

(CDE use only)
Application #

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

mail original and two copies to: **California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901**

LEA Plan Information:

Name of Local Educational Agency (LEA): **La Habra City School District**

County/District Code: **30 66563**

Dates of Plan Duration (should be five-year plan): **July 1, 2008 to June 30, 2013**

Date of Local Governing Board Approval: **June 26, 2008, Revised February 26, 2009**

District Superintendent: **Susan Belenardo, Ed.D.**

Address: **500 N. Walnut**

City: **La Habra**

Zip code: **90631**

Phone: **(562) 690-2300**

Fax: **(562) 690-4154**

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

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

Susan Belenardo, Ed.D.

2/26/09



Printed or typed name of Superintendent

Date

Signature of Superintendent

Sharon H. Brown

2/26/09



Printed or typed name of Board President

Date

Signature of Board President

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
X	Title I, Part B, Even Start	X	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent	X	School Improvement
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
X	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title III, Limited English Proficient	X	Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
X	Title IV, Part A, Safe and Drug-Free Schools and Communities	X	Tobacco Use Prevention Education (Prop 99)
X	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education	X	School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		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 (describe): Middle School Supplemental Counseling
	Other (describe):		Other (describe):
	Other (describe):		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	\$431,164	\$1,846,718	\$1,730,072	85%
Title I, Part B, Even Start	0	172,500	157,000	100%
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	146,291	316,254	443,905	96%
Title II, Part D, Enhancing Education Through Technology	9,827	17,867	27,175	98%
Title III, Limited English Proficient	100,556	243,960	337,626	98%
Title III, Immigrants	0	0	0	0
Title IV, Part A, Safe and Drug-free Schools and Communities	0	35,010	34,310	98%
Title V, Part A, Innovative Programs – Parental Choice	598	10,234	9,397	88%
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education	0	865,988	832,441	96%
21 st Century Community Learning Centers				
Other (describe)				
TOTAL				

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				
EIA – Limited English Proficient	\$87,604	\$1,445,703	\$1,319,272	85%
State Migrant Education				
School and Library Improvement Block Grant	88,447	593,753	553,313	86%
Child Development Programs				
Educational Equity				
Gifted and Talented Education	39,235	53,655	39,189	94%
Tobacco Use Prevention Education – (Prop. 99)	6,487	11,775	17,527	96%
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)	90	26,956	26,029	96%
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe) Middle School Supplemental Counseling	 84,391	 92,630	 177,021	 100%
TOTAL				

District Profile



La Habra City School District

“Where Children Count”

The La Habra City School District was formed in 1896 and twelve years ago celebrated its 100th birthday. The District is located in the northwestern part of Orange County and covers a five-mile area that includes the city of La Habra and parts of Brea and Fullerton. The nine schools in La Habra serve a diverse student population of approximately 5,800 students in grades kindergarten through 8.

In 1972, and modified in 1985, the district created teamed schools built around grade level clusters: four K-2 primary schools, three 3-5 elementary schools, and two 6-8 middle schools. In the teamed areas, kindergarten through second grade students attend school at one site and third through fifth grade attend at another site. Sixth through eighth grade students attend one of the middle schools in the district. This configuration has allowed for sites to concentrate their efforts on developing resources and programs tailored to their specific grade cluster needs. It has also encouraged greater flexibility of instructional grouping and the virtual elimination of combination classrooms.

At the K-2 schools, their primary focus is providing the necessary foundational skills in reading, writing, and mathematics necessary for students' future academic success. Class size reduction is an integral part of the K-2 education program. At the 3-5 schools the emphasis is on a smooth transition from learning to read and compute to reading and computing to learn. Foundational skills are applied in unlocking subject matter. At the 6-8 schools, the focus is on extending the students' learning to include the full and complex range of language, literacy, and numeracy skills they will need for successful, lifelong learning.

STUDENT DEMOGRAPHICS

The La Habra City School District has a long history of serving a diverse multicultural, multilingual student population over the years. As the tables below indicate, the student population is comprised of: 75% Latino, 16% Anglo, 3% Asian, and 1% African American.

The current Language Census shows that 42% of the students in the District are English learners, with 98% Spanish speakers. The remaining 2% represent over 25 additional primary languages.

Approximately 69% of the students qualify for the National School Lunch Program

Students by Ethnicity	
Ethnicity	Percentage of Students
Hispanic, Latino	75%
White (not Hispanic)	16%
African-American	1%
Asian	3%
Other	5%

CBEDS 10/07

2007-2008 Language Census (R-30) Summary				
District Enrollment	EL Enrollment	Percentage of EL Enrollment	FEP Enrollment	Percentage Reclassified
5,734	2,433	43%	940	8%

Percentage of Students Approved for Free and Reduced Meals
69.03%

Food Services Report 10/07

DISTRICT VISION

The hallmark of the La Habra City School District is the extraordinary partnership that exists between the district, the school, the family, and the community. From the Board of Trustees to the administration, teachers, and support staff, to the families and the community --- each partner in the team contributes a vital part in the education of the children of the La Habra City School District. All are committed to the vision of providing educational excellence to ensure that all students master grade level standards to become:

- Critical thinkers and problem solvers
- Independent life long learners
- Effective communicators
- Respectful of self and others
- Responsible, contributing members of society

MISSION STATEMENT

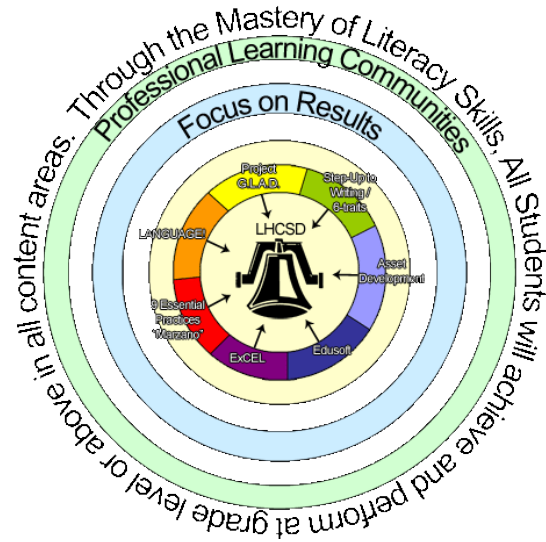
The La Habra City School District believes in a child-centered program that recognizes the individual abilities, needs and interests of each student. Teaching methods and educational programs are designed to help students reach their potential in mastering the basic skills of reading, language and mathematics. Emphasis is also placed on respecting the rights and opinions of others. The educational atmosphere encourages the development of individuals who are capable of becoming responsible citizens in a society of rapid change and unforeseeable demands.

Focus on Continuous Improvement

CORE ACADEMIC PROGRAMS AND GOALS

All District schools are committed to providing a balanced curriculum of language-arts, mathematics, science, history/social science, physical education, health and visual/performing arts aligned to the State's academic standards. The standards-based core curriculum is assessment-driven and designed to meet the diverse needs of all learners. The District is dedicated to ongoing curriculum revision and instructional improvement based on effective research practices.

Annually, the schools conduct a comprehensive analysis of student achievement data to determine the academic areas of strength and areas to receive additional focus. The analysis also includes a review of current and potential instructional programs and practices aligned to their identified focus area(s). Yearly instructional goals and activities are developed with the School Site Council, with input from the school staff and community. The data analysis, educational goals and strategies for the identified areas for focus are delineated in their school's annual *Single Plan for Student Achievement*.



DISTRICTWIDE INSTRUCTIONAL FOCUS AND BEST PRACTICES

During the 2004-2005 school year, the La Habra City School District established the following instructional focus to support the vision and mission of the district:

“Through the mastery of literacy skills all students will achieve and perform at grade level or above in all content areas.”

The district-wide focus statement was developed to encompass all grade levels and all areas of the core curriculum. The logo for the instructional focus (on previous page) embodies all of the successful research-based best practices that the district has carefully implemented over the past several years in order to support student achievement in the core academic curriculum and to bring about increased achievement for all students. The district-wide research-based initiatives include:

- Language!
- Project G.L.A.D.
- ExCEL Model
- Step Up to Writing and 6 Traits
- 9 Essential Practices (from Marzano’s Classroom Instruction that Works)
- Asset Development (40 Developmental Assets)
- Accelerated Reader

And to support and enhance these practices, the following models of collaborative leadership and accountability are in place to guide the district and schools’ towards ensuring that all students master grade level standards:

- Targeted Leadership (formerly- Focus on Results)
- Professional Learning Communities
- Response to Intervention

SCHOOLWIDE INSTRUCTIONAL FOCUS AND BEST PRACTICES

In addition to the district focus and district-wide initiatives, each school has established their own instructional focus based on a comprehensive needs assessment and an analysis of their current instructional program. Each school has also researched, identified and implemented a series of best practices to support their area of focus, which is documented in their *Single Plan for Student Achievement*.

***Local Measures of Student Performance-
Ensuring Success for All Students***

ALL STUDENTS

The following matrix lists the multiple measures used district-wide in the La Habra City School District to monitor and ensure the success of all students in meeting the State’s academic achievement standards. Depending on the assessment, they are administered 2-3 times per year to all students, including English learners and students with disabilities. The following schedule shows the assessments given at each grade level.

K-5 Assessment Schedule

Grade	<u>Entry Level</u>	<u>Benchmarks</u> K-2 (November) 3-5 (September)	<u>Benchmarks</u> (February)	<u>Summative Benchmarks</u> (May)
K	<ul style="list-style-type: none"> • Letter recognition • Sound recognition • Counting • Number recognition • Number writing 	<ul style="list-style-type: none"> • Letter recognition • Sound recognition • Counting • Number recognition • Number writing 	<ul style="list-style-type: none"> • Letter/Sound recognition • Math benchmarks • CAP • Blending/Segmenting • DRA & Writing • High Frequency words 	<ul style="list-style-type: none"> • Letter/Sound recognition • Math benchmarks • CAP • Blending/Segmenting • DRA & Writing • High Frequency words
1	<ul style="list-style-type: none"> • Letter/sound recognition • Number sense • DRA • Blending & Segmenting 	<ul style="list-style-type: none"> • Blending & Segmenting • BPST II • DRA & Writing • High frequency words • Math benchmarks 	<ul style="list-style-type: none"> • Blending & Segmenting • BPST II • DRA & Writing • High frequency words • Math benchmarks 	<ul style="list-style-type: none"> • BPST II • DRA & Writing • High frequency words • Math benchmarks
2	<ul style="list-style-type: none"> • Writing samples • High frequency words • DRA/Johns’ • Math benchmarks 	<ul style="list-style-type: none"> • Spelling Inventory • Writing samples • High frequency words • DRA/Johns’ Form A • Math benchmarks 	<ul style="list-style-type: none"> • Spelling Inventory • Writing samples • High frequency words • DRA/Johns’ Form B • Math benchmarks 	<ul style="list-style-type: none"> • Spelling Inventory • Writing samples • High frequency words • DRA/Johns’ Form C • Math benchmarks
3	Not Administered	<ul style="list-style-type: none"> • STAR Reading • Johns’ Form A • Language! • Writing • Math benchmarks 	<ul style="list-style-type: none"> • STAR Reading • Johns’ Form B • Language! • Writing • Math benchmarks 	<ul style="list-style-type: none"> • STAR Reading • Johns’ Form C • Language! • Writing • Math benchmarks

4	Not Administered	<ul style="list-style-type: none"> • STAR Reading • Johns' Form A • Language! • Writing • Math benchmarks 	<ul style="list-style-type: none"> • STAR Reading • Johns' Form B • Language! • Writing • Math benchmarks 	<ul style="list-style-type: none"> • STAR Reading • Johns' Form C • Language! • Writing • Math benchmarks
5	Not Administered	<ul style="list-style-type: none"> • STAR Reading • Johns' Form A • Language! • Writing • Math benchmarks 	<ul style="list-style-type: none"> • STAR Reading • Johns' Form B • Language! • Writing • Math benchmarks 	<ul style="list-style-type: none"> • STAR Reading • Johns' Form C • Language! • Writing • Math benchmarks

6-8 Assessment Schedule

Grade	<u>Benchmarks</u> (September)	<u>Benchmarks</u> (February)	Summative <u>Benchmarks</u> (May)
6	<ul style="list-style-type: none"> • DRP • Writing Sample • Language Arts benchmark tests • Math benchmark tests 	<ul style="list-style-type: none"> • Language Arts benchmark tests • Math benchmark tests 	<ul style="list-style-type: none"> • DRP • Writing Sample • Language Arts benchmark tests • Math benchmark tests
7	<ul style="list-style-type: none"> • DRP • Writing Sample • Language Arts benchmark tests • Math benchmark tests 	<ul style="list-style-type: none"> • Language Arts benchmark tests • Math benchmark tests 	<ul style="list-style-type: none"> • DRP • Writing Sample • Language Arts benchmark tests • Math benchmark tests
8	<ul style="list-style-type: none"> • DRP • Writing Sample • Language Arts benchmark tests • Math benchmark tests 	<ul style="list-style-type: none"> • Language Arts benchmark tests • Math benchmark tests 	<ul style="list-style-type: none"> • DRP • Writing Sample • Language Arts benchmark tests • Math benchmark tests

Each grade level has developed a Grade Level Multiple Measures Matrix which shows the performance levels of expectations for each of the assessments (see a Grade 5 sample on the next page). The results of the assessments, in conjunction with the grade level criteria, along with the annual results from the State's STAR tests, are utilized by teachers and administrators to assist in identifying students who may be at risk of not meeting grade level achievement standards and who need additional support.

In addition, the multiple measures are an integral part of the district's Response to Intervention Model used to assist in diagnosing, designing and monitoring of appropriate classroom instruction and program interventions (see Response to Intervention).

The results of the district multiple measures are also shared with parents during parent-teacher conferences, along with ongoing teacher assessments, observations and student work samples, to provide information about the student's progress towards meeting the grade level academic achievement standards.

Sample – Grade 5

Multiple Measures Matrix															
Grade 5	Fall					Winter					Spring				
Reading/ Language Arts	Assessment	Do Not Meet Standards		Meet Standards		Assessment	Do Not Meet Standards		Meet Standards		Assessment	Do Not Meet Standards		Meet Standards	
		Novice	Basic	Prof	Adv		Novice	Basic	Prof	Adv		Novice	Basic	Prof	Adv
	STAR	Below 3.5 *	3.6-4.5 *	4.6-4.9	5.0+	STAR	Below 4.0 *	4.0-4.9 □	5.0-5.5	5.6+	STAR	Below 4.5	4.5-5.4	5.5-5.9	6.0+
	Johns' Form A	4 th Instructional *	4 th Instr./Ind. *	4 th Independent	5 th Instructional	Johns' Form B	4 th Independent *	5 th Instructional □	5 th Instr./Ind.	5 th Independent	Johns' Form C	4 th Independent	5 th Instructional	5 th Independent	6 th Instructional
Language! Encoding **	1-23	24-35	36 ✓	37+ ✓	Language! Encoding **	1-23	24-35	36 ✓	37+ ✓	Language! Encoding **	1-23	24-35	36 ✓	37+ ✓	
Writing	Prompt	1	2	3	4	Prompt	1	2	3	4	Prompt	1	2	3	4
Math	STAR	Below 3.5	3.6-4.5	4.6-4.9	5.0+	STAR	Below 4.0	4.0-4.9	5.0-5.5	5.6+	STAR	Below 4.5	4.5-5.4	5.5-5.9	6.0+
	Houghton Mifflin End of Year	Do Not Administer				Houghton Mifflin End of Year	Do Not Administer				Houghton Mifflin End of Year	6 or below	7-18	19-23	24+
	Grade Level Standards Test	Do Not Administer				Grade Level Standards Test	To Be Determined				Grade Level Standards Test	To Be Determined			
ELD Standards	Listening/ Speaking Reading Writing	B	EI	I	EA/A	Listening/ Speaking Reading Writing	B	EI	I	EA/A	Listening/ Speaking Reading Writing	B/EI	EI/I	I	EA/A

- * Administer Language! Encoding test.
- ** Administer to students participating in the Language! Program.
- ✓ Should be evaluated to exit Language! Program.
- Administer supplemental assessment: BPST

In addition to the multiple measures, the following assessments may be administered at regular intervals throughout the year to monitor the student’s progress towards meeting state academic standards as well as to assist in the diagnosis of additional needs and to determine modifications in the student’s instructional program, as well as to evaluate the effectiveness of the interventions.

ADDITIONAL ASSESSMENTS

Assessments:	K	1	2	3	4	5	6	7	8
READING, LANGUAGE ARTS									
BPST II		X	X	X					
John’s Basic Reading Inventory		X	X						
Read Naturally (Fluency)				X	X	X			
Language! (Encoding, Decoding, Grammar)				X	X	X	X	X	X
Math Facts		X	X	X	X	X			
KeyMath	X	X	X	X	X	X	X	X	X

ENGLISH LEARNERS

English learners are also assessed with the district multiple measures, but with performance expectations aligned to the students’ assessed level of English language proficiency. Specific performance level expectations for English learners have been established in order to measure adequate yearly progress in meeting the state’s student achievement standards.

In addition, the students’ progress towards proficiency in English language development is formally monitored three times a year by the classroom teacher utilizing the *English Language Development Observation Matrix*, based on the State standards of English Language Development and the CELDT Levels’ Characteristics. The English Learner Performance Matrix in the section for Goal 2 shows the progression of performance expectations aligned to the students’ assessed levels of English language proficiency.

RESPONSE TO INTERVENTION

Along with the student academic assessments, the La Habra City School District utilizes a Response to Intervention (RTI) model to ensure that all students meet grade level standards. The model includes a three tiered process to target supplemental instruction, monitor student progress and adjust instruction based upon individual learner needs (see attached RTI Flowchart).

The Three Tier Model includes:

- **Tier One** is provided in the general education classroom and -
 - Interventions are likely extensions of the curriculum involving grouping or minimal support;
 - Interventions are tied to what is being taught;
 - Student progress is monitored so groups can be adjusted to meet student needs.
- **Tier Two** is implemented for students not responding to Tier One interventions-
 - Tier Two interventions are more intense than Tier One;
 - These interventions may be provided on a one-to-one basis or in small groups;
 - Tier Two interventions may be provided outside of the general education classroom (reading specialist, counselor, etc.);
 - Interventions should be tied to the general education curriculum with more expansion and repetition.
- **Tier Three** is implemented when there is limited response to Tier One and Two Interventions-
 - Require intensive instruction for a longer period of time;
 - May require more accommodations and modifications in order to achieve success;
 - May need a placement outside the general education classroom for an interim period to mobilize academic and behavioral success.

