

Elementary and Secondary Education Act LEA Corrective Action Plan

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

Corrective Action 6 Plan Information:



Name of Local Educational Agency (LEA): Orange Unified School District
 County/District Code: 30 66621
 Dates of Plan Duration (a three- to five-year plan): July 1, 2015-June 30, 2018
 Date of Local Governing Board Approval: October 15, 2015

District Contact Information:

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

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected programs, and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. Copies of all waivers will remain on file. I certify that original signatures for this Corrective Action 6 Improvement Plan are on file in the district office.

Michael L. Christensen	10-16-15	
Printed or typed name of Superintendent	Date	Signature of Superintendent
John Ortega		
Printed or typed name of Board President	Date	Signature of Board President

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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		EIA – Limited English Proficient
	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
	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	X	Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education-Carl D. Perkins Career and Technical Ed.		Tenth Grade Counseling
	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	X	Other: (After School Education and Safety (ASES) Grant
X	Other (describe): LCFF Supplemental		Other:
X	Other (describe): Child Development Program-Ca. State Preschool Program		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	840,603	5,181,578	5,078,975	84%
Title I, Part C, Migrant Education	N/A	N/A	N/A	N/A
Title I, Part D, Neglected/Delinquent	N/A	N/A	N/A	N/A
Title II Part A, Subpart 2, Improving Teacher Quality	527,463	890,892	1,368,145	96%
Title II Part A, Principal Training	N/A	N/A	N/A	N/A
Title II, Part D, Enhancing Education Through Technology	N/A	N/A	N/A	N/A
Title III, Limited English Proficient	213,817	655,287	852,069	98%
Title III, Immigrants	N/A	N/A	N/A	N/A
Title IV	N/A	N/A	N/A	N/A
Title V, Part A, Innovative Programs – Parental Choice	N/A	N/A	N/A	N/A
Title VII, Indian Education Grant	0	59,461	57,356	96%
Adult Education	N/A	N/A	N/A	N/A
Career Technical Education	N/A	N/A	N/A	N/A
Carl Perkins Grant	0	226,987	218,951	96%
McKinney-Vento Homeless Education	N/A	N/A	N/A	N/A
IDEA, Special Education	154,783	5,991,992	5,882,910	96%
21 st Century Community Learning Centers	N/A	N/A	N/A	N/A
Other (describe) Child Development Program-Ca. State Preschool Program	0	125,787	121,334	96%
TOTAL	1,766,666	13,131,984	13,579,740	95%

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	N/A	N/A	N/A	N/A
EIA – Limited English Proficient	N/A	N/A	N/A	N/A
State Migrant Education	N/A	N/A	N/A	N/A
School and Library Improvement Block Grant	N/A	N/A	N/A	N/A
Child Development Programs	0	1,143,092	1,102,626	96%
Community Based English Tutoring (CBET)	N/A	N/A	N/A	N/A
Educational Equity	N/A	N/A	N/A	N/A
Gifted and Talented Education	N/A	N/A	N/A	N/A
Tobacco Use Prevention Education – (Prop. 99)	4,500	0	4,341	96%
High Priority Schools Grant Program (HPSG)	N/A	N/A	N/A	N/A
School Safety and Violence Prevention Act (AB 1113)	N/A	N/A	N/A	N/A
Tenth Grade Counseling	N/A	N/A	N/A	N/A
Healthy Start	N/A	N/A	N/A	N/A
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	N/A	N/A	N/A	N/A
After School Education and Safety (ASES) Grant	0	1,458,026	1,454,379	100%
Other (describe)				
TOTAL	4,500	2,601,118	2,561,346	96%

Part II

The Plan

District Profile

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

District Profile

Mission Statement

"The Orange Unified School District, being committed to planning for continual improvement, will offer a learning environment of excellence, with high expectations, to provide each student with the opportunity to be able to compete in the global economy."

Orange Unified School District celebrates learning through the development of the whole child. Our commitment to excellence provides a quality education, in depth, for all students. Together with the Board of Education, we have developed our Strategic Plan which identifies three main goals:

1. Conditions for Learning: All students will receive a high quality education in a safe environment that prepares them to graduate from high school, college and career ready.
2. Pupil Outcomes: All students will attain mastery or demonstrate academic growth toward mastery in core content areas.
3. Engagement: Student and parent engagement will be promoted through an increased sense of safety and improved school climate and school connectedness.

In addition to the Strategic Plan areas, we have developed our top ten core values.

THIS WE BELIEVE ABOVE ALL ELSE....

1. That all students will learn.
2. That all available resources will be utilized to ensure student success.
3. That everyone needs to model servant leadership.
4. That creating a shared vision will empower others.
5. That communicating our shared vision requires honesty and consistency.
6. That all people should be treated with respect and dignity.
7. That we demonstrate trustworthiness by all we say and do.
8. That we need to listen empathically and respectfully to understand the message beyond the words.
9. That everyone is our customer and, therefore, we will always follow-up and follow-through.
10. That what's best for our students comes first and foremost.

Description

Orange Unified School District (OUSD) is located in Orange County, California, is at the center of a growing community 37 miles southeast of Los Angeles and 68 miles north of San Diego. OUSD serves approximately 29,553 students in grades transitional kindergarten through 12th, and encompasses all or part of the cities of Anaheim, Garden Grove, Orange, Santa Ana, and Villa Park. In 1953, the citizens of the area voted to form a “unified” school district, combining the original five elementary districts with the high school district into one unified district, now known as the Orange Unified School District. The District has a long history of excellence that continues to grow and be enriched by the accomplishments of its students, teachers, staff and community.

Our District has 1,610 certificated personnel and approximately 2,015 classified personnel. Our educational facilities include 26 elementary schools, five middle schools, two of which are charter, four 9-12 high schools, a continuation high school, a K-8 math and science magnet school, a Community Day School, Home School and two special education schools.

Orange Unified serves a diverse student population. Our October 2014 CBED’s reported the following racial/ethnic designations:

American Indian or Alaska Native	.3%	Hispanic	53.9%
Asian	11.63%	Black	1.5%
Pacific Islander	.6%	White	30.8%
Multiple or No Response	1.55%		

The October 2014 CALPADs Language Census reported that 24% of our students are identified as English Language Learners. There are over 47 different languages spoken by our students throughout the school district.

Since 1987, twenty-two OUSD schools have been awarded the honor of California Distinguished School, with three of these schools receiving the award more than once. California Elementary received the Title I Academic Achievement Award for the 2006-2007 and 2007-2008 school years and West Orange elementary received the Title I Academic Achievement Award for 2003-2004 and 2004-2005. Fairhaven was declared a Blue Ribbon School in 2012. In 2015, the Gold Ribbon School Award was given to Canyon High School, El Modena High School, Cerro Villa Middle School, and El Rancho Middle School.

OUSD CALIFORNIA DISTINGUISHED SCHOOLS

West Orange Elementary	1987	Anaheim Hills Elementary	2002
Esplanade Elementary	1989	Canyon Rim Elementary	2004, 2012
Prospect Elementary	1989	Serrano Elementary	2004, 2010, 2014
Villa Park Elementary	1989	El Rancho Charter	2005, 2013
McPherson Magnet School	1990, 2000, 2006	Running Springs Elementary	2006
Santiago Charter School	1990, 1999, 2011	Canyon High School	2007
Cerro Villa Middle	1994, 2005, 2013	Palmyra Elementary	2008
El Modena High School	1996, 2005	Linda Vista	2012
Chapman Hills Elementary	2000, 2014	Villa Park High	2013
Crescent Primary	2000	Imperial	2014
Panorama Elementary	2000, 2008	Nohl Canyon	2014

EXEMPLARY PROGRAMS AND PROJECTS

- ❑ Highly trained certificated and classified staff
- ❑ Childcare before and after school
- ❑ GATE (Gifted and Talented Education) program
- ❑ Programs at our high schools include Advanced Placement and International Baccalaureate as well as History & English laptop computer classes, and multiple foreign languages
- ❑ Technology classes and on-line courses
- ❑ Before school, after school and intersession academic intervention programs
- ❑ After school sports and academic programs including thirteen schools that have the After School Education and Safety (ASES) grant
- ❑ Student at Program Improvement schools participate in Supplemental Education Services (SES) tutoring
- ❑ Several elementary schools have Intervention teachers to provide intensive support for at-risk students during the school day
- ❑ All Elementary Schools use the Thinking Maps Write From the Beginning program
- ❑ All Elementary, two middle schools, one comprehensive high school, and our continuation high school are Thinking Maps, A Language for Learning, trained.
- ❑ The AVID program is available at each middle and high school
- ❑ Orange LIVE On- line classes
- ❑ State preschool program at several Title I schools
- ❑ One to one devices and Bring Your Own Device (BYOD) at several schools.
- ❑ Inclusive Schooling beginning in Kindergarten for 2015-16 school year.

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

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

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

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

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

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

- Elementary Schools use:
Houghton Mifflin Unit and Summative Tests
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) NEXT assessments
Scholastic Reading Inventory (SRI) or Accelerated Reader (AR)
Scholastic Math Inventory (SMI)
- Middle Schools use:
Mathematics Diagnostic Testing Program (MDTP) Assessments are used to find learning needs of students and to identify those students ready for the study of Algebra
Scholastic Reading Inventory (SRI) or Accelerated Reader (AR)
- High Schools use:
Standards based end of semester exams
Scholastic Reading Inventory (SRI)
- English Language Development Assessments: Elementary—Avenues; Middle School—Inside; High School—Edge

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

Planned Improvement in Student Performance in Reading

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

District/LEA SMART Goal 1A

Title: Reading Language Arts

All students will demonstrate increased competency in real-world, relevant subject area content for Reading Language Arts with additional technology support to enhance student achievement and monitor student progress determined by baseline data on State Assessments (CAASPP and CELDT) and District local measures.

Strategy #1

Title: Alignment of instruction with content standards

Description: The District uses State Board of Education (SBE)- adopted, standards-based, and board approved basic core instructional programs and materials for English language arts (ELA), English Language Development (ELD) and intensive intervention Program 4 or 5. (See attachment for list)

ACTION STEPS

Title: 1. ELA and ELD Instructional alignment to State Academic Content Standards

Description: Teachers implement a district ELA Essential Maps and ELD Curriculum/Pacing Guides for grades K-12, with assessments, which are aligned to the State Academic Content Standards and adopted text- K-5 Houghton Mifflin (Medallion) , 6-12 Prentice Hall.

Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
8/26/2015	6/14/2018	Cathleen Corella		\$0	

ACTION STEPS

Title: 2. Audit elementary Reading language arts instructional minutes

Description: The district will have principals verify that all classrooms are providing the district adopted number of instructional minutes for Reading language arts.

Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
09/30/2015	11/02/2017	Anne Truex		\$0	

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 3. Implementation of State Academic Content Standards</p> <p>Description: Instruction will be designed and implemented to meet State Academic Content Standards</p>	08/26/2015	06/14/2018	Cathleen Corella Principals	Substitutes and Extra earnings to attend/provide trainings	\$357,910	LCFF Supplemental
<p>TASKS</p> <p>Title: 3a. Plan Instruction aligned to ELA Essential Maps and State Academic Content Standards</p> <p>Description: Site Professional Learning Communities (PLC) will collaborate to align instruction with Essential Maps and State Academic Content Standards</p>	08/26/2015	06/14/2018	Cathleen Corella		\$0	

<p>Strategy #2</p> <p>Title: Use of standards-aligned instructional materials and strategies</p> <p>Description: Textbook adoption committee utilizes the state academic content standards to select aligned instructional materials. The Curriculum Council approves the materials before presenting to the Board of Education. After a 30-day community review period, the Board of Education must give final approval prior to formal adoption of the materials. The district trains teachers on researched-based instructional strategies to implement in the classroom, e.g. engagement strategies, Thinking Maps, Project GLAD, Cornell Note-taking.</p>						
<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 1. Review State Board Adopted ELA/ELD Instructional Materials</p> <p>Description: When state releases the new ELA/ELD Instructional Materials SBE approved adoption list, a committee will be formed to review materials.</p>	11/2/2015	06/14/2018	Cathleen Corella	Extra earnings	\$ 8,000	LCFF Supplemental

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 2. Use of core materials for Secondary Special Education students</p> <p>Description: Inform and present to secondary instructional leaders the instructional material requirements for Special Education students to ensure all students have access to State approved, core instructional materials. Monitor implementation.</p>	08/26/2015	06/14/2018	Denise Mac Allister Kerrie Torres		\$0	
<p>TASKS</p> <p>Title: 2a Train Administrators</p> <p>Description: Provide an informative presentation on the requirements for the Least Restrictive Environment (LRE) and student equity regarding access to the core for Students with Disabilities (SWD) to site instructional leaders</p>	08/26/2015	06/14/2018	Denise Mac Allister		\$0	

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 3. Special Education K-6 Learning Academy Center</p> <p>Description: Continue to develop and implement K-6 Learning Academy Center model in elementary schools to ensure all students receive appropriate CORE instruction</p>	08/26/2015	06/14/2018	Denise Mac Allister		\$0	

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 4. Co-teaching in Elementary, Middle, and High Schools based on student need</p> <p>Description: Continue to develop the co-teaching model in all high schools via training and coaching support and</p>	08/26/2015	06/14/2018	Denise Mac Allister Anne Truex Kerrie Torres	Substitute costs for training	\$ 23,000	Title II Part A carryover

continue expanding the model in middle and elementary using the same training and monitoring framework.									
TASKS									
Title: 4a. Elementary, Middle, and High School Co-Teaching classes	08/26/2015	06/14/2018	Denise Mac Allister Anne Truex Kerrie Torres	Conference costs Registration Fees	\$ 5,000 \$ 10,350	Title II Part A carryover LCFF Base			
Description: Continue to expand Co-Teaching in Elementary, Middle, and High Schools and provide training and monitoring to ensure continued success and implementation of instructional best practices.									

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 5. Academic data analysis and intervention planning Description: Collaborative Academic Support Teams (CAST) meet to discuss strengths and identify areas of need for at-risk students to develop an intervention plan. The K-6 school Promotion-Retention Review Team (PRRT) meets to discuss the academic progress of students referred for possible retention. Secondary schools have counselors who monitor the progress of identified at-risk students and meet with parents, teachers, and students to develop an intervention plan.	08/26/2015	06/14/2018	Anne Truex Kerrie Torres	Subs	\$52,500	LCFF Supplemental

Strategy #3

Title: Extended learning time

Description: Implementation of Multi-Tiered System of Support (MTSS), which includes Response to Instruction and Intervention (RtI²) is providing differentiation and interventions during the school day. Extended learning opportunities are provided before and after school to meet the needs of students not meeting grade level standards or at-risk for failure.

ACTION STEPS

	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 1. Before or After School Interventions</p> <p>Description: Data-based, targeted extended day interventions provide opportunities for specific skill building and scaffolded support for at-risk students. Sites funds are used.</p>	08/26/2015	06/14/2018	Elena Rodriguez Anne Truex Kerrie Torres	ASES partners and SES Providers	See below	ASES Grant Title I Site Funds
TASKS						
<p>Title: 1a. School-based Intervention Time</p> <p>Description: Each school uses their categorical and LCFF funds to provide extended day intervention support. Teachers work one-on one, or in small groups to target student's needs.</p>	08/26/2015	06/14/2018	Anne Truex Kerrie Torres	Extra Earnings		Site Funds
<p>Title: 1b. After School Education and Safety Grant (ASES)</p> <p>Description: 13 of the Title I schools have the ASES program provided by the YMCA of Orange, Camp Fire or THINK Together organizations. Each of these programs offers homework assistance and supports academic development.</p>	08/26/2015	06/14/2018	Elena Rodriguez	ASES providers	\$1,449,476	ASES grant
<p>Title: 1c. Supplemental Education Services (SES)</p> <p>Description: For all Program Improvement schools, Year 2 and beyond, the district offers SES tutoring services for low performing students.</p>	08/26/2015	06/14/2018	Elena Rodriguez	SES Providers	\$ 1,038,677	Title I

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 2. Multi-Tiered System of Supports</p> <p>Description: Multi-Tiered System of Support's Universal Screening and progress monitoring in Dibels Next for elementary schools. Best practices will be implemented through the Teacher Innovator Program. MTSS also includes RTI² which will be supported by RTI teachers.</p>	08/26/2015	06/14/2018	Anne Truex Kerrie Torres	Licenses Subs Extra Earnings RTI Teachers	\$969,280	LCFF Supplemental

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 3. Intervention and Academic Support Services at Secondary Schools</p> <p>Description: Students will have access to intervention and academic support services, such as credit recovery, summer school, and increased intervention sections</p>	08/26/2015	06/14/2018	Kerrie Torres	Summer school Licenses Sections	\$1,083,706	LCFF Supplemental

Strategy #4						
Title: Increased access to technology						
Description: Students will have access to learning environments conducive to powerful uses of technology that results in improved student achievement of state academic content standards. They will have access to master not only basic skills, but also digital literacy and the ability to apply critical thinking skills in learning and in life to be successful citizens and contributing members of today's 21 st century society. Teachers and students will continue to use and expand the use of technology as a learning tool in the Reading Language Arts curriculum.						
<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 1. Read 180</p> <p>Description: Read 180 is a technology</p>	08/26/2015	06/14/2018	Lisa Green		\$0	

rich, Intensive Intervention Program to support struggling readers. Students that are two years below grade level will have access to Scholastic's Read 180 and System 44 programs at some sites.								
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<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 2. Supplemental Reading Comprehension / Incentive Programs</p> <p>Description: All elementary students and identified secondary students will participate in an on-going supplemental reading comprehension and incentives technology program (Reading Counts or Accelerated Reader), which uses Scholastic Reading Inventory (SRI) to measure student's reading comprehension (lexile) levels. Some sites will also have access to other types of reading supplemental technology programs, such as iRead or Lexia Core 5.</p>	08/26/2015	06/14/2018	Randy Kolset	Reading Counts	\$17,345.88 (3 years)	LCFF Base Site Based funds

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 3. Online programs that support the ELD programs: Avenues, Inside and Edge</p> <p>Description: EL students will have access to online resources for students and teachers for the ELD programs, e.g. Avenues, Inside, and Edge. Teachers will have access to a support and informational Haiku Site for the ELD Programs, as well as trainings to better support the online resources for teachers and students.</p>	08/26/2015	6/14/2018	Coordinator of English Learner Services		\$0	

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 4. Secondary Online Textbooks with access to audio</p> <p>Description: Secondary students will have access to the Language Arts Textbooks online and have access to Audio files for each story in the Language Arts Textbook. This is included in the adoption cost.</p>	08/26/2015	06/14/2018	Randy Kolset	Overdrive Follet/Destiny	\$9,000 \$32,219.85	LCFF Base LCFF Base

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 5. Digital Videos available for instruction at school and home</p> <p>Description: All teacher and students have access to Discovery Education for instruction at school and at home. Trainings for teachers are available afterschool periodically throughout the school year. Teachers learn how to post their digital video link into their Haiku.</p>	08/26/2015	06/14/2018	Randy Kolset	License fee	\$53,000	LCFF Base

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 6. Using EADMS to improve instruction</p> <p>Description: Teachers will have access to online data management system, EADMS, to analyze student achievement and results. Teachers will be able to modify instruction to better address student needs.</p>	08/26/2015	06/14/2018	Christina Lin Jennifer Bourgeois	License fee	\$56,250	LCFF Base

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 7. Orange LIVE online classes</p> <p>Description: Orange LIVE (Secondary online classes) will expand its offerings to provide online and blended literacy experiences to reinforce English language arts. Online teachers attend monthly trainings to continue to develop the online/blended classes. Online teachers have access to virtual PLC through Edmodo.</p>	08/26/2015	06/14/2018	Pam Quiros	Master Schedule Sections-4 per High School	\$ 272,000	LCFF Base

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 8. Using Technology to Improve Parent Communication and Involvement</p> <p>Description: Teachers will have access to Haiku, Parent/Student Portal, Edmodo and School Messenger to enhance parent/community/student communication via technology. Each of the communication tools have quarterly reports that are reviewed by the site administration.</p>	08/26/2015	06/14/2018	Randy Kolset	License fee-Haiku	\$ 37,125	LCFF Base

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 9. Increased Technology Services</p> <p>Description: Teachers and other school staff will have access to increased technology support, services, and tools including Genuis Bar, Web Communication (School Messenger), and Bring Your Own Device Support. This will help teachers to be a more effective 21st century educator.</p>	08/26/2015	06/14/2018	Christina Lin	Extra Earnings Licenses Hardware	\$202,500	LCFF Supplemental

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 10. Technology Professional Development Programs and Resources</p> <p>Description: Teachers and other school staff will receive professional development in order to effectively use technology resources and programs to enhance instruction. Includes online teacher technology PD, eResources, Technology Institute, the iTeach ipad teacher training program and the iLearn loaner cart program. Software and technology to engage EL, low income, and foster youth students in their learning will also be purchased.</p>	08/26/2015	06/14/2018	Christina Lin	Extra Earnings Devices	\$132,000	LCFF Supplemental

Strategy #5						
Title: Staff development and professional collaboration aligned with standards-based instructional materials						
Description: Teachers, paraprofessionals and administrators participate in professional development opportunities offered by the district. These trainings include RLA instructional, intervention and support materials, as well as instructional strategies and routines. Ongoing trainings are offered in the adopted RLA program materials; Read 180; Thinking Maps; GLAD; Cycle of Effective Instruction; and RtI ² .						
<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 1. AMAO 3 CST-EL professional development (PD)</p> <p>Description: See Goal 2D High Quality Professional Development of this LEA plan. This targeted PD addresses researched-based instructional strategies that will help EL students as well as SWD and all students.</p>	07/01/2015	06/14/2018	Coordinator of English Learner Services	See Goal 2D		

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 2. Use of Instructional Specialists/RTI coaches to provide staff development Description: Instructional Specialists/RTI coaches provide staff development on district adopted programs and instructional strategies for all schools.	07/01/2015	06/14/2018	Anne Truex	Salaries of I.S.	\$1,102,897	Title I
			Kerrie Torres	Salaries of RTI	\$ 884,427	LCFF Supplemental
TASKS Title: 2a.Planning for district-wide professional development. Description: Administration and Instructional Specialists will meet to plan district-wide targeted professional opportunities. To develop in-house expertise and provide sustainability, district personnel will be part of delivering the trainings.	07/01/2015	06/14/2018	Anne Truex Kerrie Torres Cathleen Corella Lisa Green		\$0	

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 3. Professional Development for Teachers Description: Provide core and Intervention materials training for all district adopted text or programs in Reading Language Arts or ELD.	07/01/2015	06/14/2018	Cathleen Corella	Professional Development costs	\$943,299	LCFF Supplemental
			Lisa Green			
TASKS Title: 3a. Train teachers that have not received Read 180 materials training. Description: Teachers using the Read 180 and System 44 Intensive Intervention Programs will receive training and ongoing support	07/01/2015	06/14/2018	Lisa Green	See Goal 2C		
Title: 3b. Professional Development and ongoing support for teachers	07/01/2015	06/14/2018	Cathleen Corella	See Above		

Description: Professional Development and ongoing support for teachers on implementation of state standards, core Instructional materials, writing, intervention, and strategies									
	Title: 3c. Training in Best First Instruction for Teachers	07/01/2015	06/14/2018	Cathleen Corella	Included with other costs				
Description: Teachers will receive training on Best First Instruction, including Thinking Maps, GLAD strategies, student engagement and differentiated instruction.									

