<p>Title I/DAIT</p> <p>Title I/DAIT</p> <p>Title III/EIA</p>

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<p>effective instructional strategies designed to meet the needs of each student</p>				
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>Continue to implement the district-adopted English Language Arts curriculum</p> <p>Use standards-aligned learning targets to provide formative assessment data</p> <p>Teachers will regularly examine student work and assessment results to monitor student mastery of the content and make informed instructional decisions</p> <p>Identify strategies and provide appropriate professional development to improve and enrich student achievement in English Language Arts</p> <p>Advanced SDAIE Classroom coaching Genre specific writing rubrics Write Institute SRA reading Student Study Teams to plan instructional interventions</p>	<p>Teachers, Dept. Chair, Resource Teacher, Sp. Projects Coordinator, Deputy Principal March 2013- June 2016</p> <p>Liaison Team, DSLTL, Literacy Team March 2013- June 2016</p>			

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<p>3. Extended learning time:</p> <p>Brawley Union High School (BUHS) School sites will provide extended learning time opportunities through their Tutorial period.</p> <p>Desert Valley HS (DVHS) will provide remedial opportunities in their afterschool Learning Centers</p> <p>Opportunities will be provided to students through the district-operated summer school program</p>	<p>Teachers, Liaison, DSLT, Leadership Team, Counseling March 2013-June 2016</p> <p>Teachers, Liaison, DSLT, Leadership Team, Counseling March 2013-June 2016</p>	<p>Extra Duty Pay</p>	<p>\$7300</p>	<p>Title I, SpEd</p>
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<p>4. Increased access to technology:</p> <p>All teachers are trained in the use of the district student Information system (AERIES) as attendance and grades are entered electronically. The system also includes the ABI component, which allows teachers to access student assessment data, and the ABI parent portal, which gives parents access to attendance, grades, assignments, etc.</p> <p>The district uses Data Director as a data management system to give teachers access to student achievement data and to assist in the development of benchmark assessments in order to make informed instructional decisions and better meet the academic needs of students. Teachers also have opportunities to be trained in the use of the system.</p> <p>The majority of classrooms are equipped with a workstation that includes a ceiling mounted LCD projector to allow teachers to easily use technology related instructional software</p>	<p>Technology Leadership Team March 2013-June 2016</p> <p>Technology; Leadership Team March 2013-June 2016</p> <p>Technology Staff Teachers Counselors, Admin March 2013-</p>	<p>Training, annual renewal</p> <p>Training, Annual renewal</p> <p>LCD Projectors</p>	<p>\$7050</p> <p>\$9187</p> <p>\$8530</p>	<p>Title II, Title I</p> <p>Title II, Title I</p> <p>DAIT</p>
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<p>As 9th graders, students are provided the option to take a one semester class in computer skills and applications, thus providing students with the knowledge and skills related to Microsoft Word, PowerPoint, e-mail, spreadsheets, internet research, etc.</p> <p>Students can access computers in the library and two computer labs at BUHS and the career center at DVHS.</p> <p>A six month process of researching 21st Century Learning Skills has resulted in a set of recommendations and implementation planning will commence in spring 2013 with the expectation that there will be technology implications</p> <p>Hire a Technology Coach to assist teachers in learning how to better use technology to support the instructional program and to provide technology related training as well as data analysis.</p> <p>Laptop computers, desktop computers, and other technology will be purchased to increase student access/use.</p>	<p>June 2016</p> <p>Technology, Classified & Certificated Staff March 2013- June 2016</p> <p>Superintendent, Teachers, Technology, Admin., Classified Staff March 2013- June 2016</p> <p>Superintendent, School Board, Technology, Admin. March 2013- June 2016</p> <p>Technology Committee, Tech Dept., Admin March 2013- June 2016</p>	<p>Extra Duty Pay, Tech Upgrades</p> <p>Coach Salary</p> <p>Technology</p>	<p>\$9500</p> <p>\$45,000</p> <p>\$39149.35</p> <p>\$73,511.52</p>	<p>Title I, Title II</p> <p>DAIT</p> <p>DAIT</p> <p>DAIT, Title I</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>Analyze student assessment data and student work to determine areas of strength and weakness during weekly common planning time and other staff development opportunities</p> <p>Continue to require that new teachers participate in BTSA</p>	<p>Liaison; DSLT March 2013- June 2016</p> <p>BTSA Dist. Lead,</p>	<p>Stipends and</p>	<p>\$5474.40</p>	<p>Title II, Part A</p>

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<p>Provide Advanced SDAIE through the learning/lesson design/ coaching model of professional development</p>	<p>Administration March 2013-June 2016</p>	<p>Substitutes</p>		
<p>Continue professional development on Common Core State Standards (CCSS) standards and effective implementation of the District's core strategies for high quality instruction and increase in Depth of Knowledge Levels (DOK) in classroom activities: 1) use of a rigorous learning objective clearly understood by students, 2) check for understanding and adjusting instruction based on the results, 3) increased levels of student engagement incorporating 21st century skills of critical thinking, communication, collaboration, and creativity.</p>	<p>Certificated Staff, Administration, ICOE March 2013-June 2016</p> <p>Admin., Certificated Staff, Resource Teacher, Sp. Projects Coord. March 2013-June 2016</p>	<p>Daily Rate, PD Costs</p> <p>Contract with ICOE</p>	<p>\$70,382.79</p> <p>\$15,000</p>	<p>Title II, Part A; Title I</p> <p>Title II Part A, Title I</p>
<p>Provide time for the ELA and ELD teachers to meet for collaborative work on benchmarks, pacing guides, rubrics, and to calibrate writing assessment anchor paper</p>	<p>Teachers, Admin., Resource Teacher, Sp. Projects Coord. March 2013-June 2016</p>	<p>Extra Duty and/or Substitute</p>	<p>\$9406.80</p>	<p>Title I and Title III/EIA</p>
<p>Incorporate elements learned in Kate Kinsella training on use of Academic Language in ELD and ELA programs</p>	<p>Teachers, Admin., Resource Teacher, Sp. Projects Coord. March 2013-June 2016</p>	<p>Extra Duty; Materials and Supplies</p>	<p>\$10,175.50</p>	<p>Title III/EIA</p>

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<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p>				
<p>Provide parent organizations with appropriate school/district assessment data: DELAC, ELAC, School Site Council, PTSA, etc.</p>	<p>Admin., Sp. Projects Coord., Dir. of Family Resource March 2013-June 2016</p>	<p>Extra Duty; Materials & Supplies</p>	<p>\$1241.10</p>	<p>EIA/Title I</p>
<p>Mail state assessment results to the parents/guardians of all district students</p>	<p>Testing Office March 2013-June 2016</p>	<p>Postage</p>	<p>\$745.20</p>	<p>Unrestricted</p>
<p>Provide workshop opportunities for parents and students, beginning in the 9th grade, to learn about various aspects of the educational process such as 4-year planning, CAHSEE, college admissions process and financial aid, Career Technical Education, Advanced Placement, English Learner Program</p>	<p>Counseling, Admin March 2013-June 2016</p>	<p>Materials and Supplies</p>	<p>\$1250.84</p>	<p>Title I</p>
<p>Continue to provide a fall Back-to-School Night</p>	<p>Admin, Counseling March 2013-June 2016</p>	<p>Annual Renewal, postage</p>	<p>\$8327.00</p>	<p>Title I, Unrestricted</p>
<p>Provide district and school information to parents via the mail, Parentlink telephone communication, and post documents to the school and district websites.</p>	<p>Admin, Sp. Projects Coord., Resource Teacher, Counselors March 2013-June 2016</p>			
<p>Provide parents accessibility to the Aeries (ABI) Parent Portal to view attendance, grades, assignments, and class syllabi. Continue to provide information in Spanish to assist Spanish-speaking parents in accessing the information.</p>	<p>Admin., Counselors, Technology March 2013-June 2016</p>			

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<p>7. Auxiliary services for students and parents (including transition from and middle school):</p> <p>Conduct informational workshops for parents of incoming 9th grade students</p> <p>Counselors will periodically conduct 4 year plan reviews</p> <p>Summer bridge classes in English Language Arts will be provided for incoming 9th graders who are academically at risk</p> <p>Support classes: English (9) Support, English 10 Support, Common Core Projects and ELD support are provided to students in need of language arts skill building</p> <p>At BUHS, provide an advisory class to those students, especially incoming 9th graders, who have multiple D's and/or F's on their first progress report during the Tutorial period</p> <p>Require attendance at the current after school tutorial program</p> <p>Increase communication with the middle school to increase the support for incoming 9th grade students</p>	<p>Admin, Counseling, Certificated Staff March 2013-June 2016</p> <p>Counseling, Admin March 2013-June 2016</p> <p>Teachers, Counseling, Admin March 2013-June 2016</p>	<p>Materials and Supplies</p> <p>Extra Duty</p> <p>Extra Duty</p>	<p>\$1250.00</p> <p>\$7300.00</p> <p>\$6968</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p>
<p>8. Monitoring program effectiveness:</p> <p>The district will review student performance data as it relates to adequate yearly progress (AYP)</p>	<p>DSLTT, counseling, Liaison</p>			

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<p>and other performance indicators as specified in NCLB and CDE guidelines. The data will be shared with the Board of Trustees.</p>	<p>March 2013-June 2016</p>			
<p>Schools will annually review and update their Single School Plans for Student Achievement (SPSA) and present to the Board to identify progress on identified action steps and secure approval of the plan by the Board</p>	<p>DSLIT, Admin, SSC March 2013-June 2016</p>			
<p>Monitor effective implementation of standards-aligned curriculum through regularly scheduled learning walks.</p>	<p>DSLIT, Admin, Counselors; Liaison March 2013-June 2016</p>			
<p>Classroom teachers will regularly assess students using benchmark assessments to help insure that students are making progress toward mastery of the content standards</p>	<p>Certificated Staff, DSLIT, Admin, Counselors March 2013-June 2016</p>			
<p>Review and revise as needed course goals & objectives, pacing guides, learning targets, and benchmark assessments, to insure standards alignment</p>	<p>Certificated Staff, Admin March 2013-June 2016</p>			
<p>Conduct IEP annual and three year reviews to determine student progress in English Language Arts and appropriate placement in English Language Development classes and to assess continuing eligibility for special education.</p>	<p>Dir. of Sp. Ed, Counselors, Case Managers March 2013-June 2016</p>			
<p>Use common planning (collaboration) time to review student achievement data in English Language Arts and English Language Development and to review student work</p>	<p>Resource Teacher, Sp. Projects Coord., Admin, Teachers March 2013-June 2016</p>			

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<p>9 Targeting services and programs to lowest-performing student groups:</p> <p>Support classes: English (9) Support, English 10 Support, and ELD support are provided to students in need of ELA skill building</p> <p>Use the Response to Intervention model to more effectively provide academic interventions by adjusting school schedules and course options to assist students in need of strategic and intensive support, especially EL and SWD and other under-performing subgroups</p> <p>Utilize existing paraprofessionals to support and reinforce the classroom instructional program Provide a summer school bridge ELA program for incoming 9th grade students with low ELA skills</p> <p>Provide a summer school ELD program for English Learners to assist them in their language acquisition</p> <p>Explore additional options to assist the lowest-performing student groups within or beyond the school day.</p>	<p>Teachers, Admin, Counselors March 2013-June 2016</p> <p>Teachers, Admin, DSLT March 2013-June 2016</p> <p>Instructional Aides, Teachers, Admin Instructional Aides, Teachers, Admin, Counselors March 2013-June 2016</p> <p>Teachers, Sp. Projects Coord., Admin March 2013-June 2016</p> <p>Teachers, Sp. Projects Coord., Admin, DSLT, Counselors, Resource Teacher March 2013-June 2016</p>	<p>Extra Duty Pay</p> <p>Extra Duty Pay</p>	<p>\$7300.00</p> <p>\$7300.00</p>	<p>Title I</p> <p>Title III/EIA</p>
<p>Any additional services tied to student academic needs:</p> <p>The District offers a summer bridge English Language Arts Program for incoming 9th Grade students in need of skill development</p>	<p>Instructional Aides, Teachers, Admin, Counselors March 2013-June 2016</p>	<p>Extra Duty Pay</p>	<p>\$7300.00</p>	<p>Title I</p>

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<p>The A Plus Learning web-based system of online courses are available to students at the high schools for credit recovery and enrichment</p>	<p>Teachers, Admin, Counselors, Technology March 2013-June 2016</p>	<p>Annual Renewal; Extra Duty</p>	<p>\$21616.80</p>	<p>Title I</p>
<p>Study Island web-based program of skill development is available to all AP students</p>	<p>Teachers, Admin, Counselors, Technology March 2013-June 2016</p>	<p>Annual Renewal</p>	<p>\$982.80</p>	<p>Title I</p>