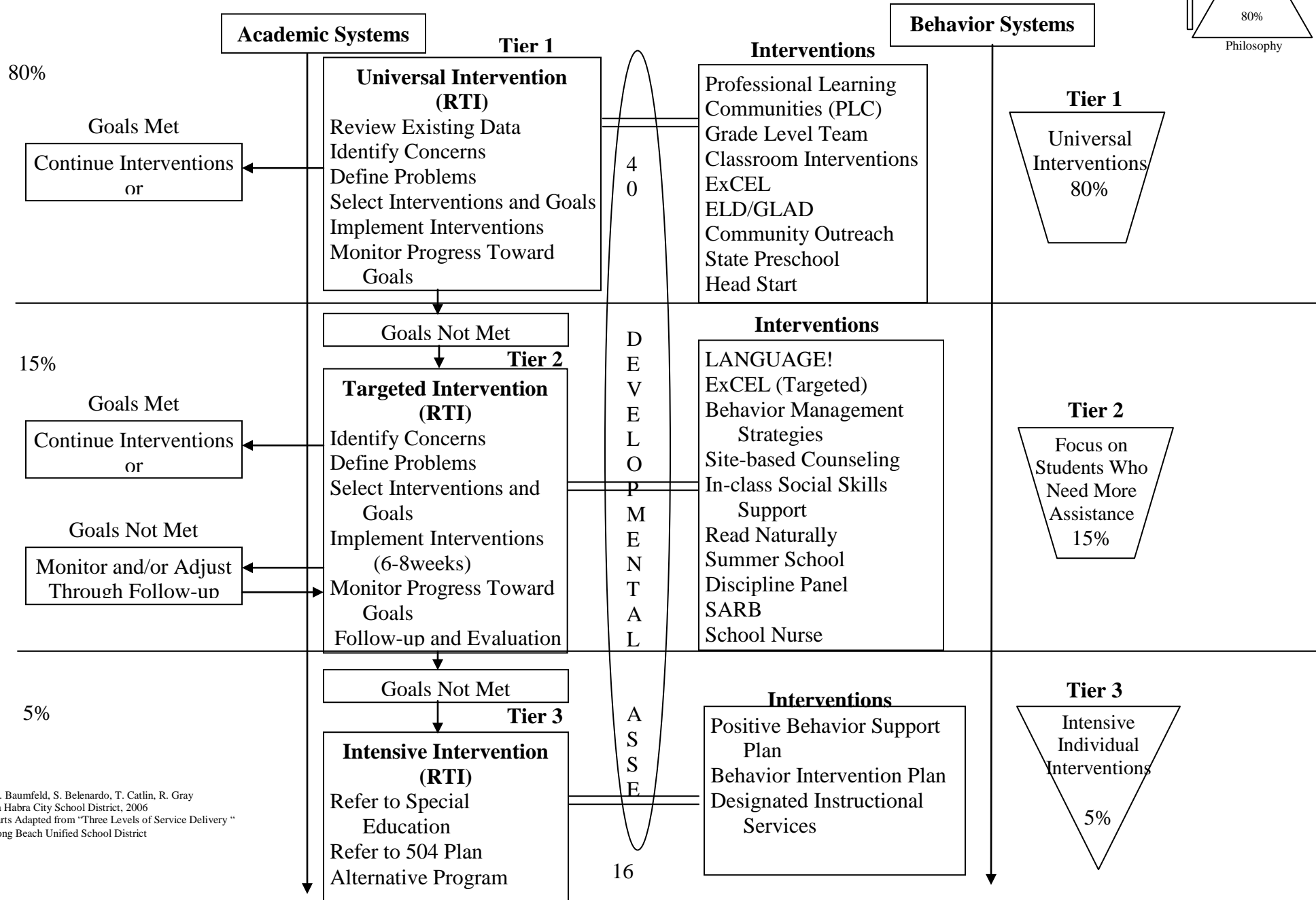
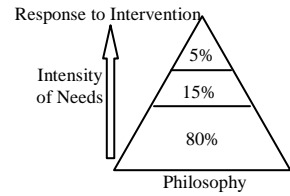
There are six critical components of the RTI model implemented in the La Habra City School District:

1. **Administer Universal Screenings** - Multiple measures are administered to all students two to three times a year.
2. **Identify the Problem Areas in Measurable Terms.** Assessment results should be objective and specific, rather than anecdotal or opinion-based. These data allow the development of a hypothesis about whether the issue is curriculum based or student based, determine whether the issue is skill or performance, and pinpoint what factors are associated with the problem.
3. **Establish Base Line Data.** This is crucial. Identify the performance of each student on a specific skill measure comparing the individual student to the universal screening data from Step 1 allows you to identify the needs of the student.
4. **Develop and Write an Accountability Plan** once the problem has been identified and the RTI team has determined an intervention to be used. The plan MUST address a description of the specific intervention, the duration, schedule and setting of the implementation of the intervention, and the person(s) responsible for implementing the intervention. The accountability plan also must address the measurable outcomes, the description of the skill measurement and data keeping responsibilities.

5. **Monitor the Progress** using a schedule that has been established and maintained throughout the process. It is imperative that the progress monitoring system be developed prior to the intervention implementation, not as an afterthought. Various data collection methods can be used to examine student performance, depending on academic, social or behavioral needs. The progress monitoring system must examine student performance at regular intervals, at specified time frames. Modification to the plan is made as necessary to insure student progress and accountability.
6. **Evaluate the Accountability Plan's Effect** to insure the success of the intervention by comparing the base line data to the results. This step should be easy if appropriately monitored. The results should mirror the plan's outcomes.

(adapted from *The RTI Guide* by John E. McCook, Ed.D., LRP Publications, Inc., 2006)

FLOWCHART FOR STUDENT SUPPORT SERVICES



DESCRIPTIONS OF MULTIPLE MEASURES AND ADDITIONAL ASSESSMENTS

BPST II (Basic Phonics Skills Test II) – BPST II is an individually administered test which assesses basic areas of phonics including: blending sounds, segmenting words, decoding and word recognition, consonant sounds, consonant diagraphs, short vowels, and blending of words.

DRA (Developmental Reading Assessment) - DRA's are conducted during one-on-one reading conferences as children read specially selected assessment texts. These conferences give the teacher the opportunity to observe and interact with students, recording their responses and behaviors as they read and respond to the texts read. Information gathered helps the teacher (a) determine a reader's independent reading level; (b) check a student's comprehension level; (c) redirect ongoing instruction; (d) group students effectively based on need; (e) document changes over time in reading behaviors; and (f) identify students who are at risk of not meeting grade level standards.

DRP (Degrees of Reading Power) - *DRP* tests measure a student's ability to process and understand increasingly more difficult prose materials. Along with normative scores, student performance on Primary and Standard *DRP* tests is reported on a readability scale that describes the most difficult text the students can read with different levels of comprehension (i.e., Independent - .90, Instructional - .75, and Frustration - .50).

English Language Development Observation Matrix - This assessment consists of a matrix of English language development levels based on the CELDT proficiency descriptors for each grade span. The teacher uses this instrument to monitor the student's ELD level, three times per year, based on ongoing observations of the English learner's ELD performance in the classroom. The student's progress is measured by comparing his/her growth to the district's expected annual growth rates for English fluency by proficiency levels.

Fry's Instant Words - This list of sight *Instant Words* was developed by Edward Fry, Ph.D., from the University of California, Riverside. It lists the most common words in English, ranked in frequency order. The first 25 words make up about a third of all printed material. The first 100 make up about half of all written material, and the first 300 make up about 65 percent of all written material. Students are asked to read the words without sounding them out.

John's Basic Reading Inventory - The *Basic Reading Inventory* (Jerry L. Johns) consists of reading word lists and graded passages. On the basis of the student's performance, the teacher can gain insights into a student's three reading levels (independent, instructional, frustration), strategies for word identification, strengths and weaknesses in comprehension, and the highest level of material that the student can comprehend when something is read to him/her.

KeyMath-- KeyMath is a diagnostic assessment instrument for grades K-12 used to measure students' understanding and application of important mathematics concepts and skills. It includes thirteen subtests tied to the NCTM standards including estimating, interpreting data, and problem solving.

Language! - The Language! Program curriculum provides a set of curriculum-based tests (Encoding, Decoding, Grammar) to assist the teacher in determining the appropriate instructional placement for students as well as to establish their current level of functioning against which progress can be measured.

Letter, Sound Recognition - This assessment measures students' knowledge of upper and lower case letter recognition and sound/symbol relationships for all letters of the alphabet. Students need to learn to visually discriminate symbols and to link these symbols with the sounds they represent. As a prerequisite to reading and writing, students construct words through their knowledge of visual patterns and sound sequences.

Math Content Standards – These are the summative grade level tests from the state approved *Houghton Mifflin Mathematics* adopted core program. They were developed based on grade level content standards in math.

Math Facts – These tests consist of series of timed tests to monitor students' mastery of grade level math facts.

Phonemic Awareness - This test is designed to assess the student's ability to understand and manipulate those elements that make up phonemic awareness: (a) hearing the sounds that make up words; (b) seeing relationships between sounds; and (c) altering and rearranging sounds to create new words.

Primary Spelling Inventory (PSI) – This inventory is designed to assist the teacher in determining the student's stage of development in spelling based on *Words Their Way*. The assessment may be administered in either small groups or whole class. The results are analyzed using an individual scoring sheet which identifies each of the stages from early, based on initial and final consonants, to word patterns, and finally to early syllable juncture.

Read Naturally - The Read Naturally Fluency Assessment includes grade level passages of connected text. The readability formulas for third grade through fifth grade passages are based on the Harris-Jacobson readability formula. The student reads a passage at his/her grade level for one minute and the correct words per minute (cwpm) are recorded. The assessment is repeated for a mid test and a posttest. Teachers analyze student progress based on grade level goals. While only the correct words per minute are recorded, each passage includes comprehension questions and a timed retell for teacher use.

STAR Reading (Accelerated Reading) - S.T.A.R. is a computer-assisted reading test that provides teachers with information on individual students' reading level and growth. This information can be used to evaluate and adjust student learning tasks and also to provide parents with information on their child's progress. The results from the STAR test are designed to coordinate with the Accelerated Reading Program.

Writing Sample - Schools administer a pre/ post writing prompt, aligned to grade level writing styles from the state content standards for written language. The samples are scored at the site by grade and cross-grade level teams using the appropriate districtwide rubric (K, 1, 2, 3-5 or 6-8).

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

Planned Improvement in Student Performance in Reading

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards:				
<p>Adopted Materials</p> <p>The district is implementing district-wide the following SBE adopted/standards-aligned materials in English Language Arts:</p> <ul style="list-style-type: none"> ○ <u>Grades K-5</u> Houghton Mifflin, <i>Houghton Mifflin Reading: A Legacy of Literature</i> ○ <u>Grades 6-8</u> Prentice Hall, <i>Prentice Hall Literature: Timeless Voices, Timeless Themes</i> <p>The district supports the full implementation of the core curriculum in English Language Arts through the following: providing professional development (see 5) and targeted coaching, ensuring instructional minutes, emphasizing grade level standards, using curriculum guides, and district multiple measures.</p> <p>Strategic and Intensive Intervention Materials</p> <p>In addition to providing additional daily strategic intervention time using the ExCEL Model of flexible groupings with the core adopted materials (see 2.b), the district has adopted the following strategic and intensive intervention materials for students performing one or more years below grade level: Sopris West: <i>Language!</i> Grades 3-8</p> <p>Materials for English Learners</p> <p>At the elementary and middle school levels, teachers use the core adopted ELA text with ancillary materials to provide universal access.</p>				

<p>For use with English learners in grades 3-8, at the strategic and intensive levels, the district has identified the following intervention text: <i>Sopris West: Language!</i></p> <p>In addition, the following materials have been adopted to provide English language development for English learners:</p> <p>Hampton Brown: <i>Into English</i> Grades K-5</p> <p>Ballard & Tighe: <i>Carousel of Ideas, 4th Edition</i>, Grades K-5</p> <p>Thomson/Thomson: <i>Visions</i> Grades 6-8</p> <p>Materials for Students with Disabilities</p> <p>At the elementary and middle school levels, teachers use the core adopted ELA text with ancillary materials to provide universal access for students with disabilities.</p> <p>The district has identified the following intervention text for use with students with disabilities at the strategic and intensive levels: <i>Sopris West: Language!</i></p> <p>Core ELA Adoption Process/Timeline</p> <p>The district will use the following process and timeline for adopting ELA curriculum:</p> <p>a. Review and pilot new Language Arts core instructional materials</p> <ul style="list-style-type: none"> o Collect and analyze district language arts data to develop district lens, to be included in the criteria to evaluate language arts materials. o Recruit, select Language Arts Adoption Committee to include 2 teachers per grade level, per school. o Provide orientation session for Adoption Committee to review Materials Evaluation Surveys in relation to district lens and to select publishers to be invited to preview materials for piloting. o Provide publishers' training sessions (K-5, 6-8) for materials to be piloted. o Select publishers per span (K-5, 6-8) for piloting. o Begin piloting with six weeks for two sessions of piloting in each grade level. 	<p>August, 2009 District Administrators</p> <p>September, 2009 Principals, Teachers</p> <p>September, 2009 Principals Adoption Committee</p> <p>October, 2009</p> <p>November, 2009 December, 09-April 10 April, 2010 Adoption Committee</p>			
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<ul style="list-style-type: none"> o Adoption Committee meets to review results of Language Arts Materials Evaluation Surveys and to select texts to be adopted. o Hold public hearing, 30-day public display of recommended core materials. o Board of Trustees approves adoption of recommended core Language Arts materials. <p>b. Purchase and distribute adopted core materials to teachers before the beginning of the school year.</p> <p>c. Provide training in the implementation of the adopted materials prior to start of of the school year.</p>	<p>April-May, 2010</p> <p>May, 2010</p> <p>August-September, 2010</p> <p>August-September, 2010</p>	<p>ELA Core Materials</p>	<p>\$450,000</p>	<p>IMFRP</p>
<p>Districtwide Common Assessments and Pacing Guides</p> <p><u>Per DAIT recommendation:</u> In order to ensure that the alignment and pacing of instruction using the adopted ELA materials adequately addresses the content, the district will:</p> <p>d. Provide summer curriculum time for grade level teams to work on developing/revising a district pacing guide with curriculum embedded common assessments across grade levels aligned to key standards and the core Language Arts adoption. A timetable for the assessments will be included.</p>	<p>August-September, 2010</p> <p>Grade Level Teams</p>	<p>Extra Hours Release Time</p>	<p>\$8,000</p>	<p>PI LEA Grant Title I</p>
<p>Alignment of Instruction, High Priority Students, Allocation of Resources</p> <p>In addition, the district will:</p> <p>e. Annually conduct an analysis of state and local achievement data for all subgroups to identify district, school/grade level focus areas, high priority students, and set instructional (SMARTe) goals. Based on the goals, aligned with state content standards, schools will develop their Single Plan for Student Achievement (SPSA) with specific actions to improve educational practice in reading and English language arts,</p> <p><u>Per DAIT Recommendation:</u> with an emphasis on meeting the needs of students with the greatest academic need with a priority for English learners and students with disabilities. Resources will be allocated based on greatest academic need.</p> <p>f. Continue our partnership with <i>Targeted Leadership Consulting</i> in order to strengthen instruction aligned to content standards and to improve student</p>	<p>Ongoing, 2008-2013</p> <p>District Administrators Principals Site Staff</p> <p>District Administrators Principals ILT Teachers</p>	<p>Consultant Time</p>	<p>\$150,000 \$50,000</p>	<p>Title I Title II</p>

<p>achievement, with an emphasis on high priority students, utilizing the following:</p> <ul style="list-style-type: none"> • Implementing a school-wide instructional focus supported by research-based best teaching practices tied to the focus and the needs of high priority students; • Instructional Leadership Teams (ILTs) at each school to coordinate the alignment of instructional practice with the English language arts standards; • Continued research, refinement, and coaching of best practices; • School and district walk-throughs to monitor and give feedback on the effectiveness of instructional practices tied to focus, aligned to standards, and meeting the needs of high priority students. <p>g. Schools will continue to meet regularly on early release/late start days in their <i>Professional Learning Communities</i> to analyze multiple measures and classroom assessment data, to monitor student learning, plan instruction and share best practices. The PLCs will regularly examine student work samples to ensure student work, across all subgroups, is consistent with grade level standards and grade level expectations are calibrated to challenging performance levels leading to proficiency in reading/language arts for all students.</p> <p>h. Continue to review and revise benchmark assessments and levels of performance aligned with English language arts content standards. Incorporate the assessment process into DataDirector (see technology).</p> <p>i. Continue to review and update standards-based report cards at K-5 grade levels to communicate to parents their child’s achievement in relation to the language arts standards.</p> <p>j. Special education staff will continue to collaborate with general education staff to revise and align IEP goals and strategies to grade-level standards and curriculum.</p> <p>k. Schools will continue to meet across grade levels to articulate standards from prior and subsequent grade levels; develop cross-curricular lessons (K-5) or</p>	<p>Site and District Coaches Ongoing, 2008-2013</p> <p>Principals Teachers</p> <p>Ongoing, 2008-2013</p>	<p>Release Time</p> <p>Early release days</p> <p>DataDirector Contract Release time</p>	<p>\$25,000</p> <p>\$49,000</p> <p>\$5,000</p>	<p>General Funds</p> <p>SLIP Title I</p>
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Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. Extended learning time				
<p>Intervention Plan</p> <p>a. Each site will include in their Single Plan for Student Achievement an Intervention Plan including how learning time is extended for their high priority students. For grades 3-8, each Intervention Plan will include a description of how the school will implement the Language! intervention program for their students at the strategic and intensive levels.</p> <p>Differentiated Instruction, Extended Learning</p> <p>b. Implement differentiated instruction that incorporates strategies for extended learning time, during and beyond the school day, and school year tailored for the diverse needs of all learners, including gifted students: i.e. tiered assignments/products, interest centers and interest groups; curriculum compacting. Including:</p> <ul style="list-style-type: none"> • Early bird-late bird schedule at the K-2 grades to provide smaller groups during reading instruction time. • During the school year, continue to provide extended learning sessions, before and/or after school (grades K-8) and Saturdays (6-8) for students identified as at-risk of not meeting grade level standards in reading. • Provide part time grouping, cluster grouping and after school enrichment opportunities to extend and accelerate the instruction of advanced students. • Provide tutoring during districtwide After School Education and Safety Program (ASES). • Provide summer school extended learning opportunities in language arts for at-risk students, grades K-7. 	<p>a.-c. Ongoing administrators teachers instructional assistants</p> <p>Ongoing GATE site coord. GATE teachers</p> <p>Ongoing ASES staff tutors</p> <p>Ongoing Administrators Extended day teachers Summer school staff</p>	<p>Enrichment materials Extra hours</p> <p>Extra hours</p>	<p>Per SPSA's</p>	<p>General funds</p> <p>Title I EIA</p> <p>GATE</p> <p>ASES</p> <p>Hourly Programs EIA</p>

<ul style="list-style-type: none"> • Provide specialized targeted intervention for selected students during summer school using Lindamood-Bell instruction and/or P.A.S.S. Program. • Continue to provide extended learning time for special education students prior to kindergarten via SDC preschool classes and Friday Clinics, collaborative with Head Start Program. • Provide Steps to Success Transition Program for entering kindergarten students. <p>Home-School Collaboration</p> <p>c. Continue to collaborate with state and federal programs such as Even Start, School Readiness and CBET, as well as community agencies to provide family literacy support activities to extend learning opportunities in the home. Activities include: Literacy Parties, CBET and Even Start Mommy and Me classes, and the annual district Literacy Fair.</p>	<p>Spec. ed. staff P.A.S.S. staff</p> <p>Summer, ongoing Readiness Coord. Steps to Success teachers Instructional assistants</p> <p>Ongoing Even Start/Readiness Coordinator Family Literacy Liaison Ongoing Preschool staff</p>	<p>Lindamood-Bell Materials Extra hours</p> <p>Instructional materials Extra hours</p> <p>Family literacy materials</p>	<p>\$35,000</p>	<p>Title I IDEA</p> <p>IDEA</p> <p>School Readiness Title I</p> <p>Even Start School Readiness CBET</p>
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Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology				
<p>Data Systems and Achievement Monitoring</p> <p><u>Per DAIT recommendation:</u></p> <p>a. The district will ensure that the district and schools utilize an assessment and ongoing monitoring system for reading language arts (i.e., entry-level placement, progress monitoring) to inform teachers and principals on student placement, progress, and effectiveness of instruction. In order to achieve this, the district will:</p> <ul style="list-style-type: none"> • Utilize DataDirector as district’s data management system to support and facilitate administrators’ and teachers’ access to data to drive instructional and curricular decisions. • Transfer benchmark assessments from previous system to DataDirector. • Provide initial and ongoing training for all administrators and teachers in the DataDirector data management system. <p>Technology Plan</p> <p>b. Continue to implement District Technology Plan to provide access to technology for all students and teachers (4:1 computer ratio, internet access for all classrooms, computer labs).</p> <p>c. Implement grade level scope and sequence Language Arts Curriculum and Technology Integration Plan; assure that all students and staff use technology as an integral tool to enhance the teaching and learning of language arts.</p> <p>d. Select a Technology Lead for each site to coordinate the development of model curriculum lessons that integrate technology into language arts instruction; serve as site resource/coach for technology.</p>	<p>2008-2013 Administrators teachers</p> <p>Summer, fall 2008 Tech Committee</p> <p>Summer, 2008-ongoing Administrators Teachers</p> <p>Ongoing Administrators Teachers Computer Techs</p> <p>Administrators teachers</p> <p>2008-2013 Technology Leads</p>	<p>Annual contract</p> <p>New scanners Extra hours</p> <p>Replacement costs</p> <p>Extra hours</p>	<p>\$49,000 per year</p> <p>\$1,000- \$1,500 per site</p> <p>Per SPSAs</p> <p>\$1,500 per site</p>	<p>Title II, D Title I SLIP</p> <p>SLIP Title I SLIP</p>

<p>e. Continue to implement Accelerated Reading and STAR Reading Program, grades 2-8; expand AR tests and books in site library collections.</p> <p>f. Implement MIND Education Program (see mathematics).</p> <p>g. Continue to provide CTAP Level I training for all teachers; Continue CTAP Level II training; provide support for OCDE training for district trainers to become certified as Level I and Level II trainers.</p>	<p>Ongoing Library Media Techs Computer Techs</p> <p>2007-2008 El Cerrito, Las Positas, Walnut 2008-2009 Ladera Palma</p> <p>Ongoing CTAP Trainers Teachers</p>	<p>Annual tech support contract AR books AR tests</p> <p>Training for administrators, Technology Leads</p> <p>Extra hours</p>	<p>\$12,000 \$12,000 per site \$3,300 \$15,000 \$500 per teacher \$750 per trainer</p>	<p>SLIP Title I Orange Co. Math Initiative Title I Title I Title I Title II</p>
Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
5. Staff Development and Professional Collaboration				
<p>Professional Development-Current Adoption</p> <p>a. The district will continue to implement a comprehensive professional development plan to train administrators, teachers and educational assistants in the two major focus areas:</p> <ul style="list-style-type: none"> • Implementation of the current state-approved core and intervention programs in English language arts • Use of proven instructional strategies and district initiatives (i.e. Step Up to Writing, GLAD) that engage all students in learning <p>Intervention Coaches and Trainers- Language!</p> <p>b. The district will continue to provide training and coaching for all teachers implementing Language! Each 3-8 school has designated one of their Language! teachers as a coach, as an extra assignment. In addition, La Habra currently has one certified Language! trainer who has served grades 3-8. Two</p>				