TASKS:									
Title: 4. Professional Learning Communities (PLC)									
Description: Schools have PLCs that meet regularly. Read 180 teachers, EL advisors and site technology reps have ongoing district PLC meetings.									
		08/26/2015	06/14/2018	Lisa Green Randy Kolset Principals				\$0	

Title: 5. EADMS (Student Data Management System) Professional Development									
Description: Continue to train all teachers and administrators on how to access student achievement reports and analyze reports to make informed instructional decisions.									
		08/26/2015	06/14/2018	Jennifer Bourgeois	Included in Strategy 4/action 6			\$0	
Title: 6. Haiku Professional Development sites									
Description: Continue to develop the Haiku sites to provide video, power points and other resources on all staff development topics for teachers to network with each other. They can blog and share ideas with colleagues throughout the district.									
		08/26/2015	06/14/2018	Randy Kolset	Included in Strategy 4/action 8			\$0	

<p>Title: 6. Professional Development for Advanced Learners</p> <p>Description: Differentiated professional development for advanced learners, GATE certification training, AVID, Vital Link, Robotics, and CTE support materials</p>	08/26/2015	06/14/2018	Cathleen Corella	Training Costs Materials	\$457,664	LCFF Supplemental
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Strategy #6

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

Description: Vital for student success is parent and community partnerships. The district provides multiple opportunities for parents, staff and community members to become actively engaged in the education of OUSD students. Required notifications and assessment results are provided by the required timelines. Written or verbal communication to parents is done in English and Spanish.

ACTION STEPS

	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 1. School Site Council reviews data and develops Single Plan for Student Achievement</p> <p>Description: Each school will maintain a SSC with staff, parent and community representatives. Each council receives reports on overall student assessment results in reading, and communicates the results to the entire school community. Site Councils provide input to improve school reading programs. The SSC develops a school plan for improving student achievement with the collaboration of parents and community members.</p>	08/26/2014	10/31/2018	Elena Rodriguez		\$0	

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 2. District level parent advisory meetings to train parents on assessment data and parent outreach</p> <p>Description: District Community Advisory Committees include DAC, DELAC/Title I DAC, CAC- Special Education and GATE CAC, and Title VII Parent Advisory Committee (PAC). Parents are trained on student assessments, as well as provide input to the various programs.</p>	08/26/2015	06/14/2018	Lisa Green		\$0	
<p>TASKS</p> <p>Title: 2a. Special Education Parent Training</p> <p>Description: Develop a comprehensive special education parent education program that incorporates topics including but not limited to: homework, instructional strategies/routines, behavior management, interpretation of assessment results and understanding IDEA, Ed Code and the IEP process.</p>	10/01/2015	06/14/2018	Denise Mac Allister		\$0	

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 3. Providing parents CAASPP and CELDT results and conference on academic progress.</p> <p>Description: The District mails parents CAASPP results, along with an explanation of how to interpret. CELDT Results are mailed out annually (see Goal 2F). Elementary parents are invited</p>	08/26/2015	06/14/2016	Anne Truex Kerrie Torres Jennifer Bourgeois	Postage	\$16,554 \$ 5,440	LCFF Base LCFF Base

to parent conferences to discuss the reading program and assessment results. M.S. students participate in student-led Parent Conferences. Students, along with their parents, who are at risk of not graduating, meet with a counselor to explore options for success.									
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<u>ACTION STEPS</u>		Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 4. Communication to parents	Description: Newsletters and principal's communications are provided to parents at all schools. <i>School News</i> , a community publication, provides information from the Superintendent and each school.	08/03/2015	06/14/2018	Anne Truex Kerrie Torres		\$0	

<u>ACTION STEPS</u>		Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 5. School Messenger Automated Phone System	Description: Principals and the district personnel send voice messages to families regarding upcoming events and emergency information. The messages are in English and Spanish.	08/04/2015	06/14/2018	Christina Lin		Included in Strategy 4/ Action 9	

<u>ACTION STEPS</u>		Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 6. Parent Portal	Description: The Student Information System is linked to the Parent Portal so parents and students can access attendance and grade for the student.	08/26/2015	06/14/2018	Christina Lin		\$ 62,185	LCFF Base

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 7. Academic Intervention planning with parents</p> <p>Description: Student Study Teams meet to discuss strengths and identify areas of need for at-risk students to develop an intervention plan. The K-6 school Promotion-Retention Review Team (PRRT) meets to discuss the academic progress of students referred for possible retention. Secondary schools have counselors who monitor the progress of identified at-risk students and meet with parents, teachers, and students to develop an intervention plan.</p>	08/26/2015	06/14/2018	Anne Truex Kerrie Torres		\$0	

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 7. Accountability and Engagement Support</p> <p>Description: Teacher on Special Assignment will increase parent engagement through parent trainings, workshops, activities including leadership, college and career engagement/motivation and school site council trainings. Parents will be surveyed on needs</p>	08/26/2015	06/14/2018	Elena Rodriguez	Salary for TOSA Training Materials Software	\$209,408	LCFF Supplemental

District/LEA SMART Goal
Title: Reading Language Arts
Strategy #7
Title: Auxiliary services for students and parents (including preschool, elementary, and middle school)
Description: The district is committed to providing high quality educational services for all students. Through articulation between

parents and schools; community resource partnerships; and enrichment offerings, the district provides services to promote student success.

ACTION STEPS						
	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 1. Expand and Monitor State Preschool Program Description: Expand preschool program with the goal to improve, enhance and expand the District's early childhood education. Monitor preschools to ensure high quality instruction.	08/26/2015	06/14/2018	Anne Truex		\$0	
			Cheryl Sosa			

ACTION STEPS						
	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 3. K-8 Literacy Activities and Reading Support Description: Schools provide opportunities for expansion of reading activities such as Family Literacy Nights, Read Across America, Book Fairs, Young Author Fairs, parent-led reinforcement programs and volunteer readers so students can practice their reading skills and learn additional strategies to become a good reader.	08/26/2015	06/14/2018	Anne Truex	Extra earnings for teachers	\$0	Site based funds
			Kerrie Torres			

ACTION STEPS						
	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 4. Transition Activities Description: All schools provide activities at school to support successful transition for students to the next grade level or school level. Pre-K to TK/K- provide assessment for appropriate placement. 6 th -M.S. and 8 th -H.S. pre-registration information and school visits.	03/02/2015	06/14/2018	Anne Truex	Transportation to events from Title I feeder schools	\$ 5,200	Site level Title I funds
			Kerrie Torres Denise Mac Allister			

<u>ACTION STEPS</u>		Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 5. Advancement Via Individual Determination (AVID)</p> <p>Description: Expand AVID programs at elementary, middle, and high schools in response to site's individual self-study of their yearly goals/"AVID Essentials" and evaluation by the AVID Regional Center, such as improved tutorials, training of tutors, increased student access to rigorous classes, teacher training, AVID strategies implemented school-wide, increase in college admissions, etc.</p>		08/26/2015	06/14/2018	Anne Truex Kerrie Torres Cathleen Corella		\$0	

<u>Strategy #8</u>		Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: Monitoring program effectiveness</p> <p>Description: Monitoring student progress and program implementation is critical for student success. Providing useful and timely formative and summative assessment data to inform instruction and school-wide practices is crucial. The district provides systems for utilizing data, planning and monitoring student achievement.</p>							
<u>ACTION STEPS</u>		Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 1. Data Management Systems</p> <p>Description: EADMS data management system is used to analyze data and to create standards aligned assessments. Scholastic Achievement Manager (SAM) allows teachers to administer the Scholastic Reading Inventory (SRI) to gauge student's progress in reading Comprehension. Both systems generate reports and data which is used to monitor individual student progress and monitor district/site based intervention programs.</p>		07/01/2015	06/14/2018	Jennifer Bourgeois	Included in Strategy 4/action 6		

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 2. Data Management Systems Training Description: Continue to train all teachers to be able to access their student data and analyze the various student reports.	08/26/2015	06/14/2018	Jennifer Bourgeois	EADMS and Aeries.net	\$105,000	LCFF Base

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 4. Site Professional Learning Communities (PLC) meetings to review assessment data to inform instructional needs. Description: Grade level or department PLCs will meet quarterly (or each trimester M.S.), using the school's protocol to examine benchmark results from Dibels, Scholastic Reading Inventory (SRI), and EADMS for Reading Language arts and ELD programs.	08/26/2015	06/14/2018	Anne Truex Kerrie Torres		\$0	
<u>TASKS</u>						
Title: 4a PLC meetings Description: Principals will schedule PLC meetings after quarter/trimester benchmark assessments to analyze data.	08/26/2015	06/14/2018	Anne Truex Kerrie Torres		\$0	

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 5. Site Walk-Throughs Description: District and site administrators, teachers and technical	08/26/2015	06/14/2018	Elena Rodriguez	OCDE Technical Assistance	\$30,000	Title I Corrective Action

assistance providers will provide schools feedback from classroom visits looking for implementation of instructional strategies, student engagement and compliance requirements.							
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<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 6. Single Plan for Student Achievement (SPSA) program evaluation</p> <p>Description: Every School Site Council monitors the effectiveness of their SPSA. In the Annual Program evaluation, the SSC analyses the achievement data and reviews the actions from the plan. Additionally, Title I schools evaluate their Title I programs.</p> <p>TASKS</p> <p>Title: 6a. Align SPSA with LCAP and LEA plan</p> <p>Description: SPSA goals will be aligned to the goals of the LCAP and LEA plan and the Title I Corrective Action requirements.</p>	07/01/2015	06/14/2018	Elena Rodriguez	License fee for Document Tracking Services	\$ 9,906	Title I
	07/01/2015	10/30/2017	Elena Rodriguez		\$0	

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 7. Monitoring Program Improvement Schools</p> <p>Description: District Site Liaison teams (DSLTL) meet three times a year to review site progress on implementing the 9 Essential Program Components.</p>	08/26/2015	06/14/2018	Elena Rodriguez		\$0	

Strategy #9**Title:** Targeting services and programs to lowest-performing student groups**Description:** OUSD is implementing interventions based on the Multi-Tiered System of Supports (MTSS), which includes the Response to Instruction and Intervention (RtI²) tiered model. The program utilizes differentiated instruction based on a student's level of need. Students performing one-to-two grade levels below receive strategic core support and those at two-or-more grade levels below receive intensive interventions.**ACTION STEPS****Title:** 1. Intensive Intervention- Read 180**Description:** In many schools, students in grades 4-12, who are performing at least two grade levels below, are placed in an ELA replacement class of Read 180 class.

Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
08/26/2015	06/14/2018	Anne Truex Kerrie Torres Lisa Green			School Funding

ACTION STEPS**Title:** 2. Strategic Intervention**Description:** Students who are one grade level below receive strategic intervention in the form of: Elementary-differentiated instruction, before or after school tutoring; M.S. - additional reading intervention course; H.S. - support class.

Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
08/26/2015	06/14/2018	Anne Truex Kerrie Torres		\$0	

ACTION STEPS**Title:** 3. Increased Course Offerings**Description:** College and career courses, intervention programs, and specialized program resources and services will be expanded for secondary schools.

Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
08/26/2015	06/14/2018	Kerrie Torres	Licenses Sections Equal Opportunity Schools	\$737,000	LCFF Supplemental

Strategy #10

Title: Any additional services tied to student academic needs

Description:**ACTION STEPS**

Title: 1. Tutoring

Description: Additional tutoring is provided through McKinney Vento, Native American, SES, ASES resources. A Orange City community based organization, Friendly Center, also provides tutoring for OUSD students as well as assistance to families in need.

Start Date

08/24/2015

End Date

06/14/2018

Person Responsible

Elena Rodriguez

Related Expenditures

\$ 20,000

Estimated Costs

\$0

Funding Source

Title VII and LCFF Supplemental

ACTION STEPS

Title: 2. Year 3 Program Improvement Schools

Description: California and Palmyra are PI year 3. Their status was frozen this year due to lack of state standardized testing. They are implementing corrective action of targeted scientifically research-based staff development, best first instruction, and Multi-Tiered System of Support to increase student achievement.

Start Date

08/26/2015

End Date

06/16/2016

Person Responsible

Elena Rodriguez

Related Expenditures

\$0

Estimated Costs

Funding Source

ACTION STEPS

Title: 3. Year 4 Program Improvement Schools

Description: Cambridge, Jordan, West Orange are Year 4 program improvement. Their status was frozen this year due to lack of state

Start Date

08/26/2015

End Date

06/16/2016

Person Responsible

Elena Rodriguez

Related Expenditures

\$0

Estimated Costs

Funding Source

standardized testing. They are continuing to implement their restructuring plans that were developed last year and based on the 9 Essential Program Components, which include implementing new curriculum, research-based PD, coaching, intervention time & materials; and replacing principals.							
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<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 4. Year 5 Program Improvement Schools</p> <p>Description: Esplanade, Handy, Lampson, Portola and Yorba MS are Year 5 PI, most for several years. Their status was frozen this year due to lack of state standardized testing. All have restructuring plans based on a variety of strategies from the 9 EPCs which include implementing new curriculum, research-based PD, coaching, intervention time & materials; and replacing principals. Each school will rewrite their Restructuring Plan, based on current best practices.</p> <p>TASKS:</p> <p>Title: 4a. Year 5 PI Schools Restructuring Plans</p> <p>Description: The Orange County Department of Education will assist school staffs to update and revise their Restructuring Plans based on current student needs and they will include up-to-date researched-based practices and strategies.</p>	08/26/2015	06/16/2016	Elena Rodriguez		\$0	
	8/26/2015	6/16/2016	Elena Rodriguez	DSL support and training by OCDE	\$ 8,000	Title I Corrective Action

<u>ACTION STEPS</u>	Start Date	End Date	Person	Related	Estimated	Funding
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Title	08/24/2015	06/14/2018	Responsible	Expenditures	Costs	Source
Title: 5. College and Career Readiness Description: Students knowledge of and readiness for college and career will be increased			Kerrie Torres	Naviance SAT, ACT, AP/IB Waivers SAT Prep costs PSAT AP/IB program costs Sections Code.org fees	\$955,250	LCFF Supplemental
TASKS						
Title: 5a. College and career online programs and counselors Description: Students have access to college and career online programs and counselors. Being well-informed about possible colleges and careers will help motivate students to succeed in high school.	08/24/2015	06/14/2018	Kerrie Torres	See Above		
Title: 5b. Waivers Description: SAT, ACT, AP/IB waivers SAT Prep for those who cannot afford it.				See Above		
Title: 5c. AP Classes Description: AP sections will be added to give students increased access.				See Above		
Title: 5d. Code.org Description: Students will participate in Code.org.				See Above		

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

Planned Improvement in Student Performance in Mathematics

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

District/LEA SMART Goal 1B						
Title: Mathematics						
All students will demonstrate increased competency in real-world, relevant subject area content for Mathematics with additional technology support to enhance student achievement and monitor student progress determined by baseline data on State Assessments (CAASPP) and District local measures.						
Strategy #1						
Title: Alignment of instruction with content standards						
Description: The District uses State Board of Education (SBE) - adopted, standards-based, and board approved basic core instructional programs and materials for mathematics.						
ACTION STEPS						
Title: 1. Mathematics Instructional alignment to State standards	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Description: Teachers utilize SBR adopted math curriculum, with assessments, that are aligned to the State Academic Content Standards and adopted current text- K-6 EnVision.	08/26/2015	06/14/2018	Cathleen Corella		\$0	

ACTION STEPS						
Title: 2. Implementation of State Academic Content Standards	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Description: Teachers and Administrators base classroom instruction on meeting the grade level State Academic Content Standards, in order to prepare students to graduate college and career ready.	08/26/2015	06/14/2018	Cathleen Corella	Subs and Extra earnings	Costs reported in Goal 1A	
TASKS						

Title: 2a. Plan Instruction aligned to Essential Maps (K-8)	08/26/2015	06/14/2018	Cathleen Corella	Sub Time	Site based funds
Description: Professional Learning Communities (PLC) will collaborate to align instruction with State Academic Content Standards and Essential Maps					

Strategy #2						
Title: Use of standards-aligned instructional materials and strategies						
Description: Textbook adoption committee utilizes the academic content standards to select aligned instructional materials. The Curriculum Council approves the materials before presenting to the Board of Education. After a 30-day community review period, the Board of Education must give final approval prior to formal adoption of the materials. The district trains teachers on researched-based instructional strategies to implement in the classroom, e.g. engagement strategies, Thinking Maps.						
ACTION STEPS	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title:1. Pilot standards-aligned mathematics materials for secondary schools	08/26/2015	06/16/2016	Cathleen Corella		\$303,476	LCFF Base
Description: Pilot and adopt standards aligned mathematics instructional materials for secondary schools. Middle schools materials will be from the 2014 State Board Approved list for mathematics instructional materials						
TASKS						
Title: 1a. Pilot mathematics materials	08/26/2015	06/16/2016	Cathleen Corella		\$0	
Description: Curriculum Council reviewed math materials during the 2014-2015 school year and approved piloting materials at the secondary schools						
Title: 1b. Review data from piloting schools	02/02/2016	06/16/2016	Cathleen Corella		\$0	
Description: Curriculum Council will review data from piloting schools and make a decision on which math materials to adopt						

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 2. Strategies to Support mathematics Instruction</p> <p>Description: Instructional strategies will support student achievement through the use of the Collaborative Cycle of Effective Instruction and Multi-Tiered System of Support (MTSS), which includes Response to Intervention and Instruction (RTI²).</p>	08/26/2015	06/14/2018	Cathleen Corella		\$0	