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

Planned Improvement in Student Performance in Mathematics

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: Examine essential standards, course goals and objectives, and pacing guides, and revise/refine the goals and objectives and pacing guides for mathematics courses as necessary</p> <p>Develop and implement learning targets tied to the essential standards in the core courses in order to provide formative assessment data using District-adopted texts including: <i>Math Intervention</i>, Kapplan <i>Algebra Readiness</i>, McDougal Littell <i>Algebra I/II & Geometry</i>, McDougal Littell <i>Advanced Math</i>, Houghton Mifflin <i>AP Statistics</i>, Pearson/Addison Wesley <i>AP Calculus</i>, Prentice Hall</p> <p>Analyze assessment data, including course specific benchmark assessments, to plan, design, and implement differentiated standards-based instruction in the area of Mathematics</p> <p>Teacher evaluations will focus on clear lesson objectives tied to the standards, active student engagement in the learning process, and the use of effective instructional strategies designed to meet the needs of each student</p>	<p>Teachers, Dept. Chair, Resource Teacher, March 2013-June 2016</p> <p>Admin. Teachers, Dept. Chair, Resource Teacher, Admin. March 2013-June 2016</p> <p>Teachers, Dept. Chair, Resource Teacher, Admin. March 2013-June 2016</p> <p>Admin, Superintendent, School Board, Union March 2013-June 2016</p>	<p>Extra Duty Pay or Substitutes</p> <p>Extra Duty Pay or Substitutes</p>	<p>\$10,800</p> <p>\$7300</p>	<p>Title I/DAIT</p> <p>DAIT</p>
<p>2. Use of standards-aligned instructional materials and strategies: Continue to implement the district-adopted Mathematics curriculum with fidelity</p> <p>Use standards-aligned learning targets to provide formative assessment data</p>	<p>Teachers, Resource Teacher, Admin March 2013-June</p>			

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<p>Teachers will regularly examine student work and assessment results to monitor student mastery of the content and make informed instructional decisions</p> <p>Identify strategies and provide appropriate professional development to improve and enrich student achievement in Mathematics</p> <p>Classroom coaching Student Study Teams to plan instructional interventions</p>	<p>2016</p> <p>Teachers, Resource Teacher, Admin March 2013-June 2016</p> <p>Liaison, DSLTL, Literacy Team March 2013-June 2016</p> <p>Counselors Teachers Admin March 2013-June 2016</p>			
<p>3. Extended learning time:</p> <p>BUHS and DVHS sites will explore additional avenues for extended learning time opportunities</p> <p>BUHS and DVHS will provide remedial opportunities within or beyond the school day</p> <p>The BUHS tutorial period will continue to operate but with increased effectiveness to provide meaningful assistance to students</p> <p>DVHS will continue to provide opportunities for additional learning time for its students</p> <p>Opportunities will be provided to students through the district- operated summer school</p>	<p>Teachers, Liaison, DSLTL, Admin., Counseling March 2013-June 2016</p> <p>Teachers, Liaison, DSLTL, Admin., Counseling March 2013-June 2016</p> <p>Teachers, Liaison, DSLTL, Admin., Counseling March 2013-June 2016</p>	<p>Extra Duty Pay</p>	<p>\$14,400</p>	<p>Title I, SpEd</p>

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program				
<p>4. Increased access to technology:</p> <p>All teachers are trained in the use of the district student information system (AERIES) as attendance and grades are entered electronically. The system also includes the ABI component, which allows teachers to access student assessment data, and the ABI parent portal, which gives parents access to attendance, grades, assignments, etc.</p> <p>The district uses Data Director as a data management system to give teachers access to student achievement data and to assist in the development of benchmark assessments in order to make informed instructional decisions and better meet the academic needs of students. Teachers also have opportunities to be trained in the use of the system.</p> <p>The majority of classrooms are equipped with a workstation that includes a ceiling mounted LCD projector to allow teachers to easily use technology related instructional software</p> <p>As 9th graders, students are provided the option to take a one semester class in computer skills and applications, thus providing students with the knowledge and skills related to Microsoft Word, PowerPoint, e-mail, spreadsheets, internet research, etc.</p> <p>Students can access computers in the library and two computer labs at BUHS and the career center at DVHS. A six month process of researching 21st Century Learning Skills has resulted in a set of recommendations and implementation planning will commence in spring 2013 with the expectation that there will be technology implications</p> <p>Hire a Technology Coach to assist teachers in learning how to better use technology to support the instructional program and to provide technology related training as well as data analysis.</p> <p>Laptop computers, desktop computers, and other technology will be purchased to increase student access/use.</p>	<p>Technology; Leadership Team March 2013-June 2016</p> <p>Technology; Leadership Team March 2013-June 2016</p> <p>Technology March 2013-June 2016</p> <p>Counselors, Admin March 2013-June 2016</p> <p>Technology, Classified & Certificated Staff March 2013-June 2016</p> <p>Superintendent, School Board, Technology, Admin. March 2013-June 2016</p> <p>Technology Committee, Tech Dept., Admin March 2013- June 2016</p>	<p>Training, annual renewal</p> <p>Training, Annual renewal</p> <p>LCD Projectors</p> <p>Extra Duty Pay, Tech Upgrades</p> <p>Coach Salary</p> <p>Technology</p>	<p>\$7050.00</p> <p>\$9187</p> <p>\$8530.00</p> <p>\$9500.00</p> <p>\$45,000.00</p> <p>\$73,511.52</p>	<p>Title II, Title I</p> <p>Title II, Title I</p> <p>DAIT</p> <p>Title I, Title II</p> <p>DAIT</p> <p>DAIT, Title I</p>

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<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>Analyze student assessment data and student work to determine areas of strength and weakness during weekly common planning time and other staff development opportunities</p> <p>Continue to require that new teachers participate in BTSA</p> <p>Provide Advanced SDAIE through the learning/lesson design/ coaching model of professional development</p> <p>Continue professional development on Common Core State Standards (CCSS) standards and effective implementation of the District's core strategies for high quality instruction and increase in Depth of Knowledge Levels (DOK) in classroom activities: 1) use of a rigorous learning objective clearly understood by students, 2) check for understanding and adjusting instruction based on the results, 3) increased levels of student engagement incorporating 21st century skills of critical thinking, communication, collaboration, and creativity.</p> <p>Incorporate elements learned in Kate Kinsella training on use of Academic Language in mathematics programs</p>	<p>Liaison; DSLT March 2013- June 2016</p> <p>BTSA Dist. Lead, Administration March 2013- June 2016</p> <p>Certificated Staff, Administration, ICOE March 2013- June 2016</p> <p>Admin., Certificated Staff, Resource Teacher, Sp. Projects Coord. March 2013- June 2016</p> <p>Teachers, Admin., Resource Teacher, Sp. Projects Coord. March 2013- June 2016</p>	<p>Stipends and Substitutes Daily Rate, PD Costs</p> <p>Certificated Buy Back Day</p> <p>Extra Duty; Materials and Supplies</p>	<p>\$5474.40</p> <p>\$70,382.79</p> <p>\$10,175.50</p>	<p>Title II, Part A</p> <p>Title II, Part A; Title I</p> <p>Title III/EIA</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Provide parent organizations with appropriate school/district assessment data: DELAC,</p>	<p>Admin., Sp. Projects</p>			

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ELAC, School Site Council, PTSA, etc.	Coord., Dir. of Family Resource March 2013-June 2016			
Mail state assessment results to the parents/guardians of all district students	Testing Office March 2013-June 2016	Postage	\$745.20	Unrestricted
Provide workshop opportunities for parents and students, beginning in the 9th grade, to learn about various aspects of the educational process such as 4-year planning CAHSEE, college admissions process and financial aid, Career Technical Education, Advanced Placement, English Learner Program	Counseling, Admin March 2013-June 2016			
Continue to provide a fall Back-to-School Night	Admin, Counseling March 2013-June 2016	Annual Renewal, postage	\$8327.00	Title I, Unrestricted
Provide district and school information to parents via the mail, Parentlink telephone communication, and post documents to the school and district websites.	Admin, Sp. Projects Coord., Resource Teacher, Counselors March 2013-June 2016			
Provide parents accessibility to the Aeries (ABI) Parent Portal to view attendance, grades, assignments, and class syllabi. Continue to provide information in Spanish to assist Spanish-speaking parents in accessing the information.	Admin., Counselors, Technology March 2013-June 2016			
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): Conduct informational workshops for parents of incoming 9th grade students	Admin, Counseling, Certificated Staff March 2013-June 2016	Materials and Supplies	\$1250	Title I
Counselors will periodically conduct 4 year plan reviews	Counseling, Admin	Extra Duty	\$7300	Title I/DAIT

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<p>Summer bridge classes in mathematics will be provided for incoming 9th graders who are academically at risk</p> <p>At BUHS, provide an advisory class to those students, especially incoming 9th graders, who have multiple D's and/or F's on the first progress report during the Tutorial period</p> <p>Develop a mandatory after school tutorial program</p> <p>Increase communication with the middle school to increase support for incoming 9th grade students.</p>	<p>March 2013-June 2016</p> <p>Teachers, Counseling, Admin March 2013-June 2016</p> <p>Teachers, Counseling, Admin March 2013-June 2016</p> <p>Teachers, Counseling, Admin March 2013-June 2016</p> <p>Teachers, Counseling, Admin March 2013-June 2016</p>	<p>Extra Duty</p>	<p>\$6968</p>	<p>Title I/DAIT</p>
<p>8. Monitoring program effectiveness:</p> <p>The district will review student performance data as it relates to adequate yearly progress (AYP) and other performance indicators as specified in NCLB and CDE guidelines. The data will be shared with the Board of Trustees.</p> <p>Schools will annually review and update their Single School Plans for Student Achievement (SPSA) and present to the Board to identify progress on identified action steps and secure approval of the plan by the Board</p> <p>Monitor effective implementation of standards-aligned curriculum through regularly scheduled learning walks.</p>	<p>DSLTL, counseling, Liaison March 2013-June 2016</p> <p>DSLTL, Admin, SSC March 2013-June 2016</p> <p>DSLTL, Admin, Counselors March 2013-June</p>			

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<p>Classroom teachers will regularly assess students using benchmark assessments to help insure that students are making progress toward mastery of the content standards</p> <p>Review and revise as needed course goals & objectives, pacing guides, learning targets, and benchmark assessments, to insure standards alignment</p> <p>Conduct IEP annual and three year reviews to determine student progress in English Language Arts and appropriate placement in English Language Development classes and to assess continuing eligibility for special education.</p> <p>Use common planning (collaboration) time to review student achievement data in English Language Arts and English Language Development and to review student work</p>	<p>2016 Certificated Staff, DSLT, Admin, Counselors March 2013- June 2016</p> <p>Certificated Staff, Admin March 2013- June 2016</p> <p>Dir. of Sp. Ed, Counselors March 2013- June 2016</p> <p>Resource Teacher, Sp. Projects Coord., Admin, Teachers March 2013- June 2016</p>			
<p>9.Targeting services and programs to lowest-performing student groups:</p> <p>Use the Response to Intervention model to more effectively provide academic interventions by adjusting school schedules and course options to assist students in need of strategic and intensive support, especially EL and SWD and other under-performing subgroups</p> <p>Utilize existing paraprofessionals to support and reinforce the classroom instructional program</p> <p>Provide a summer school bridge mathematics program for incoming 9th grade students with low math skills</p> <p>Explore additional options to assist the lowest-performing student groups within or beyond the school day.</p>	<p>Instructional Aides, Teachers, Admin March 2013-June 2016</p> <p>Instructional Aides, Teachers, Admin, Counselors March 2013-June 2016</p> <p>Teachers, Sp. Projects Coord., Admin March 2013-June 2016</p> <p>DSLT, Counselors, Resource</p>	<p>Extra Duty Pay</p>	<p>\$7300.00</p>	<p>DAIT</p>

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	Teacher March 2013-June 2016			
Any additional services tied to student academic needs: The A Plus Learning web-based system of online courses are available to students at the high schools for credit recovery and enrichment	Teachers, Admin, Counselors, Technology March 2013-June 2016	Renewal/ Extra Duty	\$21616.80	Title I
Study Island web-based program of skill development is available to all AP students	Teachers, Admin, Counselors, Technology March 2013-June 2016	Subscription	\$982.80	Title I

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

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

		Description of how the LEA is meeting or plans to meet this requirement.
<p style="text-align: center;">R E Q U I R E D A C T I V I T I E S</p>	<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <ul style="list-style-type: none"> a Describe the programs and activities to be developed, implemented, and administered under the subgrant; b Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; t c Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: <ul style="list-style-type: none"> ● Meeting the annual measurable achievement objectives described in Section 3122; ● Making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ● Annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); d Describe how the LEA will promote parental and community participation in LEP programs. <p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) .</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p>	<p>The District considers the CELDT, CST, CAHSEE and SBE-adopted program assessment tools for placement of English learners. Students will receive ELD instructional support through Transitional English 1, Transitional English 2, ELD 1, ELD 2, ELD 2, as well as SEI core classes.</p> <p>BUHSD will implement academic monitoring on a 6 week schedule to identify EL students at risk of failing English and/or math courses. The district will conduct academic intervention procedures that require teachers and counselors to intervene to improve student progress, especially for EL, SWD, and other underperforming student groups.</p> <p>Administration will evaluate and observe classes specifically looking for SDAIE and ELD strategies being implemented.</p> <p>The district will increase parent communication regarding state examinations via ParentLink, parent letters, meetings with counselors, ELAC/DELAC, migrant program and School Site Council. Parent conferences will be conducted prior to the administration of the CELDT to review current EL proficiency level and establish goals for annual growth.</p> <p>The district will continue with implementation of the state-adopted programs <i>The Edge</i> and Pearson as well as implement the newly adopted ELD standards, Common Core State Standards, and 21st Century Skills.</p>