<p>additional teachers have recently been selected to become certified trainers for grades 3-5, with the other trainer now able to concentrate on grades 6-8. Training will include:</p> <ul style="list-style-type: none"> ○ Initial and follow-up Language! certification training for new 3-5 Language! trainers ○ 5 day Language! training for teachers new to program ○ 3 day training for implementation of new version ○ 2 day refresher training, as needed ○ Site coaches and trainers collaboration meeting <p>Professional Development-Future Language Arts Adoption</p> <p><u>Per DAIT recommendation:</u></p> <p>c. None of La Habra’s teachers or administrators have participated in SB 472 or AB 430 training for our current adoption. The district will develop a timely and sequential plan to train all appropriate staff in SB 472 or AB 430 reading/language arts professional development in the future language arts adoption including:</p> <p>SB 472 Language Arts Training for Teachers</p> <p>All language arts teachers will participate in the SB 472 language arts curriculum training based on new textbook adoptions. This training will include 40 hours of instruction and 80 hours of practicum. Practicum hours will include the following: PLC time, Targeted Leadership Institutes, GLAD training, BTSA FACT inquiry/reflection time, and SB 472 ELPD (English learner Professional Development).</p> <p>d. 30-40% of the approximate 200 language arts teachers will be trained in the summer following the new adoption, with an additional 20-30% of the teachers to be trained during the first school year of implementation. The remaining teachers will be trained in the following summer. The practicum hours will be completed within 18 months’ of the teacher’s training.</p> <p>SB 472 Language Arts Content Coaches/Trainers</p> <p>e. In order to build districtwide capacity, language arts content coaches will be selected to additionally participate in the Training of Trainers model for SB 472</p>	<p>March, 2009 Spring, 2010 Ongoing Summer, 2009 Ongoing</p> <p>4 Times Per Year</p> <p>June, 2010 – June, 2011</p> <p>June, 2010- June, 2011</p>		<p>\$5,000 \$5,000</p> <p>\$500 per teacher + materials</p>	<p>Title I Title II EIA</p>
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<p>language arts training to provide ongoing training and coaching for teachers. Coaching will be targeted for teachers of students with the greatest academic need with priority given to teachers of English learners and students with disabilities.</p> <p>AB 430 ELA Administrator Training</p> <p>f. All principals will participate in the AB 430 language arts curriculum training for administrators based on the new textbook adoptions. This training will include 40 hours of instruction and 80 hours of practicum. 100% of the principals will be trained in the summer prior to implementing the new adoption.</p> <p>District, Site Level Differentiated Professional Development</p> <p>g. Continue to design and implement annual district and site level professional development plans based on needs assessments and data analysis to identify teacher and student needs to target professional development in reading, language and writing. Site professional development plans are to be incorporated into their annual Single Plan for Student Achievement.</p> <p>h. Continue to incorporate professional collaboration strategies throughout the school year: once a week early dismissal staff planning days or Professional Learning Communities; Interdisciplinary Teaming (6-8); ongoing scoring and analysis of student work; Response to Intervention Teams; grade level and department teaming.</p> <p>i. Develop, implement staff development training sessions in effective strategies to differentiate instruction in order to meet the needs of all learners from “scaffolding” for the at-risk learner to “high-speed elevators” for the high achiever.</p> <p>New Teacher Induction</p> <p>j. New teachers participate in BTSA and are assigned a support provider/mentor; FACT training activities focus on standards-based instruction and the use of adopted language arts materials as well as collaborative lesson planning and guided observations/modeled lessons.</p>	<p>September 2009-2013</p> <p>June, 2010 or August, 2010</p> <p>Ongoing</p> <p>Ongoing District Administrators Inst. Leadership Teams Teachers Paraprofessionals</p> <p>Ongoing Director, Spec. Prog. New teachers Support providers</p>	<p>Extra hours for Support Providers, Release time for class observation</p> <p>Extra hours</p>	<p>Per SPSA’s</p> <p>\$1,500 per yr. \$350 per teacher per yr.</p>	<p>General funds</p> <p>BTSA</p>
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<p>k. New teachers not eligible for BTSA funding are provided a support provider through PAR funding.</p>	<p>Support providers</p>	<p>Support Providers,</p>	<p>\$1,000</p>	<p>PAR</p>
<p>l. Continue to provide 2 day New Teacher Orientation to include: overview of language arts curriculum and assessment, overview of language arts packets and materials offered through Teachers' Center, and classroom management inservice by Rick Morris.</p>	<p>August each year Spec. Prog. Director New teachers</p>	<p>Extra hours</p>		<p>Title II, I</p>
<p>Students with Disabilities</p>				
<p>m. Continue to provide 2 day preservice "Soup to Nuts" workshop for special educators on areas such as: legal mandates, assessment strategies, standards-based IEPs, educational benefit, differentiated instructional strategies, addressing the needs of the English learner.</p>	<p>August each year Director Student Support Spec. ed. teachers psychologists</p>	<p>Release time Extra hours for coaching</p>	<p>\$200 per teacher</p>	
<p>n. Per our LEA Addendum in 2004, all administrators have been trained in the implementation of: Response to Intervention, RtI/SST Model, ExCEL Model, Section 504, LRE, Positive Behavioral Support Plans. We will continue to provide training updates/refreshers as needed.</p>	<p>Ongoing Administrators</p>			
<p>English Learners</p>				
<p>o. Continue to provide training for LANGUAGE! and Project GLAD, including pre-kinder GLAD; provide ongoing coaching and modeling; continue to develop the district's own cadre of trainers for both programs; provide training for paraprofessionals.</p>	<p>ongoing LANGAUGE! Coaches, GLAD trainers, Teachers</p>	<p>Training fees Release time</p>	<p>Per SPSAs Per SPSAs</p>	<p>EIA Title II Title I</p>
<p>p. Continue to participate in training for EL staff in ELD and SDAIE strategies including: Kate Kinsella- vocabulary development, systematic ELD, and GLAD.</p>	<p>Instructional assistants Ongoing El Coordinator EL staff</p>	<p>Workshop fees Release time</p>		
<p>q. All administrators have been trained in the implementation of programs/strategies for English learners including: GLAD, SDAIE, Kate Kinsella academic vocabulary, core ELD adoptions (Carousel, Visions), systematic ELD, characteristics of an effective EL lesson. We will continue to provide training updates/refreshers as needed.</p>	<p>Ongoing Administrators</p>			

<p>r. Continue to provide Targeted Leadership Institutes, held 3 times a year for all principals and their schools' Instructional Leadership Teams, which includes training on collaboration and strategies to improve instructional practices for English learners.</p> <p>Positive Behavioral Interventions and Supports</p> <p>s. Participate in Orange County Department of Education's training program for School-wide Positive Behavioral Interventions and Supports (PBIS).</p>	<p>Fall, winter, spring Administrators Inst. Leadership Teams</p> <p>2008-2009 Phase I Schools 2009-2010 Phase II Schools</p>	<p>Release time</p> <p>Release time</p>	<p>Per SPSAs</p> <p>\$2,700 per team \$500 per teacher</p>	<p>Title I</p> <p>Title I Title II</p>
<p>Description of Specific Actions to Improve Education Practice in Reading</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p>				
<p>Parent Advisory, Governance</p> <p>a. Continue to provide many opportunities, formal and informal, for parent advisory/governance at the school and district levels: Annual Title I Meeting, English Learners Advisory Committee (ELAC), and District DELAC, School Site Council, School Site Reviews and walk-throughs, A & I (open community forum with principal at site level and superintendent at district level), GATE Advisory, Special Education Advisory, and PTA.</p> <p>b. <u>Per DAIT recommendation</u>, provide training for parents on how to participate in curricular and budgetary decision making.</p> <p>Communication and Standards Based Accountability Reporting</p> <p>c. Provide for <u>timely</u> ongoing two-way communication and standards-based accountability reporting with parents and community including: grade level expectations for proficiency; annual STAR assessment results; Bi-annual parent-teacher conferences; student-led conferencing, grades 6-8; individual</p>	<p>a.-h. Ongoing At all sites Principals Teachers Parents</p>	<p>Home School Connection subscription</p> <p>Schoolwise Press contract</p>	<p>Per SPSAs</p> <p>\$13,000</p>	<p>Title I</p> <p>SLIP</p>

<p>student conferences; Response to Intervention and IEP meetings; Back to School Night; Open House; Home-School Connection newsletter; monthly school newsletters; classroom newsletters; TeleParent; school and classroom webpages; School Accountability Report Card.</p> <p>d. Provide TeleParent computerized basic phone messaging system at all sites, additional student messaging program at some sites.</p> <p>e. Continue to communicate home, school and district responsibilities for parent involvement: Home-School Compacts; Parent Involvement Policies at site and district levels; Parent/Student Handbook; Student Agendas, grades 5-8.</p> <p>Annual Needs Assessment</p> <p>f. Based on annual needs assessments, and in consultation with School Site Council, annually develop a Parent Education/Involvement Plan to be incorporated into the Single Plan for Student Achievement. Ongoing parent training to include: Family Literacy Night; Family Fun Night; Parent-Child Workshops; Family Science; Shadow-a-Student Day.</p> <p>School and Community Involvement</p> <p>g. Provide ongoing training and materials for parents to develop and enhance skills that support their involvement in school as well as helping their students at home: ELAC and SSC training, <i>How to Be Involved in Your Child's Education Handbook</i>, <i>Parent Notebook</i>, Family Literacy Fairs, Ron Morrish training, Asset Development Training.</p> <p>h. Coordinate with state and federal programs, as well as community-based agencies, to provide a wide-array of parent education opportunities: Nutrition Network, Even Start, School Readiness, CBET, Institute for Health Care Advancement, Adult Education E.S.L. classes, Head Start.</p>	<p>Administrators School Readiness Coord. Members of Collaborative</p>	<p>TeleParent contracts</p> <p>Student agendas</p> <p>Extra hours Child care expenses</p> <p>Extra hours Child care expenses Parent handbooks, notebooks</p>	<p>\$2.00 per student basic, \$1.75 addit. module</p> <p>Per SPSAs</p> <p>\$1,000+ per site</p>	<p>Title I SLIP EIA GATE IDEA</p> <p>SLIP</p> <p>Title I</p> <p>Title I SLIP</p> <p>Title I</p> <p>Nutrition Network Even Start School Readiness Adult Ed. CBET</p>
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Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school)				
<p>a. Provide opportunities to improve preschool to kindergarten transition: School Readiness Program; collaboration with Head Start; SDC preschool classes and transition meetings; Kindergarten Orientation for Parents; Pre-kindergarten Analysis of Language, Speech and School Readiness Screening; Kindergarten-Pre Kindergarten Teachers' Sharing Meetings.</p> <p>b. Provide opportunities to improve the transition from primary school to upper grades, and from upper grades to middle school: 2nd graders visit 3-5 schools; Parent Night for incoming 6th graders; middle school PALS visit 5th graders for orientation to middle school; 6th graders' Welcome Day with cross-age mentors.</p> <p>c. Provide opportunities to improve the transition from middle school to high school: 8th grade visitation to high school; high school counselors' orientation sessions at middle school; AVID Program; special education transition meetings.</p> <p>d. Continue to collaborate with community organizations to provide auxiliary support to schools: high school tutors from La Habra High School Heritage Program; Boys' and Girls' Club Homework Room and Computer Lab; field trips to La Habra Children's Museum.</p>	<p>a.-d. Ongoing District Administrators, School Readiness personnel</p> <p>Principals Teachers PALS students Mentors</p> <p>Principals AVID teachers Teachers counselors</p> <p>District Administrators Representatives from Community Organizations</p>	<p>Extra hours</p>		<p>School Readiness Even Start IDEA</p> <p>General fund</p> <p>General fund IDEA</p> <p>General fund</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
8. Monitoring program effectiveness:				
<p>Districtwide Assessment System</p> <p>a. <u>Per DAIT recommendation</u>, La Habra will develop a districtwide assessment system that includes grade level common assessments and pacing guides for the English language arts adoption to ensure alignment of standards, instruction and assessment throughout the district.</p> <p>Monitoring Programs</p> <p>b. The Director of Special Programs will present an annual accountability report to the Board of Trustees including: STAR CST, Writing, CAPA and CMA testing results; API and AYP data; CELDT results; reclassification data to monitor the effectiveness of programs and their implementation.</p> <p>c. <u>Per DAIT recommendation</u>, the district will develop a system to monitor the impact of the implementation of academic coaching.</p> <p>d. Each site, in coordination with the School Site Council, will develop, monitor, evaluate effectiveness, and revise annually, a Single Plan for Student Achievement. State test data, API and AYP results, and results from district and site multiple measures will be used to monitor program effectiveness and drive changes in instructional practice as needed.</p> <p>e. The Board of Trustees will annually review the district Accountability Report as well as the evaluation results and action plans from the SPSA of each school.</p> <p>f. Classroom teachers will regularly assess students' mastery of language arts standards by examining student work as well as the results of classroom assessment, then adjusting instruction as needed.</p>	<p>Summer</p> <p>Annually Superintendent District Directors</p> <p>By January, 2010 Administrators</p> <p>Annually SSC Principals ILT Teachers</p> <p>Annually Board of Trustees</p> <p>Ongoing teachers</p>	<p>Teacher extra hours</p>		<p>Title I Title II</p>

<p>g. The Superintendent, district administrators, <i>Targeted Leadership</i> coaches, staff, parents and School Site Council members will regularly participate in school “walk throughs” visiting classroom to observe evidences of schoolwide focal areas, standards-aligned instruction, SPSA implementation, and individual student as well as sub-group academic achievement.</p>	<p>Bi-annually Superintendent District administrators Staff SSC members Parents</p>			
<p>Description of Specific Actions to Improve Education Practice in Reading</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p>				
<p>Targeted Coaching</p> <p>a. <u>Per DAIT recommendation</u>, La Habra’s content area coaches for the language arts adoption will work, along with the Language! coaches, with OCDE staff to ensure that English language arts coaching is provided for targeted Program Improvement school sites that serve our lowest performing students. Priority will be given to teachers at grades 3-8 supporting English learners and students with disabilities at the strategic and intensive levels.</p> <p>Response to Intervention</p> <p>b. The Response to Intervention Model (see pages 16-18) three tiered process will be used to ensure that all students achieving at each of the levels, from benchmark to strategic to intensive, receive appropriate instruction and academic as well as behavioral support.</p> <p>c. The RTI/SST team model will be utilized to collaborate regarding individual student’s needs, to tailor strategies for intervention and monitor the implementation and its effectiveness.</p> <p>d. The <i>ExCEL Model</i> will be used daily to provide intensive reading intervention to further differentiate instruction.</p>	<p>Summer, 2009- 2013</p> <p>Ongoing District administrators Title I specialists RTI/SST Teams Teachers counselors</p> <p>teachers Title I specialists Special ed. staff Instructional assistants</p>	<p>ExCEL intervention materials</p>	<p>Per SPSAs</p>	<p>General funds IDEA Title I</p> <p>EIA Title I SLIP</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
10. Any additional services tied to student academic needs:				
<p>Additional programs and services that support student achievement in the area of English language arts include:</p> <ul style="list-style-type: none"> ➤ Middle School Counseling Program ➤ AVID Program at middle schools ➤ District Nurse, Health Clerks ➤ School Resource Officers ➤ ASES Program ➤ Asset Building (Search Institute’s 40 Developmental Assets) ➤ Transportation for extended day programs <p>Commencing in 2008, the following additional program will be added at target schools, with additional schools added in subsequent years:</p> <ul style="list-style-type: none"> ➤ School-wide Positive Behavioral Interventions and Supports 	<p>Ongoing</p> <p>District Administration Middle School Counselor District Nurse Health Clerks CWA School Resource Officer ASES Staff Principals Teachers Educational Assistants</p> <p>Principal Assistant Principal Instructional Leadership Teams</p>		<p>\$70,000 \$40,000 \$150,000</p> <p>\$25,000</p>	<p>Middle School Counseling Program AVID-OCDE SLIP School Safety ASES General funds</p> <p>Title I Title II SLIP</p>

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

Planned Improvement in Student Performance in Mathematics

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards:				
Adopted Materials				
The district is currently implementing district-wide the following adopted/standards aligned materials in Mathematics:				
<u>Grades K-5</u> Houghton Mifflin: <i>Mathematics by Houghton Mifflin</i>				
<u>Grades 6-8</u> McDougal Littell Inc.: <i>Concepts and Skills</i>				
Core Math Adoption Process/Timeline				
Concurrently, the district will review, pilot, and implement the most recent SBE adopted/standards-aligned materials in Mathematics:				
<p>a. Review and pilot new Mathematics core instructional materials</p> <ul style="list-style-type: none"> • Select, send school/grade level representatives to participate in Orange County Dept. of Ed. (OCDE) math preview training. • Collect and analyze district math data to develop district lens, to be included in the criteria to evaluate math materials. • Recruit, select Math Adoption Committee to include 2 teachers per grade level, per school. • Provide orientation session for Math Adoption Committee to review 2007-08 activities/recommendations, math Materials Evaluation Surveys, and to select publishers to be invited to preview materials for piloting. • Send middle school representatives to participate in Algebra Forum at OCDE. • Provide publishers' training sessions (K-5, 6-8, Algebra Readiness) for 	<p>2008-2009</p> <p>Spring, 2008 Selected teachers</p> <p>August, 2008 District Administrators</p> <p>September, 2008 Principals, Teachers</p> <p>September, 2008 Principals Adoption Committee</p> <p>September, 2008 Middle School Reps</p> <p>October, 2008</p> <p>November, 2008</p>	<p>Release time</p> <p>Release time</p> <p>Release time</p>	<p>\$750</p> <p>\$600</p> <p>\$4,500</p>	<p>Title II</p> <p>Title II</p> <p>Title II Title I</p>

<p>materials to be piloted.</p> <ul style="list-style-type: none"> • Select two publishers per span (K-5, 6-8, Algebra Readiness) for piloting. • Begin piloting with six weeks for two sessions of piloting in each grade level. • Review grades 4-7 math intervention materials. • Adoption Committee meets to review results of Math Materials Evaluation Surveys and to select texts to be adopted. • Hold public hearing, 30-day public display of recommended core and intervention materials. • Board of Trustees approves adoption of recommended math materials. <p>b Purchase and distribute adopted materials to teachers before the beginning of the 2009 school year.</p> <p>Districtwide Common Assessments and Pacing Guides</p> <p><u>Per DAIT recommendation:</u> In order to ensure that the implementation and pacing of instruction using the new adopted math materials adequately addresses the content, the district will:</p> <p>c. Provide summer curriculum time for grade level teams to work on developing/revising a district pacing guide with curriculum embedded assessments across grade levels aligned to key standards and the new core math adoption. A timetable for the assessments will be included.</p> <p>Alignment of Instruction, High Priority Students, Allocation of Resources</p> <p>In addition, the district will:</p> <p>d. Annually conduct an analysis of state and local achievement data for all subgroups to identify district, school/grade level focus areas, high priority students and set annual instructional (SMARTe) goals. Based on the goals, aligned with state content standards, schools will develop their Single Plan for Student Achievement (SPSA) with specific actions in mathematics to improve educational practice,</p> <p><u>Per DAIT recommendation:</u> with an emphasis on meeting the needs of students with the greatest academic need and with a priority for English</p>	<p>December, 2008- April, 2009 March-April, 2009 April, 2009 Math Adoption Committee April-May, 2009 May, 2009 Board of Education</p> <p>June-August, 2009</p> <p>June-August, 2009 Grade level teams</p> <p>Ongoing, 2008-2013</p> <p>District Administrators Principals Site Staff</p>	<p>Release time</p> <p>Extra hours</p>	<p>\$500</p> <p>\$450,000</p> <p>\$4,000</p>	<p>IMFRP</p> <p>Title I</p>
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<p>learners and students with disabilities. Resources will be allocated based on greatest academic need.</p>				
<p>e. Continue our partnership with <i>Targeted Leadership Consulting</i> in order to strengthen instruction aligned to content standards and to improve student achievement, with an emphasis on high priority students, utilizing the following:</p> <ul style="list-style-type: none"> o Implementing a school-wide instructional focus supported by research-based best teaching practices tied to the focus; o Instructional Leadership Teams (ILTs) at each school to coordinate the alignment of instructional practice with the mathematics standards; o Continued research, refinement, and coaching of focus and best practices; o School and district walk-throughs to monitor and give feedback on instructional practices tied to focus, aligned to standards, and meeting the needs of high priority students. 	<p>District Administrators TLC Consultant Coaches Principals ILTs Teachers</p>	<p>Consultant Time Release Time</p>	<p>\$150,000 \$50,000 \$25,000</p>	<p>Title I Title II Title I, SLIP</p>
<p>f. Schools will continue to meet regularly on early release/late start days in their <i>Professional Learning Communities</i> to analyze multiple measures and classroom assessment data, to monitor student learning, plan instruction and share best practices. The PLCs will regularly examine student work samples to ensure student work, across all subgroups, is consistent with grade level standards and grade level expectations are calibrated to challenging performance levels leading to proficiency in mathematics for all students.</p>	<p>Principals Teachers</p>	<p>Early release days</p>		<p>General Funds Title I, SLIP</p>
<p>g. Continue to review and revise benchmark assessments and levels of performance aligned with mathematics content standards. Incorporate the assessment process into DataDirector (see technology).</p>	<p>District Administrators Principals Curriculum Committee Teachers</p>	<p>Release time</p>		<p>SLIP, Title I</p>
<p>h. Continue to review and update standards-based report cards at K-5 grade levels to communicate to parents their child’s achievement in relation to the math standards.</p>	<p>District Administrators Principals Curriculum Committee Teachers</p>	<p>Release time Extra hours</p>		
<p>i. Special education staff will continue to collaborate with general education staff to revise and align IEP goals and strategies to grade-level standards and</p>	<p>General ed. teachers Special ed. teachers</p>			<p>General funds IDEA</p>