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 3. Middle School Mathematics Placement Screening</p> <p>Description: All students will be screened for appropriate placement in middle school mathematics courses</p> <p>Title: 3a. Universal Screening for all 5th grade students for Accelerated Mathematics Course (AMC) Placement (new students will be screened at end of 6th grade as well)</p> <p>Description: All 5th grade students will be screened for accelerated math pathway placement</p>	05/01/2015	06/15/2017	Cathleen Corella	Contract with Educator's COOP	\$ 1,500	LCFF Supplemental

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 4. Identify Tier II Intervention Materials</p> <p>Description: Teams of teachers and administrators will review materials for Tier II intervention in mathematics for upper elementary students, middle and high school support classes.</p>	08/26/2015	06/15/2017	Cathleen Corella		\$0	

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 5. Ensure access and use for all Special Education Secondary teachers to core instructional materials</p> <p>Description: Inform and present to secondary instructional leaders the instructional material requirements for Special Education students.</p>	08/26/2015	06/14/2018	Denise Mac Allister		\$0	
TASKS						
<p>Title: 5a Train Administrators</p> <p>Description: Provide an informative presentation on the requirements for the Least Restrictive Environment (LRE) and student equity regarding access to the core for Students with Disabilities (SWD) to site instructional leaders</p>	08/26/2015	09/01/2017	Denise Mac Allister		\$0	

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 6. Academic data analysis and intervention planning</p> <p>Description: Collaborative Academic Support Teams (CAST) meet to discuss strengths and identify areas of need for at-risk students to develop an intervention plan. The K-6 school Promotion-Retention Review Team (PRRT) meets to discuss the academic progress of students referred for possible retention. Secondary schools have counselors who monitor the progress of identified at-risk students and meet with parents, teachers, and students to develop an intervention plan. The Collaborative Cycle of Effective Instruction is used along with Multi-Tiered System of</p>	08/26/2015	06/14/2018	Anne Truex Kerrie Torres	Already included in 1A		

Support.									
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<u>ACTION STEPS</u>		Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 7. Strategies to Support Instruction	Description: Instructional strategies will support student achievement through the use of the Collaborative Cycle of Effective Instruction and Multi-Tiered System of Support (MTSS), which includes Response to Intervention and Instruction (RtI ²)	08/26/2015	06/14/2018	Cathleen Corella		\$0	

Strategy #3							
Title: Extended learning time							
Description: Implementation of Multi-Tiered Systems of Support (MTSS), which includes Response to Instruction and Intervention (RtI ²) in providing differentiation and interventions during the school day. Extended learning opportunities are provided before and after school to meet the needs of students not meeting grade level standards or at-risk for failure.							
<u>ACTION STEPS</u>		Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 1. Before or After School Interventions	Description: Data-based, targeted extended day interventions provide opportunities for specific skill building and scaffolded support for at-risk students.	08/26/2015	06/14/2018	Elena Rodriguez Anne Truex Kerrie Torres	ASES and SES Providers	Previously listed	ASES Grant
TASKS							
Title: 1a. School-based Intervention Time	Description: Each school uses their categorical funds to provide extended day intervention classes. Teachers work one-on one, or in small groups to target student's needs. Credit Recovery Software is also utilized by students.	08/26/2015	06/14/2018	Anne Truex Kerrie Torres Elena Rodriguez			

Title: 1b. After School Education and Safety Grant (ASES) Description: 13 of the Title I schools have the ASES program provided by the YMCA of Orange, Camp Fire or THINK Together organizations. Each of these programs offers homework assistance and supports academic development.	08/26/2015	06/14/2018	Elena Rodriguez	ASES Providers	ASES Grant
	Title: 1c. Supplemental Education Services (SES) Description: For Program Improvement schools, Year 2 and beyond, the district offers SES tutoring services for low performing students.	08/26/2015	06/14/2018	Elena Rodriguez	SES Providers

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 2. Intervention and Academic Support Services at Secondary Schools Description: Students will have access to intervention and academic support services, such as credit recovery and summer school.	08/26/2015	06/14/2018	Kerrie Torres	Already included in Goal 1A		

Strategy #4						
Title: Increased access to technology						
Description: OUSD's students will have access to learning environments conducive to powerful uses of technology that results in improved student achievement of state academic content standards. OUSD students will have access to master not only basic skills, but also digital literacy and the ability to apply critical thinking skills in learning and in life to be successful citizens and contributing members of today's 21 st century society. Teachers and students will continue to use and expand the use of technology as a learning tool in the Mathematics curriculum.						
<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 1. New Technologies Infused into the Curriculum Description: Teachers will be trained in the use of technology to support	08/26/2015	06/14/2018	Randy Kolset	Air Server Minecraft	\$ 200 \$600	LCFF Base LCFF Base

mathematics instructions including, e.g. graphing technology, iPads, and web 2.0 sites like GeoGebra, Smartboard lessons, Student Response Systems, document camera and new technologies. Teachers will have access to site based support from the ITCs.					Hardware and software		Site based funds
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<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 2. Use of Discovery Education to Assist with Mathematics Instructions Description: Students and Teacher will have access to Discovery Education Streaming Video Clips and Online Textbook Video Clips that are aligned with the standards. This will be expanded for other areas of Math. Students and Teachers will have access to the math Haiku sites at home and at school.	08/26/2015	06/14/2018	Randy Kolset	License fee	Previously listed	General Fund

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 3. enVision Math Technology Components Description: Elementary school students and teachers will have access at school and home to the technology online components of the enVision Math Series. Teachers will have extensive staff development in the technology components of the enVision Math Series. Site ITCs will be technical support for enVision Math.	08/26/2015	06/14/2018	Randy Kolset		\$0 Part of adoption materials	

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 4. Subject Area and Grade Level Haiku Sites for PLC</p> <p>Description: Teachers will have access to online PLC, Professional Learning Communities, for grade levels and subject areas. Haiku sites for grade level and subject area will be available with needed information and resources. Program Coordinators, Administrators and Specialists will maintain sites.</p>	8/26/2015	6/14/2018	Cathleen Corella Randy Kolset	License fees	Previously listed	General Fund

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 5. Online Support for Intervention</p> <p>Description: Teachers and students will have access to online support, such as Khan Academy, for an intervention. Training will be available for teachers needing assistance.</p>	08/26/2015	06/14/2018	Randy Kolset	Simple K-12	\$ 5,991	LCFF Base

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 7. ST Math for Elementary Students</p> <p>Description: Elementary students at some sites/grade levels will have access at home and at school to an online program called ST Math to improve mathematics achievement. ST Math reports will be reviewed quarterly by administrators and teachers.</p>	08/26/2015	06/14/2018	Anne Truex	Annual license	\$0	Site based funds

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditure	Estimated Costs	Funding Source
<p>Title: 8. Using Technology to Improve Parent Communication and Involvement</p> <p>Description: Teachers will have access to Haiku, Parent/Student Portal, Edmodo and School Messenger to enhance parent/community/student communication via technology to improve student achievement. Site based training will be made available by the site TTLs. Each communication tool has quarterly reports that will be reviewed by the site administration.</p>	08/26/2015	06/14/2018	Randy Kolset	License fee	Previously listed	LCFF Base

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 9. Increased Technology Services</p> <p>Description: Teachers and other school staff will have access to increased technology support, services, and tools including Genius Bar, Web Communication (School Messenger), and Bring Your Own Device Support. This will help teachers to be a more effective 21st century educator.</p>	08/26/2015	06/14/2018	Christina Lin	Already Included in Goal 1A		

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 10. Technology Professional Development Programs and Resources</p> <p>Description: Teachers and other school staff will receive professional development in order to effectively use technology resources and programs to enhance instruction. Includes online teacher technology PD, eResources, Technology Institute, the iTeach ipad teacher training</p>	08/26/2015	06/14/2018	Christina Lin	Already Included in Goal 1A		

program and the iLearn loaner cart program.									
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Strategy #5									
Title: Staff development and professional collaboration aligned with standards-based instructional materials									
Description: Teachers, paraprofessionals and administrators participate in professional development opportunities offered by the district. These trainings include mathematics instructional, intervention and support materials, as well as instructional strategies and routines. Ongoing trainings are offered in the adopted math program materials; Thinking Maps; GLAD; Cycle of Effective Instruction; and RtI ² .									
ACTION STEPS									
	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source			
Title: 1a. 3 rd -6 th grade teacher enVision Mathematics materials training	08/03/2015	09/30/2015	Cathleen Corella	Extra earnings	\$ 11,500	LCFF Supplemental			
Description: Teachers will be trained by elementary math instructional specialists on the current adoption.									

ACTION STEPS									
	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source			
Title: 1b. Training on new technology platform in enVision	08/26/2015	09/30/2015	Cathleen Corella	Sub costs	\$3,800	LCFF Supplemental			
Description: Teacher leads will be trained by publisher on the new technology platform with Pearson Realize.									
				Extra earnings	\$ 2,200				

ACTION STEPS									
	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source			
Title: 2. Professional Development on Core Materials and Best First Instruction for Teachers	08/26/2015	06/14/2018	Cathleen Corella	Already Included in Goal 1A					
Description: Teachers will be trained on core materials and best first instruction strategies and supports									

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 3. Professional Learning Communities (PLC) Description: School's have PLC that meet regularly to collaborate and discuss mathematics instruction and data, such as SMI and CAASPP.	08/26/2015	06/14/2018	Anne Truex Kerrie Torres		\$0	

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 4. EADMS (Student Data Management System) Professional Development Description: Continue to train all teachers and administrators on how to access student achievement reports read and analyze reports to make informed instructional decisions.	08/26/2015	06/14/2018	Jennifer Bourgeois		\$0	

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 5. Haiku Professional Development sites Description: Continue to develop the Haiku teacher support sites to provide video, power points and documents on staff development topics. Teachers can access the sites at any time, and can blog and share ideas with others in the district.	08/26/2015	06/14/2018	Randy Kolset		\$0	

Strategy #6

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

Description: Vital for student success is parent and community partnerships. The district provides multiple opportunities for parents, staff and community members to become actively engaged in the education of OUSD students. Required notifications and assessment results are provided by the required timelines. Written or verbal communication to parents is done in English and Spanish.

ACTION STEPS

	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 1. School Site Council reviews data and develops Single Plan for Student Achievement</p> <p>Description: Each school will maintain a SSC with staff, parent and community representatives. Each council receives reports on overall student assessment results in reading, and communicates the results to the entire school community. Site Councils provide input to improve school reading programs. The SSC develops a school plan for improving student achievement with the collaboration of parents and community members.</p>	08/26/2015	10/30/2017	Elena Rodriguez		\$0	
<p>TASKS</p> <p>Title: 1a. Align SPSA with LCAP and LEA plan</p> <p>Description: SPSAs will be aligned to the goals of the LCAP and LEA plans and the Title I Corrective Action requirements.</p>	08/26/2015	10/30/2017	Elena Rodriguez		\$0	

ACTION STEPS

	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 2. District level parent advisory meetings to train parents on assessment data and parent outreach</p> <p>Description: District Community</p>	08/26/2015	06/14/2018	Elena Rodriguez		\$0	

Advisory Committees include DAC, DELAC/Title I DAC, CAC- Special Education and GATE CAC, and Title VII Parent Advisory Committee (PAC). Parents are trained on student assessments, as well as provide input to the various programs.								
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<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 3. Providing parents CAASPP results and conference on academic progress. Description: The district mails parents CAASPP results, with an explanation of how to interpret them. Elementary parents are invited to parent conferences to discuss the reading program and assessment results. M.S. students participate in student-led Parent Conferences. Students, along with their parents, who are at risk of not graduating, meet with a counselor to explore options for success.	08/26/2015	06/14/2018	Anne Truex Kerrie Torres Jennifer Bourgeois		\$0	

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 4. Communication with parents Description: Newsletters and principal's communications are provided to parents at all schools. <i>School News</i> , a community publication, provides the information from the Superintendent and each school.	08/26/2015	06/14/2018	Anne Truex Kerrie Torres		\$0	

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 5. Academic Intervention planning with parents	08/26/2015	06/14/2018	Anne Truex		\$0	

<p>Description: Student Study Teams meet to discuss strengths and identify areas of need for at-risk students to develop an intervention plan. The K-6 school Promotion-Retention Review Team (PRRT) meets to discuss the academic progress of students referred for possible retention. Secondary schools have counselors who monitor the progress of identified at-risk students and meet with parents, teachers, and students to develop an intervention plan.</p>		Kerrie Torres		
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ACTION STEPS	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 6. Parent Portal Description: The Student Information System is linked to the Parent Portal so parents and students can access attendance and grade for the student.</p>	08/26/2015	06/14/2018	Randy Kolset		Previously listed in Strategy 4/Action 8	

Strategy #7						
Title: Auxiliary services for students and parents (including preschool, elementary, and middle school)						
Description: The district is committed to providing high quality educational services for all students. Through articulation between parents and schools; community resource partnerships; and enrichment offerings, the district provides services to promote student success.						
ACTION STEPS	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 2. Expand High Quality Preschool Program Description: Expand preschool program with the goal to improve, enhance and expand the District's early childhood education. Monitor for high quality instruction.</p>	08/26/2015	06/14/2018	Anne Truex Cheryl Sosa		\$0	

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 3. Transition Activities Description: Provide activities at all schools to support successful transition for students to the next grade level or school level. Pre-K to TK/K- provide assessment for appropriate placement. 6 th -M.S. and 8 th -H.S. pre-registration information and school visits.	08/26/2015	06/14/2018	Anne Truex Kerrie Torres		\$0	
Title: 3b. Math class placement for transition to MS or HS Description: All 6 th and 8 th grade students will take a math assessment to determine appropriate placement in the next level math course.	08/26/2015	06/14/2018	Anne Truex Kerrie Torres		\$0	

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditure	Estimated Costs	Funding Source
Title: 4. Elementary Mathematics Activities and Support Description: Provide opportunities at all elementary schools for expansion of math-centered activities such as Family Math Nights, math skills contests, and volunteer parents available to assist students practicing mathematics skills.	08/26/2015	06/14/2018	Anne Truex		\$0	

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 5. Advancement Via Individual Determination (AVID) Description: Expand AVID programs at elementary, middle, and high schools in response to site's individual self-study of their yearly goals/"AVID Essentials" and evaluation by the AVID Regional Center, such as improved tutorials, training of	08/26/2015	06/14/2018	Anne Truex Kerrie Torres Cathleen Corella		\$0	

tutors, increased student access to rigorous classes, teacher training, AVID strategies implemented school-wide, increase in college admissions, etc.								
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Strategy #8								
Title: Monitoring program effectiveness								
Description: Monitoring student progress and program implementation is critical for student success. Providing useful and timely formative and summative assessment data to inform instruction and school-wide practices is crucial. The district provides systems for utilizing data, planning and monitoring student achievement.								
ACTION STEPS	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source		
Title: 1. Data Management Systems Description: EADMS data management system is used to analyze data and to create standards aligned assessments. Scholastic Achievement Manager (SAM) allows teachers to administer the Scholastic Math Inventory (SMI) to gauge student's progress in math. Both systems generate reports and data which is used to monitor individual student progress and monitor district/site based intervention programs.	08/26/2015	06/14/2018	Jennifer Bourgeois		Listed in			

ACTION STEPS								
Title: 2. Data Management Systems Training	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source		
Description: Continue to train all teachers to be able to access their student data and analyze the various student reports.	08/26/2015	06/14/2018	Jennifer Bourgeois	Included in Strategy 4/action 6	\$0			

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 3. Site Professional Learning Communities (PLC) meetings to review assessment data to inform instructional needs.</p> <p>Description: Grade level or department PLCs will meet quarterly or each trimester, using the school's protocol to examine mathematics data, including SMI and CAASPP data.</p>	08/26/2015	06/14/2018	Anne Truex Kerrie Torres		\$0	
TASKS						
<p>Title: 4a. PLC meetings</p> <p>Description: Principals will schedule PLC time after each quarter/trimester's assessments.</p>	08/26/2015	06/14/2018	Anne Truex Kerrie Torres		\$0	

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 5. Site Walk-Throughs</p> <p>Description: District and site administrators, teachers and technical assistance providers will provide schools feedback from classroom visits looking for implementation of instructional strategies, student engagement and compliance requirements.</p>	09/11/2015	05/31/2018	Anne Truex Kerrie Torres		\$0	

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 6. Single Plan for Student Achievement (SPSA) program evaluation</p> <p>Description: Every School Site Council monitors the effectiveness of their SPSA. In the Annual Program evaluation, the SSC analyses achievement data and</p>	08/26/2015	06/14/2018	Elena Rodriguez	License fee	\$ 9,906	LCFF and Title I

reviews the actions from the plan. Additionally, Title I schools evaluate their Title I programs.								
TASKS								
Title: 6a. Align SPSA with LCAP and LEA plan	08/26/2015	10/30/2018	Elena Rodriguez		\$0			
Description: SPSA will be aligned to the goals of the LCAP and LEA plan and the Title I Corrective Action requirements.								

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 7. Monitoring Program Improvement Schools	09/11/2015	5/31/2018	Elena Rodriguez		\$0	
Description: District Site Liaison teams (DSL T) meet three times a year to review site progress on implementing state standards, district initiatives and the Academic Program Survey using 9 Essential Program Components.						

Strategy #9
Title: Targeting services and programs to lowest-performing student groups
Description: OUSD is implementing interventions based on Multi-Tiered System of Support (MTSS), which includes the Response to Instruction and Intervention (RtI²) tiered model. The program utilizes differentiated instruction based on a student's level of need.

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 1. Strategic Intervention	08/26/2015	06/14/2018	Anne Truex		\$0	
Description: Students who are one grade level below receive strategic intervention in the form of: Elementary- differentiated instruction, before or after school tutoring; M.S. and H.S. additional math intervention course.			Kerrie Torres			

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 2. Increased Course Offerings Description: College and career courses, intervention programs, and specialized program resources and services will be expanded for secondary schools.	08/26/2015	06/14/2018	Kerrie Torres	Already Included in Goal 1A		LCFF Supplemental

Strategy #10

Title: Any additional services tied to student academic needs

Description:

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 1. Tutoring Description: Additional tutoring is provided through McKinney Vento, Native American, SES, ASES resources. A Orange City community based organization, Friendly Center, also provides tutoring for OUSD students as well as assistance to families in need.	08/26/2015	06/14/2018	Elena Rodriguez		\$0	

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)

<p>District/LEA SMART Goal 2 A: AMAO 1 Title: AMAO1- Annual Progress Learning English (English Learner Subgroup) Description: percentage of English learners making annual progress in learning English. • By June, 2016, the percentage of English learners making annual progress in learning English will meet or exceed the state AMAO 1 target of 62%, as measured by the CELDT. • By June, 2017, the percentage of English learners making annual progress in learning English will meet or exceed the state AMAO 1 target (as yet to be determined), as measured by the CELDT. • By June, 2018, the percentage of English learners making annual progress in learning English will meet or exceed the state AMAO 1 target (as yet to be determined), as measured by the CELDT or its successor.</p>						
<p>Strategy #1 Title: English learners will be strategically placed in ELD classes based on level of need. Description: Instruction for English learners, if it is to be maximally effective, has to be differentiated to address their diverse learning needs...English learners benefit from teaching that attends to their individual learning needs...(p. 231 & 232, August and Shanahan). Placement of English learner students in designated English Language Development (ELD) classes or groups will be strategic and will be monitored.</p>						
ACTION STEPS						
<p>Title: 1. Secondary Master Schedule Description: Secondary Master Schedules will be created, reviewed and modified by administrators at all High Schools and Middle Schools to ensure that enough class periods are available to serve the number of English learners identified at each level. Master schedules start to be developed in February each year and are adjusted until the start of school in August.</p>	<p>Start Date</p> <p>02/01/2015</p>	<p>End Date</p> <p>08/23/2017</p>	<p>Person Responsible</p> <p>Kerrie Torres</p>	<p>Target Audience</p> <p>Secondary Schools</p>	<p>Estimated Costs</p> <p>\$0</p>	<p>Funding Sources</p>
	<p>TASKS</p>					

<p>Title: 1a. Identify number of EL students at secondary schools.</p> <p>Description: Identify the number of English learners at each proficiency level (using current year CELDT, or its successor the ELPAC, scores and multiple measures) to determine the number of ELD classes to offer in the Master Schedule at each secondary school.</p>	02/01/2015	08/23/2017	Kerrie Torres Coordinator of English Learner Services	Secondary Schools	\$0	
<p>Title: 1b. Create the Secondary Master Schedule to meet the needs of English learners</p> <p>Description: Reassign Master Schedule sections to accommodate the needs of all English learners</p>	02/01/2015	08/23/2017	Kerrie Torres	Secondary Schools	\$0	

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
<p>Title: 2. Elementary Designated ELD grouping or classes</p> <p>Description: Determine the configuration for Designated ELD instruction that best fits the number of English Learner students at each elementary school. Groups are formed based on numbers of students at each grade level and CELDT (or its successor, the ELPAC) level.</p>	08/03/2015	09/08/2017	Anne Truex Coordinator of English Learner Services	Elementary Schools	\$0	
<p>TASKS</p> <p>Title: 2a. Create Elementary ELD groups.</p> <p>Description: Elementary teachers, resource teachers and administrators will group students for designated ELD instruction</p>	08/03/2015	09/08/2017	Anne Truex Coordinator of English Learner Services	Elementary Schools	\$0	

based on current CELDT (or its successor, the ELPAC) scores and Avenues pretest results.