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	<ul style="list-style-type: none"> English proficiency; and Academic achievement in the core academic subjects 	<p>Teachers will fully implement Kate Kinsella strategies focusing on academic vocabulary in the classroom while providing students optimal opportunities for academic discussions utilizing high frequency words. Teachers will implement SDAIE strategies, Common Core State Standards, and 21st Century Skills to ensure grade level coursework is accessible to English Learners.</p>	
<p>R E Q U I R E D</p> <p>A C T I V I T I E S</p>	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel</p> <p>a. designed to improve the instruction and assessment of LEP children;</p> <p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</p> <p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills; long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>Train core teachers in the methodologies of Dr. Kate Kinsella and provide support to ensure implementation of strategies. Provide supplemental training on the WRITE Institute and ensure implementation of the 6+1 Traits of Writing.</p> <p>BUHSD will continue to provide professional development in the common core state standards, 21st Century Skills and newly adopted ELD standards. CALL training will continue to be provided as well as a refresher training in SDAIE strategies.</p>	
<p>A L L O W A B L E</p> <p>A C T I V I</p>	<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Yes or No</p> <p>No</p>	<p>If yes, describe:</p>
	<p>5. Provide –</p> <p>a. tutorials and academic or vocational education for LEP students; and</p> <p>b. intensified instruction.</p>	<p>Yes or No</p> <p>No</p>	<p>If yes, describe:</p>
	<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p>	<p>Yes or No</p> <p>No</p>	<p>If yes, describe:</p>

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T I E S	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No No	If yes, describe:
A L L O W A B L E A C T I V I T I E S	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> ○ 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. 	Yes or No No	If yes, describe:
	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ 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. 	Yes or No No	If yes, describe:
	10. Other activities consistent with Title III.	Yes or No No	If yes, describe:

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

R E Q U I R E D A C T I V I T I E S	<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> a the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; 	<p>Within 30 calendar days, after the beginning of the school year (or during the school year, within two weeks of child being placed in program), the parents/guardians of an English learner are notified of the following: a) initial English language proficiency levels, b) how the child was assessed, c) the child’s language designation, d) description of the district’s program options, e) program placement, f) exit criteria, g) how the program will meet the needs of the child’s IEP or Section 504 plan, and h) expected graduation rate.</p> <p>If the student is identified as Initial Fluent English Proficient the parents/guardians are informed of their child’s English language proficiency assessment results.</p> <p>No later than 30 days after the beginning of the school year the parents/guardians of an English learner are informed annually of the following: a) English language and primary language proficiency level, b) how the child was assessed, c) the child’s academic achievement, d) the child’s language designation, e) descriptions of the district’s program options, f) program placement, g) exit criteria, h) how the program will meet the needs of the child’s IEP or Section 504 plan, and i) expected graduation rate.</p> <p>If the student enters the district during the school year parents/guardians must be provided notification within two weeks of program placement.</p> <p>The Initial and Annual Parent Notification letters also include a description of the</p>

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	<p>g in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</p>	<p>reclassification criteria for Fluent English Proficiency.</p> <p>The EL student is provided with Academic support from the Special Education Program, IEP or Section 504 if services apply to the student to enhance his/her acquisition of English and/or success in high school.</p>
<p>R E Q U I R E D A C T I V I T I E S</p>	<p>h information pertaining to parental rights that includes written guidance detailing –</p> <p>i the right that parents have to have their child immediately removed from such program upon their request; and</p> <p>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;</p> <p>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.</p>	<p>The initial and annual parent notification letters also include an explanation of the parental exception waiver for the Alternative Program. Parental exception waivers are available upon parent request. The district will offer an alternative education program if it receives 21 or more waivers from the same grade level for the same course. (EC 310,311).</p> <p>The Initial and Annual Parent Notification letters also include the description of program placement options. Parents/guardians of an English language learner will receive an explanation of the Alternative Program, Sheltered English Immersion Program, and English Language Mainstream Program.</p>
	<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>	<p>LEA Parent Notification Failure to Make Progress</p> <p>If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>

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Plans to Provide Services for Immigrants – Not Applicable

	IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)). N/A		Description of how the LEA is meeting or plans to meet this requirement.
A L L O W A B L E A C T I V I T I E S	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	Yes or No	If yes, describe:
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	Yes or No	If yes, describe:
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	Yes or No	If yes, describe:
A L L O W A B L E A C T I V I T I E S	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes or No	If yes, describe:
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	Yes or No	If yes, describe:
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	Yes or No	If yes, describe:
	7. Activities coordinated with community-	Yes or No	If yes, describe:

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

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<p>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.</p> <p>The district distributes a comprehensive survey which will result in specific professional development needs of teachers.</p> <p>Instructional staff receive targeted professional development such as Kate Kinsella, 6+1 Traits of Writing, CALL, PDCTEL, CCSS and SBC.</p> <p>BUHSD is continually increasing its technology-based programs. The district provides relevant technology professional development and support to staff. Several technology-based training have been offered and will continue to be afforded to staff.</p> <p>The district ensures staff awareness regarding the most recent rules and regulations and works in concert with the Imperial County Office of Education to provide the most recent strategies to staff.</p>	<p>The results of the staff professional development surveys need to be disseminated to teachers regarding the categories that showed the most need and be provided training options for those categories.</p> <p>Refine staff development for teachers new to the profession or who are not considered highly qualified according to NCLB guidelines.</p> <p>More subject specific training should be provided to core content areas in order to ensure training is meaningful as it relates to their discipline.</p> <p>One area of need is publicizing trainings that are being offered at off site locations. Not all staff members are aware of upcoming trainings and therefore cannot express an interest in attending.</p>

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

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>Superintendent, administration, and teacher leaders, will conduct an annual needs assessment of all certificated staff. The assessment will establish priorities for professional development activities related to increasing student learning and success.</p> <p>Site and district professional development goals will be formulated to provide staff with knowledge and skills needed to move all students towards proficiency. Professional development activities will be planned with a clear link to defined outcomes, and the evaluation of professional development will focus on the extent to which teacher and principal training has improved student learning. Some examples of ongoing professional development activities are:</p> <p>Training on essential standards, learning targets, and formative assessment provisions for collaboration time to examine student work and develop benchmark assessments, learning targets, pacing guides, etc.</p> <p>Training in newly adopted Common Core State Standards and 21st Century Skills.</p>	<p>Leadership team, Liaison March 2013- June 2016</p> <p>Leadership team, Liaison March 2013- June 2016</p> <p>DSLTL, Leadership team, Liaison March 2013- June 2016</p> <p>Leadership team, Liaison March 2013- June 2016</p>			

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<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>District and site administration and teacher leaders will review research to determine which professional development practices have proven to be successful in assisting teachers to improve learning for all students. Particular attention will be paid to practices with the greatest positive effect on accelerating learning for students functioning below grade level standards, as well as those students achieving at a highly advanced level. A coherent system of professional development will be differentiated to incorporate site and District-wide needs.</p>	<p>DSLTL, Leadership Team, Liaison March 2013- June 2016</p>			
<p>Please provide a description of:</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditure s</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>In designing and then assessing the formative impact of the District's professional development program, key curriculum leaders will address the following essential questions:</p> <p>How focused is the program in meeting student needs and meeting or exceeding essential standards through the use of standards-aligned materials, benchmark and formative assessments</p> <p>How closely aligned are the professional development activities to teacher instructional needs?</p> <p>To what extent do the professional development</p>	<p>DSLTL, Liaison, Leadership Team March 2013-June 2016</p>	<p>Extra Duty</p>	<p>\$4215.64</p>	<p>Title I</p>

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<p>activities support student achievement of various subgroups (i.e. English Learners and Special Ed.)?</p> <p>How comprehensive is the level of ongoing support to ensure effective and systemic application of new knowledge and skills?</p> <p>Do professional development activities include intervention approaches to maximize student learning?</p>				
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>The Liaison Team will work to design a professional development program that is coordinated and formulated to support the integration of a standards- based curriculum, the utilization of effective instructional practices, the ongoing use of assessments to support instructional decisions, and understanding the strengths and needs of individual students, to enable all students to meet or exceed state academic content standards.</p>	<p>Liaison, DSLTLT March 2013-June 2016</p>	<p>Extra Duty/Su bs</p>	<p>\$3725.16</p>	<p>Title I</p>
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <ul style="list-style-type: none"> Professional development activities will focus on improving student achievement by increasing the effectiveness of teachers, principals, and paraprofessionals. Available professional development activities include the following: Training for Principals for Site Level Administration and Site Principals, respectively The District will support teachers needing an EL Authorization either through CTET Test Preparation and/or college course 	<p>Liaison, DSLTLT, Leadership Team March 2013-June 2016</p> <p>Superintend ent March 2013-June 2016</p> <p>Superintend ent, Admin, Human</p>	<p>Training /Mileage</p>	<p>\$535.02</p>	<p>Title I</p>

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<p>work</p> <ul style="list-style-type: none"> • The District will support teachers needing to become NCLB Highly Qualified through CSET Test Preparation, college coursework • Advanced SDAIE/Lesson Design/Coaching for Teachers provided by ICOE and certificated coach • Write Institute Training for ELD and SWD Teachers • Professional Development around essential standards, learning targets, student engagement, and formative assessment for teachers in the content areas of English Language Arts, Mathematics, Social Studies, and Science • Review of content standards, course goals & objectives and the development/revision of pacing guides and benchmark assessment • English Language Arts/English Language Development and Mathematics Articulation meetings with the Feeder Middle School Districts. Counselors attend articulation meetings with our feeder school districts. 	<p>Resources March 2013-June 2016</p> <p>Superintendent, Admin, Human Resources March 2013-June 2016</p> <p>Admin, DSLT, Liaison March 2013-June 2016</p> <p>Admin, DSLT, Liaison, Dir. of Sp Ed March 2013-June 2016</p> <p>Admin, DSLT, Liaison March 2013-June 2016</p> <p>Liaison, DSLT, Leadership Team, Counselors March 2013-June 2016</p> <p>Department Chairs, Teachers March 2013-June 2016</p>	<p>ICOE Contract</p> <p>Training</p> <p>ICOE Contract</p>	<p>\$15000</p> <p>\$3500</p> <p>\$15000</p>	<p>Title I</p> <p>DAIT</p> <p>Title I</p>
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<p>Course placement is discussed.</p> <ul style="list-style-type: none"> • Use of weekly common planning time for collaborative data analysis and planning by teachers within departments 	<p>Department Chairs, Teachers Admin March 2013-June 2016</p>			
<p>6 How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>District and site administrators, teacher leaders, Director of Technology, and the recently hired computer technologist will work together with the district's technology committee to insure that technology-related professional development is coordinated/aligned to other district and school professional development activities in order to address staff needs in assisting all students to meet or exceed state academic performance standards.</p>	<p>DSLIT, Technology Committee, Dir. of Technology , Computer Tech. March 2013-June 2016</p>			
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25 percent of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>Data Director and ABI are used to access student data. Contracts with DataDirector and Aeries (or equivalent services) will be renewed every year</p> <p>The district's goal is to provide equal access to all students and to staff members. The District's infrastructure allows for teaching and learning resources to be available to students, parents, and staff.</p> <p>Internet Connectivity – All schools in the District are connected to the Internet, with Internet ports in each classroom. Over 90% of classrooms have a multimedia computer and LCD projector.</p>	<p>DSLIT, Technology Committee, Dir. of Technology, Computer Tech. March 2013- June 2016</p> <p>DSLIT, Technology Committee, Dir. of Technology, Computer Tech.</p>	<p>Annual Renewal</p> <p>Annual Fee</p>	<p>\$12,637.00</p> <p>\$16,800</p>	<p>Title I, Title II</p>

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<p>Teachers are using graphic calculators, ELMO devices, E-notepads, PDAs, etc. to enhance learning.</p> <p>Professional development will involve encouraging ongoing learning in technology for all employees, the modeling of technology by staff members, and the modeling of technology in regular communications and publications within departments and schools. The district will continue its effort to train all employees in the application of a variety of technologies. The use of onsite employee "experts" will facilitate implementation in order to reach as many teachers as possible. A goal will be to assure that teachers attain proficiencies in the use of technology as a resource for teaching, managing, and learning. Professional development activities include:</p> <p>AERIES system training</p> <p>Data Director data management system training</p> <p>ABI data management and portal system training</p> <p>Study Island training</p> <p>Other content specific software training</p> <p>Technology tools training</p> <p>The Superintendent's Leadership Team includes the Director of Business Services, Director of Special Education, Special Projects Coordinator, Resource Teacher, Athletic Director, Director of ASB, principals, and assistant principals. The composition of the committee is established by the superintendent and meets weekly.</p>	<p>March 2013- June 2016</p> <p>Teachers March 2013- June 2016</p> <p>DSLIT, Technology Committee, Dir. of Technology, Computer Tech. March 2013- June 2016</p> <p>Superintendent's Leadership Team March 2013- June 2016</p>	<p>Training</p>	<p>\$7500.00</p>	<p>Title II</p>
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<p>A professional development needs assessment will be conducted annually. Based on the information gathered from the needs assessment, a review of student achievement/performance data, and input from various stakeholder groups such as the DELAC, ELAC's, SSC's, etc., the Superintendent's Leadership Team will establish professional development goals that are focused on improving teachers', administrators', and paraprofessionals' knowledge and skills, implementation of the knowledge and skills, and support for improved teaching and learning, all aimed at improving student achievement/performance. The leadership team will design and select professional development activities, strategies and methods to accomplish the goals, monitor the impact of the activities, and make adjustments as necessary.</p>	<p>Superintendent's Leadership Team Parents March 2013- June 2016</p>			
<p>8. A professional development needs assessment will be conducted annually. Based on the information gathered from the needs assessment, a review of student achievement/performance data, and input from various stakeholder groups such as the DELAC, ELAC's, SSC's, etc., the Superintendent's Leadership Team will establish professional development goals that are focused on improving teachers', administrators', and paraprofessionals' knowledge and skills, implementation of the knowledge and skills, and support for improved teaching and learning, all aimed at improving student achievement/performance. The leadership team will design and select professional development activities, strategies and methods to accomplish the goals, monitor the impact of the activities, and make adjustments as necessary.</p>	<p>Superintendents' Leadership Team Parents Paraprofessionals March 2013-June 2016</p>			
<p>9. How the LEA will provide training to enable teachers to:</p> <p>a. Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;</p>	<p>Dir. of Sp. Ed., Admin, Superintendent, Sp. Projects Coord., Resource Teacher March</p>	<p>Training/Contract w ICOE</p>	<p>\$15,000</p>	<p>Title II, Title I, EIA/Title III</p>