<p>curriculum.</p> <p>j. Schools will continue to meet across grade levels to articulate standards from prior and subsequent grade levels; develop cross-curricular lessons (K-5) or meet with interdisciplinary teams (6-8) to plan lessons in which essential math standards are reinforced and applied (i.e., social science, science)</p> <p>k. On an annual basis, evaluate the state assessment and district benchmark data to determine curriculum and instructional modifications.</p>	<p>Principals Teachers</p>			
2. Use of standards-aligned instructional materials and strategies:				
<p>Training in Use of New Adopted Materials</p> <p>a. <u>Per DAIT recommendation:</u> Administrators and teachers will be trained in the use of the new standards-aligned adopted mathematics materials through:</p> <ul style="list-style-type: none"> o District-wide publisher training in the implementation of the new materials o SB 472 or AB 430 training o Ongoing coaching by site level support staff and content area coaches <p>Collaboration on Reflective Practice</p> <p>b. Continue to utilize school <i>PLC s</i>, <i>Administrator PLC</i>, and <i>Targeted Leadership</i> time to share proven strategies and review, refine research-based strategies to strengthen mathematics instruction.</p> <p>Math Support</p> <p>c. Begin implementation of MIND Institute’s ST Math Education Program to utilize technology to further develop math concepts.</p> <p>English Learners</p> <p>d. Continue to provide staff development and implement specialized strategies for English learners, based on ELD standards and CELDT levels including GLAD and SDAIE strategies for accessing mathematics content standards.</p>	<p>August-September, 2009 Ongoing June, 2009-August, 2010</p> <p>Ongoing</p> <p>2007-2008 El Cerrito, Las Positas, Walnut 2008-2009 Ladera Palma</p> <p>EL teachers</p>	<p>Training Costs (\$750 per teacher)</p> <p>Extra hours or release time--teachers</p> <p>Keyboards software</p> <p>Release time Extra hours</p>	<p>\$180,000 \$130,000</p> <p>\$12,000 per site \$3,300 \$15,000 \$5,000</p>	<p>PI LEA Grant Title I</p> <p>Title I</p> <p>Orange Co. Math Initiative Title I</p> <p>EIA Title III</p>

<p>Students with Disabilities e. Develop and implement Essential Learnings Academy for identified students with disabilities that need a specialized standards-based core curriculum aligned to a life skills connection..</p>	<p>Fall, 2008 selected sites Director, Student Support Academy teacher</p>	<p>Specialized materials</p>		<p>General funds IDEA</p>
<p>3. Extended learning time:</p>				
<p>Intervention Plan a. Each site will include in their Single Plan for Student Achievement an Intervention Plan including how learning time is extended for their high priority students. For grades 3-8, each Intervention Plan will include a description of how the school will implement the Language! intervention program for their students at the strategic and intensive levels.</p> <p>Differentiated Instruction, Extended Learning b. Implement differentiated instruction that incorporates strategies for extended learning time, during and beyond the school day, and school year tailored for the diverse needs of all learners, including gifted students: i.e. tiered assignments/products, interest centers and interest groups; curriculum compacting. Including:</p> <ul style="list-style-type: none"> • During the school year, continue to provide extended learning sessions, before and/or after school (grades K-8) and Saturdays (6-8) for students identified as at-risk of not meeting grade level standards in math. • Provide part time grouping, cluster grouping and after school enrichment opportunities to extend and accelerate the instruction of advanced students. • Provide tutoring during districtwide After School Education and Safety Program (ASES). 	<p>a.-c. Ongoing administrators teachers instructional assistants</p> <p>Ongoing GATE site coord. GATE teachers</p> <p>Ongoing ASES staff tutors</p>	<p>Enrichment materials Extra hours</p> <p>Extra hours</p>	<p>Per SPSA's</p>	<p>General funds</p> <p>Title I EIA GATE ASES</p>

<ul style="list-style-type: none"> • Provide summer school extended learning opportunities in math for at-risk students, grades K-7. • Provide specialized targeted intervention for selected students during summer school using Lindamood-Bell instruction and/or P.A.S.S. Program. • Continue to provide extended learning time for special education students prior to kindergarten via SDC preschool classes and Friday Clinics, collaborative with Head Start Program. • Provide Steps to Success Transition Program for entering kindergarten students. <p>Home-School Collaboration</p> <p>c. Continue to collaborate with state and federal programs such as Even Start, School Readiness and CBET, as well as community agencies to provide family literacy support activities to extend learning opportunities in the home. Activities include: Family Math, CBET and Even Start Mommy and Me classes.</p>	<p>Ongoing Administrators Extended day teachers Summer school staff</p> <p>Spec. ed. staff P.A.S.S. staff</p> <p>Summer, ongoing Readiness Coord. Steps to Success teachers Instructional assistants</p> <p>Ongoing Even Start/Readiness Coordinator Family Literacy Liaison Ongoing Preschool staff</p>	<p>Lindamood-Bell Materials Extra hours</p> <p>Instructional materials Extra hours</p> <p>Family math materials</p>	<p>\$35,000</p>	<p>Hourly Programs EIA</p> <p>Title I IDEA</p> <p>IDEA</p> <p>School Readiness Title I</p> <p>Even Start School Readiness CBET</p>
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Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology:				
<p>Data Systems and Achievement Monitoring</p> <p><u>Per DAIT recommendation:</u></p> <p>d. The district will ensure that the district and schools utilize an assessment and ongoing monitoring system for mathematics (i.e., entry-level placement, progress monitoring) to inform teachers and principals on student placement, progress, and effectiveness of instruction. In order to achieve this, the district will:</p> <ul style="list-style-type: none"> Utilize DataDirector as district’s data management system to support and facilitate administrators’ and teachers’ access to data to drive instructional and curricular decisions. Transfer benchmark assessments from previous system to DataDirector. Provide initial and ongoing training for all administrators and teachers in the DataDirector data management system. <p>Technology Plan</p> <p>e. Continue to implement District Technology Plan to provide access to technology for all students and teachers (4:1 computer ratio, internet access for all classrooms, computer labs).</p> <p>f. Implement grade level scope and sequence Mathematics Curriculum and Technology Integration Plan; assure that all students and staff use technology as an integral tool to enhance the teaching and learning of math.</p> <p>g. Select a Technology Lead for each site to coordinate the development of model curriculum lessons that integrate technology into math instruction; serve as site resource/coach for technology.</p>	<p>2008-2013 Administrators teachers</p> <p>Summer, fall 2008 Tech Committee</p> <p>Summer, 2008-ongoing Administrators Teachers</p> <p>Ongoing Administrators Teachers Computer Techs</p> <p>Administrators teachers</p> <p>2008-2013 Technology Leads</p>	<p>Annual contract</p> <p>New scanners Extra hours</p> <p>Replacement costs</p> <p>Extra hours</p>	<p>\$49,000 per year</p> <p>\$1,000- \$1,500 per site</p> <p>Per SPSAs</p> <p>\$1,500 per site</p>	<p>Title II, D Title I SLIP</p> <p>SLIP Title I SLIP</p>

<p>h. Implement MIND ST Math Education Program</p> <p>i. Continue to provide CTAP Level I training for all teachers; Continue CTAP Level II training; provide support for OCDE training for district trainers to become certified as Level I and Level II trainers.</p>	<p>2007-2008 El Cerrito, Las Positas, Walnut 2008-2009 Ladera Palma</p> <p>Ongoing CTAP Trainers Teachers</p>	<p>Training for administrators, Technology Leads</p> <p>Extra hours</p>	<p>\$12,000 \$12,000 per site \$3,300</p> <p>\$15,000</p> <p>\$500 per teacher \$750 per trainer</p>	<p>SLIP Title I Orange Co. Math Initiative Title I Title I Title II</p>
<p>Description of Specific Actions to Improve Education Practice in Mathematics</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials</p>				
<p><u>Per DAIT recommendation:</u></p> <p>None of La Habra's teachers or administrators have participated in SB 472 or AB 430 training for the math adoption. Following is the district's plan to train all appropriate staff :</p> <p>SB 472 Mathematics Training for Teachers</p> <p>All math teachers will participate in the SB 472 mathematics curriculum training based on the new textbook adoptions. This training will include 40 hours of instruction and 80 hours of practicum. Practicum hours would include the following: PLC time, Targeted Leadership Institutes, GLAD training, BTSa FACT inquiry/reflection time, and SB 472 ELPD (English learner Professional Development).</p> <p>a. 30-40% of the approximate 200 math teachers will be trained in the summer of 2009, with an additional 20-30% of the teachers to be trained during the 2009-2010 school year. The remaining teachers will be trained in the summer of</p>	<p>Summer, 2009 2009-2010 teachers</p>	<p>Training Costs (\$750 per teacher)</p> <p>Extra hours or release time--teachers</p>	<p>\$180,000</p> <p>\$130,000</p>	<p>PI LEA Grant Title I</p>

<p>2010. The practicum hours will be completed within 18 months' of the teacher's training.</p> <p>SB 472 Math Content Coaches/Trainers</p> <p>b. In order to build districtwide capacity, math content coaches will be selected to additionally participate in the Training of Trainers model for SB 472 mathematics training to provide ongoing training and coaching for teachers. Coaching will be targeted for teachers of high priority English learners and students with disabilities.</p> <p>AB 430 ELA Administrator Training</p> <p>c. All principals will participate in the AB 430 mathematics curriculum training for administrators based on the new textbook adoptions. This training will include 40 hours of instruction and 80 hours of practicum. 100% of the principals will be trained in the summer of 2009.</p> <p>District, Site Level Differentiated Professional Development</p> <p>d. Continue to design and implement annual district and site level professional development plans based on needs assessments and data analysis to identify teacher and student needs to target professional development in mathematics; site professional development plans are to be incorporated into their annual Single Plan for Student Achievement</p> <p>e. Continue to incorporate professional collaboration strategies throughout the school year: once a week early dismissal/late-start staff planning days; Professional Learning Communities; Interdisciplinary Teaming (6-8); ongoing scoring and analysis of student work; Response to Intervention Teams; grade level and department teaming.</p> <p>f. Develop, implement staff development training sessions in effective strategies to differentiate instruction in order to meet the needs of all learners from "scaffolding" for the at-risk learner to "high-speed elevators" for the high achiever.</p> <p>New Teacher Induction</p> <p>g. New teachers participate in BTSA and are assigned a support provider/mentor; FACT training activities focus on standards-based instruction and the use of</p>	<p>Summer, 2010 Math Trainers/Content Coaches</p> <p>Summer, 2009 Principals</p> <p>Ongoing District Administrators Inst. Leadership Teams Teachers Paraprofessionals</p> <p>District Administrators Inst. Leadership Teams Teachers</p> <p>Dir. Spec. Prog. New teachers Support providers</p>	<p>Training Costs</p> <p>Training costs</p> <p>Release time</p> <p>Extra hours for Support Providers, Release time for</p>	<p>\$7,000</p> <p>\$5,000</p> <p>\$1,500 per yr. Per Support provider \$350 per</p>	<p>PI LEA Grant</p> <p>PI LEA Grant</p> <p>Title II Staff Dev. Days</p> <p>BTSA Title II</p>
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<p>adopted mathematics materials as well as collaborative lesson planning and guided observations/modeled lessons.</p> <p>h. New teachers not eligible for BTSA funding are provided a support provider through PAR funding.</p> <p>i. Continue to provide 2 day New Teacher Orientation to include: overview of mathematics curriculum and assessment, overview of math packets and materials offered through Teachers' Center, and classroom management inservice by Rick Morris.</p> <p>Students with Disabilities</p> <p>j. Continue to provide 2 day preservice "Soup to Nuts" workshop for special educators on areas such as: legal mandates, assessment strategies, standards-based IEPs, educational benefit, differentiated instructional strategies, addressing the needs of the English learner.</p> <p>English Learners</p> <p>k. Continue to provide training for staff in SDAIE and GLAD to maximize mathematics instruction for English learners.</p>	<p>Dir. Spec. Prog. New teachers Support providers</p> <p>August, annually Director, Spec. Prog. New teachers</p> <p>August, annually Director, Student Sup. Psychologists Special education teachers Ongoing EL Coordinator teachers</p>	<p>classroom observation</p> <p>Extra hours for Support Providers,</p> <p>Extra hours</p> <p>Extra hours</p> <p>Release time Extra hours</p>	<p>teacher per yr. \$1,000</p> <p>\$200 per teacher</p> <p>\$200 per teacher</p> <p>Per SPSAs</p>	<p>Title I</p> <p>PAR</p> <p>Title II</p> <p>Title II</p> <p>EIA</p>
Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
<p>Parent Advisory, Governance</p> <p>a. Continue to provide many opportunities, formal and informal, for parent advisory/governance at the school and district levels: Annual Title I Meeting, English Learners Advisory Committee (ELAC), and District DELAC, School Site Council, School Site Reviews and walk-throughs, A & I (open community forum with principal at site level and superintendent at district level), GATE Advisory, Special Education Advisory, and PTA.</p>	<p>a.-b.Ongoing At all sites</p>	<p>Home School Connection subscription</p> <p>Schoolwise Press contract</p>	<p>Per SPSA</p> <p>\$13,000</p> <p>Per SPSAs</p>	<p>Title I</p> <p>SLIP</p> <p>Title I</p>

<p>b. <u>Per DAIT recommendation</u>, provide training for parents on how to participate in curricular and budgetary decision making.</p> <p>Communication and Standards Based Accountability Reporting</p> <p>c. Provide for <u>timely</u> ongoing two-way communication and standards-based accountability reporting with parents and community including: grade level expectations for proficiency; annual STAR assessment results; Bi-annual parent –teacher conferences; student-led conferencing, grades 6-8; individual student conferences; Response to Intervention and IEP meetings; Back to School Night; Open House; Home-School Connection newsletter; monthly school newsletters; classroom newsletters; TeleParent; school and classroom webpages; School Accountability Report Card.</p> <p>d. Provide TeleParent computerized basic phone messaging system at all sites, additional student messaging program at some sites.</p> <p>e. Continue to communicate home, school and district responsibilities for parent involvement: Home-School Compacts; Parent Involvement Policies at site and district levels; Parent/Student Handbook; Student Agendas, grades 5-8.</p> <p>Annual Needs Assessment</p> <p>f. Based on annual needs assessments, and in consultation with School Site Council, annually develop a Parent Education/Involvement Plan to be incorporated into the Single Plan for Student Achievement. Ongoing parent training to include: Family Literacy Night; Family Fun Night; Parent-Child Workshops; Family Science; Shadow-a-Student Day.</p> <p>School and Community Involvement</p> <p>g. Provide ongoing training and materials for parents to develop and enhance skills that support their involvement in school as well as helping their students at home: ELAC and SSC training, <i>How to Be Involved in Your Child’s Education Handbook</i>, <i>Parent Notebook</i>, Family Literacy Fairs, Ron Morrish training, Asset Development Training.</p> <p>h. Coordinate with state and federal programs, as well as community-based agencies, to provide a wide-array of parent education opportunities: Nutrition Network, Even Start, School Readiness, CBET, Institute for Health Care</p>	<p>c.-f. Administrators Teachers Instructional Assistants Parents</p>	<p>Student agendas</p> <p>Extra hours Child care expenses</p> <p>Extra hours Child care expenses Parent handbooks, notebooks</p>	<p>Per SPSAs</p>	<p>SLIP EIA GATE IDEA</p> <p>Title I</p> <p>Title I</p> <p>Title I EIA</p> <p>Nutrition Network Even Start School Readiness Adult Ed. CBET</p>
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Advancement, Adult Education E.S.L. classes, Head Start.				
Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):				
<p>a. Provide opportunities to improve preschool to kindergarten transition: School Readiness Program; collaboration with Head Start; SDC preschool classes and transition meetings; Kindergarten Orientation for Parents; Pre-kindergarten Analysis of Language, Speech and School Readiness Screening; Kindergarten-Pre Kindergarten Teachers' Sharing Meetings.</p> <p>b. Provide opportunities to improve the transition from primary school to upper grades, and from upper grades to middle school: 2nd graders visit 3-5 schools; Parent Night for incoming 6th graders; middle school PALS visit 5th graders for orientation to middle school; 6th graders' Welcome Day with cross-age mentors.</p> <p>c. Provide opportunities to improve the transition from middle school to high school: 8th grade visitation to high school; high school counselors' orientation sessions at middle school; AVID Program; special education transition meetings.</p> <p>d. Continue to collaborate with community organizations to provide auxiliary support to schools: high school tutors from La Habra High School Heritage Program; Boys' and Girls' Club Homework Room and Computer Lab; field trips to La Habra Children's Museum.</p>	<p>a.-d. Ongoing District Administrators, School Readiness personnel</p> <p>Teachers PALS students Mentors</p> <p>Administrators Teachers counselors</p> <p>Rep. Community Organizations</p>	Extra hours		School Readiness Even Start IDEA

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
8. Monitoring program effectiveness:				
<p>Districtwide Assessment System</p> <p>a. Per DAIT recommendations, La Habra will develop a districtwide assessment system that includes grade level common assessments and pacing guides for the new math adoption to ensure alignment of standards, instruction and assessment throughout the district.</p> <p>Monitoring Programs</p> <p>b. The Director of Special Programs will present an annual accountability report to the Board of Trustees including: STAR CST, Writing, CAPA and CMA testing results; API and AYP data; CELDT results; reclassification data.</p> <p>c. <u>Per DAIT recommendation</u>, the district will develop a system to monitor the impact of the implementation of academic coaching.</p> <p>d. Each site, in coordination with the School Site Council, will develop, monitor, evaluate effectiveness, and revise annually, a Single Plan for Student Achievement. State test data, API and AYP results, and results from district and local multiple measures will be used to monitor program effectiveness and drive changes in instructional practice as needed.</p> <p>e. The Board of Trustees will annually review the district Accountability Report as well as the evaluation results and action plans from the SPSA of each school.</p> <p>f. Classroom teachers will regularly assess students’ mastery of mathematics standards by examining student work and the results of classroom assessment, adjusting instruction as needed.</p> <p>g. The Superintendent, district administrators, <i>Targeted Leadership</i> coaches, staff, parents and School Site Council members will regularly participate in school “walk throughs” visiting classroom to observe evidences of schoolwide focal areas, standards-aligned instruction, SPSA implementation, and individual student as well as sub-group academic achievement.</p>	<p>Summer, 2009- Spring, 2010</p> <p>Annually Superintendent District Directors</p> <p>By January, 2010 Administrators SSC</p> <p>Principals ILT Teachers</p> <p>Annually Board of Trustees</p> <p>teachers</p> <p>Superintendent District administrators Staff SSC members Parents</p>			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Targeting services and programs to lowest-performing student groups:				
<p>Targeted Coaching for Teachers of High Priority Students</p> <p>a. <u>Per DAIT recommendation</u>, La Habra’s content area coaches for the new adoptions will work, with OCDE staff to ensure that math coaching is provided for targeted Program Improvement school sites that serve our lowest performing students. Priority will be given to teachers at grades 3-8 supporting English learners and students with disabilities at the intensive and strategic levels.</p> <p>Response to Intervention</p> <p>b. The Response to Intervention Model (see pages 16-18) three tiered process will be used to ensure that all students achieving at each of the levels, from benchmark to strategic to intensive, receive appropriate instruction and academic as well as behavioral support.</p> <p>c. The RTI/SST team model will be utilized to collaborate regarding individual student’s needs, to tailor strategies for intervention and monitor the implementation and its effectiveness. KeyMath diagnostic assessment will be used to further identify areas of need in math instruction/intervention.</p> <p>Targeted Interventions</p> <p>d. Each school will develop a school-specific math intervention plan for students at the intensive and strategic levels.</p> <p>e. Before/ after school intervention programs, ASES tutoring, and summer school programs will be provided for students identified as needing extra assistance in mathematics.</p>	<p>Summer, 2009- Summer, 2010</p> <p>Ongoing</p> <p>District administrators Title I specialists RTI/SST Teams Teachers counselors</p> <p>Extended day teachers ASES staff</p>	<p>KeyMath Diagnostic</p> <p>Math intervention materials</p>	<p>Per SPSAs</p>	<p>General funds</p> <p>Title I</p> <p>IMF SLIP Title I Title I ASES Hourly Programs IDEA</p>

<p>f. Schools will continue to collaborate with community organizations and programs to provide additional targeted services: high school tutors from La Habra High School Heritage Program; Boys' and Girls' Club Homework Room and Computer Lab; Kids Unlimited (Cleta Harder); Rosie's Garage (tutoring assistance), middle school PALS tutors.</p>	<p>Rep. community organizations PALS tutors</p>			
<p>10. Any additional services tied to student academic needs:</p>				
<p>Additional programs and services that support student achievement in the area of mathematics include:</p> <ul style="list-style-type: none"> ➤ Middle School Counseling Program ➤ AVID Program at middle schools ➤ District Nurse, Health Clerks ➤ School Resource Officers ➤ ASES Program ➤ Asset Building (Search Institute's 40 Developmental Assets) ➤ Transportation for extended day programs <p>Commencing in 2008, the following additional program will be added:</p> <ul style="list-style-type: none"> ➤ School-wide Positive Behavioral Interventions and Supports 				<p>Middle School Counseling Program AVID-OCDE SLIP School Safety ASES General funds</p> <p>Title I Title II SLIP</p>

EL Special Education Students: Special Education students who are also identified as English Learners may receive their ELD and SDAIE instruction in an alternative setting (i.e., Special Day Class) with teachers trained to meet their unique needs. Each Special Education English Learner has his/her linguistically appropriate goals documented on their IEP.