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
<p>Title: 3. District monitoring of Designated ELD instructional minutes and placement.</p> <p>Description: All schools will submit their Designated ELD schedules showing the minimum prescribed daily ELD instruction. (K-2: 30 minutes, 3rd-6th: 45 minutes, M.S. and H.S. 1 period.), with names of students by group.</p> <p><u>TASKS</u></p>	8/26/2015	09/08/2017	Lisa Green	All schools	\$0	
<p>Title: 3a. Designated ELD Schedules</p> <p>Description: Elementary principals will upload a copy of the ELD schedules and student list for each grouping/class to Haiku. Secondary principals will submit their master schedule and student rosters.</p> <p>Title: 3b. ELD schedule for English learners with IEPs</p>	8/26/2015	09/08/2017	Lisa Green	All schools	\$0	
	02/01/2012	09/15/2017	Denise MacAllister	All schools	\$0	

<p>Description: English language learners with disabilities need instruction in English language acquisition. Spec. Ed. EL students should be placed in appropriate Designated ELD classes, with appropriate curriculum to meet their individual needs. Program Coordinators and principals will oversee the placement and report to the Administrative Director of Special Education.</p>						
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<p>Strategy #2</p>						
<p>Title: High Quality ELD Instruction</p>						
<p>Description: Good instruction is associated with higher student outcomes, regardless of the type of educational model that is used (Levine & Lezotte, 1995; Marzano, 2003; Wengling, 2000). This is clearly evident in studies with ELL or high-risk students as well (Berman et al, 1995; Corallo & McDonald, 2002; Doherty et al, 2003; Echevarria, Short & Powers, 2003; Goldenberg & Gallimore, 1991; Ramirez, 1992; Sloan, 2001). In fact, Wengling (2000) found that the strongest affect on student achievement after taking into consideration the students' social class, was related to classroom practice. High quality researched based instruction will be provided to all English learner students and will be monitored by administration. Teachers will utilize strategies that include opportunities for guided oral practice using sentence starters and frames. Administrators will monitor ELD instruction using classroom visits and document ELD implementation using an observation protocol focused on academic language and communication.</p>						
<p>ACTION STEPS</p>						
	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
<p>Title: 1. Monitoring ELD instruction</p> <p>Description: Administrators will monitor ELD instruction to ensure high quality instruction is taking place. Walkthroughs using an observation protocol, at a minimum of once a trimester, will allow administrators the opportunity to see the needs of teachers and students to better support the ELD instruction.</p>	08/03/2015	06/14/2018	Anne Truex Kerrie Torres Coordinator of English Learner Services	All schools	\$0	

TASKS									
Title: 1a. ELD Staff Assignments		08/03/2015	08/24/2017	Anne Truex Kerrie Torres			\$0		
Description: Administrators will strategically assign teachers to designated ELD classes to best meet students' needs. All teachers have the required EL authorizations and possess inter-personal skills, a willingness to teach EL students and appropriate training.									
Title: 1b. District monitoring of ELD assignments		08/03/2015	08/24/2017	Anne Truex Kerrie Torres			\$0		
Description: Administrators will confer with their Executive Director to discuss designated ELD assignments and selection of the best possible personnel to teach designated ELD classes.									
Title: 1c. ELD Observation Protocol		08/26/2015	12/8/2017	Coordinator of English Learner Services			\$0		
Description: Sites will develop or adapt an ELD observation protocol to focus on agreed upon lesson elements of communication, vocabulary development, and student engagement.									
Title: 1d. Classroom observations		08/26/2015	06/14/2018	Anne Truex Kerrie Torres			\$0		
Description: Administrators at every school will observe ELD instruction using the observation protocol for each teacher to provide feedback on effectiveness of instruction.									
Title: 1e. Formative ELD Assessments		08/26/2015	06/14/2018	Anne Truex			\$0		

<p>Description: Every four to six weeks, teachers administer formative ELD assessments and analyze to inform future instruction, as well as identify areas for intervention. Principals will monitor.</p> <p>Title: 1f. District monitoring of ELD assessments</p> <p>Description: Executive Directors to monitor principals observing ELD instruction, analyzing data and providing feedback.</p>									
	08/26/2015	06/14/2018	Anne Truex	Kerrie Torres	Coordinator of English Learner Services			\$0	

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
<p>Title: 2. ELD-Co-teaching/Coaching</p> <p>Description: English Learner Instructional Specialists and Academic Language Mentors will assist in developing lessons, train, co-teach, and reflect with teachers of ELD and content areas, in order to support acquisition of language and mastery of content for English learners.</p>	8/26/2015	6/14/2018	Coordinator of English Learner Services	All Schools	\$0	
<p><u>TASKS</u></p> <p>Title: 2a. EL Instructional Specialists Coaching and Co-Teaching</p> <p>Description: English Learner Instructional Specialists will assist in developing lessons, train, co-teach, and reflect with elementary and secondary teachers of ELD and content areas, in order to support</p>	8/26/2015	6/14/2018	Coordinator of English Learner Services	All Schools	\$0	

acquisition of language and mastery of content.								
Title: 2b. Academic Language Mentors Coaching and Co-Teaching	8/26/2015	6/14/2018	Coordinator of Learning Support Services	Secondary schools	\$0			
Description: Academic Language Mentors will assist in developing lessons, train, co-teach, and reflect with secondary teachers of ELD and content areas, in order to support acquisition of language and mastery of content.								

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
Title: 3. Supplemental Materials	07/01/2015	06/14/2018	Coordinator of English Learner Services	All Schools	\$97,000	LCFF Supplemental
Description: Research based supplementary materials for increased language acquisition will be purchased to be used in English learner trainings and by teachers of English learners.						

Strategy #3						
Title: ELD Class offerings and Curriculum						
Description: Reliance on reading-intervention courses alone to address both comprehensive ELD standards and reading achievement is distressing in light of the pivotal role that oral language proficiency plays in reading comprehension...there is ample evidence of the reciprocal relationship between oral English proficiency and reading achievement (p. 167 Dutro and Kinsella). The district will examine the curriculum being used in ELD classes and our Program 4 or 5 intervention replacement programs to determine which curriculum best fits the needs of our students.						
<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
Title: 1. Evaluation of ELD curriculum	09/01/2015	06/16/2016	Coordinator of English Learner Services	All Schools	\$0	
Description: Form ELD committee of experts (teachers, EL Specialists,						

<p>Instructional coaches and administrators) to evaluate the ELD and Intervention curriculum and analyze the program effectiveness. This committee will look at data and identify possible gaps and adjust, as needed, criteria for placement of English learners, including LTELS, in courses that best meet language development needs.</p>						
<p>TASKS</p>						
<p>Title: 1a. Review assessment data from each of the programs Description: Examine summative and formative assessment data from each of the curricular programs to determine trends in effectiveness and deficiency in skill areas; and teacher efficacy.</p>	09/01/2015	01/31/2016	Coordinator of English Learner Services	All Schools	\$0	
<p>Title: 1b. ELD committee to examine ELD curriculum Description: The ELD committee will examine the curriculum to identify areas of specific gaps or needs and make recommendations to Educational Services.</p>	09/01/2015	02/19/2016	Coordinator of English Learner Services	All Schools	\$0	
<p>Title: 1c. ELD Placement Guide Description: Adjust ELD Placement Guide, as necessary, to be used to provide appropriate placement for English learners of all English proficiency levels into appropriate curricular programs.</p>	09/01/2015	01/31/2018	Coordinator of English Learner Services	All Schools	\$0	

District/LEA SMART Goal 2B: AMAO 2

Title: AMAO 2 – English Learners Achieving English Proficiency (as measured by the CELDT, or its successor)

Description: An increasing percentage of English learners will attain English language proficiency annually.

- By June, 2016, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will meet or exceed the state AMAO 2 target of 25.5%, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.;
- By June, 2016, the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will meet or exceed the state AMAO 2 target of 52.8%, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.
- By June, 2017, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will meet or exceed the state AMAO 2 target (as yet to be determined by the state), in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.;
- By June, 2017, the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will meet or exceed the state AMAO 2 target (as yet to be determined by the state), in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.
- By June, 2018, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will meet or exceed the state AMAO 2 target (as yet to be determined by the state), in order to move toward state-defined expectations for meeting the CELDT criterion (or its successor, the ELPAC) for English-language proficiency.;
- By June, 2018, the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will meet or exceed the state AMAO 2 target (as yet to be determined by the state), in order to move toward state-defined expectations for meeting the CELDT criterion (or its successor, the ELPAC) for English-language proficiency.

Strategy #1

Title: Appropriate ELD placement for Long Term English Learners (LTELS).

Description:

Long Term English learners (LTELS) have been in a language instructional program for 5 years or more and have not met the criteria for reclassification. Most have stalled at the intermediate level. Their conversational abilities may be advanced, but their knowledge of academic language and level of literacy is still limited. Research shows that if English learners continue to receive explicit ELD instruction focused on their specific needs once they reach middle levels of English proficiency and as they move into early advanced and advanced levels, they can more rapidly attain native-like levels of oral proficiency and avoid the plateau many experience before becoming advanced speakers of English (page 54, Saunders and Goldenberg). These students need specific explicit instruction in academic language that will assist them in increasing their literacy levels in all content areas to prepare them for reclassification. First, the district needs to ensure the appropriate placement, addressed in this action; then appropriate instruction, which is addressed in AMAO 3 and professional development sections.

ACTION STEPS

	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
Title: 1. LTEL Identification	02/02/2015	06/14/2018	Coordinator of		\$0	

<p>Description: Site administrators will use Reclassification Watch List provided by the district to identify, place appropriately, and inform teachers who their Long Term English Learner (LTEL) students are in order to ensure correct placement and differentiate instruction to meet their individual needs and assist them in moving forward towards reclassification.</p>		English Learner Services		
<p>TASKS</p> <p>Title: 1a. Identify LTELS by name, for class placement</p> <p>Description: Query Long Term English Learners (LTELS) in the Aeries student system. Counselors will place students in the appropriate classes based on the ELD Placement Guide (Goal 2A- Strategy 1).</p>	02/02/2015	Kerrie Torres Coordinator of English Learner Services		

District/LEA SMART Goal 2C: AMAO 3

Title: AMAO 3 – AYP for English Learner Subgroup

Description: An increasing percentage of English learners will attain proficiency in Reading/Language Arts and Mathematics annually

- By June 2016, the LEA will meet the target percentage of English learners attaining proficiency in Reading/Language Arts, as yet to be determined by the state, as measured by the CAASPP, in order to move toward state defined expectations for proficiency in Reading/Language Arts.
- By June 2016, the LEA will meet the 95% participation rate for English learners assessed in Reading/Language Arts.
- By June 2016, the LEA will meet the target percentage of English learners attaining proficiency in Mathematics, as yet to be determined by the state, as measured by the CAASPP, in order to move toward state defined expectations for proficiency in Mathematics.
- By June 2016, the LEA will meet the 95% participation rate for English learners assessed in Mathematics.
- By June 2017, the LEA will meet the target percentage of English learners attaining proficiency in Reading/Language Arts, as yet to be determined by the state, as measured by the CAASPP, in order to move toward state defined expectations for proficiency in Reading/Language Arts.
- By June 2017, the LEA will meet the 95% participation rate for English learners assessed in Reading/Language Arts.
- By June 2017, the LEA will meet the target percentage of English learners attaining proficiency in Mathematics, as yet to be determined by the state, as measured by the CAASPP, in order to move toward state defined expectations for proficiency in

Mathematics.

- By June 2017, the LEA will meet the 95% participation rate for English learners assessed in Mathematics.
- By June 2018, the LEA will meet the target percentage of English learners attaining proficiency in Reading/Language Arts, as yet to be determined by the state, as measured by the CAASPP, in order to move toward state defined expectations for proficiency in Reading/Language Arts.
- By June 2018, the LEA will meet the 95% participation rate for English learners assessed in Reading/Language Arts.
- By June 2018, the LEA will meet the target percentage of English learners attaining proficiency in Mathematics, as yet to be determined by the state, as measured by the CAASPP, in order to move toward state defined expectations for proficiency in Mathematics.
- By June 2018, the LEA will meet the 95% participation rate for English learners assessed in Mathematics.

Strategy #1

Title: Intensive Intervention classes for English learners

Description: A clear vertical and horizontal alignment in the curriculum is typically associated with more effective programs (Corallo & McDonald, 2002; Education Trust, 1999; US Department of Education, 1998). Adapt criteria for entrance and exit into ELA intervention programs 4 or 5, as needed.

ACTION STEPS

Title: 1. Utilize Intensive Intervention Program Matrix
Description: The matrix will provide specific criteria and programming needs that align to the most effective program that suits the needs of English learners in accessing core instruction.

TASKS

Title: 1a. Update matrix for the intervention classes
Description: The matrix for intervention classes will be utilized and updated, as needed, throughout the year based on input from teachers, EL Advisors, site administrators, and Ed Services.

Title: 1b. Train site admin in EL placement expectations
Description: Master Schedule training/support will be provided to

Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
02/02/2015	06/14/2018	Coordinator of English Learner Services	All Schools	\$0	
02/02/2015	06/14/2018	Coordinator of English Learner Services			
02/02/2015	06/14/2018	Kerrie Torres			
		Coordinator of English			

<p>all secondary site administrators and counselors annually to ensure appropriate placement and monitoring of placement using the new Intensive Intervention program matrix.</p>			Learner Services			
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<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
<p>Title: 2. Intensive Intervention Training and Support Description: Intervention programs for at-risk students will be monitored to ensure effective use of program and that program meets individual needs of students. Teachers of these classes will receive training and support.</p>	07/01/2015	06/14/2018	Coordinator of English Learner Services	Teachers of intervention programs	\$15,082 Subs and Extra Earnings	LCFF Supplemental
<p><u>TASKS</u></p> <p>Title: 2a. Train new teachers on Read 180 materials Description: Teachers will be trained in the Read 180 program materials by the publisher representative. Teachers utilizing the supplemental System 44 component will receive additional training.</p>	07/01/2015	08/24/2017	Coordinator of English Learner Services Lisa Green	Teachers of Read 180 Program		
<p>Title: 2b. Read 180 PLC meetings Description: Offer district Read 180 afterschool PLC meetings for teachers to receive ongoing training and provide collaboration time.</p>	08/26/2015	06/14/2018	Coordinator of English Learner Services		\$0	
<p>Title: 2c. Train site admin on Read 180 program</p>	08/26/2015	10/02/2017	Coordinator of English		\$0	

<p>Description: Site admin will receive training on the components of the program and how to analyze data reports. Site admin will then have knowledge to monitor the implementation to ensure that full uses of the program components are being utilized.</p>			Learner Services			
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<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
<p>Title: 3. Monitor the Intensive Intervention programs</p> <p>Description: Site administrators will monitor implementation and review data to demonstrate the effectiveness of the intensive intervention programs. Principals will report findings to Educational Services.</p>	08/26/2015	06/14/2018	Kerrie Torres Anne Truex	All Schools	\$0	
<p><u>TASKS</u></p>						
<p>Title: 3a. Monitoring of Read 180</p> <p>Description: Principals will provide the elementary and secondary education Executive Directors findings from walkthrough observations and assessment data on the implementation of Read 180</p>	08/26/2015	06/14/2018	Anne Truex Kerrie Torres	All schools	\$0	

Strategy #2

Title: Provide extended learning time for EL students

Description: EL students, who are not progressing at a reasonable rate, should be extended every opportunity to increase their academic skills through extended day intervention time.

ACTION STEPS

Title: 1. Extended learning support for LTELS

Description: Time and resources should be available for providing before school, lunch time, and after school support for English learners to increase their academic skills.

TASKS

Title: 1a. LTELS will receive targeted after school tutoring.

Description: Schools will provide tutoring after school for English learners. These tutoring sessions may include small group instruction and/or access to intervention computer programs.

Title: 1b. Monitoring of the extended time tutoring programs

Description: Principals will monitor students involved in tutoring programs and analyze student achievement data to show the effectiveness of the intervention.

ACTION STEPS	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
Title: 1. Extended learning support for LTELS	08/26/2015	06/14/2018	Kerrie Torres	All Schools	Site Determined	Site Funds
Description: Time and resources should be available for providing before school, lunch time, and after school support for English learners to increase their academic skills.			Anne Truex Coordinator of English Learner Services			
TASKS						
Title: 1a. LTELS will receive targeted after school tutoring.	08/26/2015	06/14/2018	Kerrie Torres	All Schools		
Description: Schools will provide tutoring after school for English learners. These tutoring sessions may include small group instruction and/or access to intervention computer programs.			Anne Truex Coordinator of English Learner Services			
Title: 1b. Monitoring of the extended time tutoring programs	08/26/2015	6/14/2018	Kerrie Torres	All Schools	\$0	
Description: Principals will monitor students involved in tutoring programs and analyze student achievement data to show the effectiveness of the intervention.			Anne Truex Coordinator of English Learner Services			
<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
Title: 2. Extra Support for English Learners	08/26/2015	06/14/2018	Coordinator of English	Canyon High	\$39,611	LCFF Supplemental

<p>Description: Two additional English Learner support sections will be added, so additional support can be provided to English learners.</p>			<p>Learner Services</p>	<p>Orange High</p>	
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Strategy #3

Title: Monitoring EL student's progress

Description: Research indicates that careful monitoring of student academic progress is necessary for schools to be effective. (Darling-Hammond, 1997; Fisher & Frey, 2007; Guskey, 2003; McTighe & O'Connor, 2005; Popham, 2003). Progress monitoring helps to identify students in need of additional or different forms of instruction, to design stronger instructional programs, and to effect better achievement outcomes for their students (Fuchs & Fuchs, 2008). District and site administrators will continually support and monitor effective implementation of instruction for all EL students. A systematic monitoring process is vital to the accountability that all stakeholders have in the achievement of our students. By analyzing progress monitoring data, teachers and administrators can assess student growth. If achievement data indicates a student is not progressing, adjustments need to be made to the curriculum, instruction and/or assessments. Through classroom observations, effectiveness of instruction will be monitored.

ACTION STEPS

<p>Title: 1. Site Professional Learning Communities (PLC) meetings to review assessment data to inform instructional needs.</p>	<p>08/26/2015</p>	<p>06/14/2018</p>	<p>Kerrie Torres Anne Truex</p>	<p>All Schools</p>	<p>Estimated Costs \$0</p>	<p>Funding Sources</p>
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Description: Grade level or department PLCs will meet each trimester (or each quarter for high schools) using the school's protocol to examine formative assessment results for their subject (ELA, ELD, Math, History and Science) to ensure English learner progress.

TASKS

<p>Title: 1a. PLC meetings</p>	<p>08/26/2015</p>	<p>06/14/2018</p>	<p>Kerrie Torres Anne Truex</p>		<p>\$0</p>	
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Description: Principals will schedule PLC time after each quarter/trimester benchmark assessment. Notes or minutes

	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
<p>reflecting the use of a school protocol will be collected and submitted to the Executive Directors.</p> <p>ACTION STEPS</p> <p>Title: 2. Provide site administrators training on district expectations for monitoring academic progress of English learners (especially LTELS). Description: Besides monitoring the teachers analysis of data to inform instruction as described previously, site administrators need to monitor the implementation of strategies teachers learned during professional development training, to ensure high quality Best First Instruction and English learner supports.</p>	08/26/2015	06/14/2018	Kerrie Torres Anne Truex Coordinator of English Learner Services		\$0	
<p>TASKS:</p> <p>Title: 2a. Train site administrators on district expectations. Description: Train all site administrators on the expectations of monitoring EL instruction and student progress (protocols for monitoring teachers' use of the data and walkthroughs) and understanding of the importance of increased achievement of our EL students.</p>	08/26/2015	06/14/2018	Kerrie Torres Anne Truex Coordinator of English Learner Services		\$0	

District/LEA SMART Goal 2D

Title: High Quality Professional Development

Description: The LEA will provide high quality professional development to teachers, administrators and other school or community-based personnel to improve the education of English learners.