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<p>b. Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</p> <p>c. Involve parents in their child's education; and</p> <p>d. Understand and use data and assessments to improve classroom practice and student learning.</p> <p>Professional development will focus on essential standards, learning targets, benchmarking, and formative assessment, strategies for student engagement, collaborative work time including the summer, using technology to support student learning, and coaching as professional learning communities are created. The professional development model includes learning sessions, collaborative work sessions, classroom observations, and coaching. These activities will take place during the summer, sessions during the school year, and in weekly common planning/collaboration time. They will be on-going with the goal of improving student achievement.</p> <p>Summer school is credit recovery (computer-based program) plus EL summer School, SWD summer school.</p> <p>Weekly common planning/collaboration time will provide teachers an ongoing opportunity to examine student work, to analyze assessment data, and to discuss best practices in order to assess individual as well as program strengths and weaknesses, on aligning curriculum and essential standards, and developing standards-based lessons with the over-arching</p>	<p>2013-June 2016 Safety Committee, DSLT March 2013-June 2016</p> <p>Admin, DSLT March 2013-June 2016</p> <p>Tech Committee, Dir. of Technology March 2013-June 2016</p> <p>Liaison, DSLT, Leadership Team March 2013-June 2016</p> <p>Liaison, DSLT, Leadership Team; Teachers</p> <p>Teachers, Admin, Liaison</p>	<p>ICOE Contract</p> <p>Extra Duty; Materials/Supplies</p>	<p>\$15000</p> <p>\$53,800</p>	<p>Title I, Title II</p> <p>Title I, Title III/EIA, SpEd</p>
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<p>goal of improving student achievement.</p> <p>Pivot Training Principals Coaching Program for site level administration and site principals will enhance the ability of these leaders to guide the professional development program.</p> <p>Training will be provided to staff and parents of English Learners regarding the operation of the District English Learner Advisory Committee (DELAC), the sites' English Learner Advisory Committees (ELAC) and the Title I Advisory Committees with emphasis on working with parents and assisting parents in becoming involved in their students' education.</p> <p>Teachers will attend AP summer institutes to refine their skills in teaching rigorous content to better meet the academic needs of students.</p>	<p>Admin, Superintendent</p> <p>Superintendent Testing and Categorical Programs Office</p> <p>Admin, AP/Honors Teachers</p>	<p>Mileage</p> <p>Extra Duty</p> <p>Training ; Travel</p>	<p>\$535.02</p> <p>\$241.10</p> <p>\$3249.06</p>	<p>Title I</p> <p>Unrestricted/EIA</p> <p>Title I</p>
<p>How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>New teachers will participate in the Beginning Teacher Support and Assessment (BTSA) program. Participants in this two year program will have a support provider (consulting teacher), will complete all four Formative Assessment System for California Teachers (FACT) modules, attend required training sessions, and develop a portfolio of artifacts.</p> <p>The District will support teachers needing an English Learner Authorization either through CTEL Test Preparation and/or college course work.</p> <p>The District will support teachers needing to become NCLB Highly Qualified through CSET Test Preparation, college coursework, and VPSS training work.</p> <p>The district will work with paraprofessionals, working in a program supported by NCLB funding and who do not meet the necessary qualifications, to meet the necessary requirements.</p>	<p>Admin., BTSA Lead, BTSA Support Providers</p> <p>Superintendent, Administration, Human Resources</p> <p>Superintendent, Administration, Human Resources</p> <p>Superintendent, Administration, Human Resources</p>	<p>Stipend, Extra Duty, Substitutes</p>	<p>\$5474.40</p>	<p>Title II, Part A</p>

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

Environments Conducive to Learning (Strengths and Needs):

Please provide a list of the LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

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

<p>Response Plan, district and outside agency resources, emergency disaster procedures and information on Standardized Emergency Management System are housed.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
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Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

ACTIVITIES
<ul style="list-style-type: none"> * Staff members receive training in conflict resolution and confrontation skills. The district employs a school psychologist, health aide, and counselors to deal with the health, emotional and social well-being of students and their families. * BUHSD provides various programs contributing to mental health goals such as Drug, Alcohol, and Tobacco Education and Too Good For Drugs. * BUHSD school sites utilize a truancy officer whose sole responsibility is making contact with parents of students who are being absent from school on a regular basis. * The school sites also have SART and SARB meetings with parents of students who are showing absenteeism problems on both an excused and unexcused level and will continue to provide due process in student attendance and behavioral matters; appropriate recommendations for interventions and/or alternate school placement will be made. * BUSHD school sites implement a comprehensive discipline policy that is progressive in nature. This discipline policy provides plenty of parental contact as the policy goes through the discipline due process. This policy clearly explains the behavior expectations of students in the district. * BUHSD also operates a Family Resource Center that serves as a hub of referral services for the families of BUHSD students. The family Resource Center is located on the campus of BUHS and is easily accessible to all staff and students. * The district has an Earthquake Disaster Crisis Response Plan in which information on how to respond to a crisis such as: risk factors, suicide/threat response, violence/aggression response and training drills is included. * School Safety Team will annually revise and update the site level Safety Plans. Staff will receive

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- training on the revisions.
- * The schools' discipline policies will be annually reviewed and revised as needed. Students and parents will be informed in writing and in oral presentations of the schools' behavioral expectations and policies.
 - * Age appropriate, research-validated social/emotional and health curriculum including ATODV prevention will be taught. School assemblies and motivational speakers, career fairs and other events will emphasize positive student behaviors and school climate.

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

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

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

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<p>number of disciplinary referrals to the office, observed aggressive behavior, and teacher observation.</p> <p>BUHSD employs a school psychologist and several psychologist interns who provide assistance whenever needed.</p> <p>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.</p> <p>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.</p> <p>The district supports a strong athletic program, foods and cafeteria program/healthy menu, strong and thriving ASB program, and various after school clubs and service groups as well as free counseling services through the Family Resource Center available on or off campus.</p>	<p>drop-out need to be implemented.</p>
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Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

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

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

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

<p align="center">Alcohol, Tobacco, Other Drug Use, and Violence Prevention</p> <p align="center">Performance Measures</p> <p align="center">From the California Healthy Kids Survey</p>	<p align="center">Most Recent Survey date:</p> <p align="center">04/01/2010</p> <p align="center">Baseline Data</p>	<p align="center">Biennial Goal</p> <p align="center">(Performance Indicator)</p>
<p>The percentage of students that have ever used cigarettes will decrease biennially by:</p>	<p>5th NA %</p> <p>7th NA %</p>	<p>5th NA %</p> <p>7th NA %</p>
<p>The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:</p>	<p>7th NA_%</p> <p>9th 18%</p> <p>11th 23 %</p>	<p>7th NA%</p> <p>9th 13.5%</p> <p>11th 17.25%</p>
<p>The percentage of students that have used marijuana will decrease biennially by:</p>	<p>5th NA %</p> <p>7th NA_%</p>	<p>5th _NA_%</p> <p>7th NA_%</p>
<p>The percentage of students that have used alcohol within the past 30 days will decrease biennially by:</p>	<p>7th _NA_%</p> <p>9th 36%</p> <p>11th 47%</p>	<p>7th _NA_%</p> <p>9th 32%</p> <p>11th 43%</p>
<p>The percentage of students that have used marijuana within the past 30 days will decrease biennially by:</p>	<p>7th — %</p> <p>9th 18%</p> <p>11th 14%</p>	<p>7th — %</p> <p>9th 14%</p> <p>11th 10%</p>
<p>The percentage of students that feel very safe at school will increase biennially by:</p>		

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	<p>5th NA_%</p> <p>7th NA_%</p> <p>9th 12%</p> <p>11th 22%</p>	<p>5th NA%</p> <p>7th NA%</p> <p>9th 25%</p> <p>11th 50%</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:</p>	<p>7th NA_%</p> <p>9th 18%</p> <p>11th 14%</p>	<p>7th _NA_%</p> <p>9th 14%</p> <p>11th 10%</p>
<p>Truancy Performance Indicator</p>		
<p>The percentage of students who have been truant will decrease annually by _____ from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	<p>67%</p>	<p>10%</p>
<p>Protective Factors</p> <p>Performance Measures</p> <p>from the California Healthy Kids Survey</p>	<p>Most recent date:</p> <p>04/01/2010</p> <p>Baseline Data</p>	<p>Biennial Goal</p> <p>(Performance Indicator)</p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:</p>	<p>5th NA %</p> <p>7th NA_%</p> <p>9th 26%</p> <p>11th 32%</p>	<p>5th NA %</p> <p>7th NA %</p> <p>9th 31%</p> <p>11th 37%</p>
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:</p>	<p>5th NA_%</p> <p>7th NA_%</p> <p>9th 41%</p> <p>11th 44%</p>	<p>5th NA_%</p> <p>7th NA %</p> <p>9th 46%</p> <p>11th 49%</p>

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<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:</p>	<p>5th _NA_ % 7th NA_ % 9th 9 % 11th12 %</p>	<p>5th NA % 7th NA_ % 9th 13 % 11th 15%</p>
<p>The percentage of students that report high levels of school connectedness at their school will increase biennially by:</p>	<p>5th _NA_ % 7th _NA_ % 9th 22% 11th 29%</p>	<p>5th _NA_ % 7th _NA_ % 9th 27% 11th 34%</p>

Other Performance Measures – Not Applicable

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

<p style="text-align: center;">LEA Specified Performance Measures</p> <hr/> <p style="text-align: center;">(Process to Collect Data)</p>	<p style="text-align: center;">Performance Indicator Goal</p>	<p style="text-align: center;">Baseline Data</p>

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

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Too Good For Drugs	Alcohol, Tobacco, Drugs, Violence	9 th and 10 th	902	2010-11	2010-11	2010-11

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs	ATODV	9-12
X	Conflict Mediation/Resolution	ATODV	9-12
X	Early Intervention and Counseling	ATODV	9-12
	Environmental Strategies		
	Family and Community Collaboration		
	Media Literacy and Advocacy		
	Mentoring		
	Peer-Helping and Peer Leaders		
	Positive Alternatives		
	School Policies		
	Service-Learning/Community		

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	Service		
	Student Assistance Programs		
	Tobacco-Use Cessation		
	Youth Development Caring Schools Caring Classrooms		
	Other Activities		

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Promising or Favorable Programs (4115 (a)(3)): - Not applicable

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	Start Date
None						

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):

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

Based on student discipline data, there appears to be a slight reduction in negative student behaviors/attitudes over the past few years. The LEA has experienced a steady use of alcohol, tobacco and drug use by students. Discipline records indicate that the use has been continuous declining ever so slightly over the past few years. A review of student referral data yielded findings that the vast majority of discipline issues are related to defiant/disruptive behavior. Data has shown a decrease in the number of incidents of fighting/battery and of vandalism/graffiti over the past several years.

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The LEA has a Safety Committee that meets monthly to review policies, detention, suspension, expulsion data and referral rates. Interviews will be held of participants and staff members and attendance in the programs will be monitored. Data will be evaluated to help focus efforts in assisting students to be successful.

Use of Results and Public Reporting (4115 (a)(2)(B)):

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

At the end of each semester (or as soon as they become available), the LEA will disseminate the results and all information to various stakeholders. The LEA will utilize mailings to parents, posting information in school websites, including the information in principal's newsletter, providing the information to the local press, information will also be available through the governing board's meeting minutes. Annually, BUHSD will publish School Accountability Report Cards (SARC) that include a progress report in meeting the safe schools performance measures. The SARCs will be posted on the Internet and will be available at school site offices

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])

Not applicable: The District does not receive SDFSC funds.

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.

Although the District does not receive SDFSC funds, numerous staff play integral roles in issues related to ATOVD prevention including counselors, Director of Family Resources, health aide, school psychologist, administration, security staff, and local law enforcement. These individuals work intimately in assuring coordinated services that are appropriate for individual students, groups of students and schoolwide issues.