EL Program Staffing

Teachers providing instruction to EL students in all strands of the English Learner Program possess appropriate state authorizations. Bilingual instructional assistants are provided at each site for primary language support as appropriate. In addition, each school has designated one of their EL Program teachers as an EL Lead Teacher to monitor the assessment, placement, and progress of each EL student. District Bilingual Assessment Assistants are provided for administration of the annual and initial CELDT testing for English language and primary language proficiency.

Reading/Language Arts Instruction for EL Students

EL students are provided the following core reading/language arts programs and interventions based on their relative assessed CELDT and ELA levels:

EL ENG. LANG. ARTS PROGRAM	ASSESSED CST ELA LEVEL	CORE MATERIALS	CORE INTERVENTIONS	CATEGORICAL INTERVENTIONS
Benchmark Level MAINSTREAM	Proficient	<ul style="list-style-type: none"> Houghton-Mifflin (K-5) Prentice-Hall (6-8) Calif. ELA Standards ELD Instructional Guides 	<ul style="list-style-type: none"> Universal Access Differentiated Inst. Step Up to Writing; 6 Traits ExCEL Model- Targeted Instruction 	<ul style="list-style-type: none"> STAR/Accelerated Reading
Strategic Level EL MAINSTREAM	Basic	<ul style="list-style-type: none"> Houghton-Mifflin (K-5) Prentice-Hall (6-8) Calif. ELA Standards ELD Instructional Guides 	<ul style="list-style-type: none"> Universal Access LANGUAGE! (3-8) Differentiated Instruction Step Up to Writing; 6 Traits ExCEL Model- Targeted Instruction 	<ul style="list-style-type: none"> STAR/Accelerated Reading Read Naturally (3-5)
Intensive Level	Below Basic	<ul style="list-style-type: none"> Houghton-Mifflin (K-5) Prentice-Hall (6-8) 	<ul style="list-style-type: none"> LANGUAGE! (3-8) Universal Access Intervention components 	<ul style="list-style-type: none"> STAR/Accelerated Reading Read Naturally (3-5)

EL MAINSTREAM, STRUC. ENG. IMMERSION	Far Below Basic	<ul style="list-style-type: none"> • Calif. ELA Standards • ELD Instructional Guides 	<ul style="list-style-type: none"> • Step Up to Writing; 6 Traits • ExCEL Model- Targeted Instruction 	
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Reading/Language Arts Instruction for K-2 SEI and ELM, K-8 ELM:

All EL teachers at grades K-2 and Mainstream K-5, utilize the approved core text-- *Houghton Mifflin Reading*. Mainstream classes at 6-8 utilize *Prentice Hall*. These programs provide Universal Access Lesson Plans for English Learners as well as supplementary materials to augment instruction for English learners.

Reading/Language Arts Instruction for 3-8 SEI, ELM and Special Day Class

At the 3-8 grade levels in the SEI EL classrooms, as well as for ELs in a Special Day Class setting and some ELM classrooms, the District has implemented a Literacy Intervention Curriculum, LANGUAGE! This structured supplementary instruction is designed to help second language learners gain command of the language and develop literacy skills.

Title III, together with other district, state and federal funds, are used to enhance the LANGUAGE! program by continuing to provide:

- A certified LANGUAGE! Trainer to provide LANGUAGE! initial training and refresher courses for staff along with on-site coaching
- Release time training for all new teachers of EL students utilizing the district’s LANGUAGE! Trainer
- Ongoing training for EL LANGUAGE! strand (*Speaking and Listening to the English LANGUAGE!*)
- Extra hours for Site Level LANGUAGE! coaches
- Additional *LANGUAGE!* and *Speaking and Listening to the English LANGUAGE!* materials as needed

Reading Language Arts Instruction Aligned with ELA and ELD Standards

In conjunction with the core reading/language arts programs, all teachers utilize the La Habra City School District’s ELD Instructional Guides (K-2, 3-5 and 6-8), adapted from the West Ed ELD-ELA Standards Map. The Standards Map shows each grade span’s ELD standards, by CELDT level, which in turn provide the scaffolding leading to EL students’ achievement of the ELA standards. Key ELD and ELA standards have also been identified.

Along with the Standards Map, there is a resource section listing effective instructional strategies for teachers to use with EL students to develop each of the ELA and CELDT areas of listening and speaking, reading comprehension, vocabulary development and writing.

Additional Support for ELs in English Language Arts- *Targeted Leadership*

Since 2004, in order to further strengthen the Reading/Language Arts Program for English Learners, all of the schools have been trained in the Focus on Results Strategic Framework for School Improvement (now called Targeted Leadership). Each school has identified a schoolwide instructional focus in language arts. In addition, each school has selected 3-5 effective research-based teaching practices tied to supporting their instructional focus. Reviewing carefully their language arts achievement scores, the schools identified those areas and best practices that they feel will most impact the language arts achievement of English learners such as: explicit reading comprehension strategies, academic vocabulary development, graphic organizers, GLAD strategies (see ELD, Content Area) and structured writing instruction. Ongoing training and regularly scheduled walkthroughs by teams of teachers and administrators reinforce the implementation of these best practices in language arts.

Targeted Intervention Groups for Language Arts- *ExCEL*

In the spring of 2006, the La Habra City School District began implementing an additional successful research based practice for EL and special needs students: ExCEL- or **Excellence: A Commitment to Every Learner**. All staff was trained in implementing ExCEL, based in part on Slavin's "Success for All" and Elk Grove's "Neverstreaming" intervention model.

Each day for an additional language arts block of time, all K-8 students are homogeneously grouped based on their reading levels for "scaffolded" language arts instruction. All staff are utilized to lower the teacher-student ratio for the intensive and strategic levels. Special, categorical and general educators work together in classrooms to provide supports or "scaffolds" to ensure access to the core curriculum for all EL and at-risk learners. At this time, intense one-to-one and small group instruction may occur for any student experiencing reading/language arts difficulty---for a very short period of time to teach one specific concept---or for a longer period of time to provide strategic, direct instruction.

English Language Development for EL Students

EL students are provided the following English language development programs and interventions based on their assessed CELDT levels:

CATEGORY OF STUDENTS	ASSESSED LEVEL	CORE ELD MATERIALS	CORE INTERVENTIONS	CATEGORICAL INTERVENTIONS
Benchmark Level	CELDT 4 or 5 (Basic or Proficient on CST)	<ul style="list-style-type: none"> Hampton Brown <u>Into English</u> Ballard & Tighe <u>Carousel of Ideas</u> (K-5) Thompson/Heinle, <u>Visions</u> (6-8) <p><i>(ELD skill areas of need must be addressed to prevent falling behind)</i></p>	<ul style="list-style-type: none"> Mainstream/EL Mainstream Program LHCSD ELD Instructional Guides (K-2, 3-5, 6-8) 	
Strategic Level	CELDT 3, 4 or 5 (Below Basic or Basic on CST)	<ul style="list-style-type: none"> Hampton Brown <u>Into English</u> Ballard & Tighe <u>Carousel of Ideas</u> (K-5) Thompson/Heinle, <u>Visions</u> (6-8) <p><i>(Require focused attention to gain ELD skills to achieve in mainstream program)</i></p>	<ul style="list-style-type: none"> EL Mainstream Program LHCSD ELD Instructional Guides (K-2, 3-5, 6-8) GLAD 	All ELD (Supplemental) <ul style="list-style-type: none"> Hampton Brown <u>English At Your Command</u> and <u>English to a Beat!</u> (3-5)
Intensive Level	CELDT 1-3 (Far Below Basic or Below Basic on CST)	<ul style="list-style-type: none"> Hampton Brown <u>Into English</u> Ballard & Tighe <u>Carousel of Ideas</u> (K-5) Thompson/Heinle, 	<ul style="list-style-type: none"> Structured English Immersion/EL Mainstream Program LHCSD ELD Instructional Guides (K-2, 3-5, 6-8) GLAD 	All ELD (Supplemental) <ul style="list-style-type: none"> Hampton Brown <u>English At Your Command</u> and <u>English to a Beat!</u> (3-5) Big Books for ELD (K-2)

		<u>Visions</u> (6-8) <i>(Require intensive, accelerated ELD intervention in order to get to strategic level quickly)</i>	<ul style="list-style-type: none"> Sopris West <u>Speaking and Listening to the English LANGUAGE!</u>
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EL students are provided daily systematic ELD instruction at their level of assessed English proficiency. ELD instruction follows a developmental scope and sequence of language skills, including: all levels of vocabulary development (basic, general utility, content specific), syntax, language forms and functions, discourse styles in speaking and writing, as well as cultural contexts.

ELD Instruction Aligned with ELD Standards

As mentioned in the section *Reading/Language Arts Instruction for EL Students*, in addition to the EL core programs, all teachers of EL students utilize the La Habra City School District’s ELD Instructional Guides (K-2, 3-5 and 6-8), adapted from the West Ed ELD-ELA Standards Map. The Standards Map shows each grade span’s ELD standards, by CELDT level, which in turn also provide the scaffolding leading to EL students’ achievement of the ELA standards.

Along with the Standards Map, there is a resource section listing effective instructional strategies and assessment tools for teachers to use with EL students to develop each of the CELDT areas of listening and speaking, reading comprehension, vocabulary development and writing.

Content Area Instruction for EL Students

English learners are provided comprehensible delivery of content area curriculum through instruction that is clear, sequential and scaffolded. The following matrix shows the core programs and interventions provided EL students, based on their assessed level, for one of the core content areas---social science:

CATEGORY OF STUDENTS	ASSESSED LEVEL	CORE SOC. SCIENCE MATERIALS	CORE INTERVENTIONS	CATEGORICAL INTERVENTIONS
Benchmark Level	CELDT 4 or 5 (Basic or Proficient on CST)	<ul style="list-style-type: none"> Harcourt (K-6) Houghton-Mifflin (7) Prentice-Hall (8) 	<ul style="list-style-type: none"> Universal Access Differentiated Instruction Cornell Notes (6-8) SDAIE strategies GLAD strategies 	
				All ELD (Supplemental)

Strategic Level	CELDT 3, 4 or 5 (Below Basic or Basic on CST)	<ul style="list-style-type: none"> Harcourt (K-6) Houghton-Mifflin (7) Prentice-Hall (8) 	<ul style="list-style-type: none"> Universal Access Differentiated Instruction Cornell Notes (6-8) SDAIE strategies Project GLAD 	<ul style="list-style-type: none"> Nat'l Geog. <u>Reading Expeditions</u> (EL 6-8)
Intensive Level	CELDT 1-3 (Below Basic or Far Below Basic on CST)	<ul style="list-style-type: none"> Harcourt (K-6) Houghton-Mifflin (7) Prentice-Hall (8) <u>Visions</u> (6-8) 	<ul style="list-style-type: none"> Universal Access Differentiated Instruction Cornell Notes (6-8) SDAIE strategies Project GLAD 	Supplemental ELD <ul style="list-style-type: none"> Ballard & Tighe <u>Explore America, Explore World History, Ancient World, Explore the Ages</u>

In order to support EL students' access to all of the areas of the core curriculum, the district has implemented Project GLAD. The District has met its goal of training all K-8 teachers of EL students in the GLAD model (Guided Language Acquisition Design). The District will continue to support the implementation of Project GLAD, in coordination with Title III funds, through the following:

- Maintain a district Trainer of Trainers model for GLAD
- Continue to provide 5-day release time for GLAD training for new teachers and Special Education teachers serving EL students
- Provide refresher training, as needed
- GLAD trainers, will develop resource materials to support GLAD lessons in ELD and selected content areas. Materials will be available for teachers of ELs from the Teachers' Resource Center
- Ongoing coaching and modeling of GLAD strategies

Coordination of Title III Services

The La Habra City School District coordinates Title III funds, together with other district and state funds, to provide the following support services for the district's English Learner students:

- An EL Teacher Specialist oversees the Title III Program Services to: provide district-level coordination of activities; evaluate and monitor effectiveness of activities in meeting program objectives; serve as a resource to schools in effective strategies for EL student achievement; coordinate CELDT testing; meet regularly with EL Lead Teachers to dialogue regarding EL students' needs and services; and to coordinate Title III program services with services provided by other federal and state programs for EL students (i.e. Even Start, School Readiness, EIA).
- EL Lead Teachers are designated at each site to collect records, coordinate testing and recording of testing results,

distribute EL parent communications, serve as a resource to teachers, and attend monthly district EL Program meetings.

1.b Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives described in Section 3122;

1.b Annual Goals

The following matrix enumerates the annual goals of expected progress on assessment instruments for English Learners in the La Habra City School District. The English Learner data is disaggregated by cohort group based on: entry level into the district, English language level and time in the program.

ANNUAL GOALS						
			An additional year may be determined necessary at these levels.			
CELDT Level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Reclassified
*Timeline toward redesignation, based on CELDT level at time of initial enrollment year	1 st year	2 nd year	3 rd year	4 th year	5 th year	6 th year
		1 st year	2 nd year	3 rd year	4 th year	5 th year
			1 st year	2 nd year	3 rd year	4 th year
				1 st year	2 nd year	3 rd year
					1 st year	2 nd year
Eng. Lang. Observation Matrix	1	2	3	4	5	5
California ELA Standards Test	Far below basic	Far below basic	Below basic	Basic	Basic	Proficient
California Math Standards Test	Far below basic	Far below basic	Below basic	Basic	Basic	Proficient

* Timeline and expectations may vary based on grade level at entry, primary language proficiency and level of prior formal schooling.

Progress Monitoring

In addition to annual goals, the La Habra City School District has established interim benchmarks to monitor and

ensure that all students, including English Learners, make adequate, continuous progress. ELs are assessed with the district’s multiple assessments, with the performance expectations aligned to the student’s assessed level of English language proficiency.

The following matrix shows the multiple assessment instruments used for each grade level and content area to measure adequate interim progress:

MULTIPLE ASSESSMENTS		
Content Area	Instrument	Grade Levels
Eng. Lang. Development	<i>English Language Development Matrix</i>	K-8
Reading	<i>DRA</i>	K-2
	<i>STAR Reading</i>	3-8
Writing	<i>District Writing Sample</i>	K-8
Math	<i>Math Content Standards</i>	K-2
	<i>STAR Math</i>	3-8

Planned Activities to Support EL Goals

Following are the activities planned by the District to ensure that English Learners meet their measurable goals:

- EL academic progress will be monitored on an ongoing basis by classroom teachers; students identified as not making adequate progress will be referred to the schools’ Response to Intervention Team to consider changes/modifications in strategies and/or interventions.
- Supplementary programs and/or materials will be purchased to support identified areas of need.
- EL Lead Teachers will meet quarterly with the Assistant Superintendent of Administrative Services to review and refine the trimester benchmarks for EL performance expectations aligned to the level of English proficiency and to identify potential areas of need for English Learner Program curriculum improvement.

	<ul style="list-style-type: none"> • Release days will be provided for ongoing ELD curriculum development and alignment with mainstream English language arts standards. • Ongoing coaching in LANGUAGE! and GLAD strategies will be provided based on identified areas of need.
Description of How the LEA is Meeting Or Plans to Meet This Requirement	
<p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)) 	<p>1.c Working in concert with administrators, teachers, support staff and district staff, La Habra City School District is committed to the ongoing evaluation and monitoring of the academic achievement of its English Learners. To ensure that EL students are making adequate progress towards the interim and annual goals, the District has established a multi-level plan with specific roles and responsibilities for each of the stakeholders at the school and district levels.</p> <p><u>At the School Sites</u></p> <p>The classroom teacher, in addition to monitoring the interim benchmark progress for reading, writing and math for their EL students, also closely monitors their English language development. Any student identified as not making adequate progress is referred to the Response to Intervention Team.</p> <p>In addition, each site has an English Learner Program Lead Teacher who serves as a resource and monitors all aspects of the EL students' program and progress. The EL Lead serves as a resource for the teachers, monitors EL student progress, coordinates EL testing, and advises teachers and the principal about EL student placement and groupings.</p> <p>All records for each EL student, including multiple assessment and CELDT testing results, are kept in an EL Program folder. A record of assessment results and programs/interventions are maintained throughout the year by the classroom teacher, the EL Lead and support personnel. The folder is placed in the CUM file at the end of the year and accompanies the student throughout the time he/she is identified as an English Learner in the district. Upon reclassification to fluent English, the file is flagged and all Reclassification Monitoring forms are also added to the student's EL folder.</p> <p>The principal's responsibilities include: monitoring EL student progress, ensuring appropriate teacher</p>

authorizations, visiting classrooms regularly to monitor ELD and SDAIE lesson implementation, and ensuring the implementation of the Master Plan to meet the language and academic needs of the EL students.

As year-end assessment results are received, the principal meets with the EL Lead Teacher and site program coordinator to analyze the EL assessment data and to determine if students met their annual yearly progress goal, based on the length of time in the district's English Learner Program. If the students have not met their annual yearly progress target, a study session is held with EL program staff to examine the program design and its implementation. Necessary changes are brought to the English Learner Advisory Committee and School Site Council to be included in the School Site Plan.

At the District Level:

The Assistant Superintendent of Administrative Services holds regular meetings with site principals to discuss district and site level plans for language and academic instruction for EL students. In addition, she visits each school, at least two times a year, to monitor the implementation of the instructional programs for EL students. The Assistant Superintendent also meets with each principal to review the annual and interim assessment results for their English Learners and to review the targeted areas of improvement for their School Plan.

In addition, the Assistant Superintendent and the Coordinator of EL Services meet monthly with the EL Leads from each school site to discuss issues regarding English Learner program implementation and areas of need for further training or curriculum development.

The Assistant Superintendent, in coordination with the Director of Special Programs, makes an annual report to the Board of Trustees on the language and academic progress of the EL students in the district.