- By June, 2016, 65% of LEA teachers will have received professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in Reading/Language arts and/or Mathematics, as determined by the LEA needs assessment.
- By June, 2016, 100% of LEA administrators will have received professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in reading/language arts and/or mathematics, as determined by the LEA needs assessment.
- By June, 2016, 100% of teachers of English Language Development will be authorized to teach ELD.
- By June, 2016, 100% of Reading/Language Arts and Mathematics teachers of English learners will be both highly qualified in the content area(s) and authorized to teach English learners.
- By June, 2017, 70% of LEA teachers will have received professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in Reading/Language arts and/or Mathematics, as determined by the LEA needs assessment.
- By June, 2017, 100% of LEA administrators will have received professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in reading/language arts and/or mathematics, as determined by the LEA needs assessment.
- By June, 2017, 100% of teachers of English Language Development will be authorized to teach ELD.
- By June, 2017, 100% of Reading/Language Arts and Mathematics teachers of English learners will be both highly qualified in the content area(s) and authorized to teach English learners.
- By June, 2018, 75% of LEA teachers will have received professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in Reading/Language arts and/or Mathematics, as determined by the LEA needs assessment.
- By June, 2018, 100% of LEA administrators will have received professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in reading/language arts and/or mathematics, as determined by the LEA needs assessment.
- By June, 2018, 100% of teachers of English Language Development will be authorized to teach ELD.
- By June, 2018, 100% of Reading/Language Arts and Mathematics teachers of English learners will be both highly qualified in the content area(s) and authorized to teach English learners

Strategy #1

Title: Provide teachers with professional development which will increase our English learners' access to core content.

Description: Content teachers will be given instruction in research-based strategies for teaching the academic vocabulary of their discipline, as well as strategies and routines that can help scaffold lessons for English learners, so they master content and acquire academic language simultaneously.

ACTION STEPS

	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
Title: 1. EL Professional Development and Support	07/01/2015	06/14/2018	Coordinator of English Learner Services	All Schools	\$39,073 Subs and Extra Earnings	Title III
Description: Professional Development will be provided to						

secondary core content area teachers to increase English Learner success, including integrated and designated ELD, ELD Standards, ELA/ELD Framework, and EL strategies. Elementary teachers will also receive training in order to make core content more accessible to English learners.								
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Strategy #2

Title: Provide ongoing professional development on researched-based instructional strategies

Description: Teachers must be well-prepared to work with the needs of all English learners. They must be deliberate and skillful in their instructional delivery. A focused plan for in-service that has its goal standards-based, differentiated instruction needs intensive time allocation accompanied by in-house coaching (Joyce and Weil 1992). Providing teachers with training and on-going support on researched-based instructional strategies will better equip teachers with the knowledge, skills and the disposition to effectively teach English learners.

ACTION STEPS

	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
<p>Title: 1. Mentoring for Secondary teachers-EL strategies</p> <p>Description: Many of our secondary teachers could benefit from staff development and modeling of lessons to learn strategies in using academic language and discourse and writing language objectives. By providing trained Academic Language (AL) Mentor teachers at the four comprehensive high schools and two Title I middle schools, teachers will have access to coaching and mentoring in English learner instructional strategies learned through professional development</p>	08/26/2015	06/14/2018	Coordinator of English Learner Services	All Schools	\$246,679 AL Mentors	Title III

training from highly qualified English Learner Specialists. Mentor teachers will be released 2 periods from their teaching schedule to mentor their colleagues in supporting EL students in all subjects.									
TASKS									
Title:1a. Train AL Mentor teachers	08/26/2015	06/14/2018	Coordinator of Learning Support Services						
Description: The Academic Language Mentor teachers will be trained to provide support in lessons with writing language and content objectives, explicit teaching of academic language and guided oral academic discourse.									

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
Title: 2. English Learner Instructional Specialists Description: English Learner Instructional Specialists will provide training and ongoing support for teachers of English learners. This support will include planning, team teaching, and reflecting.	08/26/2015	06/14/2018	Coordinator of English Learner Services		\$479,579 EL Instructional Specialists	Title III

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
Title: 3. Professional Development and Ongoing Support Description: Professional development and ongoing support will be provided to teachers of English learners and other staff by trained English Learner support staff	08/26/2015	06/14/2018	Coordinator of English Learner Services Coordinator of		\$98,030 Subs and Extra Earnings for Teachers	LCFF Supplemental

<p>including English Learner Instructional Specialists and Academic Language Mentors. This professional development and support will include planning, data analysis, training, team teaching, and reflecting.</p>			<p>Learning Support Services</p>		<p>\$2,500 Printing of Training Materials</p> <p>\$10,000 Inventoriable Equipment</p>	<p>LCFF Supplemental</p> <p>LCFF Supplemental</p>
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<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
<p>Title: 4. Conferences/Seminars/ Workshops – EL Instructional Specialists Description: English Learner Instructional Specialists will be sent to conferences/seminars/workshops to build upon their knowledge of English language learners and best practices</p>	07/01/2015	06/14/2018	Coordinator of English Learner Services	All Schools	\$7,000	Title III

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
<p>Title: 5. Conferences/Seminars/ Workshops – EL Teachers and other staff Description: English Learner teachers and other staff will be sent to conferences/seminars/workshops to build upon their knowledge of English language learners and best practices</p>	07/01/2015	06/14/2018	Coordinator of English Learner Services	All Schools	\$31,500	LCFF Supplemental

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
<p>Title: 6. Instructional Supplies</p> <p>Description: Instructional supplies will be purchased to be used as English Learner Instructional Specialists train, plan with, co-teach, and reflect with teachers of ELD and content areas, in order to increase Language Acquisition and mastery of content.</p>	07/01/2015	06/14/2018	Coordinator of English Learner Services	All Schools	\$53,859	Title III

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
<p>Title: 7. Language Assessment Center</p> <p>Description: The Language Assessment Center staff will provide support to sites including assessment, research of language fluency, data analysis, interpretation for Spanish speaking parents/guardians, coordination of reclassification and follow-up process, coordination of staff development opportunities and other EL support as needed.</p>	07/01/2015	06/14/2018	Coordinator of English Learner Services	All Schools	\$487,523	LCFF Supplemental

<u>Strategy #3</u>
<p>Title: Professional Development for Administrators</p> <p>Description: It is essential to provide professional development for all administrators on the instructional strategies which teachers are receiving training. Administrators are instructional leaders and need to understand these practices in order to monitor the implementation of the strategies at their sites. Most studies that have looked up the issue of leadership have demonstrated that successful schools have effective leadership (e.g. Berman, Minicucci, McLaughlin, Nelson & Woodworth, 1995; Castellano et al, 2002; Levine & Lezotte, 1995; Reyes et al, 1999; Tikunoff, 1980). As Castellano et al (2002) points out in a study of whole-school reforms; "Strong principals and other leaders did not and possibly cannot force change; but they have been critical in setting an agenda and the tone for change" (p. 36). The principal must be the main advocate...and provide guidance (Riehl, 2000)</p>

ACTION STEPS	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
<p>Title: Provide professional development for all site administrators</p> <p>Description: Train administrators on strategies to increase English learner success, including GLAD and other researched-based strategies, as well as training on ELD standards, ELA/ELD framework, and integrated and designated ELD which teachers are being trained on.</p> <p>TASKS</p>	08/26/2015	06/14/2018	Kerrie Torres Anne Truex Coordinator of English Learner Services	All Administrators	\$0	
<p>Title: 1a. Train administrators on ELS</p> <p>Description: Administrator training will be done at monthly principal meetings. Administrators will learn about the strategies and skills their teachers are being trained on and the district's expectations of monitoring the implementation of these strategies.</p>	08/26/2015	06/14/2018	Coordinator of English Learner Services	All Administrators	\$0	

District/LEA SMART Goal 2 E

Title: Parent and Community Participation

- Description:** The LEA will promote the involvement of parents and community members in the education of English learners.
- By June, 2016, the LEA will improve and increase parent outreach strategies so that 50% of parents are active participants in the education of their children.
 - By June, 2017, the LEA will improve and increase parent outreach strategies so that 55% of parents are active participants in the education of their children.
 - By June, 2018, the LEA will improve and increase parent outreach strategies so that 60% of parents are active participants in the education of their children.

Strategy #1**Title:** District English Learner Advisory Committee (DELAC)

Description: Currently the district has a strong DELAC. The monthly meetings are well attended with parents and school community liaisons. Parent representatives at DELAC take information back to their school ELAC meetings.

ACTION STEPS

Title: 1. DELAC monthly meetings

Description: Monthly DELAC meetings are held to solicit input from parents and give school site parent representatives information to take back and share at their ELAC meetings. Topics include: required parent notification requirements; school attendance; student achievement; assessments (CAASPP/CELDLT (or it's successor); SPSA; Parent Involvement policy/compacts; categorical budgets; and needs assessments (parent input). In addition community speakers present information on their programs and district staff share instructional information.

TASKS

Title: 1a. Prepare for DELAC meetings

Description: Parents are invited, speakers are contacted and agendas are developed. Agendas are posted on the website 72 hours prior to the meetings.

	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
	08/26/2015	06/14/2018	Coordinator of English Learner Services Coordinator of Learning Support Services Elena Rodriguez	EL Parents	\$1,500 Consultant to present at DELAC	LCFF Supplemental
	08/26/2015	06/14/2018	Coordinator of English Learner Services Coordinator of Learning Support Services Elena Rodriguez	EL Parents	\$0	

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
<p>Title: 2. Schools with 21 or more English learners are required to hold ELAC meetings</p> <p>Description: ELAC meetings are held at school sites and provide parents with information regarding CELDT (or its successor), CAASPP, ELD instruction and materials, graduation and A-G requirements, reclassification, parent education and school activities.</p>	08/26/2015	06/14/2018	Coordinator of English Learner Services Coordinator of Learning Support Services Elena Rodriguez	Parents	\$0	

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
<p>Title: 3. Parent Portal access</p> <p>Description: The district maintains a student/parent portal on its website that provides grades, attendance, tardies and other student specific information. A parent needs an email address or student ID number to use the parent portal. The district keeps track of the portal usage by students and parents. The portal is a valuable ever- available tool parents can use to keep informed about their student's performance in school. The district will provide training to parents in Spanish to assist them in accessing this tool with the goal of</p>	08/26/2015	06/14/2018	Coordinator of English Learner Services Coordinator of Learning Support Services Elena Rodriguez	Parents	\$0	

increasing parent/student portal usage by 5%.								
TASKS								
Title: 3a. Teach DELAC parents to access the parent portal		08/26/2015	06/14/2018	Coordinator of English Learner Services	Parents	\$0		
Description: Train DELAC parents to assist them in accessing information on the district portal about their children's current progress in their classes								

Strategy #2								
Title: Provide communication in the home language								
Description: Schools with 15% or more of students enrolled which have a single home language other than English are required to translate all parent communications from the school. Spanish is the language that is required by OUSD and its schools.								
ACTION STEPS		Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources	
Title: 1. Provide school to home translated communications		08/26/2015	06/14/2018	Coordinator of English Learner Services	Parents	\$0		
Description: The district and school sites will translate written documents and notices and provide oral interpretation as required.								
TASKS								
Title: 1a. Monitoring translation requirements.		08/26/2015	06/14/2018	Coordinator of English Learner Services	Parents	\$0		
Description: Communicate the requirement and collect evidence of schools fulfilling requirements. Annually schools are notified of their percentage of home languages of 15% or more. Evidence is collected from each site via principals uploading sample documents on the district FPM Haiku site. Also extra earnings and bilingual stipend								

<p>expenditure requests for staff to provide oral interpretation are submitted to the Accountability and Special Programs department.</p>						
<p><u>ACTION STEPS</u></p>	<p>Start Date 08/26/2015</p>	<p>End Date 06/14/2018</p>	<p>Person Responsible Coordinator of English Learner Services Principals</p>	<p>Target Audience</p>	<p>Estimated Costs \$0</p>	<p>Funding Sources</p>
<p>Title: 2.Community Liaisons Description: Schools with a high percentage of parents who speak a language other than English will have Community Liasons to provide oral interpretation and parent outreach. These liaisons become an integral part in making parents feel welcome and providing support for parents to be involved in their child's education. Written translations will also be provided to parents, as required.</p>						
<p><u>TASKS</u></p>	<p>Title: 2a. Community Liaison professional development</p>	<p>Start Date 08/26/2015</p>	<p>End Date 06/14/2018</p>	<p>Person Responsible Coordinator of English Learner Services Coordinator of Learning Support Services Elena Rodriguez</p>	<p>Estimated Costs \$0</p>	
<p>Description: Quarterly professional development is provided for the Community Liaison on ways to involve families in supporting their students' academic achievement.</p>						

Strategy #3

Title: Parent Education

Description: Each school is responsible to plan their own parent education activities. During Title I monthly principal meetings, parent involvement is an agenda item. The director shares information on available programs and resources and schools share ideas for parent involvement. Schools will offer grade level specific literacy/math nights to parents of English Learners. Classroom teachers will be paid extra earnings to plan and present many of these events. District level parent engagement opportunities will also be made available.

ACTION STEPS

	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
Title: 1. Parent Education meetings	09/01/2012	06/14/2018	Elena Rodriguez	Parents	\$0	
Description: Each school is responsible to plan their own parent education activities.. Schools will offer grade level specific literacy/math nights to parents of English Learners. Classroom teachers will be paid extra earnings to plan and present many of these events. District level parent engagement opportunities/trainings will also be offered.						

District/LEA SMART Goal 2 F:

Title: Goal 2F: Parental Notification

The LEA will provide required communications to parents in a timely manner.

- By June, 2016, the LEA will provide 100% of parents of ELs with the following information regarding their children, in a language parents can understand:
 - o identification as EL;
 - o program placement options;
 - o program placement notification;
 - o English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used;
 - o academic achievement level;
 - o redesignation information; and
 - o at the high school level, graduation requirements and annual notification of their students' progress toward meeting those requirements.
- By June, 2017, the LEA will provide 100% of parents of ELs with the following information regarding their children, in a language parents can understand:
 - o identification as EL;

- o program placement options;
- o program placement notification;
- o English language proficiency level, as determined by CELDT results (or its successor) and any local English Proficiency assessments used;
- o academic achievement level;
- o redesignation information; and
- o at the high school level, graduation requirements and annual notification of their students' progress toward meeting those requirements.
- By June, 2018, the LEA will provide 100% of parents of ELs with the following information regarding their children, in a language parents can understand:
 - o identification as EL;
 - o program placement options;
 - o program placement notification;
 - o English language proficiency level, as determined by CELDT results (or its successor) and any local English Proficiency assessments used;
 - o academic achievement level;
 - o redesignation information; and
 - o at the high school level, graduation requirements and annual notification of their students' progress toward meeting those requirements.

Strategy #1

Title: Annual Parent Notification Letter

Description: : The district will send an annual parent notification letters, via first class US mail, containing all the required information, within the required time.

ACTION STEP:		Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
Title: 1. Annual Notification letter (within 30 days after start of school)		08/26/2015	09/22/2017	Coordinator of English Learner Services	Parents	\$1,000 Printing	LCFF Supplemental
Description: Query all English learners in the Aeries student information system for the mail merge. Create letter, send to print shop to mail merge, and mail home to parents within the first 30 days of the school year.						\$3,000 Postage	LCFF Supplemental

<u>ACTION STEP:</u>	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
<p>Title: 2. Parent Notification after CELDT results</p> <p>Description: : Query all English learners in the Aeries student information system for the mail merge to send CELDT (or it's successor) scores with required information in January-February, within 30 days of receipt of CELDT results.</p>	01/11/2016	02/28/2018	Coordinator of English Learner Services	Parents	<p>\$1,000 Printing</p> <p>\$3,000 Postage</p>	<p>LCFF Supplemental</p> <p>LCFF Supplemental</p>

Strategy #2

Title: Communicate high school graduation requirements to parents of English learners and their child's progress towards meeting the requirements annually.

Description: Providing parents with information about school policies and expectations helps parents participate meaningfully in their child's education. The district will ensure that translated high school graduation requirements, including A-G requirements are included in the annual registration packets. The district will explain the requirements at DELAC meetings and provide translated materials for use at ELAC meetings. Translated high school graduation requirements will be posted on the district website.

<u>ACTION STEP:</u>	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
<p>Title: 1. Disseminate translated high school graduation requirements, including A-G requirements</p> <p>Description: Provide translated high school graduation requirements, including A-G requirements, to post on the website and distribute to parents and students (see Goal 5A).</p>	08/26/2015	06/01/2018	<p>Kerrie Torres</p> <p>Coordinator of English Learner Services</p>	Secondary	\$0	

ACTION STEP:	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
<p>Title: 2. Present the high school graduation requirements at DELAC meetings and provide them materials to share at the ELAC meetings.</p>	08/26/2015	06/14/2018	Coordinator of Learning Support Services		\$0	
<p>Description: Explain the high school graduation and A-G requirements at DELAC meetings. DELAC representatives will share the information and handouts at their site ELAC meeting.</p>						

Performance Goal 3: 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>As of March 2012 the district has over 100% of all teachers meeting the definition of highly qualified or enrolled in coursework or other activities that will lead to attaining certifications to be highly qualified status aligned with their current teaching assignment.</p> <p>As of March 2012 100% of the district's teacher have attained appropriate English Language Learner authorizations appropriate to their current teaching setting.</p> <p>The District offers the following fully accredited teacher credentialing programs; Preliminary Multiple Subject/Single Subject Induction, Preliminary Education Specialist Induction with Mild Moderate/Moderate Severe transitional coursework, and Autism Spectrum Disorder Added Authorization through the CTIP Department. The district also offers an induction program for Career Technical Education Teachers through an MOU with Sonoma County Office of Education. In addition to these credentialing programs the District offers support in the following test preparation programs; CSET, RICA and other subject matter competency support.</p> <p>The District provides coordinated and collaboratively constructed Professional Development Haiku sites that allow all teachers easy access to professional development. Additionally, the district sponsors multiple face to face professional development opportunities that include but are not limited to; Collaborative Cycle of Effective Instruction, Academic Communication, Thinking Maps, Write From the Beginning and Beyond, GLAD, EL strategies, Differentiation, Data Analysis, Multi-Tiered System of Support (MTSS) including RtI², AVID, Inclusive Schooling, Co-Teaching, Growth Mindset, Instructional Specialist</p>	<p>Expand the implementation of District-wide coordinated professional development to ensure that all stakeholders are able to access a consistent content to provide uniform delivery of best practices throughout the District that is responsive to student academic achievement needs.</p> <p>Expand the implementation of the Collaborative Cycle of Effective Instruction model as a foundational component on every campus to the Response to Instruction and Intervention initiative as a component of the Multi-Tiered System of Support.</p> <p>Implement Site Administrator and Teacher trainings to deepen understanding and implementation of best practices for teacher effectiveness utilizing the California Standards for the Teaching Profession as criteria.</p> <p>Expand professional development focused on the use of technology to plan, deliver and assess student achievement as well as student's skills in using technology as a tool for learning.</p> <p>Maintain professional development that targets both administrators and teachers who are new to the profession providing them with support, formative and summative feedback to improve their practices and demonstrate competency in their profession.</p>

and RTI Teacher support, CTIP Consulting Teachers, Site Administrator Training, Bullying and School Safety, and Instructional Curriculum support, pacing, and assessment.

The District annually conducts Student Achievement Conferences that provide site administrators with the opportunity to directly analyze their student achievement data and create professional development priorities to address gaps and promote all students toward proficiency. The Education Services Division in response to site based professional development priorities creates comprehensive, research-based professional development activities that will address the needs identified by site administrators.