Program goals, activities and budgets are included in each school's Single Plan for Student Achievement and approved by School Site Councils. Personnel are funded by Medi Cal and the general fund.

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 will serve as School Site Council members, DSLT members, ELAC and DELAC representatives with opportunities to provide input into program implementation, maintenance and future planning. Parents will be full participants in monitoring program delivery, recommending modifications as necessary, and ensuring program integrity. Parents of students involved in repeated disciplinary actions will be strongly encouraged to participate in the Family Resource Center programs for parents. The schools will provide numerous opportunities for parents to be involved including Booster Clubs, Parent Advisory Council, Back to School Night, Orientation Nights, Title I Parent Meetings, Career Days, English Learner Advisory Committees, Migrant Parent Advisory Committee, Senior Parent Nights, and many others.

School Accountability Report Cards include information about school safety plans; programs and practices that promote a positive school environment; suspension/expulsion statistics; and a description of facilities. Parent information regarding issues related to ATODV will be included in the parent handbook. The Parent/Student handbook will include all required information relating to discipline, conduct, suspensions/expulsions, due process and attendance.

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

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

The District does not receive TUPE funds

Pregnant minors attending Brawley Union High School District schools are entitled to the same services as all other students. Although the district does not receive TUPE funding, pregnant and parenting teens receive direct instruction and written information regarding the effects of tobacco use. The Family Resource Center will make referrals to tobacco-use prevention service providers as needed.

TUPE Funded Position Health & Safety Code 104420(b)(3):

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

Position/Title	Full time equivalent
None	

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
<p>5.1</p> <p>H</p> <p>i</p> <p>g</p> <p>h</p> <p>S</p> <p>c</p> <p>h</p> <p>o</p> <p>o</p> <p>l</p> <p>G</p> <p>r</p> <p>a</p> <p>d</p> <p>u</p> <p>a</p> <p>t</p> <p>e</p> <p>s</p>	<p>A) Students and parents are informed of the requirements for graduation and admission into UC/CSU.</p> <p>B) Students complete a four- year academic plan.</p> <p>C) Counselors are assigned to all students and meet with each student at least once each year to review the student's academic progress.</p> <p>D) Notices are sent to parents regarding their students' progress; conferences are scheduled as needed.</p> <p>E) Career assessments and surveys (ASVAB) are administered and the results interpreted for students.</p> <p>F) Students who have failed courses may attend the credit</p>	<p>All Students</p> <p>All Students</p> <p>All Students</p> <p>All Students</p> <p>11th Grade</p> <p>All Students</p>	<p>Counselors/Admin. March 2013- June 2016</p> <p>Counselors March 2013- June 2016</p> <p>Counselors March 2013- June 2016</p> <p>Counselors March 2013- June 2016</p> <p>Counselors, Technology March 2013- June 2016</p> <p>Counselors, Admin. March 2013-</p>	<p>Schools will increase their graduation rate by 4.19% in accordance with state and federal guidelines.</p>	<p>General Fund/Title I</p>

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	<p>recovery after-school or Saturday program</p> <p>G) The tutorial period is available to students who need/want additional academic assistance from teachers in language arts, math, science, social studies, and/or world languages.</p> <p>H) All freshmen receive a "College Making it Happen" presentation by counselors.</p>	<p>All Students</p> <p>9th Grade</p>	<p>June 2016</p> <p>Teachers, Counselors, Admin March 2013-June 2016</p> <p>Counselors Teachers March 2013-June 2016</p>		
<p>5.2</p> <p>D r o p o u t s</p>	<p>A) Interscholastic athletic teams for males and females are available to many students at the freshman, junior varsity, and varsity levels.</p> <p>B) A variety of school clubs, including community service oriented clubs, as well as special interest clubs are available to students</p> <p>C) During the 4-year planning process and during registration students and parents are informed about BUHSD's AP Program.</p> <p>D) Apply for the College Board Fee</p>	<p>All Students</p> <p>All Students</p> <p>All Students</p> <p>All Socio-Economica</p>	<p>Dir. of Athletics, Coaches, Admin March 2013-June 2016</p> <p>Club Advisors, Dir. of ASB, Admin March 2013-June 2016</p> <p>Counselors, AP Coordinator Admin March 2013-June 2016</p> <p>Counselors, AP Coordinator</p>	<p>The drop out rate will remain below 3%.</p>	

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	<p>Waiver Program.</p> <p>E) Information Night and other evening meetings are held at which the AP Program is discussed.</p> <p>F) Student government/student council and leadership class.</p> <p>G) Incoming 3-day Freshman Transition Program Orientation.</p>	<p>lly Disadvantaged Students</p> <p>All Students</p> <p>All Students</p> <p>Incoming 9th Graders</p>	<p>, Admin March 2013-June 2016</p> <p>Counselors, AP Coordinator , Admin Dir. of ASB, Admin, March 2013-June 2016</p> <p>Counselors Admin, Counselors March 2013-June 2016</p> <p>Counselors Admin March 2013-June 2016</p>		
<p>5.3</p> <p>A d v a n c e d P l a c e m e n t</p>	<p>a. The comprehensive high school will continue to offer AP courses in science, mathematics, English, social science, and foreign language.</p> <p>b. Students will be provided opportunities to participate in on-line AP course preparation such as Study Island.</p>	<p>All Students</p> <p>All Students</p>	<p>Counselors, AP Coordinator Admin March 2013-June 2016</p>	<p>The number of students enrolled in AP courses will increase by 2%</p>	<p>General Fund</p>

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Additional Mandatory Title I Descriptions

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

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

Based upon "Free and Reduced" lunch eligibility, all three schools in the district have poverty rates above 35%. Therefore, all three schools receive Title I funding.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> ● Number of children in families receiving assistance under the CalWorks program; ● Number of children eligible for Free/Reduced Price Lunch programs; ● Number of children ages 5-17 in poverty counted by the most recent census data; ● Number of children eligible to receive medical assistance under the Medicaid program; ● Or a composite of the above. 	<p>Brawley Union High School District is composed of one comprehensive high school and two alternative schools; one continuation and the other independent study. All three schools serve the same attendance area. The number of students eligible for free/reduced price lunch programs is the low-income measure used by the District.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds:</p> <p>All schools with a 75% or above poverty level are funded</p> <ul style="list-style-type: none"> ● All other schools are funded by poverty ranking district wide or by grade span. 	<p>The district-wide poverty rate is used to rank schools. The District funds all schools with a poverty rate above 75%.</p>

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

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> ● A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. ● Effective methods and instructional strategies based on scientifically-based research. ● Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. ● Proven strategies that address the needs of historically 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 	<p>All schools in the district that are currently Title I funded. BUHS have a poverty rate above 75%. In 2008 BUHS, was approved to become Title I Schoolwide Program school. Prior to these dates it operated as Targeted Assistance School. The LEA supports this school by working with the Imperial County Office of Education to provide professional development relative to essential standards, learning targets, engaging students in learning, and formative assessments in the four core academic areas. Strategic math, strategic algebra, and English support classes are offered for students who need skill building in these content areas, as well as support classes for English Learners; after school CAHSEE remediation classes after school tutorials; after school learning center; and summer school programs. The hiring of NCLB Highly Qualified teachers and those with English Learner Authorizations is a priority for the district. The district assists those teachers needing additional college course work and those teachers in alternative settings that are working through the credentialing process. The district encourages paraprofessionals to participate in job specific trainings, as available. All site level administrators are attending CCSS training. The Board approved instructional calendar provides for weekly common planning/collaboration time to facilitate discussions on student work, assessment results, and best practices. Content standards review, as well as curriculum and assessment development, review, and revision are supported activities. Parents are frequently informed of school activities through ParentLink communication as well as the online grading program. Parents are encouraged to attend ELAC, SSC, and DAS/DELAC meetings. Summer bridge English, summer bridge Math, summer ELD class are part of a limited summer school offering.</p>

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<p>transitioning from early childhood programs to elementary school programs.</p> <ul style="list-style-type: none"> ● Timely and effective additional assistance to students who experience difficulty mastering state standards. 	
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> ● Effective methods and instructional strategies based on scientifically-based research. ● Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. ● Strategies that minimize removing children from the regular classroom during regular school hours for instruction. ● Instruction by highly qualified teachers. ● Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. ● Strategies to increase parental involvement. 	<p>The district will support DVHS and Renaissance, the target assistance schools, in its efforts to identify participating students by providing access to student data, including working with feeder school districts to provide data for incoming 9th grade students. Mathematics support classes: strategic math, strategic algebra, and transitional math support will be offered during the regular school day to supplement identified students’ mathematics programs. “Highly qualified” mathematics instructors will teach these courses, which are for elective credit, using a variety of instructional strategies. Similarly, language arts support classes: strategic English (9), strategic English 10, reading remediation, and ELD support will be offered during the regular instructional day to supplement identified students’ language arts programs. “Highly qualified” language arts instructors will teach these courses, which are for elective credit, using a variety of instructional strategies. Freshman Advisory will be provided for those ninth graders who demonstrate at-risk academic behavior as measured by multiple D’s and/or F’s on their first progress report. Also, CAHSEE support classes are offered to assist those seniors and juniors who have not passed one or both portions of the exam. The district offers a limited summer school, which focuses primarily on students who are making up failed courses, those who qualify for extended school year, and on students who need additional learning in preparation for CAHSEE testing on the section (s) that these individuals have not passed. Professional development will be encouraged and supported by working to secure the services of trained individuals to provide a variety of research-based professional development activities, including coaching, designed to promote effective instructional practices. Counselors communicate frequently with parents of students who are not experiencing success in school to develop support plans to assist students.</p>

Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> ● Identify children who are failing or most at risk of failing to meet the state academic content standards. ● Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. ● Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>Administrators, counselors and select department chairs/teachers, as well as IEP teams in some cases, are involved in making decisions regarding which students will receive services. The district's schools are considered schoolwide Title I; therefore all students are eligible to receive services. However, for the students most in need of services is determined by utilizing the criteria below.</p> <ul style="list-style-type: none"> - Failure to make adequate progress toward graduation as defined by not passing one or both portions of the CAHSEE. - Failure to make adequate progress toward graduation as defined by the number of credits earned: 40 or fewer credits at the end of the student's freshman year; 100 or fewer credits at the end of the student's sophomore year; and 160 or fewer credits at the end of the student's junior year. - Scoring in the "below basic" or "far below basic" range on the California Content Standards Tests (CSTs) in Language arts and/or mathematics. - Teacher recommendation based on grades, student performance, and/or results on benchmark or other local assessments - IEP team recommendation <p>Parents will be notified of their student's eligibility for services.</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>The lead counselor is the appointed district liaison for the homeless. Immediate enrollment occurs for all homeless students and homeless students are able to remain in their school of origin. Transportation fees are waived for homeless students and city bus passes are made available for students</p>

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	who are in need.
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.	This section is not applicable.

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> ● Assistance in developing, revising, and implementing the school plan. ● Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. ● Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. ● Assistance in analyzing and revising the school budget so the school's resources are used effectively. 	<ul style="list-style-type: none"> ● Provide a school profile to schools, which gives CAHSEE, CST, and CELDT assessment data, GAP analysis information, group cluster scores, as well as API and AYP information. Use this data to develop, revise, and implement the SPSA, involving all school stakeholders at Brawley UHS and Desert Valley HS. ● Review the LEA Plan in the SPSA development process at each high school to ensure seamless alignment of school and district priorities to address the needs of underperforming students. ● Support the work of a teacher, who is the District's Data Director liaison to upload benchmark assessments to the data system, process benchmark assessment documents, assist with the score reports for teachers, and provide training on how to use the system. ● Secure professional development services

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	<p>and coordinate the implementation of high quality professional development activities such coaching, data protocols for teacher collaboration meetings, 21st century strategies, CCSS.</p> <ul style="list-style-type: none"> ● In collaboration with the Assistant Superintendent of Fiscal Services, site administrators will analyze and revise schools budgets to ensure that school resources are used effectively, with special emphasis on providing resources to the District's PI Year 3 School, Brawley UHS.
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Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	The district will notify all parents in writing of the schools' program improvement status. This letter also indicates that they can select to send their student(s) to another school in the District that is not in PI and the District will provide paid transportation. Households eligible for SES services will be notified in writing of the application procedures.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	The letter mailed to parents outlines the school choice option, lists schools in the District, and informs them about District paid transportation. Every fall, a supplemental educational services (SES) provider fair is held allowing parents to receive information from vendors regarding services offered. For choice and SES, priority will be given to the lowest achieving students from low-income families. Student achievement on the CAHSEE, ELA and math CST scores and credits earned will be used, starting with the lowest performing students and working up.