Districtwide professional development is provided staff in the following areas of program monitoring and accountability:

Administrators-

- English Learners Master Plan components
- Effective classroom ELD and SDAIE strategies
- Effective LANGUAGE! implementation
- Project GLAD Classroom Observation Checklist

Teachers, EL Leads-

- English Learners Master Plan components

	<ul style="list-style-type: none"> • LOTE/CTEL (BCLAD/CLAD) • Project GLAD • LANGUAGE! implementation • Standards-based instructional planning for ELD and English language arts
	Description of How the LEA is Meeting or Plans to Meet This Requirement
<p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p><i>Id</i></p> <p style="text-align: center;"><i>Parent and Community Involvement</i></p> <p>The La Habra City School District has a long history of establishing and maintaining extraordinary home-school-community collaborative partnerships, especially for the parents of English Learners.</p> <p>La Habra provides a myriad of parent services and involvement opportunities in coordination with community-based organizations such as: the Institute for Health Care Advancement, the Gary Center, CBET, Western Youth Services, and Adult Education. Some of the parent and community opportunities for involvement and training are: Adult literacy, English Language Development and citizenship classes, Mommy and Me Program, Healthy Start, Even Start, and Head Start.</p> <p>All schools currently have written parent involvement policies. All Title I schools also have a Home-School Compact. Parents of EL students have the opportunity to be involved in the development and review of the school site plan. All site plans include a Plan for Parent Involvement and Education. All schools have a properly constituted English Learner Advisory Committee (ELAC). Each school also has a parent representative on the District English Learner Advisory Committee (DELAC).</p> <p>At the District level, there are also many opportunities for the involvement of parents of English Learners. Parents can participate in the DELAC and/or the District A & I (Advisement and Information), an advisory committee which meets monthly with the Superintendent. Leadership and parental involvement training is offered for DELAC as well as A & I parent leaders and members. A&I. “Silent” oral translating machines are utilized for all District and site level training and meetings, as needed.</p> <p style="text-align: center;"><i>Planned Programs and Activities</i></p> <p>Title III funds, together with other District funds, will be utilized to continue to broaden and strengthen the participation of parents of English Learners and community members in the District EL programs. Following are</p>

	<p>the activities planned for parent involvement and education:</p> <ul style="list-style-type: none"> • Continue to provide classes, in English and in the primary language, for parents to develop skills, techniques, and strategies to assist their children at home. • Continue to provide bilingual Teleparent messaging for the schools and district. • Continue to provide both written and oral translations for parents regarding assessment results for annual CELDT testing of English language proficiency, annual standardized tests, and multiple assessments. • Continue to ensure that all district communications that are sent home are translated into the major languages of the District. • Continue to build the schools’ capacity for planning effective parent involvement through staff development opportunities and ongoing technical assistance. • Continue to provide oral translation for advisory meetings and parent conferences at both the District and site levels. • Establish a bilingual page on the District web site that provides updated information on meetings, training, and vital District/school information. • Continue to provide bilingual staff to make phone calls to parents, provide child care, and facilitate transportation to meetings and school functions. • Continue to facilitate the coordination of community-based programs with District programs to maximize services for EL parents and community members.
	<p>Description of How the LEA is Meeting or Plans to Meet This Requirement</p>
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic 	<p>2.</p> <p style="text-align: center;"><i>Core Curriculum</i></p> <p>The La Habra City School District currently provides daily ELD as well as SDAIE instruction in the core academic subjects for English Learners in both of the English Learner Program strands: Structured English Immersion and English Language Mainstream. Overall program goals for English Learners promote high expectations for academic success while developing their positive self-concept.</p> <p>Standards-based curricula and instruction is implemented at all sites. The District has adopted the following (see next page) core curriculum for its English Learners, utilizing state-approved textbooks. All state-approved texts include strands of materials to ensure universal access for English Learners at all levels of language acquisition.</p>

achievement in the core academic subjects

Grade Levels	<i>Content Areas</i>				
	ELD	English Language Arts	Mathematics	Social Science	Science
K-5	Hampton Brown, <i>Into English</i> Ballard & Tighe, <i>Carousel of Ideas</i> (K-6)	Houghton Mifflin	Houghton Mifflin	McMillan/McGraw Hill	(pearson) Scott Foresman (new adoption 2008)
6-8	Heinle & Heinle <i>Visions</i>	Prentice Hall	McDougall-Littell	TCI	Prentice Hall (new adoption 2008)

Supplementary Research-Based Curriculum

Along with the state-adopted core curriculum materials, the District has selected two powerful research-based programs to augment the English Learner Program for English Learners: LANGUAGE and Project GLAD. Both programs are nationally recognized as promoting academic excellence for English Learners.

LANGUAGE! is a comprehensive, structured language curriculum, based on current research in reading. It is designed for use with students who have had difficulty in learning to read, write and spell English. The curriculum is comprised of 54 sequential, cumulative units of study. Each of the units includes several different language arts strands which are integrated into the reading, writing and spelling curricula. Currently, the LANGUAGE! curriculum is being implemented in the EL SEI classrooms at grades 3-8 and also with English learners in Special Day classes at the same grade levels.

The LANGUAGE! Program has also developed an auxiliary program for English Learners—*Speaking and*

	<p><i>Listening to the English LANGUAGE!</i> It consists of a series of sequential lessons designed to be used concurrently with the LANGUAGE! curriculum. It emphasizes the acquisition of spoken Standard English, beginning with the structures and functions most essential for English Learners. The District utilizes this program in the English Learner classrooms to supplement the LANGUAGE! instruction.</p> <p>The second program is Project GLAD (Guided Language Acquisition Design), recognized by the United States Department of Education as a Project of Academic Excellence. GLAD is a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language development, academic achievement and cross-cultural skills. The GLAD strategies develop metacognitive use of high level, academic language and literacy, resulting in higher levels of academic achievement for English Learners.</p>
Description of How the LEA is Meeting or Plans to Meet This Requirement	
<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel:</p> <ol style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically-based research demonstrating the effectiveness of the 	<p>It is the belief of the La Habra City School District that in order to provide the highest quality of instruction and assessment for English Learners, all members of the educational community including administrators, teachers, and paraprofessionals must be provided a comprehensive professional development program that integrates research and scientifically-based theory with proven effective instructional practices. Title II funds, in coordination with Title III and other district funds, will be used to design a professional development plan that will include the development of:</p> <ul style="list-style-type: none"> • The ability to design and implement differentiated, standards-based instruction in all content areas, and how this intersects with the socio-economic, cultural and linguistic diversity within the school community • Knowledge of metacognitive and metalinguistic skills through which English Learners are taught • An extensive repertoire of strategies for literacy instruction • Research-based best practices for improving reading comprehension • The ability to systematically identify and develop resources for differentiating instruction in the teaching of reading, writing, listening and speaking • An understanding of the role of assessment in guiding and evaluating instructional and programmatic practices • The ability to design and implement formal and informal assessment • The ability to use classroom data to differentiate instruction and evaluate the efficacy of instruction

<p>professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;</p> <p>d. Long-term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>The Professional Development Plan will provide extensive, ongoing training for all teachers at all levels on the California content area frameworks, the California content standards, English language development standards, and district standards-based curricula and adopted materials.</p> <p>Title III, together with other district funds, is used to hire staff development trainers and to pay for release time or stipends to participants in the training. Following are the programs and topics to be included in the Professional Development Program designed to improve the instruction and assessment of English Learners:</p> <ul style="list-style-type: none"> • English Language Development • LANGUAGE! • Project GLAD • Step Up to Writing, 6 Traits • Integrating Instruction and Assessment of English Language Development and English Language Arts Standards • Professional Learning Communities • LOTE/CTEL (BCLAD/CLAD) • Standards-Based Lesson Planning, backward mapping design • Curriculum-Based Assessment • Diversity Training • Technology for English Learners • Communicating with Linguistically and Culturally Diverse Parents <p>Over the past several years, the district has developed its own cadre of trainers for Project GLAD and LANGUAGE! Stipends and/or extra hours, along with funds for demonstration curriculum materials, are also provided.</p> <p>In addition to the training, Title III funds, in coordination with other categorical funds, are used to provide coaches at each site to serve as a resource to teachers for planning, implementing and assessing the new strategies and knowledge learned through professional development training.</p>
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<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited-English-proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; h. information pertaining to parental rights that includes written guidance detailing – <ol style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and 	<p style="text-align: center;"><i>Initial Notification</i></p> <p>Within 30 days of the enrollment of a potential English Learner in the La Habra City School District and following the initial assessment, parents receive a written/oral explanation of the following information:</p> <ul style="list-style-type: none"> • The reasons for the identification of their child as an English Learner (EL) and in need of services, or their identification as Fluent English (Home Language Survey response, score on initial CELDT test). • The child’s level of English proficiency, based on the CELDT assessment, an explanation of the CELDT exam, and the status of the student’s academic achievement. <p>If assessed as EL:</p> <ul style="list-style-type: none"> • The method of instruction the student will receive, including the program description with information on time in ELD and materials to be used, subjects to be taught in L1 or SDAIE and materials to be used, and authorization of the teacher. • Benchmarks and yearly goals are explained so that parents can monitor their child’s progress towards these goals. • A description of how the English Learner Program is designed, based on CPM requirements, research, past successful experiences, in order to meet the needs of their child. • How this program design helps their child learn English. • Specific exit requirements or redesignation criteria, and the expected rate of promotion and graduation if the student participates in this

<p>methods of instruction, if more than one program or method is offered by the LEA.</p>	<p>program, based on their assessed English proficiency level and academic achievement level (i.e., if student is an under-schooled newcomer, he/she may need more instructional time to catch up with his/her peers).</p> <ul style="list-style-type: none"> • If the student has a disability, how the services prescribed by the IEP work together with the program in which the student is enrolled to maximize his/her learning experiences. • Parental rights, including the ability to withdraw from the program but not from the services, and to choose a different program (alternative bilingual). <p style="text-align: center;"><i>Ongoing Parent Notification</i></p> <p>Following the initial placement, the student’s progress is formally evaluated at three intervals during the year, and parents are informed in writing of their child’s English language development scores, academic information such as results on the California Standards Tests and district assessments, as well as any changes in their program or classification.</p> <p style="text-align: center;"><i>Annual Parent Notification</i></p> <p>Annual parent notification, taking place within 30 days of the beginning of each school year, includes detailed, complete program descriptions, options, and parent rights. At any time, the parent may request a conference with the teacher or the principal to respond to questions or concerns about their child’s program.</p>
<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulation and responding to recommendations from parents.</p>	<p>Description of How the LEA is Meeting or Plans to Meet This Requirement</p>
	<p>Four annual ELAC meetings at the school site are open to all parents of EL students and focus on informing parents about the school’s</p>

	<p>instructional programs for English Learners. In addition, the parents receive training on how they can support their child’s academic achievement. These meetings also serve to provide a forum for parents of EL students to share their recommendations for program goals, design, and improvements.</p> <p>Title III funds, with other district funds, support additional parent meetings and outreach activities to ensure their children are being properly included in all possible school services for which they are eligible (i.e. GATE, Special Education, Title I).</p>
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year not later than 30 days after the beginning of the school year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>	<p>Annual notifications are provided to parents of EL students not later than 30 days after the beginning of the school year. For students who enroll after the beginning of the school year, the notification to parents will take place within two weeks of being placed in an English Learner program.</p>
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives, it will inform parents of a child identified for participation in such program of such failure not later than 30 days after such failure occurs.</p>	<p>If the District or site fails to make its Adequate Yearly Progress, all parents will be notified of such failure in writing, in a language they understand, no later than 30 days after such failure occurs. Meetings will be held for all parents to explain: Adequate Yearly Progress, the lack of school progress, and the options available to parents to choose another school within the District. Child care and translation will be provided. Bilingual personnel will be available to make phone calls/contact with parents with follow-up questions.</p>

Plans to Provide Services for Immigrants

At the time of the revision of this LEA Plan, the district did not have sufficient recent immigrant students to qualify for Title III Immigrant funding. If at such a time the district does qualify, the following describes what services will be provided in the event the district has sufficient students.

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table) per SEC. 3115 (e).	Description of How the LEA is Meeting or Plans to Meet this Requirement
1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children	La Habra will continue to coordinate funds with other agencies such as CBET and Healthy Start and Even Start to provide outreach and training activities. Parents of immigrant students receive basic orientation to the district at the summer Assessment Center and at the school site upon registration. Parents receive information for community-based classes, such as ESL, and are invited to participate in school advisory committees including ELAC, A & I, and PTA. Bilingual Assessment Assistants ensure that parents of immigrant students receive timely information regarding involvement opportunities.
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth	The District Staff Development Program, utilizing Title II, Title III and Title III Immigrant Funding, will continue to provide specialized training for all EL staff, including paraprofessionals. This training includes ELD, LANGUAGE!, GLAD, LOTE/CTEL, Spanish language, differentiation of instruction, as well as cultural and linguistic diversity of immigrant students.
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth	Immigrant students are provided intervention activities, based on their assessed needs. In addition, the EL Leads and Bilingual Assessment Assistants are trained in the unique academic and counseling needs of immigrant students and serve as mentors as needed.
4. Identification and acquisition of curricular materials, educational software and technologies to be used in the program carried out with funds	The District EL Committee will review instructional support materials and software to be used in the intervention program for immigrant students. The Committee will make recommendations for purchase with

	Title III funds.
5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services	Title III Immigrant funds, in coordination with Title III and EIA funds will be used to support the summer Assessment Center activities and the annual language assessment activities.
6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education	No services are planned at this time.
7. Activities coordinated with community-based organization, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services	The La Habra City School District coordinates activities and services for immigrant students with many community-based organizations such as CBET, Adult Education E.S.L., Head Start, La Habra Children's Museum, Institute for Health Care Advancement, the Gary Center, and Western Youth Services.

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

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<p><u>Teacher Certification:</u></p> <p>As of September 2008, 100% of the elementary teachers, grades K-5 meet the federal definition of highly qualified. 97% of teachers in our 6-8 middle schools meet the federal definition of highly qualified.</p> <p>In addition, 58% of all teachers have advanced degrees and 55% middle school teachers have advanced degrees. 100% of the teachers assigned to English learner classrooms have State certification to teach English Learners. 57% of teachers K-6 have been trained in Language! and/or Project GLAD (Guided Language Acquisition Design) – programs designed for Literacy development and Second Language acquisition. 73% of all teachers K-6 have participated in Balanced Literacy Training.</p> <p><u>Teacher Training:</u></p> <p>La Habra City Schools is committed to the recruitment and training of teachers. Participation in our local BTSA consortium provides teachers new to the district the opportunity to participate in the BTSA Induction Program, part of a Learning to Teach Continuum, aligned to the <i>California Standards for the Teaching Profession</i> and K-12 content standards and performance levels for students. Teachers participating in</p>	<p><u>Teacher Certification</u></p> <p>Data indicates that 35% of all teachers have completed Level I CTAP training; 24% of all secondary and 34% K-6 teachers have been trained in GLAD strategies: and, 37% K-5 and 49% secondary teachers have been trained in Language! District trainers will continue to provide training and support for all teachers in Language! GLAD, and CTAP.</p> <p><u>Teacher Training:</u></p> <p>In order to meet the demands of recruiting, licensing and retaining highly qualified teachers over the next 5 years it is necessary to: focus recruitment efforts to employ fully credentialed teachers; train and maintain highly qualified Support Providers; and, provide professional development to administrators to enable them to support new teachers.</p> <p><u>Administrators</u></p> <p>Principals must participate in scientific research based professional learning aimed at increasing their skills at promoting the success of all students by: developing of a vision of learning that is shared and supported by the school community; collaborating with families and community members to mobilize resources; developing professional</p>

<p>this program are paired with a support provider who guides them through their BTSA program based on the California Formative Assessment and Support System for Teachers (CFASST), which beginning in 2008 will become FACT (Formative Assessment for California Teachers).</p> <p>La Habra has utilized the trainer of trainers model to develop district based trainers for GLAD, Language!, Balanced Literacy, CLAD, and CTAP. These trainers are available to provide initial training and on-going teacher support. Annual staff development also includes initial training and support for the implementation of the latest standards based adoptions. In addition, subject specific trainings have been provided for Algebraic thinking and implementing the Science Standards.</p> <p><u>Administration</u></p> <p>All administrators hold Professional Clear Administrative Credentials. They have all been trained in Clinical Supervision and evaluate teachers based on the California Standards for the Teaching Profession.</p> <p>During the 2002-2003 school year all District administrators, along with representatives from their school leadership team, participated in Richard Dufour's Recruiting Schools to Become Professional Learning Communities. All schools have either an early release day or late start day each week to provide time for developing Professional Learning Communities to promote continuous improvement</p> <p>Also since 2003, all administrators, along with their Instructional Leadership Team members, have received extensive training/coaching with our outside consultants from <i>Targeted Leadership</i> in order to strengthen instruction aligned to content standards and to improve student achievement utilizing the following:</p> <ul style="list-style-type: none"> ○ Implementing a school-wide instructional focus supported by research-based best teaching practices tied to the focus; 	<p>leadership capacity; facilitating professional learning communities; and, nurturing and sustaining a school culture and instructional program conducive to student learning and professional growth.</p>
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| <ul style="list-style-type: none">○ Instructional Leadership Teams (ILTs) at each school to coordinate the alignment of instructional practice with the English language arts standards;○ Continued research, refinement, and coaching of focus and best practices;○ School and district walk-throughs to monitor and give feedback on instructional practices tied to focus and aligned to standards | |
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Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

Planned Improvements for Professional Development (Title II)

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>a. All textbooks and instructional materials are aligned to the State content standards, professional development activities are designed to support the implementation of materials to meet the needs of the student population in the La Habra City School district.</p> <p>b. Analysis of annual STAR test results provides the data used by the Administrative Leadership Team to design professional development activities to meet the needs of teachers in the identified areas. In addition, site administrators work with their staff to further analyze the test data for their school to determine local areas of emphasis.</p> <p>c. Summative assessments that benchmark student progress towards meeting the State Standards in Reading/Language Arts, Mathematics, Writing, and English Language Development are administered three times per year and provide the basis for providing ongoing instructional support through the Professional Learning Communities model.</p> <p>d. Professional Learning opportunities which meet the California requirements for High Quality Professional Development are selected for school administrators and classroom teachers.</p>	<p>a-d Administrative Team;</p> <p>a Textbook selection committee; District trainers; Lead teachers</p> <p>c Multiple Measures Committee</p> <p>d Instruction Leadership Teams</p> <p>2008-on-going</p>	<p>a Lead teacher stipends Language! Trainer</p> <p>b Consultant-Data analysis</p> <p>c. Release time for development and analysis of multiple measures</p> <p>d Release time for leadership teams planning and collaboration</p>	<p>\$9,000</p> <p>\$45,000</p> <p>\$60,000</p> <p>\$8,400</p> <p>\$30,000</p>	<p>EIA; Title III; EIA/LEP; Title II</p> <p>General Funds</p> <p>Title I; SLIP</p> <p>Title I; SLIP</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>a. The District Administrative team selects research based professional development activities that emphasize improving student achievement.</p> <p>b. The District professional development plan is designed as a coherent multidimensional program that provides the classroom teacher with resources to provide a rigorous individualized instructional program.</p> <p>c. Professional development activities are planned to provide initial training, classroom demonstration, instructional support, and continuous support and coaching.</p> <p>d. The California Standards for the Teaching Profession provide a framework for developing teacher competence in all areas linked to student achievement of the State Content Standards. Annual teacher goal setting and evaluation are based on the CSTP.</p> <p>e. The California Professional Standards for Educational Leaders have as their core purpose “to promote the success of all students.” Professional learning objectives selected are linked to the CPSELs and assure that the reduction of the achievement gap addressed.</p>	<p>a-e Administrative Team;</p> <p>a-d District trainers; Lead teachers</p> <p>2008-on-going</p>	<p>Lead teacher stipends; District trainer costs; Language! Trainer</p> <p>Materials</p>	<p>\$9,000</p> <p>\$8,400</p> <p>\$1,000</p>	<p>EIA; Title III; EIA/LEP; Title II; Title 1; Title V</p> <p>Title II</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>a. The Professional Learning Communities model in conjunction with the California Reading and Literature Project K-6 Reading RESULTS training will provide site administrators and staff the tools to continuously monitor student progress. On-going formative assessment of individual student progress in conjunction with multiple measures tri-annual assessments will provide teachers the necessary data to monitor student progress and adjust teaching strategies to maximize student learning.</p> <p>b. All teachers will be provided on-going training and support. Teachers in high priority schools will be targeted as priority for attending District trainings.</p> <p>c. The following are on-going training opportunities are provided by in District trainers that specifically target strategies for meeting the literacy and English Language Development needs of our underperforming students:</p> <p>GLAD Language! CTEL training</p>	<p>a-d Administrative Team;</p> <p>a-d District trainers; Lead teachers</p> <p>a. Multiple Measures Committee; Targeted Leadership training</p> <p>2008-on-going</p>	<p>Lead teacher stipends; District trainer costs; Language! Trainer</p> <p>Multiple measures committee release time;</p> <p>Teacher release time Materials</p>	<p>\$9,000</p> <p>\$8,400</p> <p>\$8,400</p> <p>\$60,000</p> <p>\$20,000</p>	<p>EIA; Title III; EIA/LEP</p> <p>Title I</p> <p>Title I; Title II; Title III, Title V; PAR; School Improvement</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>a. La Habra City School District provides a comprehensive staff development program that coordinates and maximizes resources. Other State and Federal funds are coordinated with funds from Title II Part A to provide a comprehensive program of staff development for all teachers. In addition, site administrators are encouraged to provide individualized professional development opportunities to meet the unique needs of their student population.</p> <p>b. All teachers new to La Habra are provided copies of the Harry Wong’s book <i>The First Day of School</i> and all sites have the corresponding videos and Richard Dufour’s <i>Professional Learning Communities</i> video.</p> <p>c. All beginning teachers participate in a Rick Morris training in August and administrators are encouraged to recommend this training to more senior teachers that would benefit from this experience. Professional development activities also support the BTSA Induction plan.</p> <p>d. The District has developed resident trainers for CTAP: Language!, GLAD, Balanced Literacy, and CLAD.</p>	<p>a-d Assistant Supt. Administrative Services, Administrative Leadership Team, District Trainers</p> <p>b-c BTSA Coordinator</p> <p>d. District trainers</p> <p>Language!Trainer</p>	<p>a-d Materials</p> <p>d. Trainer stipends</p> <p>Language!Trainer</p>	<p>a-c Salaries</p> <p>d. \$9,000</p>	<p>General Fund Title I Title II, III Part A, Title V School Improvement PAR BTSA GATE</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <ul style="list-style-type: none"> • The Personnel Office maintains a database of teachers and their trainings. District needs assessment determines professional development training priority based on site/student needs • Professional development activities will emphasize: <ul style="list-style-type: none"> a. Professional Learning Communities b. Asset Development c. Positive Behavioral Interventions and Supports d. Multiple Measures Assessment training e. Step Up to Writing, Six-Traits f. GLAD g. Language! h. Kate Kinsella- Vocabulary Development for ELs i. Robert Marzano – <i>Classroom Instruction that Works</i> j. Balanced Literacy k. Accelerated Reading l. Algebraic Thinking m. MIND Institute n. Read Naturally o. Carol Tomlinson - <i>Differentiating Instruction</i> p. Rick Morris – Classroom Management Workshop q. CTAP r. CLAD s. FACT t. GATE <p>Paraprofessionals training in strategies to support GLAD and Language! in their classroom and ExCEL assignments.</p>	<p>District staff Administrative Leadership Team</p> <p>(a-u) District staff Administrative Leadership Team</p> <p>BTSA Consortium District Trainers; Multiple Measures Committee; Consultants 2008 on-going</p> <p>District trainers</p>	<p>Consultant fees; Trainer extra earning; Language! Trainer;</p> <p>Release time for training</p> <p>Materials</p> <p>Language! GLAD Trainer</p>	<p>\$100,000 \$ 9,000</p> <p>\$100,000</p> <p>\$ 50,000</p> <p>\$ 5,000</p>	<p>General Fund, BTSA, PAR, Title II, Title V, SI</p> <p>Title II</p>
Please provide a description of:	Persons Involved/	Related	Estimated	Funding Source