Performance Goal 3: 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)

District/LEA SMART Goal						
Goal 3: All students will be taught by highly qualified teachers Per ESEA legislation, all students will be taught by highly qualified teachers. Low income and minority students will not be taught by inexperienced, unqualified or out-of-field teachers at higher rates than other students. Teachers holding Provisional Intern Permits (PIPs) and Short Term Staff Permits (STSPs) may not teach in high poverty and high minority schools.						
Strategy #1						
Title: 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 and instructional practices tied to the standards:						
Description: Annually the District identifies professional development needs based on student academic achievement of the content standards measured by state assessments as well as formative and summative evaluation systems of the curriculum, instructional programs and practices.						
ACTION STEPS						
Title: 1. Student Achievement Conferences- Schools Review Data and determine Professional Development based on assessment data		Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs
		08/03/2015	06/29/2018	Anne Truex Kerrie Torres		\$0
Description: Annually District leadership and site administrators analyze student academic achievement utilizing both state assessments and student performance indicators to determine teacher professional development needs. Administrators present data and plans						

to Cabinet and peers at Student Achievement Conferences each fall.									
TASKS									
Title: 1a. District leadership analysis of state data	07/01/2015	06/29/2018	Jennifer Bourgeois	\$0					
Description: The Coordinator of Student Assessment & Educational Measurement provides support in the district wide analysis of state student assessment data targeting academic strengths and areas for growth to be disseminated to site administrators.									
Title: 1b. Principals analyze state and site data	08/03/2015	10/31/2017	Anne Truex Kerrie Torres	\$0					
Description: Principals create a report analyzing both state student achievement data and local site data to prepare presentation for data conference. Professional development needs are identified.									

ACTION STEPS	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 2. Identification of District Professional Development needs	07/01/2015	06/29/2018	Anne Truex	Professional Development costs: trainers, subs	Cost previously listed	
Description: Education Services Division utilizes Principals' data reports to recruit, hire, plan and implement professional development to meet teacher and student needs related to content standards and instructional delivery.			Kerrie Torres			
TASKS						
Title: 2a. District/Site delivery of Professional Development	07/01/2015	06/14/2018	Cathleen Corella			
Description: Principals/teachers						

attend professional development linked to both district and site specific needs. Training to include such topics as Academic Communication, Thinking Maps, Write From the Beginning and Beyond, GLAD, EL strategies, Differentiation, Data Analysis, Multi-Tiered System of Support (MTSS) including RtI ² , AVID, Inclusive Schooling, Co-Teaching, Growth Mindset, and other researched-based best first instructional strategies.								
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Strategy #2

Title: 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:

Description: The District provides guidelines and professional development to both site administrators and teachers in the development of differentiated instructional practices to positively impact academic achievement that will eliminate the achievement gap through the implementation of initiatives like the Collaborative Cycle of Effective Instruction, Multi-Tiered System of Support (MTSS) including Response to Intervention and Instruction (RtI²) and other intervention models.

ACTION STEPS		Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 1. Analyze assessment data to determine student needs		08/26/2015	06/14/2018	Anne Truex		\$0	
Description: Administrators and teachers collaboratively disaggregate student data to target student needs, identify remediation strategies, implement differentiated instruction and develop on-going student monitoring systems ensuring academic achievement and the elimination of the achievement gap.				Kerrie Torres			
TASKS							

<p>Title: 1a. Analyze student data to identify needs</p> <p>Description: Principals work with teachers to collaboratively analyze student data from both summative (State) assessments and formative classroom performance indicators to determine individual strengths and areas for growth linked to the academic content standards.</p>	08/26/2015	06/14/2018	Anne Truex Kerrie Torres Principals Educational Services Division		\$0	
	08/26/2015	06/14/2018	Anne Truex Kerrie Torres		\$0	
<p>Title: 1b. Identify target goals for students</p> <p>Description: Principals work with teachers to identify school wide and student specific academic growth targets linked to the content standards for all students.</p>	08/26/2015	06/14/2018	Anne Truex Kerrie Torres		\$0	
	08/26/2015	06/14/2018	Anne Truex Kerrie Torres		\$0	

<u>ACTION STEPS</u>	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 2. Differentiated Instruction to meet student needs</p> <p>Description: Teachers will utilize instructional strategies to differentiate lessons to best meet the needs of the students.</p>	08/26/2015	06/14/2018	Anne Truex Kerrie Torres Cathleen Corella		\$0	
	08/26/2015	06/14/2018	Anne Truex Kerrie Torres Cathleen Corella		\$0	
<p>TASKS</p> <p>Title: 2a. Build expertise in differentiating instruction</p> <p>Description: Principals, based on staff needs, identify and implement professional development that will provide teachers with competencies for the delivery of high quality, multi-tiered</p>	08/26/2015	06/14/2018	Anne Truex Kerrie Torres Cathleen Corella		\$0	

instruction focused on remediating student deficits in the academic content areas.			Elena Rodriguez		
Title: 2b. Implement high quality differentiated instruction Description: Principals will provide teachers with training, support, and feedback on the effective planning and delivery of high quality lesson that are crafted to increase student engagement, remediate deficit areas and improve academic achievement.	08/26/2015	06/14/2018	Christina Lin Anne Truex Kerrie Torres		\$0
Title: 2c. Analyze lesson delivery based on student work Description: Principals and Instructional Specialists train and support teachers in evaluating instruction using error analysis of students' work and California Standards of the Teaching Profession based observations creating remediation strategies ensuring students meet targeted academic goals.	08/26/2015	06/14/2018	Anne Truex Kerrie Torres		\$0

Strategy #3

Title: 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:

Description: The District Education Services Division coordinates professional development utilizing multiple funding resources and programs to ensure that a cohesive professional development delivery plan incorporates the assessed needs of teachers in promoting high quality instruction for all students.

ACTION STEPS

	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 1. District coordination of professional development Description: Members within the Education Services Division,	07/01/2015	06/29/2018	Cathleen Corella		\$0	

representing all district departments linked with the delivery of high quality instruction, administer categorically and federally funded professional development coordinating activities to ensure cohesive delivery to teachers focused on improving instructional delivery to meet student academic needs.									
	TASKS								
Title: 1a. Identification of professional development needs	07/01/2015	06/30/2018	Cathleen Corella			\$0			
Description: Education Services Division utilizes Principals' data report to implement coordinated professional development across all departments providing cohesive activities that build upon current teacher expertise									
Title: 1b. Haiku	07/01/2015	06/30/2018	Randy Kolset			\$0			
Description: Each Coach or coordinator maintains their specialty Haiku site and is coordinated by the Coordinator, Educational Technology									

ACTION STEPS	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 2. Professional Development Presenters	07/01/2015	06/29/2018	Cathleen Corella		\$0	
Description: Provide specific, targeted professional development for teachers and administrators.						
TASKS						
Title: 2a. District Professional Development Trainers	07/01/2015	06/29/2018	Cathleen Corella Elena Rodriguez	Salaries	Previously listed	
Description: The district has categorically funded full or part-time						

<p>Instructional Coaches, EL Specialists, and coordinators that delivered staff development activities focused on remediation and acceleration of core content and instructional strategies. Teacher representatives are also trained to provide training on specific topics e.g. Academic Communication, Thinking Maps, Write From the Beginning and Beyond, GLAD, EL strategies, Differentiation, Data Analysis, Multi-Tiered System of Support (MTSS) including RtI², AVID, Inclusive Schooling, Co-Teaching, Growth Mindset, and other researched-based best first instructional strategies.</p>						
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ACTION STEPS	Start Date	End Date	Person Responsible	Related Expenditure	Estimated Costs	Funding Source
<p>Title: 3. On-line professional development access Description: Educational Services Division creates and maintains "Haiku" electronic professional development sites that incorporates content and trainings from all departments to provide increased teacher and administrator access.</p>	07/01/2015	06/29/2018	Randy Kolset		\$0	

Strategy #4
Title: The professional development activities that will be made available to address the needs of those new to the profession both teachers and principals:
Description: The District provides comprehensive training for both teachers and administrators who are new to the profession through the OUSD California Teacher Induction Program (CTIP) and Administrator training programs. These programs provide opportunities for candidates to demonstrate competency as measured by the California Standards for the Teaching Profession (CSTP)/Standards for School Leaders. Candidates demonstrating competency in these program are awarded the appropriate

credentials.

ACTION STEPS

Title: 1. CTIP Activities for New Teachers

Description: OUSD sponsors a fully accredited California Teacher Induction Program (CTIP) which provides both formative and summative assessment for Preliminary Multiple/Single Subject and Preliminary Education Specialist Credential, as well as Career Technical Education Teachers through an MOU with Sonoma COE, holders to demonstrate competency in CSTP under the direction of a trained Consulting Teacher to be recommended for an appropriate Clear Credential.

07/01/2015

06/29/2018

Julie McNealy

\$105,000

Title II Part A

TASKS

Title: 1a. Hire and train CTIP Consulting Teachers

Description: Annually the OUSD CTIP program recruits, hires and provides extensive training for Consulting Teachers to support novice program candidates. Consulting Teachers are training in CSTP, mentorship, adult learning theory and Cognitive Coaching

07/01/2015

06/29/2018

Julie McNealy

\$63,000

Title II Part A

Title: 1b. Professional Development for teacher candidates

Description: Program participants in OUSD CTIP access professional development tailored to their

07/01/2015

06/29/2018

Julie McNealy

\$3,000

Title II Part A

Individual Learning Plan through site-based activities and program based trainings which are delivered in both face to face and electronic training formats.									
Title: 1c. Assessment of Teacher Candidates	07/01/2015	06/29/2018	Julie McNealy	Teachers	\$10,000	Title II Part A			
Description: Program participants receive both formative and summative feedback on their ability to demonstrate competency in the CSTPs to receive a clear credential recommendation.									
Title: 1d. District based Principal trainings	07/01/2015	06/29/2018	Julie McNealy	Administrators	\$0				
Description: Annually the District provides novice Site Administrators skill building training that supports their work in teacher evaluation, instructional practice guidance and remediation.									

Strategy #5

Title: 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:

Description: The Educational Technology Department works in collaboration with professional developers from all Educational Services Departments to embed technology into all aspects of professional development ensuring trainings that will prepare teachers with 21st Century Teaching Skills.

ACTION STEPS

	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
Title: 1. Technology linked content, learning, and literacy	07/01/2015	06/29/2018	Randy Kolset			
Description: The delivery of professional development and resources that are focused on state of the art			Pam Quiros			

delivery of content to remediate and accelerate student academic achievement are a collaboration effort throughout the Ed Services departments.									
TASKS									
Title: 1a. Technology Professional Development	07/01/2015	06/29/2018	Randy Kolset	\$15,000	LCFF Base				
Description: Technology Teacher Leads (TTL) (stipended teacher representatives from each site) are trained on technology programs, Haiku learning tools, Internet Safety, Aeries.net Gradebook, and the EADMS data management system. TTL reps provide training and support for teachers at their site.									

Strategy #6						
Title: How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.)						
Description: The District provides all teachers with well trained district and site-based instructional support to become critical and fluent users of technological resources and use available technology to assess, plan and deliver instruction so all students can learn. Technical support staff also supports teachers as they enable students to use technology to advance their learning.						
ACTION STEPS						
Title: 1. Site Based Technical Support Staff	08/21/2015	06/29/2018	Randy Kolset	\$0		
Description: Annually the district site-based professional developers provide on-going technical support for teachers and support staff in the effective instructional use of technology. The district provides monthly training and support for these professional						

<p>developers to ensure that they are able to provide current resources and support services.</p>						
<p>TASKS</p>						
<p>Title: 1a. Web-based Support Services for teachers Description: Technology support staff provides on-line professional development that includes but is not limited to technology embedded lesson design and electronic content delivery for both synchronous and asynchronous learning environments. Curriculum and e-Classroom sites are also maintained to provide staff resources, contact information, and professional development opportunities.</p>	07/01/2015	06/29/2018	Randy Kolset Cathleen Corella		\$0	
<p>Title: 1b. Utilizing technology to support student assessment Description: The district provides a blend of both face to face and on-line professional development to assist teachers and site administrators in the use of technology to assess student academic achievement.</p>	08/15/2011	06/29/2018	Jennifer Bourgeois Randy Kolset	Instructional Specialists extra duty Go Sign Me Up	\$ 8,844 \$ 4,410	LCFF Base LCFF Base
<p>Title: 1c. Student use of technology for learning Description: Teachers and Library Media Specialists and other school staff are provided with professional development, resources, content, and support in enabling students to critically, fluently, and safely utilize technology to advance learning.</p>	07/01/2015	06/29/2018	Pam Quiros Randy Kolset	Common Sense Media Overdrive	\$0 \$ 9,000	LCFF Base LCFF Base

Strategy #7

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

Description: The District has created multiple on-going forums inclusive of a variety of stakeholders who are focused on the development, implementation and on-going monitoring of professional development activities throughout the district. Input from these stakeholder groups is utilized by the Educational Services Division in creating a comprehensive professional development plan that meets the needs of students, teachers and administrators resulting in improved student achievement.

ACTION STEPS

	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 1. Collaboration for Professional Development</p> <p>Description: The District has developed a system that allows the professional development input to be used as an integral component in the development of District Strategic Plans, Goals, LCAP, and the LEA Plan to drive instructional decisions within the district.</p>	07/01/2015	6/29/2018	Gunn Marie Hansen		\$0	
<p>TASKS</p> <p>Title: 1a. Multiple stakeholder group meetings</p> <p>Description: Stakeholder groups including; Curriculum Council; District English Language Advisory Committee; Community Advisory Committee for GATE, Special Education, and Native Americans; and CTIP Advisory Board meet consistently providing input to the District's professional development vision and goals.</p>	07/01/2015	6/29/2018	Gunn Marie Hansen		\$0	

Strategy #8

Title: How the LEA will provide training to enable teachers to address the needs of special populations, English language learners, and ensure equitable access to the core curriculum by our diverse populations:

Description: The District mandates that Principals in collaboration with their teachers and district staff annually analyze the assessed needs of significant subgroups within their school (including but not limited to English Learners and Special Populations) and create a professional development plan focused on ensuring equitable access to the core curriculum to improve student achievement and close the achievement gap.

ACTION STEPS

	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source
<p>Title: 1. Equitable access for all students</p> <p>Description: Principals utilize the analysis of student data to identify a comprehensive professional development plan; appropriate District professional developers enforce the implementation of new instructional practices and evaluate the success of these practices in meeting academic needs of diverse students to close the achievement gap.</p>	07/01/2015	06/29/2018	Anne Truex Kerrie Torres		\$0	
TASKS						
<p>Title: 1a. Determine site-based professional development</p> <p>Description: The District provides a wide variety of on-staff professional development experts in; English Learners, Special Populations, Technology, Curriculum, etc. available to provide training to meet the assessed needs of each school site. Principals and Instructional Leadership teams will plan site-based trainings.</p>	08/03/2015	06/29/2018	Anne Truex Kerrie Torres		\$0	
<p>Title: 1a. Professional Development training and evaluation</p> <p>Description: Principals supervise and</p>	08/21/2015	6/29/2018	Anne Truex Kerrie Torres		\$0	

evaluate the effectiveness of site based training through both formative and summative processes that measure teachers' abilities to use new practices to positively impact student achievement for diverse student populations.								
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Strategy #9								
Title: How the LEA will use funds under this subpart to meet the requirements of Section 1119:								
Description: The District twice annually reviews the Highly Qualified Teacher (HQT) status of each staff member for alignment with the requirements of their current teaching assignment. Misaligned teachers are addressed as indicated in the Compliance, Monitoring, Intervention and Sanctions (CMIS) Equitable Distribution Monitoring System Report. Annually funds from Title II Teacher Quality are utilized to support teachers in reaching compliance.								
ACTION STEPS	Start Date	End Date	Person Responsible	Related Expenditures	Estimated Costs	Funding Source		
Title: 1. Process for HQT evaluation and monitoring Description: The Human Resources Department in collaboration with the CTIP Coordinator are solely responsible for annual review of HQT teacher status, identification of deficiencies and development of remediation plans in coordination with site administrators and district personnel.	07/01/2015	06/29/2018	Ed Kissee Julie McNealy Elena Rodriguez		\$0			
TASKS Title: 1a. Professional Development to attain HQT status Description: Annually teachers identified with inappropriate HQT status as aligned to their current teaching assignment are enrolled in either the Verification Process for Teachers in Special Settings (VPSS) or other professional development to attain compliance.	07/01/2015	06/29/2018	Ed Kissee Julie McNealy Elena Rodriguez		\$5,000		Title II Part A	

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
<ol style="list-style-type: none"> 1. The Orange Unified School District and individual school sites have a strategic plan outlining their vision for a positive school-learning environment. This plan is based on resiliency factors and is aligned with effective approaches to create positive learning environments. 2. Our district adopted a science based program for targeted grade levels that meets our students’ needs. In addition, prevention objectives are integrated into the Science and Health Course of Study. 3. Activities that foster a positive school climate, such as Red Ribbon Week, PAL, PBIS, Best Buddies, Project Alert, and Character Education will continue to be implemented within the district to support a Safe, Drug-free Bully-Free environment. 4. The district has a strongly enforced and well-publicized progressive discipline policy. 5. There is a clear set of emergency procedures and opportunities for practice drills. The District was awarded a Readiness and Emergency Management for Schools federal grant to improve our emergency preparedness and response. 6. Administrators and staff support the view that emotional, psychological and social needs of students are intrinsically related to academic achievement and promote this approach. 7. Parents are provided with information through the <i>Parent-Student Handbook</i>. 8. There is a close working relationship with effective communication between the OUSD and the agencies that serve the communities within the school district boundaries. 9. To identify attendance concerns a system is in place to identify truancy, and to provide early intervention by site staff and administrative support for ongoing services to students and their families. 10. The physical environment is well maintained. Many classrooms have been modernized to facilitate both safety and learning. 11. The OUSD has a Facilities Committee and a district coordinator that addresses needs throughout the district for maintaining State compliance. 12. In house detention, in house suspension and Saturday School Programs are in place to address discipline issues. 13. For internet safety, OUSD has a strong filter in place and a system that allows the District to monitor the activities of all computers. 	<ol style="list-style-type: none"> 1. The data from the California Healthy Kid Survey (CHKS) data continues to be analyzed by district staff, and school staff. 2. Findings from the CHKS staff climate survey will be incorporated into the Safe School Plan 3. Schools will continue to reduce the incidents of bullying by further identification and implementation of strategies. 4. Review individual school site’s bullying prevention program 5. Expand the Positive Behavioral Interventions and Supports (PBIS) program to more schools. 6. Promote the continued development of the PAL Program in OUSD schools. 7. Continue emergency preparedness training and implement emergency response best practices throughout the District.

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

Orange Unified School District has an established comprehensive program to address attendance and behavioral/disciplinary concerns. Attendance, behavioral reinforcement, and school-wide positive behavior programs are implemented at individual school sites. Student attendance is closely monitored at the individual school sites with information provided to parents in a timely manner regarding absences and tardiness. Schools utilize their staff to make this initial contact with families regarding a child who is truant or is manifesting behavioral/disciplinary problems. Attendance and behavioral concerns are then addressed at the school site through parent conferences and/or Student Success Team meetings. Individual positive behavioral support programs are developed and implemented to address these concerns. Students who continue to manifest attendance/behavioral problems, despite these interventions, are referred to the School Attendance Review Board, which meets regularly to review student attendance and/or ongoing behavioral concerns. Community resources and/or district resources are then utilized to provide positive support for both attendance and discipline issues.

Appropriate student behavior is a high priority in the Orange Unified School District as evidenced by the provision of environments that positively reinforce appropriate behavior. Student standards are communicated annually through both the OUSD Parent Student Handbook and individual school site handbooks. Visuals are displayed in classrooms that remind students of standards and consequences for inappropriate behavior. A broad range of programs and clubs to engage students are implemented throughout OUSD such as homework centers, tutoring, ROP courses, athletics, drama, music, robotics, and journalism. Programs are established on individual school sites to positively reinforce adherence to these standards.

Inappropriate student behavior is initially addressed at the site through student and/or parent conferences. As necessary, a referral is made to the Student Success Team. Within the context of this meeting individual positive behavioral support actions are developed. Referrals to district programs and outside agencies are also generated as needed in order to provide a positive learning experience for the student. In addition, the district utilizes the "Placement Committee" to address serious violations of behavioral standards that are grounds for suspension or expulsion.