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Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement
<p>Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>Human resources staff and staff from the school sites will attend recruitment fairs and focus on the hiring process early to help insure qualified candidates. Professional development, including the BTSA Induction Program for new teachers, will be provided and supported by the District. Teachers needing to become NCLB Highly Qualified and/or authorized to teach English Learners will receive support for training, tutorials, college course work, and/or the credentialing process. Coordination will be provided by the human resources department, working with educational services and the site principals. The district will continue to support site administrations in their training of principles and implementation needs for CCSS. Additionally, Title I and Title II funding will be used to support professional development activities that are ongoing, include follow up and are research based. Emphasis will be placed on providing training to improve teaching practices and student academic achievement through effective instructional strategies, methods and skills and the implementation of the Common Core State Standards and 21st Century Skills.</p>
<p>Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.</p>	<p>Parents are invited and encouraged to get involved on committees and to play an active role in their students' education. Many informational meetings are held each year that give parents useful information relative to the educational process. The technology department has launched the AERIES Parent Portal, which allows parents to retrieve data 24/7 regarding their students' grades, attendance, classroom assignment, etc. The district encourages and supports training for parents through on-site trainings such as DELAC/ELAC training. Informational evening presentations are offered throughout the school year on a variety of topics.</p>

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ul style="list-style-type: none"> a Even Start b Head Start c Reading First d Early Reading First e Other preschool programs f Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>The Superintendent's Leadership Team, which includes the following: Superintendent; Director of Business Services; Director of Special Education, Brawley High School Principal; Desert Valley High School Principal; two BUHS High Assistant Principals, Resource Teacher, Special Projects Coordinator, Lead Counselor, Director of Athletics and ASB Director will gather input from various stakeholder groups and work collaboratively to coordinate and integrate services from the various programs so as to focus attention on student learning and district student achievement goals.</p> <p>Overall, the district operates educational programs for students that are coherent and coordinated. Supplemental services support the learning of the core curriculum. General and categorically funded counselors, Special Projects Coordinator, Director of Special Education and resource teacher monitor the progress of educationally disadvantaged, English Learners, special education and migrant students, and assure that students are aware of the services for which they are eligible. All teachers receive class lists identifying students' language levels and special education status, and have received information on available services.</p>

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DAIT or Other Technical Assistance (TA) Provider Recommendations: In accordance with California *Education Code* Section 52059(e), a DAIT or other technical assistance provider is required to assess the needs of an LEA in each of the seven areas listed below and to make recommendations in any area it determines to be in need of improvement. In the table below, indicate whether the report of findings includes recommendations in one or more areas and whether the revised LEA Plan documents steps to adopt the recommendations.

High Leverage Recommendations based on the specific findings and recommendations included in each DAIT Standard are included below with a goal of improving District systems in support of under-achieving student populations:

High Leverage Recommendation	Area of Responsibility
<p><u>A. Delineation of Roles, Responsibilities, Priorities and Organizational Management</u></p> <ul style="list-style-type: none"> ● Assure that Board Goals are data-driven, measurable and serve as the foundation for the LEA Plan in line with the Board's function of setting policy and providing direction for the District ● Identify 3-4 high leverage district initiatives from the LEA Plan and focus resources and support to assure full implementation before any additional programs are undertaken. ● Through a collaborative process involving District and site leaders, analyze current areas of responsibility to develop an organizational structure that clearly delineates, articulates, and distributes roles and responsibilities. The organizational structure should be made known to all staff and evaluated regularly to ensure that it facilitates a culture of ongoing support for student achievement (see Brawley UHS March 2011 WASC Recommendations #5). ● Define the roles and responsibilities of the various personnel in relationship to their accountability for the new LEA Plan. 	<p>Superintendent Superintendent's Instructional Leadership Team 2013-2016</p>
<p><u>B. Instructional Leadership, Monitoring and Improvement</u></p> <ul style="list-style-type: none"> ● Create and empower a consolidated Instructional Leadership Team (ILT), as the primary instructional leadership body to develop, implement, monitor and evaluate the LEA Plan. This may be accomplished by augmenting the existing Literacy Team with members from the Liaison Committee, Financial Services, and Human Resources. Members of the ILT should plan the agendas and facilitate meetings of the DSLT during the DAIT process. ● Convene monthly ILT meetings with a focus on identifying which types of evidence for each district initiative should 	<p>Superintendent Superintendent's Instructional Leadership Team 2013-2016</p>

<p>be collected and reviewed for monitoring purposes and to determine next steps for continuous improvement.</p> <ul style="list-style-type: none"> ● Compile minutes of each meeting identifying 2-3 key points that should be emphasized and disseminate to each stakeholder group. Develop a system for disseminating information and receiving responses from stakeholder groups to deepen understanding and gain input from School Site Council (SSC) members, ELAC members, departments, etc. Utilize stakeholder responses in planning future topics of discussion to create a Cycle of Inquiry related to District and school improvement. 	
<p><u>C. 21st-Century Teaching and Learning</u></p> <ul style="list-style-type: none"> ● Conduct a professional conversation with ILT members around the current status of the core instructional delivery model in the District. It is important to clarify the current confusion among approaches such as Explicit Direct Instruction (EDI), the TAPPLE protocol to check for understanding (Teach First, Ask a Question, Pause, Pair-Share, Listen to the Response, Effective Feedback), and LEARN (make the Learning objective clear, Engage students, Assess students' knowledge, focus on Rigor, and Neat and safe learning environment). Communicate clear expectations and a rationale regarding the core instructional delivery model to be used by all staff. As the district transitions to the Common Core State Standards, the core instructional model needs to be firmly in place so additional instructional delivery models such as project based learning can be added to the teachers' expertise as they are accountable for teaching more rigorous standards. ● Assess the current level of instructional personnel's understanding of the Common Core State Standards and the Smarter Balanced Assessment system and deepen their knowledge and skills to identify the learning needs of 21st century learners. ● At ILT and DSLT meetings, monitor and adjust the LEA Plan's action steps designed to identify how the transition to CCSS will be accomplished. This would include updating timelines, reviewing standards-aligned materials, writing formative assessments, etc. ● Select a limited number (2-3) of research-based best practices for Districtwide implementation over the next several years to increase Depth of Knowledge (DOK) levels for classroom activities (e.g. questioning strategies) and incorporate 21st Century skills by involving students in activities requiring critical thinking, oral and written communication, collaboration, and creativity. For example, emphasize a focus on good teaching including 	<p>Superintendent Superintendent's Instructional Leadership Team 2013-2016</p>

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<p>three key elements: 1) a rigorous learning objective clearly understood by students, 2) checking for understanding and adjusting instruction based on students' responses, 3) engagement of students through activities providing opportunities for critical thinking, communication, collaboration, and creativity.</p> <ul style="list-style-type: none"> ● Provide targeted professional development to address gaps and expand a shared definition of what the CCSS should look like in Brawley UHSD. ● Provide universal professional development to all certificated staff on the identified priority strategies. ● Develop a walk-through protocol to use for monitoring classroom implementation of key innovations, leading toward a model involving peer observations and analysis of student progress (such as Elmore's "Instructional Rounds") over time. ● Set aside a definite, regular time weekly for site and/or District walkthrough teams to visit classrooms and observe the quality of instruction and implementation of priority strategies. Gather data from the walkthroughs to inform the entire system on which parts of the innovations are becoming successful and which need further professional development. ● Provide feedback to teachers to reinforce effective teaching strategies and collaboratively identify possible "next steps" to create a culture of continuous improvement in teaching practices. 	
<p><u>D. Support for Underperforming Students</u> At ILT meetings, identify appropriate school and District stakeholders to involve in activities described below:</p> <ul style="list-style-type: none"> ● Review the variety and scope of current interventions. Evaluate their effectiveness in allowing students to be more successful on mandated and local assessments, both current and future. Seek out examples of successful research-based programs to observe in action as potential models for adoption. ● Consider adopting alternative approaches such as hands-on CTE classes incorporating ELA and math skills or AVID-like research-based strategies to support students and promote a college-bound school culture without the cost and complication of embracing a full AVID program. ● As part of the review process, evaluate the various programs from a cost benefit perspective (i.e. which have been most cost effective over time.) 	<p>Superintendent Superintendent's Instructional Leadership Team 2013-2016</p>

- Based on the review, determine those programs that should be discontinued and those that should be carried forward/enhanced.
- Incorporate existing successful intervention structures into a Response to Intervention (RtI) model for District implementation. Identify specific personnel responsible for the following: (1) overseeing the RtI model to clarify the components of the program; (2) selecting materials for students needing benchmark, strategic, and intensive intervention; (3) overseeing the implementation timeline, including pilot processes (as appropriate) in order to assure full implementation; (4) providing appropriate professional development to all affected staff.
- As part of the RtI model, create and implement a process for targeting interventions for long-term English Learners (EL) students and students who are not progressing through the levels of proficiency. Evaluate the local redesignation criteria to determine if it meets the needs of EL students within Title III guidelines.
- Evaluate the Student Study Team (SST) process to incorporate a user-friendly referral process that results in early conversations about students at risk of not succeeding. Identify personnel and specific processes needed to track action steps identified during SST meetings, schedule follow-up meetings, and provide additional interventions, as needed.
- Using Data Director and/or Aeries, query and create lists of underperforming students to be certain that all teachers know which of their students fit into those categories. Use this data to identify focus students for each instructional period with specific monitoring steps.
- Analyze student data available in Aeries related to grades, behavior, attendance, and other success indicators of EL students and students with disabilities (SWD) to ensure that scaffolding of instruction and accommodations/modifications increase students' access to core curriculum.
- Clarify the system to identify who is responsible and what actions are to be taken to increase collaboration between regular education teachers and teachers of SWD/EL to ongoing efforts are in place to improve student success.
- Evaluate current school schedules to identify opportunities for additional interventions both within the school day and beyond, including a meaningful summer school program for remediation or the possibility of credit recovery.
- Re-examine the purpose and effectiveness of the current Tutorial period. Consider moving the Tutorial period to the end of the day. Explore some "out of the box" options to increase the productivity of the tutorial period for students. For example, could college students serve as tutors?

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<p>Could a peer tutoring program be incorporated into the Tutorial period? Could counselors provide support group discussions with students on interpersonal issues (grief, divorce, personal connections, anger management)? Could students with a 2.5 or better participate in clubs during Tutorial on a weekly basis?</p> <ul style="list-style-type: none"> ● Also consider how elements of the Rtl model could be incorporated into the Tutorial program to make it more effective. ● Evaluate current practices to ensure that students feel valued and supported as individuals preparing for a productive adult life and have a personal connection with other students and school personnel. 	
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DAIT Standard	Area Addressed in DAIT or TA Provider Recommendations	Person(s) Responsible
<p>Governance</p>	<p>To assure the protocols are implemented effectively, the team recommends the Board and Superintendent conduct an annual review of the implementation of the protocols and identify 3-4 protocols that may need attention or refinement. These would be identified as improvement targets for the year.</p> <p>The DAIT process provides the District an opportunity to revisit the Board goals so they truly drive the District's improvement efforts. It must be an inclusive process involving a representative group of stakeholders. State-provided tools should be used to expand the number of people providing input. It is essential that the Board priorities be based on a variety of data sources such as student achievement, discipline, input from all stakeholders, current research, guidance from the CDE and observations. It is also very important to assure the priorities are aligned to the LEA Plan. The plan will include actions steps, timelines, monitoring plans and evaluation for each Board priority and each goal in the plan connected to the measurable targets established for the Board Goals.</p> <p>The plan should establish District expectations for staff so it is clear what is needed. As part of this initiative, current roles and responsibilities should be analyzed (as described in High</p>	<p>Superintendent Governing Board Superintendent's Instructional Leadership Team 2013-2016</p>

	<p>Leverage Action I) to ensure that site-level leaders can increase their focus on monitoring and improving the instructional program, rather than assuming District-level functions. The Pivot Team recommends that District undertake a thorough analysis of the effectiveness of current positions, roles and responsibilities, to ensure that the skills and talents of the dedicated BUHSD staff are used to maximum advantage.</p>	
<p>Alignment of curriculum, instruction, and assessments</p>	<p>The current system of curriculum, instruction and assessment has gaps both in what it includes and how it is being implemented. The ability of site administrators to allocate uninterrupted time on a weekly basis to observe instruction, provide feedback to teachers, and participate in department-level meetings related to using data to improve instruction should be established as a District priority not impacted by District-level tasks.</p> <p>Instructional time is given priority and protected from interruptions -The following action steps are recommended to ensure that instruction is a clear priority at Brawley UHS:</p> <ol style="list-style-type: none"> 1. Work with the teaching staff to assure the intent of the Tutorial period is being met. Have Counselors and teachers work with students to be proactive in seeking the help they need from teachers. Consider an AVID-like strategy such as having college students tutor students in small groups during the tutorial period. Consider the use of Sustained Silent Reading or other research-based strategy for part of the Tutorial period. 2. Study the impact of the block schedule on students who participate in sports programs. Are they receiving the correct number of instructional minutes? Examine the schedule for tutorial to determine if moving to later in the day would minimize instructional time missed for students participating in athletic events. 3. Evaluate the current “open campus” practice at lunch to ensure that this privilege is available only to students who demonstrate responsibility in academics, behavior, and class attendance. Develop policies that take advantage of the off-campus lunch as an incentive for appropriate behavior, lack of failing grades, good attendance, etc. 	<p>Superintendent</p> <p>Superintendent’s Instructional Leadership Team</p> <p>BUHS administrators</p> <p>Counselors</p> <p>Teachers</p> <p>2013-2016</p>