	Timeline	Expenditures	Cost	
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>a. The District technology coordinator oversees the implementation of the District Technology Plan, approved by the state, that describes how teachers will be trained and supported to implement technology to improve student achievement.</p> <p>b. Media technicians at each school site support and oversee technology labs.</p> <p>c. BTSA Standard 16 addresses activities integrating technology</p>	<p>a-c District technology coordinator</p> <p>b Media technicians</p> <p>c BTSA Consortium</p>	<p>Salary</p> <p>Salary</p> <p>Materials</p>	<p>N/A</p> <p>\$180,000</p> <p>\$5,000</p>	<p>General Funds</p> <p>Categorical Funds</p> <p>BTSA, PAR</p>
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>a. All schools have been connected to the internet and district infrastructure</p> <p>b. All schools are provided on going technical support to insure that they are able to access available technology</p> <p>c. The District Technology coordinator coordinates the CTAP training schedule.</p> <p>d. All schools are provided the opportunity to participate in on-going equipment and software upgrades through various funding sources.</p> <p>e. All school libraries are automated with internet access and are continuously updated to supplement curriculum.</p>	<p>a-e District Technology Coordinator, b, e Technology Support Technicians, b,d,e Media technicians, Consultants</p> <p>On-going</p>	<p>Connectivity</p> <p>Cabling Equipment</p> <p>Salary Consultants</p> <p>Materials</p>	<p>E-Rate(80-90% Discount) (\$65,000 - \$56,000) \$9,000 (\$183,000-\$164,000) \$19,000 \$100,000 \$180,000 \$100,000 \$100,000</p>	<p>General Fund</p> <p>School Renovation Technology Grant</p> <p>Categorical Funds</p>
<p>Please provide a description of:</p>	<p>Persons Involved/</p>	<p>Related</p>	<p>Estimated</p>	<p>Funding Source</p>

	Timeline	Expenditures	Cost	
<p>8. 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:</p> <ul style="list-style-type: none"> a. The weekly District Administrative Team meetings include regular discussion of on-going professional development needs and activities. b. The Advisory & Information Committee and the District English Language Acquisition Committee meet monthly. These committees include parents and paraprofessionals and provide these constituents the opportunity to provide input to the Administrative Team. c. At the school sites the Instructional Leadership teams, grade level teams K-6 and Curriculum departments provide regular input to the site administrator. The School Site Council, Advisory & Information Committee, the English Language Acquisition Committee, and the Parent Teacher Association provide input to site administrators that assists in their planning staff development activities. 	<p>a-c Site and District Advisory and Information Committee; Administrative team; Lead teachers; School site councils; PTA</p> <p>2008-on-going</p>	<p>Lead Teacher Stipends</p>	<p>\$9,000</p>	<p>Title III, EIA/LEP</p>
<p>Please provide a description of:</p>	<p>Persons Involved/</p>	<p>Related</p>	<p>Estimated</p>	<p>Funding Source</p>

	Timeline	Expenditures	Cost	
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> ⇒ teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; ⇒ improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; ⇒ involve parents in their child’s education; and ⇒ understand and use data and assessments to improve classroom practice and student learning. <p>The La Habra City School District has a comprehensive plan for addressing the needs of all students:</p> <ul style="list-style-type: none"> a. The school psychologist and Special Education teachers participate in the Professional Learning Communities and Response to Intervention teams. These specially trained individuals provide teachers with suggested intervention strategies to meet the needs of students with differing abilities. b. All staff development activities address differentiating instruction to improve student learning c. Response to Intervention Teams provide opportunities to utilize specially trained staff to provide teachers with intervention strategies to implement prior to referring students for Special Education assessment d. The ExCEL Learning Center Model integrates a regular and Special Education Program for Learning Handicapped students. e. Parent conferences are held each trimester at all schools K-8 f. CBET classes include instruction in strategies to assist parents in supporting their students in Reading and Mathematics 	<p>a-h District Administrative Team; Special Education Teachers; Teachers; SELPA Coordinator;</p> <p>f Child Welfare and Attendance Officer;</p> <p>h CBET Teachers;</p>	<p>a-h Salaries; consultants</p> <p>Materials</p> <p>Salaries/materials</p>	<p>\$80,000</p> <p>\$20,000</p> <p>\$30,000</p>	<p>General Fund; Title V; General Fund, GATE, Special Education</p> <p>CBET</p>
Please provide a description of:	Persons Involved/	Related	Estimated	Funding Source

	Timeline	Expenditures	Cost	
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 11119:</p> <p>a. The District will provide opportunities for teachers to participate in all staff development trainings. Priority will be given teachers that do not meet the Federal definition of “highly-qualified”.</p> <p>b. The La Habra City School District is currently investigating opportunities to work with our local Universities and County Office of Education to provide course work and training in subject matter competency in English/Language Arts, mathematics, science, and social studies. The District currently provides CTEL training through our County Department of Education.</p> <p>c. The District is participating in a County intern program to support the credentialing of Special Education teachers.</p>	<p>a-c Assistant Superintendent</p> <p>BTSA Consortium</p>	<p>a-c Training and Substitute costs Materials</p> <p>District Language Trainer; District Trainers</p>	<p>a-s \$80,000</p> <p>\$45,000 \$9,000</p>	<p>a-c Title II Title V; PAR</p>

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

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS
<p>1) The District has developed the Code of Conduct that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. LHCS D hired Consultant Ronald Morrish to enhance our vision and support building effective school discipline. District staff, site administration, teachers and staff have attended trainings in continued development of the Code of Conduct. Parents also attended an evening workshop in which Mr. Morrish provided them with tools to discipline and family respect.</p>	<p>1) The La Habra collaborative will continue to develop a strategic plan to address student and parent needs in terms of being a support system. The District is concerned with increased gang activities in the community.</p>
<p>2) The District works in partnership with the Counseling Collaborative(Gary Center, Western Youth and Child Guidance Center) which offers opportunities for parents and students to access community resources. School sites refer families through the RTI process and submit them to our Mental Health-Pre-Referral Facilitator. We meet bi-weekly with counseling partners to discuss and assign referrals and monitor progress.</p>	<p>2) Implement PBIS trainings to strengthen the programs at all school sites and support our Code of Conduct.</p>
<p>3) Imperial Middle School has been successfully piloting Botvin’s Life Skills Training and the District will fully implement and support Life Skills for grades 3rd through 8th.</p>	<p>3) Expand the PBIS program at the District level to provide and develop district coaches.</p>
<p>4) Safe School Plans at every school are revised and adopted by the Board annually.</p>	
<p>5) School site SPSAs include evaluations of strengths and needs and actions for improvement in supporting Safe and Drug Free school environments.</p>	
<p>6) Health Clerks are provided at all sites and a District LVN is assigned to help monitor students with medical issues and procedures. All Office Staff and Special Education Aides are trained and certified in First Aide/CPR. Our District School Nurse monitors required medical screenings at all sites as well as medical history for special need students’ IEP’s.</p>	<p>4) Increase monitoring of the Safe School Plans. Conduct table talk emergency simulations during the year at staff meetings.</p>
<p>7) Schools actively participate in celebrations of student positive behavior.</p>	
<p>8) Conflict resolution activities and peer leadership efforts are in place at Imperial and Washington Middle Schools. All PAL members and advisors attend Summer PAL Camp. PAL members actively implement conflict resolution techniques at their school sites.</p>	
<p>9) School sites have a clear set of emergency procedures and opportunities for practice drills.</p>	<p>5) Review options and MOU’s for our counseling services and partners.</p>

STRENGTHS	NEEDS
10) Physical environments are well maintained and classrooms have been modernized to facilitate learning	6) Monitor the implementation of the Life Skills Trainings and implementation of the curriculum. 7) Continue bi-monthly meetings with site RTI Coordinators and District staff. 8) More parent education and workshops is needed for truancy. Parent need to understand the consequences and legal aspect of truancy. 9) Continue increasing parental involvement at the site levels. 10) Sites need to continue to review their SPSA's evaluations for Safe and Drug Free School environment
11) After school interventions are available at all schools.	
12) Kid Zone after school child care is provided by La Habra City School District at three elementary school sites to provide safe and supportive care from 6:30 a.m. to 6:00 p.m. daily and during school breaks.	
13) The After School Safety and Education (ASES) Grant program provides a safe haven for students after school while providing academic support, homework help, and enrichment activities.	
14) A full-time counselor is provided and shared by both middle schools.	
15) School Attendance Review Board provides a strong support system for students/families utilizing La Habra community resources, Social Services, LHPD and counseling partners.	
16) Response to Intervention Team(RTI) is implemented at every site to provide individual academic and emotional support to students and their families. All RTI Coordinators attend district training throughout the year with District staff.	
17) La Habra Police Officer is assigned at each of the middle schools and servers as the School Resource Officer. They provide the liaison between school needs and law enforcement at the middle and elementary schools.	
18) Nurses and counselors trained to provide tobacco cessation classes to employees and students.	
19) Parents are provided with discipline information through the "Parent Handbook" distributed in the fall and to any newly enrolled student throughout the school year.	
20) The Title I annual survey includes items about environment and safety issues.	
21) Materials are routinely translated that inform parents about rules, responsibilities and procedures for discipline.	
22) PAL members implement student activities throughout the year to promote positive school climate.	
23) LHCS D implements the School Readiness Pre-school program which includes a Coordinator, School Readiness Nurse and Community liaison.	
24) The Child, Welfare and Attendance Officer is the homeless liaison that supports students and family. The District participates and a member of Orange County Dept. of Education HOPES Collaborative Homeless Liaison Network meetings.	

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). See LEA's code of conduct regarding student behavior expectations.

ACTIVITIES

- 1) Title I tutoring programs and the ASES program provide a broad range of after-school programs that operate at both middle and elementary schools that engage students with a variety of needs and interests; these include homework centers, tutoring, physical education activities, computers and life skills.
- 2) Student Councils are evident on every campus. They provide meaningful experiences for student participation in the decision-making at each site.
- 3) Peer Counselors provide a conduit for student concerns, conflict management and issues to be addressed.
- 4) District-wide support for site involvement in special week – Red Ribbon Week, including a variety of activities and assemblies.
- 5) Middle School Counselor provides direct services to students, families, and staff at the middle schools.
- 6) District school nurse refers students and families in need to the La Habra Family Resource Center, Friends of Children Health Center and Institute for Healthcare Advancement.
- 7) The La Habra City School District Collaborative collaborates with local community based organizations to provide support services for our families. The Collaborative meets on a monthly basis to address community needs and avoid duplication of services.
- 8) Middle School Resource Officer meets with staff to ensure excellent security and supervision on campus.
- 9) Special staff trained to provide support to complete application to Healthy Kids Program.
- 10) A districtwide outside counseling agencies and crisis hotline (211) offer opportunities for parents and students to access community resources.
- 11) School Resource Officer provides the liaison between school needs and law enforcement at the junior high.
- 12) The Title I annual survey includes items about environment and safety issues.
- 13) PAL program at the middle schools provide a PAL buddy to welcome and shadow new students to school.
- 14) After school interventions are available at all schools through the ASES Program or Title I Interventions.
- 15) ASES Program purchased Life Skills materials so that student would have access to the program in the After School Program.
- 16) The District conducted the California Healthy Kids Survey and will analyze the 2008 data to determine student needs.

Needs and Strengths Assessment (4115(a)(1)(A)): **Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA’s strengths and needs related to preventing risk behaviors.**

STRENGTHS	NEEDS
<p>1) There is current data collection on AODT and violence through the California Healthy Kids Survey (CHKS) 2008. Other data, including suspension and expulsion data and the Title I annual parent survey, are analyzed. Other data collected from the after school program, law enforcement, and state and federal surveys are also analyzed. The use of this data will determine areas of focus and policy development for our Code of Conduct, alternatives to student suspension and expulsion. Data will be shared publicly and with the La Habra Collaborative.</p> <p>2) Each site has an annually updated Safe School Plan. Annual administrative training is offered. Staff will participate in table talk simulations and discussions.</p> <p>3) Character education programs designed for each school have been implemented and the 40 Developmental Assets will continue to be used as a reference.</p> <p>4) Botvin Life Skills research-based Drug Prevention curriculum will be fully implemented at grade levels 3rd. through 8th.</p> <p>5) District has established a District Response to Intervention Team to help support school sites and process referrals to our counseling partner agencies.</p> <p>6) The District English Language Advisory Committee reviewed and approved Life Skills materials. Parents were very pleased as they had concerns about the use of drugs and alcohol among youth.</p> <p>7) All site RTI counseling referrals are sent and evaluated by the District Mental Health Pre-Referral Facilitator, CWA Officer and Middle School Counselor. If proper site interventions have been implemented, referrals are sent to one of three counseling agencies. Therefore, we are monitoring student progress and needs more efficiently.</p>	<ul style="list-style-type: none"> • Administrators and teachers need staff development to effectively implement Life Skills curriculum. • District must continue to develop the Code of Conduct and utilize Ron Morrish’s tools for building effective school discipline. • Analyze CHKS data from 2004, 2006 and 2008 to determine current trends and changes in past responses. • Social development assessments need to be administered at all school sites in the areas of bullying and harassment especially at the middle schools. • The District needs to address the causes of current truancy trends and excessive absences. • Site RTI Coordinators need to continue to monitor appropriate referrals for counseling.

STRENGTHS	NEEDS

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 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	Baseline Data 2001-2002	Results 2003-04	Results 2005-06	Biennial Goal (Performance Indicator)	Most Recent Results 2007-08
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th – n/a 7 th – n/a	8% 5%	4% 5%	5 th _1_ % 7 th _1_ %	5 th 5% 7 th 9%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th – n/a	5%	n/a	7 th _1_ %	6%
The percentage of students that have used marijuana will decrease biennially by:	5 th – n/a 7 th – n/a	1% 7%	1% 9%	5 th _1_ % 7 th _1_ %	5 th 1% 7 th 3%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th – n/a	3%	3%	7 th _1_ %	6%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th – n/a	12%	14%	7 th _3_ %	16%
The percentage of students that feel very safe at school will increase biennially by:	5 th – n/a 7 th – n/a	65% 28%	59% 18%	5 th _2_ % 7 th _2_ %	5 th 5% 7 th 18%
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7 th - n/a	32%	33%	5 th _2_ % 7 th _2_ %	22%

Truancy Performance Indicator

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.

DataSource: CDE Safe and Healthy Kids Program Office

The percentage of students who have been truant will decrease annually by 1% from the current LEA rate shown here.	2004-2005	2005-2006	2006-2007	2007-2008
	28%	26%	24.9%	26%

Protective Factors Performance Measures from the California Healthy Kids Survey	Baseline Data 2003-04	Results 2005-06	Biennial Goal (Performance Indicator)	Most Recent Results 2007-08
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:	5 th - 67% 7 th - 44%	63% 37%	5 th _2_ % 7 th _2_ %	5 th 66% 7 th 34%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	5 th - 61% 7 th - 58%	66% 54%	5 th _2_ % 7 th _2_ %	5 th 70% 7 th 52%
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5 th - 15% 7 th - 24%	14% 18%	5 th _2_ % 7 th _2_ %	5 th 18% 7 th 15%
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5 th - 55% 7 th - 44%	61% 47%	5 th _2_ % 7 th _2_ %	5 th 65% 7 th 43%

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.

In order to meet the requirements of the No Child Left Behind Act, Section 1118, each school in the La Habra City School District conducts a School Effectiveness/Title I survey during the Spring, in order to solicit input from parents. Analysis of the district survey data for the section on **School Environment** are listed in the table that follows:

LEA Specified Performance Measures <u>Annual District Title I Survey</u>	Baseline Data Spring 2007 <i>(% that Strongly Agree or Agree)</i>	Annual Performance Indicator Goal	Most Recent Results Spring 2008 <i>(% that Strongly Agree or Agree)</i>
There are high standards for student conduct at the school	89.0%	1%	Not yet available
The facilities are clean and inviting	91.9%	2%	
The school has security procedures that are consistently followed	87.4%	3%	
The school's discipline policies and procedures are fair and consistently followed	88.5%	2%	
The school is safe for students and staff	92.1%	2%	

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
Botvin Life Skills	X	3-8	4000	2007	Fall 2008	Fall 2008

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
<input checked="" type="checkbox"/>	After School Programs	A, T, OD, V	K-8
<input checked="" type="checkbox"/>	Conflict Mediation/Resolution	V	4-8
<input checked="" type="checkbox"/>	Early Intervention and Counseling	A,OD, V	K-8
	Environmental Strategies		
	Family and Community Collaboration		
	Media Literacy and Advocacy		
	Mentoring		
	Peer-Helping and Peer Leaders		
<input checked="" type="checkbox"/>	Positive Alternatives	A, T, OD, V	K-8
<input checked="" type="checkbox"/>	School Policies	A,T,OD,V	K-8
<input checked="" type="checkbox"/>	Service-Learning/Community Service	A,T,OD,V	2-8
<input checked="" type="checkbox"/>	Student Assistance Programs		
	Tobacco-Use Cessation		K-8
X	Youth Development Caring Schools Caring Classrooms	A,T,OD,V	K-8
	Other Activities		K-8

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. List the promising or favorable programs from Appendix E that 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
Peacemakers Program	V	4-8	3400	01/2000	TBD	01/04

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.

We are using many different programs to address issues of alcohol, tobacco, drugs and violence. Last summer a District committee met to evaluate and adopt science-based and promising or favorable programs. The committee determined that Botvin’s Life Skills Training met our needs. The preliminary analysis indicates that Life Skills curriculum meet the needs of the District both in content and grade level coverage. The program would be a more comprehensive program at 3-8 grade levels, developing a more consistent service of prevention. Imperial Middle School was selected to pilot the program for one year and staff feedback was positive. Therefore, the District felt confident in the selection as well as the DELAC parent group who also reviewed materials.

Evaluation and Continuous Improvement (4115 (a)(2)(A)): Provide a description of 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 district will continue to conduct California Healthy Kids Survey biannually
- The district will continue to conduct the annual School Effectiveness/Title I Parent Survey
- Results of both the CHKS and School Effectiveness/Title I parent survey will be aggregated for district and school levels by the Educational Services Department to guide program improvement and make necessary revisions
- The district will continue to support a Safe and Drug Free Education Committee to provide input and guidance for ATODV activities
- SSCs and ELACs will consider data in assessing needs and developing safe learning environment goals as part of each school’s SPSA
- Data will be used for annually updating the LEA plan and setting yearly goals
- The District will monitor and support school site administration and staff to successfully implement Life Skills curriculum and make material available in the ASES program.