The Orange Unified School District recruits parents from all ethnic and socioeconomic groups to be involved in the planning and evaluation of programs. Parents serve on advisory boards and committees, such as; District Advisory Committee (DAC), District English Language Advisory Committee (DELAC), Community Advisory Committees for GATE, Special Education, Preschool and Native American programs and School Site Councils. In addition, the PTA/PTSO/PTSA is an active participant in prevention programs for students within the district. They provide supplemental funds for prevention activities and Red Ribbon Week activities throughout the school district.

Regular communication is an important facet to ensure parent involvement in these ongoing activities. A variety of communication avenues including, but not limited to; opening day packets, school and PTA bulletins, school and district websites, Haiku sites, the Community Access Channel continue to provide information on ongoing programs, and activities. In addition, parent mailings are utilized to address issues relative to Parent Choice Options and Safe School Status as mandated to meet the required timelines addressed in NCLB.

Orange Unified School District also has begun to establish a Foster Youth program. It begins with a coordinator that is the point person for all intake and support for our Foster Youth. It includes a monthly meeting to provide information important to Foster Parents presented by district personnel and the start of a mentoring program for secondary students. The belief of being proactive with our Foster Youth community will make a positive impact for student success in Orange Unified.

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
<ol style="list-style-type: none">1. Ongoing data collection through the CHKS and school surveys. Additional information is gathered on crime incidents, expulsion, suspensions and discipline issues.2. Each school reviews, approves, implements and evaluates a Safe School Plan.3. Emergency and security system upgrades throughout the district.4. Community organizations and resources provide services to at-risk students and their families regarding tobacco, drug, alcohol abuse, and other risk behaviors.	<ol style="list-style-type: none">1. Continue to analyze CHKS and other relevant data for the development of Safe School Plans.2. Staff development/training will be provided as needed.3. Resources within the community will be shared with staff and community. Partnerships, if appropriate, will be established between schools and our community.

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:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 2013/14 Second. 2014/15 Elem. Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	4 th 1 % 5 th 1 % 7 th 3 % 9 th 8 % 11 th 17%	5 th -.25 % 7 th -.5 %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th 1 % 9 th 1 % 11 th 1%	7 th -.25 % 9 th -.25 % 11 th -.25 %
The percentage of students that have used marijuana will decrease biennially by:	4 th 1 % 5 th 0 % 7 th 8 % 9 th 15 % 11 th 33%	4 th -.25 % 5 th maintain 7 th -1 % 9 th -3 % 11 th -5%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	4 th 9 % 5 th 13 % 7 th 14 % 9 th 26 % 11 th 48%	4 th -1 % 5 th -3% 7 th -3% 9 th -10% 11 th -15%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th 5 % 9 th 9 % 11 th 17%	7 th -1 % 9 th -3% 11 th -4%

The percentage of students that feel very safe at school will increase biennially by:	4 th 85 % 5 th 83 % 7 th 64% 9 th 59 % 11 th 62%	4 th +3 % 5 th +4 % 7 th +6 % 9 th +5 % 11 th +3%
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7 th 21% 9 th 13 % 11 th 7%	7 th -3 % 9 th -2 % 11 th -1%
Truancy Performance Indicator		
The percentage of students who have been truant will decrease annually by .25% from the current LEA rate shown here. NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	14.9%	-.25%
Protective Factors Performance Measures from the California Healthy Kids Survey	Most Recent Survey date: 2013/14 Second. 2014/15 Elem. Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:	4 th 64 % 5 th 61 % 7 th 27% 9 th 24 % 11 th 28%	4 th +3 % 5 th +4 % 7 th +5% 9 th +7 % 11 th +5%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	4 th 63 % 5 th 63 % 7 th 48% 9 th 41 % 11 th 37%	4 th +3 % 5 th +3 % 7 th +6% 9 th +8 % 11 th +10%

The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	4 th 24%	4 th +3 %
	5 th 22 %	5 th +4 %
	7 th 14%	7 th +5%
	9 th 10 %	9 th +10%
	11 th 12%	11 th +12%
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	4 th 64 %	4 th +5 %
	5 th 62 %	5 th +6 %
	7 th 56%	7 th +8%
	9 th 47 %	9 th +10%
	11 th 44%	11 th +12%

Other Performance Measures

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

LEA Specified Performance Measures _____	Performance Indicator Goal	Baseline Data
(Process to Collect Data)		

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
Project Alert	ATODV	7 and 8	4237	10/04	11/04	1/05
Too Good For Drugs	ATODV	1-6 and 9	14560	5/08	7/08	7/08

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
✓	After School Programs	ATODV	1-12
✓	Conflict Mediation/Resolution	V	1-6
✓	Early Intervention and Counseling	ATODV	K-12
✓	Environmental Strategies	ATODV	K-12
✓	Family and Community Collaboration	ATODV	K-12
✓	Media Literacy and Advocacy	ATODV	3-12
✓	Mentoring	ATODV	1-12
✓	Peer-Helping and Peer Leaders	V	K-12
✓	Positive Alternatives	ATODV	K-12
✓	School Policies	ATODV	K-12
✓	Service-Learning/Community Service	ATODV	K-12
✓	Student Assistance Programs	ATODV	K-12
✓	Tobacco-Use Cessation	T	K-12
	Youth Development/Caring Schools Caring Classrooms		
✓	Other Activities PBIS	ATODV	K-12

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

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

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

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.

According to the recent California Healthy Kids Survey results, Too Good for Drugs and Project Alert have been in place to face the ongoing concerns with students’ exposure, temptation and consumption of alcohol, marijuana, tobacco and/or inhalants. Although we are in a decline, students still need continued education about substance abuse and how to handle the peer pressure.

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

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

The Orange Unified School District has conducted the CHKS beginning in the 2001/2002 school year and continues to use it every other year. A TUPE grant provided the funding for 7th, 9th and 11th for 2012 and 2014 surveys. 2015 was funded through LCFF. The data from the CHKS survey will be analyzed by district to determine trends and specific strengths and needs. These trends will then be incorporated into the OUSD Local Control Accountability Plan (LCAP) and site School Safety plans.

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

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

The Accountability and Special Programs office shall develop a process and timeline to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs during the school year. The Board of Education will receive an analysis CHKS data. School Site Councils will examine the school data, and write goals based on the data for their Single Plans for Student Achievement and the Safe Schools Plan.

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])

Currently there is no SDFSC funding. The district received a TUPE grant to fund the CHKS for two years of surveys (2012 and 2014). 2015 administration for grades 4 and 5 was additionally completed for LCAP information. The district remains committed to providing services for students.

The Orange Unified School District defines the highest need students as students who are performing below academic standards, have poor attendance, and have a history of discipline referrals.

The following services are funded for students with the greatest need:

- a. Early academic intervention through tutoring and credit recovering
- b. Early intervention services from community counseling resources
- c. After-school activities that focus on opportunities to participate in non-academic, creative, and athletic activities.
- d. Programs for students cited for ATODV use on campus, bullying and other discipline problems

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.

Currently there is no SDFSC funding.

The Student and Community Services department of works with schools and agencies to provide alcohol, tobacco, other drugs and violence prevention services and referrals as needed.

The Gang Intervention Reduction Partnership (GRIP) is a community collaboration between the school district, district attorney's office, four law enforcement agencies, Angels Baseball and more than eleven community based organizations and businesses whose focus is keeping kids out of gangs. GRIP establishes programs of staff and parent education, intervention and student support at participating elementary and middle schools. The GRIP program has no financial support and relays on partners for personnel and supplies.

Parent Involvement (4115 (a)(1)(e)):

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Parents are involved in the Orange Unified School District at many levels, including planning and designing programs, implementing strategies through volunteering in the classroom and after school, and volunteering on committees such as School Site Councils and PTA/PFSO. Parents are recruited from all ethnic and socioeconomic groups in our district to be representatives on the above committees. The PTA is an active supporter of prevention programs for our students. They are in charge of Red Ribbon Week activities throughout the school district.

Regular communication throughout the year, in the School News publication, in school and PTA bulletins, and in the opening school packet will continue to inform parents of a variety of issues. Other notification procedures on such issues as "Parent Choice Options" and Safe School Status are in place to meet the required timelines indicated by NCLB. Letters will be mailed to every parent in identified schools yearly to notify them of their options.

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.

Pregnant minors have the option to transfer to the Orange County Department of Education Teen Mom Program and receive additional tobacco prevention education as a part of the prenatal class curriculum. This is a small group setting giving the teacher a high level of contact with each student. Any indication of current tobacco use is met with one on one counseling between teacher and student, and referral to an appropriate Community Based Organization (CBO) providing cessation services.

The program for students attending this site includes, but is not limited to, the following material containing TUPE information: Morning Glory Press – specific to pregnant teens; “Teen Health Book II”; and “Decisions For Health I and II”.

Representatives from the Orange County Health Care Agency Adolescent Family Life Program (AFLP) regularly visit the program site to offer services to the students. This is a voluntary case management program for pregnant and parenting teens offering guidance and resources that promote healthy pregnancies, healthy babies, education and other appropriate goals.

Pregnant minors who choose to remain at their regular school site have available to them referral to CBO cessation services and AFLP by either the school nurse or their counselor.

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

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

Position/Title	Full time equivalent
No positions funded	

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.

District/LEA SMART Goal 5A:						
Title: Increase Graduation Rate						
Description: • By June 2018, the graduation rate will increase from 93.54% to 94%. • By June 2018, the English learner graduation rate will increase from 77.1% to 80.5%.						
Strategy #1: (number determined by identified needs)						
Title: Providing information on graduation requirements						
Description: Providing parents with information about school policies and expectations helps parents participate meaningfully in their child's education. Providing multiple communications of high school graduation requirements, including A-G requirements, will increase awareness and importance of graduating.						
ACTION STEP:	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
Title: 1. Graduation requirements communication Description: Providing parents with information about school policies and expectations helps parents participate meaningfully in their child's education. Providing multiple communications of high school graduation requirements, including A-G requirements, will increase awareness and importance of graduating.	08/26/2015	06/14/2018	Kerrie Torres	Parents	\$0	

TASK								
<p>Title: 1a. Inform students and parents of graduation requirements.</p> <p>Description: Principals to ensure graduation and college readiness requirements are part of the registration materials. Students and parents of all 9th graders meet with counselors to inform them of graduation requirements.</p>	08/26/2015	06/14/2018	Principals	Parents Students	\$0			
<p>Title: 1b. Website access to requirements</p> <p>Description: High school graduation requirements, with translation, is posted on the district website.</p>	07/01/2015	06/30/2018	Kerrie Torres	Parents Students	\$0			
<p>Title: 1c. Explore other ways to communicate and inform parents.</p> <p>Description: Convene counselors and administrators to explore alternative methods of communicating annually to parents about the graduation requirements and their child's progress towards graduation.</p>	07/01/2015	06/29/2018	Kerrie Torres	Parents	\$0			

<p>Title: 1d. Inform parents of their student's grades in class.</p> <p>Description: Parents are trained to use the "Parent Portal" to track their student's class assignments. They have the ability to contact teachers by email to inquire about missing assignments and low grades. Parents also receive mid-quarter progress reports if their child is in danger of failing a class.</p>	08/26/2015	06/14/2018	Principals	Parents Students	\$0
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<p>Strategy #2: <i>(number determined by identified needs)</i></p> <p>Title: Freshman Seminar class high school to college/career curriculum</p> <p>Description: In the Freshman Seminar curriculum there are many opportunities for all students to understand why a high school diploma is important and explore college and career options.</p>						
<p>ACTION STEP:</p> <p>Title: 1. 9th grade Freshman Seminar classes provide college/ career information.</p> <p>Description: In the freshman seminar class, students take interest, ability and aptitude surveys and explore on-line resources about career options. All students develop a four-year academic plan in the class. The district annually holds a college night. Students are introduced to career pathways/industry</p>	08/26/2015	06/14/2018	Principals	Students	\$0	Funding Sources

sectors and encouraged to select an interest, so electives can be easily targeted in grades 10-12. Students are also encouraged to participate in extra-curricular activities beginning in 9 th grade.						
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Strategy #3: *(number determined by identified needs)*

Title: Credit Recovery

Description: If students find themselves behind on having enough credits to graduate, they need alternative methods to gain the needed credits.

ACTION STEP	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
<p>Title: 1. Provide alternatives to students in need of credit recovery</p> <p>Description: When students find themselves behind in credits to graduate, the district has several alternatives which include: after school tutoring, on-line academic classes, Plato and APEX on-line credit recovery, Career Tech classes, concurrent enrollment in Adult Ed classes and Petition Program. 11th grade students might also enroll in the continuation high school.</p>	08/25/2015	06/13/2018	Kerrie Torres	Students	Plato-APEX Previously listed	Gen Fund LCFF

District/LEA SMART Goal 5 B:

Title: Decrease Dropout Rates

Description:

- By June, 2018, the overall dropout rate will decrease from 6.8% to 6%.

- By June, 2018, the English learner dropout rate will decrease from 15.4% to 12%.

Strategy:

Title: 1. Monitor Attendance

Description: Monitoring students' attendance and providing parents information to overcoming barriers to regular school attendance.

ACTION STEP	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources
<p>Title: Attendance monitoring</p> <p>Description: Attendance is monitored closely at the schools. Sites write goals and actions they will implement as part of their school plan to monitor and support good attendance.</p> <p>TASK:</p>	08/26/2015	06/14/2018	Ken Miller Elena Rodriguez	Parents Students	\$0	
<p>Title: 1a. Single Plan for Student Achievement (SPSA) Attendance Goals</p> <p>Description: As part of the SPSA, the schools add goals and actions to increase attendance and reduce tardiness. These actions include monitoring, absence review teams and incentives for school attendance.</p>	08/26/2015	10/30/2018	Ken Miller Elena Rodriguez	Parents Students	\$0	

<p>Title: 1b. Notify parents of excessive tardy and absences</p> <p>Description: Principals send letters to notify parents of</p>	08/26/2015	06/14/2018	Principals	Parents Students	\$0	
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attendance or truancy issues. Parents have accessibility to daily attendance, on the Parent Portal.									
Title: 1c. School Attendance Review Board	08/26/2015	06/14/2018	Principals	Parents Students	\$0				
Description: Parents of chronically truant or absent students meet with the School Attendance Review Board to determine the barriers that are causing the attendance issues. These teams look at positive alternatives to help students attend school on a regular basis. Parents are also encouraged to check their student's daily attendance on the Parent Portal.									
District/LEA SMART Goal 5 C: Title: AP classes									
Description: <ul style="list-style-type: none"> • By June 2018, the percentage of students enrolled in AP/IB courses will increase by 1%. • By June 2018, the percentage of English learners enrolled in AP/IB courses will increase from 2% to 3%. 									
Strategy: <i>(number determined by identified needs)</i>									
Title: Increase AP enrollment									
Description: Counselors and Site Administration, along with AVID Coordinators, will identify EL and RFEF students who would benefit from enrollment in AP or IB classes and support them through AVID classes, tutoring, and counseling. (NOTE: As the rate of reclassification increases at the elementary and middle school level, the number of high school EL students will decrease and the pool of students affected by this goal will decline. Therefore it is important to include RFEF students in this area.)									
ACTION STEP	Start Date	End Date	Person Responsible	Target Audience	Estimated Costs	Funding Sources			
Title: Increase AP enrollment	08/26/2015	06/14/2018	Cathleen Corella	Staff	\$0				

<p>Description: : Counselors and Site Administration, along with AVID Coordinators, will identify EL and RFEP students who would benefit from enrollment in AP or IB classes and support them through AVID classes, tutoring, and counseling. (NOTE: As the rate of reclassification increases at the elementary and middle school level, the number of high school EL students will decrease and the pool of students affected by this goal will decline. Therefore it is important to include RFEP students in this area.)</p>		Kerrie Torres			
<p>TASK:</p>					
<p>Title: 1a. AVID programs</p>	08/26/2015		06/14/2018	Cathleen Corella	Students
<p>Description: Elementary, middle and high schools have AVID programs to encourage students to take a rigorous curriculum for preparation of honors and AP classes leading to higher educational opportunities.</p>					\$0
<p>Title: 1b. Explore options for adding additional AP classes at the high schools.</p>	08/26/2015		06/14/2018	Cathleen Corella	Students
					\$0

<p>Description: Schools will assess the need to increase the AP course offerings. Administrators will develop a plan to increase EL or RFEP student AP class enrollment.</p>			<p>Kerrie Torres Cathleen Corella</p>			
<p>Title: 1c. Selection/recruitment of AP teachers Description: Principals are responsible for hiring and assignments at their schools. AP teachers must have the technical knowledge of the subject, as well as be high quality instructors. The district will work with site principals in selecting outstanding new AP teachers.</p>	<p>08/26/2015</p>	<p>06/14/2018</p>	<p>Cathleen Corella</p>	<p>Teachers</p>	<p>\$0</p>	

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by Elementary and Secondary Education Act (ESEA) legislation. **If the LEA has already included any of the descriptions in other parts of the LEA Plan, they do not need to be provided again here; please indicate the 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."

	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<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 	<p>The District uses the number of children eligible for Free/Reduced Price Lunch programs at each site to determine eligibility.</p>

<p>the CalWorks program;</p> <ul style="list-style-type: none"> • 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>The ranking of Title I schools is determined by dividing the number of students at each site receiving free/reduced lunch by that site's enrollment count. This gives the total percentage of free/reduced students at each site.</p> <p>School sites with 50% or above free/reduced percentage amounts are deemed eligible to receive Title I funding. These sites are ranked by grade span (K-6, 6-8, 9-12.)</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	

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>).

	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>For schoolwide programs (SWP), describe how the LEA will help schools bring together 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. 	<ul style="list-style-type: none"> • During the process of writing a Single Plan for Student Achievement, each school reviews their CAASPP and local assessment data and current educational program. The District provides data reports and technical assistance to the schools. Parents, students and staff offer input to the plan. • The district provides professional development on scientifically research based instructional strategies using Instructional Specialist and RTI teacher support on such topics as the Collaborative Cycle of Effective Instruction, Academic Communication, Thinking Maps, Write From the Beginning and Beyond, GLAD, EL strategies, Differentiation, Data Analysis,

- Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.
- Instruction by highly qualified teachers and strategies to attract and keep such teachers.
- High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.
- Strategies to increase parental involvement.
- Assistance to preschool children in transitioning from early childhood programs to elementary school programs.
- Timely and effective additional assistance to students who experience difficulty mastering state standards.

- Multi-Tiered System of Support (MTSS) including RtI², AVID, Inclusive Schooling, Co-Teaching, Growth Mindset, and Instructional Curriculum support, pacing, and assessment.
- Schools provide before and after school tutoring and enrichment programs. The District provides summer Credit Recovery classes. Thirteen of our Title I schools participate in the After School Safety and Education (ASES) Grant. Students below grade level are offered Supplemental Education Services (SES) at all Program Improvement schools.
 - Strategies which help address the needs of low achieving students include Pre-School programs at several schools, Avenues, Inside or Edge ELD program instruction, and before/after school instructional programs. Read 180 is used as an Intensive Intervention program at many schools. Plato, a credit recovery program is available for all high school students, if needed. All schools are looking at student achievement data and having “test chats” with students, parents and teachers. Collaboration of teachers using Professional Learning Communities (PLC) model and examining student data has also proven effective in personalizing instruction for these students.
 - The district provides professional development opportunities listed below to build capacity of Highly Qualified Teacher.
 - The District Professional Development program, including CTIP support, Collaborative Cycle of Effective Instruction, Academic Communication, Thinking Maps, Write From the Beginning and Beyond, GLAD, EL strategies, Differentiation, Data Analysis, Multi-Tiered System of Support (MTSS) including RtI², AVID, Inclusive Schooling, Co-Teaching, Growth Mindset, Instructional Specialist and RTI Teacher support, CTIP Consulting Teachers, Site Administrator Training, Bullying and School Safety, and Instructional Curriculum support, pacing, and assessment, provides teachers with scientifically researched-based materials training.
 - Administrators have received training in the above mentioned teacher trainings, as well as the Standards for the Teaching

	<p>Profession and Leadership standards. Several principals have also attended AB 430 Administrator training.</p> <ul style="list-style-type: none"> • District personnel provide Title I principals information regarding parent involvement resources and ideas. The DELAC site representatives are involved with sharing information with ELACs and encouraging involvement at school. Each school holds their own parent education and family reading, math and science nights. • Parents of children at district operated State Preschool programs or community based Head Start programs are offered parent training on literacy skills, child development, health and nutrition, Preschool Foundations (standards), and Kindergarten Standards. Families receive special preschool backpacks with materials to help with the transition to kindergarten. Some schools have a Kinder Camp for incoming kindergarteners. Schools invite incoming kindergarteners to a pre-kinder screening to assess skills and provide information to parents regarding transitioning into kindergarten. • State assessment and formative assessment data are reviewed for all students in order to guide instruction. Data for at-risk students is examined as part of the Collaborative Academic Support Team (CAST) process and appropriate interventions are put in place.
<p>For targeted assistance programs (TAS), describe how the LEA will help schools 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. 	<p>Currently the district has no Targeted Assistance Schools, all are School-wide Title I programs.</p>

<ul style="list-style-type: none"> • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	
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Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. **Please note that multiple, educationally related criteria must be used to identify students eligible for services.** Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

<p>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>Description of how the LEA is meeting or plans to meet this requirement: Currently the district has no Targeted Assistance Schools, all are School-wide Title I programs.</p>
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	
	<p>All children and youths identified as homeless are immediately enrolled at school sites in the Orange USD with no delay due to any missing paperwork or lack of address verification. Parents fill out a form and the school faxes it to the Coordinator, Student and Community Services, Foster Youth, McKinney-Vento and At-Risk Youth, at the district office, who makes the initial contact with the parents. The Coordinator faxes student information to the Supervisor of Food Services who files the information for the end of the school year report and formally authorizes the free lunch status for the student. If transportation is needed, the transportation</p>

	<p>department is notified to make necessary arrangements for the student to get to school. The Coordinator works with the family and the district in the interest of the student to remain in the school of origin.</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	<p>OUSD's Community Day School (CDS) students receive the same services as those of a comprehensive school. These services include psychological services, free or reduced lunch, academic counseling, and health services. Students at Orange Community Day School receive 360 minutes of daily instruction per school day. Students rotate classes within 6 school periods. Teachers address the core content areas through a combination of individualized instruction, small group instruction, and whole class instruction. Particular emphasis is placed upon improving student behavior, increasing attendance, and addressing the variety of student skill levels. The mission of Orange CDS is to assist students' successful reintegration into a regular comprehensive secondary school. Ultimately, the goal is for all students to graduate with a high school diploma.</p>

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.