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	<p>Rtl:</p> <ol style="list-style-type: none">1. A determination needs to be made as to how assessment data is used by departments and individual teachers to connect to improvement of instructional practices. Departments should be trained in a simple, straightforward process for conducting a Cycle of Inquiry in collaborative data meetings to analyze data, determine changes in classroom instruction to be measured by future formative assessment.2. Data should also be central to the SST process and school systems for monitoring the effectiveness of the Rtl model, including placement of students in intervention classes that provide targeted assistance to underperforming students.3. The summer school intervention needs to be examined to increase its effectiveness in meeting student needs including a review of the format, scheduling, and student incentives for attendance <p>EL</p> <ol style="list-style-type: none">1. Create additional ways to provide EL students with opportunities for interventions both within and beyond the school day. Because summer school has been voluntary, fewer students than needed attended these interventions.2. Increase opportunities for EL students to practice oral English balanced with written English and conventions. In current ELD courses, students were observed mostly completing worksheets rather than actually practicing oral English.3. Develop common assessments to monitor EL student progress throughout the school year. Currently, annual CELDT scores and grades are the only methods for monitoring EL progress. <p>SWD</p> <ol style="list-style-type: none">1. Continue to create ways to use formative assessment to inform instruction and provide and increase rigor of instruction for	
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	<p>SWD and ELs with appropriate scaffolding and safety nets to increase achievement.</p> <ol style="list-style-type: none"> 2. Continue to create time for special and general education teachers to collaborate and communicate about SWD to increase understanding of legal requirements of IEPs and of students' needed accommodations and modifications that will allow them to participate more successfully in general education classes. 3. Conduct an audit of the regular classroom and intervention materials being used for SWD students. <p>Transition to Common Core State Standards: The transition to the CCSS provides an opportunity to build on the strengths of the current system as well as address the areas in need of improvement. Special attention should be given to clarifying expectations related to the core instructional delivery model.</p> <p>The District needs to work with administrators and teacher leaders to develop a plan for the transition to the CCSS and the Smarter Balanced Assessment. The work will be to develop and implement a coherent standards-based curriculum, instruction, and assessment system using the new standards and assessments. This plan will include a variety of components including expectations for teacher, curriculum development, instructional delivery models, pacing guides, professional development, assessment, messaging, budget, and timeline. This plan needs to become part of the revised LEA Plan.</p> <p>The current assessment system needs clarity regarding the timeline and content of assessments the District intends to administer (e.g. unit assessments, quarter assessments, and/or end of semester assessments). Staff needs to determine how the assessments will provide a bridge to the Common Core State Standards. Updating current pacing guides and district assessment without systematically including the Common Core State Standards will not assist the district to in its transition to the CCSS.</p>	
<p>Fiscal operations</p>	<p>The funding the District receives via the LEA Plan needs to directly fund the action steps related to each priority. Other aspects of this recommendation include: communicating</p>	<p>Superintendent Superintendent's Instructional Leadership</p>

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<p>expectation and indicators of success to all staff so their roles and responsibilities related to plan implementation are clear. Strategies to assure the plan is monitored and that support is provided need strengthening. A transparent communication system and expanded participatory decision-making will strengthen the implementation of the Board Priorities. The practice of allocating a significant portion of categorical funds to school sites needs to be re-examined to ensure compliance with budget guidelines in support of high-priority students. District staff should develop a process for ensuring that the financial information in Consolidated Application matches expenditures described in the LEA Plan. Additionally a clear mechanism for tracking the impact of categorical expenditures on high-priority students should be part of the annual budget planning process. There is a need for closer alignment between the schools' Single Plans for Student Achievement (SPSA) and the LEA Plan as well as greater involvement of school staff in the development of the SPSA and supporting budget allocations.</p> <ol style="list-style-type: none"> 1. It is recommended that the District continue to review and revise the Board Policies and Administrative Regulations on a regular basis to ensure alignment between changes in statute and overall practices and procedures. 2. It is recommended that the District develop a method to clearly articulate the expectations of all employees regarding vision, mission, core values and alignment of fiscal resources with the academic achievement of all students. 3. It is recommended the District follow a budget development calendar which is presented annually to the Board of Trustees to include: <ol style="list-style-type: none"> a. an outline of activities to be accomplished, b. responsible party for each activity c. due dates which allow for adequate time to allow for <ol style="list-style-type: none"> i. coordination of district goals 	<p>Team</p> <p>Assistant Superintendent, Business Services</p> <p>BUHS administrators</p> <p>2013-2016</p>
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	<p>and objectives to ensure fiscal solvency as well as student success</p> <ul style="list-style-type: none"> ii. sufficient time for analysis and verification of alignment of the budget with the LEA plan, the Single Plans for Student Achievement at each site, and categorical program planning documents iii. integration with program activities timeline such that there is consideration given to the continuation, modification or deletion of current-year funding allocations to improve support of identified needs. <p>4. It is recommended that the District develop a plan for ongoing budget monitoring to include:</p> <ul style="list-style-type: none"> a. working with site level administrators to review and revise site budgets as needed to continue to focus on raising student achievement b. review of categorical budget and expenditure patterns to ensure progress toward stated instructional goals <p>5. It is recommended that all reasonable steps be taken to balance the district's budget and to preserve positive cash balances.</p> <p>6. It is recommended that the District closely monitor the potential for continued declining enrollment and adjust expenditures accordingly to align with revenues.</p> <p>7. It is recommended that the District track the effectiveness of each of the interventions currently funded and then in 2013-14, focus categorical funds on the most effective interventions.</p> <p>8. It is recommended that the District strengthen its support to program improvement schools by reserving Title I funds "off the top" before allocations to school sites to ensure that the support and assistance provided is research-based and</p>	
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	data-driven.	
Parent and community involvement	<p>Two-Way Parent and Community Input:</p> <ol style="list-style-type: none"> 1. Establish a clearly understood process for developing parent advisory meeting dates and agendas, with minutes monitored by District and school staff responsible for compliance with state and federal requirements. 2. Evaluate mechanisms for selecting parent/community members on parent advisory groups and the effectiveness of strategies used to encourage active participation at meetings to identify and address any barriers that may impact the active involvement of members. 3. Review protocols for meeting agendas and facilitation practices to encourage parents, students, and community members to participate in a dialogue about progress on implementing the LEA Plan at DAC and DELAC meetings and the SPSA and other instructional issues at BUHS and DVHS. 4. Set a goal to increase two-way communication in the soon to be revised LEA Plan. Consider the use of short, on-line or paper and pencil surveys administered on a regular schedule asking for input on a few items is one idea to consider. Conduct quick polls before and after school when parents are present. 5. Allocate time and resources to addressing some of the barriers impacting low parent participation. Parent and community outreach requires a great deal of time and dedication. While site and District administrators have a strong belief in developing and maintaining active partnerships with families, parent partnerships could be much stronger and would greatly benefit the academic progress of students. 6. Develop a clear expectation that student information is to be posted regularly on the 	<p>Superintendent</p> <p>Superintendent's Instructional Leadership Team</p> <p>DSLIT</p> <p>BUHS and DVHS administrators</p> <p>SSC/ELAC/DAS/DELAC</p> <p>2013-2016</p>

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	<p>Parent Portal in a timely manner, based on an evaluation of the effectiveness of the Parent Portal, in particular for students whose parents speak Spanish at home. Determine how many parents are using it, how often, and what they value. Survey parents to find out who is not using it and why. If it is found to be a viable option to assist with improved communication, explore with staff ways to assure all teachers support the Parent Portal.</p> <p>Articulation with middle schools/support for incoming 9th graders:</p> <ol style="list-style-type: none"> 1. Strengthen ties to feeder schools by holding vertical articulation meetings with content area specialists to align curriculum. Work with counselors and middle school staff to facilitate an on-site orientation for incoming 8th graders and their parents about high school requirements and develop incentives to minimize failure rates of incoming freshmen. 2. Increase administrators' visibility and connections with incoming freshmen and their parents by holding orientation sessions to stress the importance of earning passing grades in the freshman year. Examine additional support mechanisms possible to prevent freshman from failing. 3. In collaboration with counselors, students, and parents, develop individual plans including college and career goals for incoming freshmen. 4. Promote the Link Crew program so that all incoming freshman increase their connections to upper class students for additional support. 	<p>Superintendent</p> <p>Superintendent's Instructional Leadership Team</p> <p>DSLTL</p> <p>BUHS administrators</p> <p>Counselors</p> <p>2013-2016</p>
<p>Human resources</p>	<ol style="list-style-type: none"> 1. Continue to develop an intern system for aspiring principals and vice principals and include fieldwork that would prepare them for the principalship. Development of this intern system should include all aspects of the roles and responsibilities of principals and vice principals with a focus on instructional leadership. 2. Train all administrators in use of the new teacher evaluation system - including using aligned observations/walkthrough forms. In 	<p>Superintendent</p> <p>Superintendent's Instructional Leadership Team</p> <p>Director, Human Resources</p> <p>BUHS and DVHS administrators</p> <p>Counselors</p>

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	<p>addition, training in using the Continuum of Teaching Practices would be helpful for principals to calibrate their data on the entire evaluation process.</p> <ol style="list-style-type: none"> 3. Provide opportunities for Principals and Vice Principals to participate in a Professional Learning Community where they can engage in ongoing dialogue to calibrate observations, walkthroughs, discuss types of teacher feedback and final evaluations. They could observe classes as a team and use a walkthrough protocol then debrief their findings. Discussion could include which teaching strategies are making the greatest impact and what conversations should take place with teachers who need additional guidance and support. 4. Use this year as a pilot year for the new administrator evaluation forms and process. Involve the administrators in providing feedback on the forms and process and make any needed changes. Include discussion of the types of evidence that should be reviewed including how administrators monitor the activities documented in the SPSA. 5. Provide training to the principals in the Description of Practice that is aligned to the California Professional Standards for Educational Leaders (CPSELS) so that they are aware of the distinguishing practices between levels. 6. Consider development of an administrative training program for newly hired administrators that includes the following: <ol style="list-style-type: none"> a. Key sections in the teacher and classified bargaining agreements contracts that need to be carefully understood and applied. b. Guidance in applying disciplinary procedures (such as the FRISK model). c. Evaluation processes that include specific directions in conducting observations and completing evaluations while providing accurate and specific feedback on instructional practices. d. Overview of key Board policies and administrative regulations e. Protocols for handling sensitive 	<p>2013-2016</p>
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	<p>matters – child abuse, sexual harassment</p> <ol style="list-style-type: none"> 7. The HR Director needs to review all teacher evaluations at the end of the year to determine thoroughness and whether teachers are receiving specific and viable recommendations to improve their instructional program. Exemplars should be collected and used for administrator training. 8. Consider updating the current newly developed teacher evaluation instrument to include the latest California Standards for the Teaching Profession. In addition, consider the concept of including performance indicators that will match the union contract. A growth model usually includes four or five levels of performance. Keep Standard VII, which is a locally developed standard. 9. Address two areas noted during the Pivot Needs Assessment analysis of documents: <ol style="list-style-type: none"> a. Unsatisfactory is listed in the contract but not on the new evaluation form b. determine if LEARN should be included in the final evaluation. 10. Design a training program for administrators in using the new teacher evaluation instrument that includes the Continuum of Teaching Practices. Included in this training program would be a support system for principals in identifying strategies to support teachers in their instructional program. 11. Provide opportunities for administrators to collaborate in calibrating the use of the new teacher evaluation system (walkthroughs, observations and evaluations). 12. Establish a base standard set for the number of observations for teachers who are being evaluated for the year and those who are not being evaluated. 13. Reconsider the March 15th deadline for completing teacher evaluations in order to allow additional time for administrators to assess the instructional program during the year. The Education Code enumerates 30 days before the last day of school. 14. Consider negotiating a salary table that freezes automatic step increases after 10 or 12 years of service in the first two or three columns to encourage teachers to earn a Master's degree while freeing up money to apply for other incentives. 15. Negotiate three days of non-paid training time for newly hired teachers before school starts and begin this for the 2013-2014 	
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	<p>school year. A systematic training program for newly hired teachers needs to be developed and implemented that includes:</p> <ol style="list-style-type: none"> a. orientation to the district b. position responsibilities c. teaching expectations for the instructional program d. training on curriculum and instructional initiatives <p>16. Train principals to assess teacher quality as it relates to best teaching practices and identify teachers who need additional assistance and may need to be placed in an improvement program. District administrators need to collaborate on developing an improvement program for teachers who are placed on an improvement program per the teachers bargaining agreement.</p> <p>17. Consider developing a management evaluation system that is different from non-management employees.</p> <p>18. Review Gamut's board policy samples to determine if the District needs to update the board policies identified in Findings E-7 #11.</p> <p>19. Develop training and support systems for current and new administrators in leadership practices that will be needed as they serve as instructional leaders in shifting the culture as they set the stage to implement the Common Core State Standards</p> <p>20. Since the HR Director is new to her position and assumed the responsibility of establishing a new HR department, she would benefit by receiving training in all aspects of leading an HR department.</p> <p>21.</p>	
<p>Data systems and achievement monitoring</p>	<ol style="list-style-type: none"> 1. Provide an opportunity for teachers who are making effective use of Data Director (e.g., using the results from common formative assessments to adjust/guide instruction) to share their approaches and practices with others on the faculty. 2. Encourage teacher leadership in the areas of data analysis and technology. Provide release time and possible stipends when feasible to develop this cadre of teacher experts/innovators. 	<p>Superintendent</p> <p>Superintendent's Instructional Leadership Team</p> <p>District Technology staff</p> <p>BUHS and DVHS administrators</p> <p>Teachers</p> <p>2013-2016</p>

	<ol style="list-style-type: none"> 3. For 21st-century devices and assessment, there is a need to increase the number and strength of Wi-Fi zones throughout the school. As funds become available, it is recommended that the District focus on expansion of Wi-Fi to cover all classrooms. 4. While there has been some conversation about transitioning to a new data system to replace Data Director, it is recommended that BUHSD keep Data Director and refine its use for the next several years among all employees. There is promise that an improvement in Aeries, called Aeries Analytics, may make Aeries a complete, integrated data system for both demographics and student achievement data. 	
<p>Professional development</p>	<p>The revision of the LEA Plan will provide an opportunity to create a District vision for professional development and an opportunity for all team members to take an active role in this process. The seven areas of district work (DAIT Standards) will be a major part of the discussion and learning.</p> <p>The process should include the following steps:</p> <ol style="list-style-type: none"> 1. Review all of the research-based components of an effective program of professional development includes expectations, monitoring, coaching and support. 2. Using student achievement data, identify the highest priority needs. 3. Explore using an external coach to work with the new team to refine their knowledge and skills related to leadership, team building, coaching skills and the seven DAIT Standards. 4. Expand the content experts to include History/Social Science and Math as the budget allows. All four content areas and ELD would benefit from having access to a content expert on site. Establish and implement a monitoring of instruction schedule for all site administrators and content experts that is honored as a priority for their time. 5. Provide coaching and feedback training 	<p>Superintendent’s Instructional Leadership Team</p> <p>District Technology staff</p> <p>BUHS and DVHS administrators</p> <p>Teachers</p> <p>2013-2016</p>

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	<p>to all content experts and site administrators as well as training on transition to the Common Core State Standards.</p> <ol style="list-style-type: none">6. Establish an annual district master calendar on line which clearly indicates all the critical information about each professional develop offering including expectations regarding who should attend and what is expected of participants after the trainings.7. Explore a formal Leadership Development program to build the capacity of new and aspiring administrators and teacher leaders. Use the expertise of current site leaders to mentor new and aspiring leaders. <p>To improve the effectiveness of data collaboration meetings, it is recommended that the District</p> <ol style="list-style-type: none">1. Select and adapt a common set of protocols for teachers in all departments to use when working with student achievement data. These could start out very simple and then progress to more complex as teachers develop comfort and facility with data protocols.2. Provide teachers with formal training on how to use these protocols and be given time to slowly develop expertise in data analysis.3. Clarify expectations of how the collaboration time is to be used.4. Specifically identify who will monitor the effectiveness of the meetings to ensure they meet program expectations. Allocate specific uninterrupted time for the monitoring and feedback process.	
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To consolidate the efforts of high schools in Brawley UHSD, the DSLT determined that action steps identified during the most recent WASC Visiting Committee Report should be included in the LEA Plan:

Brawley High School WASC Schoolwide Critical Areas for Follow-up

pp. 12-14 from March 28-29, 2011 Visiting Committee Report

Recommendations: Priority and/or Additional Areas for Improvement:

The school should be commended for its progress toward addressing the numerous critical areas for follow-up identified in the last visit*, however, work still needs to be done to fully support increased student learning for all subgroups. The committee recommends that these five priority areas be given serious consideration and action:

Recommendation	Persons Responsible
<p>#1. Alignment of the WASC Action Plan and the Single Plan for Student Achievement. As the school has identified a desire to incorporate the WASC school wide action plan into the Single Plan for Student Achievement, it is recommended that they align the three WASC Action Plan items with the five required goals outlined in the Local Education Agency plan, which are to be incorporated into the Single Plan for Student Achievement. This will allow for more effective evaluation of the reporting to all stakeholders.</p>	<p>Brawley UHS Administrators and staff</p>
<p>#2. Development and evaluation of the schoolwide goals through the Single Plan for Student Achievement The school needs to development a formal process by which to:</p> <ul style="list-style-type: none"> • Conduct a comprehensive school wide needs assessment. • Develop, prioritize, and align the school wide goals, strategies, and tasks □with specific timelines, persons responsible for the tasks by name, and □quantifiable means of measuring success. • Conduct effective and formal monitoring processes and instruments. • Conduct an annual evaluation of the effectiveness of individual students, □cohorts, and program effectiveness and report these findings to all stakeholders. 	<p>Brawley UHS Administrators and staff</p>
<p>#3. Ensuring Highly Effective Instruction. The school needs to develop a program for the implementation and monitoring of dynamic and effective instructional programs and practices, which will more fully engage all students in the learning. The school needs to:</p> <ul style="list-style-type: none"> • Provide appropriate professional development regarding effective instruction within the block 	<p>Brawley UHS Administrators and staff</p>

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<p>schedule, which will ensure “bell-to-bell instruction.” This professional development plan needs to be integrated into the Single Plan for Student Achievement rather than as a stand-alone plan. This will allow the stakeholders to more effectively monitor its effectiveness.</p> <ul style="list-style-type: none"> • Train, implement, and monitor the adopted <i>Explicit Direct Instruction</i> model. • Analyze and interpret student and cohort assessment data to design and adjust the instructional programs and practices to include the development and/or refinement of the course syllabi, pacing/alignment guides, and grading protocols 	
<p>#4. Increase Graduation Rates, A-G Requirements, and Access for all students to Advanced Placement Courses. In the absence of a Local Education Agency Plan, the school needs to develop the goal, strategies, and tasks to:</p> <ul style="list-style-type: none"> • Increase the graduation rate. • Increase the number of Advanced Placement Course offerings and enrollment, especially by traditionally underserved student populations. • To ensure that all students have the opportunity to meet the A-G • Requirements upon graduation by increasing the number of A-G course offerings and by programming students into the A-G courses early on in their academic careers. 	Brawley UHS Administrators and staff
<p>#5. Delineation of Roles, Responsibilities, and Organizational Management between the District and School Site. As a single high school district, to better serve the parents, community, and school/district staff, the school in collaboration with the district office needs to clearly delineate, articulate, and distribute the delineated roles, responsibilities, and organizational management structure for the district and school. This will allow for stakeholders to easily identify the process for providing input and asking questions. It will also provide the school and district with a mechanism for responding to concerns/recommendations from all stakeholders in a timely and effective manner.</p>	Brawley UHS Administrators and staff

Desert Valley High School WASC Schoolwide Critical Areas for Follow-up

p. 33 from April 4-6, 2011 Visiting Committee Report

1. Use curriculum-embedded instruction to drive instruction to demonstrate congruence between what is taught and what is learned	DVHS Principal and Staff
2. Incorporate and implement writing within and across the curriculum	DVHS Principal and Staff
3. Ensure that all subject areas incorporate a variety of strategies	DVHS Principal and Staff
4. Improve teachers' ability to analyze student data through professional development	DVHS Principal and Staff
5. Explore ways to provide more algebra instruction to students	DVHS Principal and Staff

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Part III Assurances and Attachments

Assurances

Signature Page

Appendix

Appendix A: California's NCLB Performance Goals and Performance Indicators

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

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

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State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

- 8 The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
- 9 Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
 - 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
- 10 The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

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

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

TITLE I, PART D – SUBPART 2

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

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

TITLE II, PART A

34 The LEA, hereby, assures that:

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

TITLE II, PART D

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

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.

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

TITLE III

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

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

TITLE IV, PART A

- 45 The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
- 46 The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
- 47 The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
- 48 Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
- 49 The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
 - Security procedures at school and while students are on the way to and from school.
 - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
 - A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.

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- Is enforced accordingly.

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

New LEAP Assurances

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

- i Truancy rates;
- ii The frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;

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- iii The types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
 - iv The incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)
- 57 Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

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

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

- 1 **Performance indicator:** The percentage of limited-English-proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
- 3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

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

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

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

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

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

1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:

- Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged and
- Calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

2 **Performance indicator:** The percentage of students who drop out of school:

- Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged and
- Calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

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

- Academic Performance Index (API)
<http://www.cde.ca.gov/ta/ac/ap/>
<http://www.cde.ca.gov/ta/ac/ap/>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/ds/sd/cb/>
<http://www.cde.ca.gov/ds/sd/cb/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/ta/tg/el/>
<http://www.cde.ca.gov/ta/tg/el/>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/ta/tg/hs/>
<http://www.cde.ca.gov/ta/tg/hs/>
- California Standardized Test (CST)
<http://www.cde.ca.gov/ta/tg/sr/guidecst08.asp>
<http://www.cde.ca.gov/ta/tg/sr/guidecst08.asp>
- DataQuest
<http://data1.cde.ca.gov/dataquest/>
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ta/ac/sa/>
<http://www.cde.ca.gov/ta/ac/sa/>
- Standardized Testing and Reporting (STAR) Program
<http://www.cde.ca.gov/ta/tg/sr/>
<http://www.cde.ca.gov/ta/tg/sr/>
<http://www.cde.ca.gov/ta/tg/sr/>
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**APPENDIX C
Science-Based Programs**

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

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

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

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

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

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

School-Based Programs							
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction	K to 12	x			x		C,

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Program							
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E

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Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention	5 to 8				x		C

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Demonstration Program							
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
Community and Family-based Programs							
Name	Target Audience	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together	Families				x		C,

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(FAST)							
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to	Community		x				C

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Tobacco							
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

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APPENDIX D

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

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

<i>Research-based Activities</i>	
Activities	<i>Research Summaries Supporting Each Activity:</i>
After School Programs	Getting Results Part I, page 77-78
Conflict Mediation/Resolution	Getting Results Part I, page 63-65 Getting Results Part I, page 127-129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100-101 Getting Results Part I, page 106-107
Environmental Strategies	Getting Results Part I, page 73-75 Getting Results Part II, page 47-48 Getting Results Part II, page 76-79 Getting Results Part II, page 89-94
Family and Community Collaboration	Getting Results Part I, page 104-105

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	Getting Results Part II, page 26-28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22-24
Mentoring	Getting Results Part I, page 49
Peer-Helping and Peer Leaders	Getting Results Part I, page 104-106 Getting Results Update 3, page 43-45
Positive Alternatives	Getting Results Part I, page 79-81 Getting Results Part I, page 104-106 Getting Results Part I, page 108-109
School Policies	Getting Results Part I, page 66-72 Getting Results Part II, page 22-23
Service Learning/Community Service	Getting Results Part I, page 81-83 Getting Results Part II, page 46-47
Student Assistance Programs	Getting Results Part I, page 89-90
Tobacco-Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42-43 Getting Results Part II, page 72-74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121-123 Getting Results Part I, page 136-137

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	Getting Results Part II, page 28 Getting Results Update 1
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APPENDIX E

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

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

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

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

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

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

Promising or Favorable Programs							
Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al’sPal’s: Kids Making Healthy Choices	Pre K to 2				x		D

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Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Com- munities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B

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Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D

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Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive	Parent			x	x		B

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Treatment Program	s						
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral	Schoo				x		B

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Reasoning Development Program (SMRDP)	I						
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free	8 to 12		x				A

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Generations							
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B

Appendix F

CODE OF CONDUCT POLICY

BRAWLEY UNION HIGH SCHOOL ~ SCHOOL-PARENT COMPACT

Dear Parent /Guardian:

We value your role in working to help your student achieve high academic standards. The purpose of the schoolparent compact is to communicate a common understanding of home and school responsibilities to assure that every student attains high academic standards leading to a quality education. The following information will serve as an outline of various ways you and the school staff can build and maintain a partnership of shared responsibility for your student's learning.

School's Responsibility:

- . Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the student to meet all academic standards required to graduate from the Brawley Union High School District.
- . Provide you with assistance in understanding academic achievement standards and assessments and how to monitor your student's progress.
- . Provide opportunities for ongoing communication between you and teachers through Aeries Parent Portal, parent/teacher conferences, and opportunities to talk with members of the staff, volunteer in class, and observe classroom activities.
- . Provide the staff with appropriate professional development activities.
- . Maintain highly qualified teachers.
- . Provide a safe and secure learning environment.

Parent/guardian's Responsibility:

- . Ensure that my student attends school daily and arrives on time.
- . Encourage my student to follow the rules and regulations of the school.
- . Monitor my student's work and utilize Aeries Parent Portal if possible.
- . Attend parent/teacher conferences and participate, when appropriate, in discussions relating to the education of my student.
- . Volunteer in my student's school if my time or schedule permits.
- . Communicate positive information regarding teachers, principal or other campus personnel when discussing school with my student.
- . Seek information regarding my student's progress by conferencing with teachers, counselors, administrators, and other district/school personnel.

Student's Responsibility:

- . Attend school regularly
- . Complete and turn in all classroom and homework assignments on time.

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- . Accept responsibility for my own actions.
- . Show respect for myself, other people, and property.
- . Make the effort to do my best to learn.
- . Resolve conflicts peacefully.

School, Parents/Guardians, and Student Responsibilities:

- . Maintain High student expectations.
- . Improve student academic achievement.
- . Build and develop a partnership to assist the students of the community achieve high academic standards.

Please review this compact with your student. The contents of the compact may be discussed with you during a parent/teacher conference as it relates to your student's progress.

Thank you for your support and involvement in your students' educations. For more information, please contact the Counseling Center (760-312-6071) or the Administration Office (760-312-6073)

I have read and discussed the contents of the document with my student as it relates to his/her education at Brawley Union High School.

The signed copy of this form will be kept on file at the school. Please keep this copy with the handbook.