	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<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. 	<p>The Orange Unified School District has a District School Liaison Team (DSLTL) that provides support services to the Instructional Leadership Team of low achieving schools. The team consists of the Assistant Superintendent of Educational Services, Executive Director of Elementary or Secondary Education (depending on the level of the school), the Administrative Director of Accountability and Special Programs, Administrative Director of Curriculum & Instruction and GATE, Coordinator, English Learner Services, Coordinator of Learning Support Services, and Administrator, K-12 Academic Content Design. The purpose of the DSLTL is to:</p> <ul style="list-style-type: none"> • Provide assistance in developing and implementing the

<ul style="list-style-type: none"> • Assistance in analyzing and revising the school budget so the school's resources are used effectively. 	<p>Single Plan for Student Achievement</p> <ul style="list-style-type: none"> • Provide support in the analysis of assessment data • Provide professional development based on scientifically based, instructional practices to meet the needs of the students • Provide support with outside providers to meet the individual needs of the sites which are in Program Improvement. • Provide support in the analysis of budget and other resource distribution • Provide consultation on intervention programs • Provide consultation on parent outreach and education • Provide consultation on the school's needs to have a highly qualified instructional staff • Provide "Choice" and "Supplemental Service" options for parents • Monitor the implementation of the 9 Essential Program Components <p>The DSLT will meet initially with the representatives of the school to develop a plan to establish specific annual, measurable objectives for continuous and substantial progress by each group of low performing students. The team will meet three times a year thereafter to monitor the implementation of the plan.</p>
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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."

<p>Description of how the LEA is meeting or plans to meet this requirement:</p>	<p>The Orange Unified School District will notify parents of their schools identification as a Program Improvement School in English and Spanish (or other languages as required). The notification will include:</p> <ul style="list-style-type: none"> • An explanation of what the identification means and how the
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	<p>school compares in terms of academic achievement to other elementary or secondary schools</p> <ul style="list-style-type: none"> • The reasons for identification for school improvement • An explanation of the parents' option to transfer their children to another public school, with transportation provided by the local educational agency or to obtain supplemental educational services provided the choose to stay at the PI school.
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p>The district will set aside 20% of their Title I budget for transportation for the choice option and supplemental education services (SES). Parent notifications are mailed to all parents at a PI school, in February, to explain "Choice Transfers" for the following year. In August parents of students enrolled at a PI school receive notification of available SES services. The lowest achieving students will be identified and given priority for SES.</p>

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

	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>Title I funds for improving teacher quality will be set aside and combined with Title II funds to provide staff development and instructional support for teachers, paraprofessionals and principals in the OUSD based on our district's needs assessment. The OUSD Educational Services Team will oversee the development and implementation of the district-wide staff development program. District wide staff development activities will be provided for the systemic needs of all students – with a special emphasis on underachieving students and targeted for the needs of staff that work with English learners and special populations. Staff Development activities will also emphasize building capacity of staff and developing in-house experts. Investing in the professional development of the</p>

	<p>staff will help the district's efforts to retain and increase number of highly qualified teachers, administrators and support staff. The OUSD Title I and English Language Learners Advisory Committees will provide input and assist in the evaluation of these activities. School Site Councils will provide input in the development and evaluation of site-specific professional development activities.</p>
<p>Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.</p>	<p>The Orange Unified School District will assist schools in resources and efforts for involving parents in their child's education.</p> <ul style="list-style-type: none"> • Provide training for staff on ways to involve parents • Develop District and School Parent Policies and School Compacts • Provide opportunities for parents to become active participants in their child's education. • Provide parent training at DELAC and ELAC meetings to include: understanding CST/CELDT assessment scores; instructional strategies used at school; importance of school attendance; bullying prevention; nutrition; and parent skills. • Title I parents and their children are also invited to school Family Literacy and Family Math Nights, and the District's Family Science Night. • Parents have access to the Parent Portal which enables them to check attendance and grades and email the teacher. • School News publication provides parents with information about their school and resources available in the community.

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 VI; homeless children; and immigrant children.

	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe how the LEA will coordinate and integrate educational</p>	<p>The Orange Unified School District has two main methods to</p>

services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:

- a. Even 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.

Compare to the Federal and State Programs Checklist available in the Help menu of the LEA Plan in CAIS to determine if all active programs have been addressed.

guarantee the coordination of educational services. School sites collect evaluative student, staff and community data on an ongoing basis for their comprehensive needs assessment upon which their school site plans are designed. This "Single School Plan for Student Achievement" specifies all activities and funding sources utilized by the school site to meet the academic needs of the students. Federal categorical program funds and LCFF supplemental funds are used to supplement the core instructional program at the site and district level. All district level program administrators provide support, information, and resources to the school site leadership, planning committees and parent advisory groups so that all schools conduct high quality programs that are effectively managed and operated within appropriate legal parameters.

Members of the Educational Services division meets regularly to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Members of this team are Deputy Superintendent, Executive Director of Elementary or Secondary Education, Executive Director of Special Education/SELPA, Administrative Director of Accountability and Special Programs, Administrative Director of Curriculum & Instruction and GATE, Administrative Director of Information and Educational Technology, Administrator Director of Student and Community Services, Administrator of K-12 Academic Content Design, Coordinator of English Learner Services, Coordinator of Learning Support Services, Coordinator of Student Assessment and Educational Measurement, Coordinator of CTIP, Coordinator of 21st Century Teaching and Learning, Coordinator of CTE/ROP/K-12 STEM, Coordinator, Student and Community Services, Foster Youth, McKinney-Vento and At-Risk Youth, and Coordinator of Educational Technology.

Additionally, members of the Educational Services team meet bimonthly to monitor school benchmark assessments and plan Program Improvement activities.

Part III

Assurances and Attachments

Assurances

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

Appendix F: OUSD Textbook Adoption List

ASSURANCES

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

GENERAL ASSURANCES

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

9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.

10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

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

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

13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.

14. Provide technical assistance and support to schoolwide programs.

15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.

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

17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.

18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.

20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.

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

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

TITLE I, PART D – SUBPART 2

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

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

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

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

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

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

TITLE III

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

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.

47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
- Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
 - Security procedures at school and while students are on the way to and from school.
 - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
 - A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.
50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and

secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.
54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:
 - Will be used to make decisions about appropriate changes in programs for the subsequent year;
 - Will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
 - Will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
 - (i) Truancy rates;
 - (ii) The frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
 - (iii) The types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
 - (iv) The incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities.
(Section 4112, General Provisions, Title IV, Part A, PL 107-110)
57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of

schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

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

SIGNATURE PAGE

Michael L. Christensen

Print Name of Superintendent



Signature of Superintendent

10-16-15

Date

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.*

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

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

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

- 2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3: *All students will be taught by highly qualified teachers.*

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

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

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

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

- 5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:
- Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged and
 - Calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 **Performance indicator:** The percentage of students who drop out of school:
- Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged and
 - Calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

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

- Academic Performance Index (API)
<http://www.cde.ca.gov/ta/ac/ap/>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/ds/dc/cb/>
- California Assessment of Student Performance and Progress (CAASPP) System
<http://www.cde.ca.gov/ta/tg/ca/>
- California Assessment of Student Performance and Progress (CAASPP) System
<http://www.caaspp.org/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/ta/tg/el/>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/ta/tg/hs/>
- DataQuest
<http://dq.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ta/ac/sa/>

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/> > (Getting Results)

School-Based Programs

Name	Intended program outcomes and target grade levels. See research for proven effectiveness							Website
	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.		
Across Ages	4 to 8	x	x	x		x	C.	
All Stars™	6 to 8	x	x	x			A, C, D, E	
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,	
Border Binge Drinking Reduction Program	K to 12	x			x		C.	
Child Development Project/Caring School Community	K to 6	x		x		x	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			C	
DARE To Be You	Pre-K	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	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	B, C, E	
I Can Problem Solve	Pre-K						A, B, D	
Incredible Years	K to 3					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			A, B, C, D, E	
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E	
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E	
Olweus Bullying Prevention	K to 8					x	B, C, E	
Positive Action	K to 12	x	x	x		x	C, D,	

Project ACHIEVE	Pre-K to 8									x				x		A, C, E
Project ALERT	6 to 8		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								C,
Project Toward No Drug Abuse (TND)	9 to 12		x					x					x			C,
Project Toward No Tobacco Use (TNT)	5 to 8															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															B, E
Reconnecting Youth	9 to 12		x											x		A, C, E
Responding in Peaceful and Positive Ways	6 to 12							x								C, D, E
Rural Educational Achievement Project	4													x		C
School Violence Prevention Demonstration Program	5 to 8															C
Second Step	Pre-K to 8															A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6						x									B, C, D, E
SMART Leaders	9 to 12								x							C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7															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															C, D,
Too Good for Drugs	K to 12								x					x		C
Community and Family-based Programs																
Intended program outcomes and target setting. See research for proven effectiveness																
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website									
Big Brothers Big Sisters	Community					x	B, E									
Brief Strategic Family Therapy	Families			x			B, C,									
CASASTART	Community			x			B, C, D,									
Communities Mobilizing for Change	Community				x		C									
Creating Lasting Family Connections	Families (6 to 12)			x			A, C, D,									
Families And Schools Together (FAST)	Families	x					C,									
Family Development Research Project	Families				x		C									
Family Effectiveness Training	Families				x		C,									
Family Matters	Families	x					C									
FAN (Family Advocacy Network) Club	Families			x			C									
Functional Family Therapy	Families	x				x	B, E									
Home-Based Behavioral Systems Family Therapy	Families						C									
Houston Parent-Child Development Program	Parents						C									
Multisystemic Therapy	Parents						B, C, E									
Nurse-Family Partnership	Parents			x			B, C,									
Parenting Wisely	Parents						C,									
Preparing for the Drug Free Years	Parents (4 to 7)	x					A, B, C, D,									

Project Star (Students Taught Awareness and Resistance):													B, D, C, E
Midwestern Prevention Project													
Schools and Families Educating Children (SAFE Children)													
Stopping Teenage Addiction to Tobacco													C
Strengthening Families Program													C
													A, C, D,

APPENDIX D

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

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

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

APPENDIX E

Promising or Favorable Programs

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)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Burns	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x			C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Eariscourt 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	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D

Massachusetts Tobacco Control Program	7 to 12			X					C
Michigan Model for Comprehensive School Health Education	K to 12		x	x					D
Open Circle Curriculum	K to 5					x			D
Parent-Child Assistance Program (P-CAP)	Families		x						C
PeaceBuilders	K to 8					x			D
PeaceMakers Program	4 to 8					x			D
Peer Assistance and Leadership	9 to 12					x			C
Peer Coping Skills (PCS)	1 to 3					x			B
Peers Making Peace	K to 12					x			D
Personal/Social Skills Lessons	6 to 12			x					A
Preventive Intervention	6 to 8					x			B
Preventive Treatment Program	Parents					x			B
Primary Mental Health Project	Pre k to 3								D
Project Alive	K to 12			x					A
Project BASIS	6 to 8					x			C
Project Break Away	6 to 8			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			B
Safe Dates	School							x	B
Say It Straight (SIS) Training	6 to 12		x						D
School Transitional Environmental Program	9 to 12					x			B
Smokeless School Days	9 to 12			x					A
Social Decision Making and Problem Solving	1 to 6					x			D
Social Decision Making and Problem Solving Program (SDMPS)	K to 5							x	B
Socio-Moral Reasoning Development Program (SMRDP)	School							x	B
Storytelling for Empowerment	6 to 8		x			x			C
Strengthening Hawaii Families	Families						x		C
Strengthening the Bonds of Chicano Youth & Families	Communities					x			C
Syracuse Family Development Program	Family							x	B
Teams-Games-Tournaments Alcohol Prevention	10 to 12		x						C
Teenage Health Teaching Modules	6 to 12							x	C, D
Teens Tackle Tobacco! - Triple T	6 to 12			x					A
The Scare Program	School							x	D
The Think Time Strategy	K to 9							x	D
Tinkham Alternative High School	9 to 12							x	C
Tobacco-Free Generations	8 to 12			x					A
Viewpoints	9 to 12								B
Woodrock Youth Development Project	K to 8		x			x			C
Yale Child Welfare Project	Families							x	B

APPENDIX F
Orange Unified Textbook Adoptions

Subject/Course	Grade Level/ Course #	Textbook Title	Copyright	Publisher	Board Adopted
Reading/Language Arts	K-5	Houghton Mifflin Reading (Medallion Edition)	2003-2010	Houghton Mifflin Harcourt	12/10/09
Reading/Language Arts	6	Timeless Voices, Timeless Themes: Copper Level	2002	Prentice Hall	2/13/03
Reading / ELD Reading	K-5	Hampton Brown Avenues	2004	Cengage Learning/NGL	4/10/06
Reading Intervention	4-8	Sopris West Language! 3rd Edition	2005	Cambium Learning	12/8/05
Reading Intervention	4-8	Scholastic Read 180	2002	Scholastic, Inc.	2/10/05
Reading Intervention	6-8	INSIDE : Language, Literacy & Content	2009	Cengage Learning/NGL	6/9/11
Reading/Language Arts	6-8	Timeless Voices, Timeless Themes: Copper Level	2002	Prentice Hall	2/13/03
Reading / ELD Reading	R727, R728, R748	Edge: Reading, Writing & Language Levels A-C	2007	Cengage Learning/NGL	7/19/07
English 9	L300	Timeless Voices, Timeless Themes: Gold Level	2002	Prentice Hall	4/20/06
English 10	L400	Timeless Voices, Timeless Themes: Platinum Level	2002	Prentice Hall	3/29/07
English 11	L500	Timeless Voices, Timeless Themes: The American Experience	2002	Prentice Hall	2/20/03
English 12	L660	Timeless Voices, Timeless Themes: The American Experience**	1999	Prentice Hall	9/18/09
AP English 11	L512	50 Essays, A Portable Anthology*	2004	Bedford / St. Martin's	3/29/07
AP English 11	L512	The Bedford Reader, 9th Edition*	2006	Bedford / St. Martin's	5/24/07
AP English 12	L996	Everyday Use, AP Edition*	2005	Pearson / Longman	5/10/07
		Patterns For College Writing, 10th Edition*	2007	Bedford / St. Martin's	5/10/07
		Perrine's Literature: Structure, Sound & Sense 10th Edition	2009	Holt McDougal	6/18/09

*One Writing text (Everyday Use **OR** Patterns For College Writing) and one Reader (50 Essays **OR** The Bedford Reader) required for AP English 11

**Alternate textbook choices approved at the 9/18/09 Board meeting (either can be used - both are not required)

Subject/Course	Grade Level/ Course #	Textbook Title	Copyright	Publisher	Board Adopted
Mathematics	K-6	enVision Math California	2009	Scott Foresman	4/21/11
Mathematics	7	Holt California Mathematics: Course 2, PreAlgebra	2008	Holt McDougal	5/8/08
Mathematics	8	Holt California Algebra I	2008	Holt McDougal	5/8/08
Algebra IA	N701	Holt California Algebra I	2008	Holt McDougal	5/8/08
Algebra I	N251, N252	Holt California Algebra I	2008	Holt McDougal	5/8/08
Essentials of Geometry	N727	Geometry: Concepts & Applications	2001	Glencoe/ McGraw-Hill	6/17/02
		Geometry: Concepts & Applications**	2001	Glencoe/ McGraw-Hill	9/18/09
Geometry	N725, N729	Geometry	2005	Glencoe/ McGraw-Hill	8/18/05
Algebra II	N710, N719	Algebra & Trigonometry: Structure & Method Book 2	2000	Holt McDougal	5/24/01
Trigonometry	N741	Trigonometry, 9th Edition	2009	Prentice Hall	7/28/11
Introduction to Statistics	N742	The Practice of Statistics for the AP Exam, 5e	2015	Bedford, Freeman, & Worth	7/23/15
Pre-Calculus	N730, N739	PreCalculus Enhanced with Graphing Utilities, 3rd Edition	2003	Prentice Hall	6/5/03
AP Calculus	N986, N987	Calculus: Graphical, Numerical, Algebraic	2007	Prentice Hall	6/18/09
AP Statistics	N994	The Practice of Statistics for the AP Exam, 5e	2015	Bedford, Freeman, & Worth	7/23/15

**Alternate textbook choices approved at the 9/18/09 Board meeting (either can be used - both are not required)

Subject/Course	Grade Level/ Course #	Textbook Title	Copyright	Publisher	Board Adopted
Mathematics	K-2	enVision Math California CA Common Core	2015	Pearson Learning	Pilot
Mathematics	3-6	enVision Math California CA Common Core	2015	Pearson Learning	Pilot
Mathematics	7	Big Ideas Mathematics, Course 2	2015	Houghton Mifflin Harcourt	Pilot
Mathematics	7	DIGITS, Grade 7	2015	Pearson Learning	Pilot
Mathematics	7	Big Ideas Mathematics, Course 2 Accelerated	2015	Houghton Mifflin Harcourt	Pilot
Mathematics	7	DIGITS, Grade 7 Accelerated	2015	Pearson Learning	Pilot
Mathematics	8	Big Ideas Mathematics, Course 3	2015	Houghton Mifflin Harcourt	Pilot
Mathematics	8	DIGITS, Grade 8	2015	Pearson Learning	Pilot
Mathematics	8	MathLinks 8	2013	Center for Mathematics & Teaching	Pilot
Algebra IA	N701	Big Ideas Mathematics, Algebra I	2015	Houghton Mifflin Harcourt	Pilot
Algebra I	N251, N252	SpringBoard Mathematics, Algebra I	2014	College Board	Pilot
Algebra IA	N701	Big Ideas Mathematics, Algebra I	2015	Houghton Mifflin Harcourt	Pilot
Algebra I	N251, N252	SpringBoard Mathematics, Algebra I	2014	College Board	Pilot
Essentials of Geometry	N727	Big Ideas Mathematics, Geometry	2015	Houghton Mifflin Harcourt	Pilot
Geometry	N725, N729	SpringBoard Mathematics, Geometry	2014	College Board	Pilot
Essentials of Geometry	N727	Big Ideas Mathematics, Geometry	2015	Houghton Mifflin Harcourt	Pilot
Geometry	N725, N729	SpringBoard Mathematics, Geometry	2014	College Board	Pilot
Algebra II	N710, N719	Big Ideas Mathematics, Algebra II	2015	Houghton Mifflin Harcourt	Pilot
Algebra II	N710, N719	SpringBoard Mathematics, Algebra II	2014	College Board	Pilot