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 availability of the evaluation results.

- Baseline CHKS data was collected in 2003
- Annual CHKS progress data was collected this year (2007-2008) and will be collected again in 2009-2010 and 2011-2012
- An annual School Effectiveness/Title I parent survey will be collected each Spring

Evaluation of Safe and Drug Free Schools and Communities	
Action Items	Timeline
1. Form Safe and Drug Free Education Committee and hold quarterly meetings	<ul style="list-style-type: none"> ▪ September/October ▪ December/January ▪ March ▪ May
2. Administer California Healthy Kids Survey	<ul style="list-style-type: none"> ▪ 2007-2008 ▪ 2009-2010 ▪ 2011-2012
3. Discuss results of California Healthy Kids Survey with staff, SSCs, and other advisory councils	<ul style="list-style-type: none"> ▪ 2008-2009 ▪ 2010-2011 ▪ 2012-2013
4. Administer the Annual School Effectiveness/Title I parent survey	<ul style="list-style-type: none"> ▪ Annually each Spring
5. Analyze school level data from CHKS and Annual School Effectiveness/Title I parent survey and establish goals and action plans for SPSAs	<ul style="list-style-type: none"> ▪ Annually each Fall
6. Analyze districtwide data from CHKS and Annual School Effectiveness/Title I parent survey and establish goals and action plans for LEA Plan	<ul style="list-style-type: none"> ▪ Annually each Spring
7. Share districtwide analysis, goals, and action plans with the Instructional Leadership Council, the Safe and Drug Free Education Committee, District English Language Advisory Committee and School Site Councils. Seek input for revisions, goals, and actions from these advisory groups	<ul style="list-style-type: none"> ▪ Annually each Spring
8. Present LEA Plan annually to the Governing Board	<ul style="list-style-type: none"> ▪ By June 30th of each school year
9. Goals and activities will be summarized in school newsletters by principals	<ul style="list-style-type: none"> ▪ Annually each Fall
10. Provide notification in the Parent Handbook on how parents and community members may obtain evaluation results	<ul style="list-style-type: none"> ▪ Annually August/September

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

- The school district defines the highest need students as students who are identified as academically at-risk and receive Title I services, are homeless, English learners, have emotional or mental problems, and/or have been suspended.

The following services will be funded for students with the greatest needs:

1. Early identification and intervention services with counselors from Gary Center, Western Youth and Child Guidance Center.
2. Participation in conflict resolution training and peer mediation strategies PAL members
3. A referral system for family counseling and support services through counseling partnerships and Family Resource Center.
4. Other youth development activities identified in our community, through our AVID program, and by our Associated Student Body at Washington and Imperial Middle Schools.
5. Coordinate student services through the site and district RTI teams to ensure proper interventions to alternatives to suspensions and expulsions.
6. Identify and refer habitual truants to the SARB panel to determine immediate interventions.

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.

- The size of La Habra City School District lends itself well to coordination of services as all programs come under the immediate responsibility of the Director of Pupil Support Services. The Office of Special Education and Child, Welfare and Attendance has been reorganized as Pupil Support Services. Therefore, the District Office can address student and site needs more effectively and avoiding duplication of services.

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

- Parents are involved in our district at many levels:
 1. Planning, designing, and reviewing programs
 2. Implementing strategies as volunteers in the classroom and after school
 3. Volunteering on such committees as PTA, SSCs, ELACs, DELAC, GATE Advisory and District Advisory and Information Community Team
 4. Parents are given the opportunity to be involved in our Red Ribbon Week activities
- Additionally, a multitude of parent education and activities are conducted at each school and on a district-wide level that include: Early Literacy Project, School Readiness, Kindergarten Round-ups, CBET, and A&I Committee
- Regular communications through the beginning of the year welcome package and our parent newsletter will continue to inform parents of a variety of issues. The District has a section of the La Habra Journal called Chalk Talk in which highlights school events and achievements. Articles include information about Red Ribbon Week, Safe and Drug Free School activities and various parent nights pertaining to safety. The Family Resource Center also provides parenting workshops to address concerns about drugs and gangs.
- Other notification procedures on such issues as “Parent Waiver Options” and Safe School Status are in place to meet the required timelines indicated by NCLB.
- Parents are recruited from all ethnic and socioeconomic backgrounds to be representatives on the above committees.

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

The La Habra City School District and School Readiness nurses are trained to provide all the necessary services to pregnant minors including tobacco cessation classes.

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
District Prevention Coordinator	6.5%

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

Please describe the poverty criteria that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, “Eligible School Attendance Areas.”

The La Habra City School District allocates Title I funding to eligible school sites in rank order, by grade span, on the basis of the total number of children from low-income families at each school site. The poverty criteria is established by the percent of students at each school site that qualify for free or reduced lunch under the *National School Lunch Act*. At four of the nine sites, the percent of students qualifying for free and reduced lunch meets or exceeds the district average of 68.1% according to the *National School Lunch Act* student data. For the remaining five sites, the district uses the 35% low income ranking exception.

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 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 Single Plan for Student Achievement in lieu of this description. All ten of their required components must be addressed. For more information on Schoolwide, please go to <http://www.cde.gov/sp/sw/rt>; for Targeted Assistance go to <http://www.cde.gov/sp/sw/rt/tasingor.asp>.

All of the Title I schools in the La Habra City School District are Schoolwide Programs. Each school has a section in their Single Plan for Student Achievement that addresses the ten components of Schoolwide Programs (see attached matrix next page).

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.

All of the public schools in the La Habra City School District are operating Schoolwide Programs. If in the event that a private school chooses to participate in Title I funding, the following criteria will be used to identify those students who are eligible for Title I services:

1. Teachers will identify all students who are scoring below proficient on the school’s multiple measures for grade level standards and/or below proficient on the school’s annual standardized test.
2. In addition, input from teacher observations, the school’s Student Study Team and parents will be used to further identify the students eligible for Title I services.
3. The school will form a Title I Team, consisting of the school’s principal, assistant principal, and teacher representatives to prioritize and identify the students who will receive Title I services for the school year.

In the Private School Consultation Meeting the criteria will be discussed, agreed upon and included in Section 2 of the Memorandum of Understanding, Provision of Student Programs and Services to Private Schools.

La Habra City School District

No Child Left Behind

**Title I SCHOOLWIDE PROGRAM PLAN
School Plan Requirements Reference Guide**

The following Title I Schoolwide Plan components required by NCLB section 1114 (b) (1) are addressed in the (_____) School, *Single Plan for Student Achievement* as indicated below.

Required SWP Plan Components:	Page (s) Addressed in School Plan
<input type="checkbox"/> 1. Comprehensive needs assessment of the entire school	
2. Schoolwide reform strategies that:	
<input type="checkbox"/> Provide opportunities for all students to meet proficient and advanced levels of achievement in state standards.	
Use scientifically based instructional methods and strategies that:	
<input type="checkbox"/> -Strengthen the core academic program in the school	
<input type="checkbox"/> -Increase the amount and quality of learning time	

<input type="checkbox"/> -Include strategies for meeting the educational needs of historically underserved populations	
<input type="checkbox"/> -Address how the school will determine if such needs have been met	
<input type="checkbox"/> -Are consistent with the state plan and any local improvement Plans (LEA Plan)	
<input type="checkbox"/> 3. Instruction by highly qualified teachers	
<input type="checkbox"/> 4. High-quality and ongoing professional development for teachers, principals and paraprofessionals	
<input type="checkbox"/> 5. Strategies to attract highly qualified teachers to high-need schools	LEA Plan
<input type="checkbox"/> 6. Strategies to increase parental involvement	
<input type="checkbox"/> 7. Plans for assisting preschool children in the transition from early childhood programs (<i>N/A for middle and high schools</i>)	
<input type="checkbox"/> 8. Measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program	
<input type="checkbox"/> 9. Effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standards	
<input type="checkbox"/> 10. Coordination and integration of federal, state, and local services and programs	

To be included with SPSA for Title I Schoolwide Schools.

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116 as in need of improvement.

Currently there is one Year 1 Program Improvement School (Walnut Elementary) and two Year 2 Program Improvement schools (Imperial and Washington Middle schools) in the La Habra City School District.

The following action plan detailing the *Planned Improvements in Student Performance-Shared Responsibility for Program Improvement* is included in the *Single Plan for Student Achievement* for each of the schools identified for Program Improvement:

**PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE- Program Improvement
SHARED RESPONSIBILITY FOR IMPROVEMENT**

Description of Specific Actions to Improve Educational Practice	Implementers Timeline	Related Expenditures	Estimated Cost	Funding Source
SHARED RESPONSIBILITY FOR IMPROVEMENT Following are the <u>shared responsibilities</u> of the school and LHCS D for improvement:				
<ul style="list-style-type: none"> The school will implement the strategies of its Single Plan for Student Achievement. PI Consultant and Director will meet with each principal and Site Coordinator to review SPSA and program evaluation. 	Principal; ILT <i>On-going</i> Principal, Coordinator, Director, PI Consultant	As described in the Site Plan Consultant, per diem	Per Site Plan \$3,000	Site Categorical Funding Title I Centralized
<ul style="list-style-type: none"> All administrators and each individual school’s staff will participate in an inservice on the requirements for each year in Title I Program Improvement 	Administrative Team, Superintendent <i>Aug.</i> Director, Principals, staff, <i>Fall</i>	PI Consultant, EduConsulting Group	\$2,000	Title I Centralized
<ul style="list-style-type: none"> District administrators, principals and Title I coordinators will attend the annual CDE “On the Right Track” Symposium. 	Assist. Sup., Director, Principals, Title I Coord.	Conference Fees	\$1,750	Title I Centralized
<ul style="list-style-type: none"> The district will provide the following “Technical Assistance” services: 				

Description of Specific Actions to Improve Educational Practice	Implementers Timeline	Related Expenditures	Estimated Cost	Funding Source
1. An analysis of achievement assessment data both school wide and for subgroups	Principal/staff Assistant Superintendent Director, Spec. Prog, PI Consultant <i>Fall</i>	Staff Personnel Targeted Leadership Consultants DataDirector PI Consultant, Academic Progress Analysis	\$2,500 \$1,500	Title I Centralized
2. An analysis of instructional delivery system through the use of the Academic Program Survey, Targeted Leadership walkthroughs, classroom observations	Principal/staff Assistant Superintendent Director, Spec. Prog <i>Fall-Winter</i>	Staff Personnel Targeted Leadership Consultants	TBD based on need	Title I Centralized
3. An analysis of site EL services (Staff credentialing; ELD instructional delivery system; Curriculum access supports)	Principal/staff Assistant Superintendent Coordinator of EL Director, Spec. Prog	Staff Personnel Staff Training, as necessary	TBD based on need	Title II Title III

Description of Specific Actions to Improve Educational Practice	Implementers Timeline	Related Expenditures	Estimated Cost	Funding Source
4. An analysis of services for students with disabilities (Staff credentialing; instructional delivery system; instructional support options)	Principal/staff Assistant Superintendent Director, Spec. Ed. SELPA Program Specialist <i>Fall- Spring</i>	Staff Personnel Staff Training, as necessary ExCEL Training	TBD based on need	Title II and Special Education Funding
5. An analysis of support staff/resources (Qualifications of paraprofessional staff; allocation/responsibilities of support staff; allocation of resources)	Principal/staff Assistant Superintendent Director, Classified Personnel Director, Spec. Prog <i>Fall-Spring</i>	Staff Personnel Staff Training, as necessary	TBD based on need	Title II, Title III
6. An analysis of community involvement and early intervention strategies	Principal/staff Assist. Superintendnt CBET, ACES Coord. School Read. Coord. <i>Fall-Winter</i>	Staff Personnel Parent Involvement Support	TBD based on need	Title I; CBET; School Readiness
7. Prepare required parent notification: PI / Yr. 1 Choice , Yr. 2 SES	Principal Director, Spec. Prog <i>Fall</i>	Staff Personnel Notification Development, Translation, Mailing Costs Management of Choice Process	TBD based on need	Title I Centralized

8. Provide centralized support for Year 2 SES including: development of forms, contracts with SES providers, parent meetings, parent communication, monitoring of services, ongoing communication with providers	Director, Spec. Prog. <i>Sept.-April</i>	Overall Management of SES Process Translation services Mailing Costs SES Contracts	\$50,000+	Title I Centralized
9. Prepare Documents for Reporting Requirements: Board of Education / CDE	Assistant Superintendent Director, Special Programs <i>As Needed</i>	Staff Personnel	TBD based on need	Title I
• The District will reserve the costs for Targeted Leadership Consultants/Coaches for Program Improvement school out of its centralized Title I allocation; Curriculum Coaches for GLAD, LANGUAGE! and Step Up to Writing will be provided through Title II	Director, Spec. Prog.	Consultant Costs- Targeted Leadership	\$140,000	Title I Centralized
	Assist. Sup. <i>Ongoing</i>	Curriculum Coaches	\$150,000	Title II
• The District will give first priority to principals and staff at Program Improvement school for participation in district and county training opportunities that are identified in the LEA and School Plans, (ie. ASCD Conf., GLAD Trainer of Trainers)	Direct, Spec. Prog. Principals Staff	Financial support if necessary	TBE	Centralized Categorical Budgets

Please describe the actions the LEA will take to implement public school choice and Supplemental Services, consistent with the requirements of Section 1116.

Public School Choice

Parents of all students enrolled at each of the Program Improvement schools are sent a letter which provides an explanation of the choice option. The notification includes:

- An explanation of the school's PI status;
- A description of what the school is doing to address the problem of low academic achievement;
- A description what the state and district are doing to help the school address the achievement problems;
- An offer of the option of choice to all enrolled students to transfer to a non-PI school with paid transportation;
- An explanation that priority goes to the lowest achieving students from low-income families, if request exceeds funds available from the 20 percent set aside;
- A list of available non-PI schools and descriptions of their academic achievement;

- An explanation that transfer students may remain in the non-PI school until completing the highest grade and that transportation is paid until the school of residence exits PI;
- The deadline and procedures for parents to respond;
- Suggestions of how parents can assist the school to improve.

Because there are only two middle schools within the La Habra City School District and both schools have been identified as Program Improvement, students have no other school of choice within the District. The District has contacted a neighboring school district, but the district declined to enter into an agreement to accept students for transfer under NCLB choice. The district is in process of contacting another school district to see if they will enter into an agreement.

Supplemental Services

Parents of all students enrolled at each of the Year 2 Program Improvement schools are sent a letter which provides an explanation of the provision of supplemental educational services. The notification includes:

- An explanation of the SES services to be provided, a list of all of the SES providers describing the services, qualifications, and effectiveness of each provider willing to work with the district;
- An invitation to a meeting to review all of the SES providers and if requested, help to select a provider;
- A description of the procedures and timelines that parents must follow in selecting a provider;
- That if the district anticipates that it will not have sufficient funds to serve all eligible students, that the district will prioritize requests to serve low-achieving students from low-income families first.

The district will enter into an agreement with each SES provider. The agreement contains:

- Specific achievement goals for the student and the timeframe for completion, developed in consultation with the student's parents and the provider;
- Description of how the student's progress will be measured;
- Description of how the student's parents and teachers will be regularly informed of the student's progress;
- Provision for termination of the agreements;
- Method of payment for the services;
- Provision to protect the identity of any student eligible, or receiving SES;
- Assurance that SES will be provided consistent with applicable health, safety, and civil rights laws, and IDEA.

The district will set aside funds for costs associated with the school choice transfer option and Supplemental Education Services.

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 Sections 1118, "Parent Involvement," and Section 1119, "Qualifications for Teachers."

Title I and Title II funds are coordinated by the Assistant Superintendent, to meet the needs of the Professional Development Activities outlined in Goal 3. These funds are used for classified, certificated and administrative staff to build skills that align with the annual goals of the District and to address the highest needs for professional development:

- The Assistant Superintendent, the Director of Special Programs, the Director of Student Services, the Technology Coordinator, staff development trainers, and the English Learner Specialist, in coordination with Personnel Services, conducts a Needs Assessment every three years to design goals and objectives for staff development. Each individual's goals and objectives will help determine targets for staff development and professional growth for teachers (including teachers from the participating private school, Our Lady of Guadalupe), paraprofessionals and administrators.
- The La Habra City School District implements a five-year staff development framework to include:
 - A time line for implementation of specific programs for 2008-20013
 - Mission and guiding principles
 - Design and delivery of effective research-based staff development including Title I and Title II requirements
 - Proficiencies of all staff
 - Organization structure for staff development
 - Staff development plan to include all Title I school sites
 - Evaluation of staff development opportunities
- The District staff development framework will include the following professional development activities that will coordinate Title I and Title II requirements and funding sources for teachers, paraprofessionals, administrators and parents:
 - Teachers:
 - PAR program
 - BTSA Induction and Formative Assessment Program
 - New Teacher Induction, Orientation
 - Districtwide staff development days
 - LANGUAGE!, GLAD
 - Curricular areas: language arts, math, science, social studies
 - GATE, EL, Special Education, Title I intervention
 - Curriculum and Technology Integration
 - Assessment

- Paraprofessionals:
 - Training for classroom aides which includes strategies to work with children with special needs
 - Instructional groupings
 - Assessment
 - Administrators:
 - PAR, BTSA, FACT
 - California Standards for the Teaching Profession
 - LANGUAGE!, GLAD
 - Parents:
 - Parent workshops on how to help their children at home
 - Title I parent meetings
 - Intervention opportunities and student assessments
 - In addition, each school plans parent education and involvement activities which are described in their SPSAs
- Title I and Title II funds will be used to implement the staff development program by paying stipends to teachers to attend trainings, providing substitutes for release time, payment of partial salaries for staff development Teachers on Special Assignment, and purchasing instructional materials and supplies.

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

La Habra City School District students benefit from a coordinated and integrated program of instruction that is consistent throughout the nine schools. All students are taught the core curriculum using grade level standards. Grade level standards for Language Arts, Mathematics, Social Studies, and Science have been revised to reflect state standards. Revision of grade level standards for Health, Physical Education, Art, Music, and Technology follow the state adoption cycle. The IEP goals written for Special Education students are based on district grade level standards. All EL students are taught the grade level standards along with English language development. All support services are designed and delivered to help every student meet proficiency standards in the core curriculum. After-school intensive intervention tutoring and summer school is provided for students who have yet to master proficiency of the state standards.

All teachers meet regularly on early release/late start days in their *Professional Learning Communities* to coordinate delivery of instruction with support services personnel. Together they analyze multiple measures and classroom assessment data, monitor student learning, plan instruction and share best practices. The PLCs regularly examine student work samples to ensure student work is consistent with grade level standards and grade level expectations are calibrated to challenging performance levels leading to proficiency in reading/language arts.

Along with the student academic assessments, the La Habra City School District utilizes a Response to Intervention (RTI) model to ensure that all students meet grade level standards. The model includes a three tiered process to target supplemental instruction, monitor student progress and adjust instruction based upon individual learner needs. Response to Intervention Teams collaborate regularly to support students who are not succeeding in the regular (Tier One) program.

The Three Tier Model includes:

- **Tier One** is provided in the general education classroom and -
 - Interventions are likely extensions of the curriculum involving grouping or minimal support;
 - Interventions are tied to what is being taught;
 - Student progress is monitored so groups can be adjusted to meet student needs.
- **Tier Two** is implemented for students not responding to Tier One interventions-
 - Tier Two interventions are more intense than Tier One;
 - These interventions may be provided on a one-to-one basis or in small groups;
 - Tier Two interventions may be provided outside of the general education classroom (reading specialist, counselor, etc.);
 - Interventions should be tied to the general education curriculum with more expansion and repetition.
- **Tier Three** is implemented when there is limited response to Tier One and Two Interventions-
 - Require intensive instruction for a longer period of time;
 - May require more accommodations and modifications in order to achieve success;
 - May need a placement outside the general education classroom for an interim period to mobilize academic and behavioral success

In addition the La Habra City School District staff, which includes School Readiness, Child Welfare and Attendance, Special Education and Special Programs staff, has regularly scheduled meetings to ensure that the programs provided for multi-funded students are coordinated. Communication between all levels of staff members, both district-funded and categorically-funded, is ongoing.

The La Habra City School District has designated the Child Welfare and Attendance Officer as the district's Homeless Liaison. It is his responsibility to work closely with principals, office staff at all school sites, and appropriate community agencies to ensure that homeless children are enrolled in school and are provided services such as emergency shelters, health care and educational opportunities. The Homeless Liaison ensures and/or provides the following services to all identified homeless students:

- Homeless children are identified in coordination with other agencies
- Parents or guardians are informed of all educational opportunities and provided with opportunities to participate in their child's education
- To the extent feasible, homeless students remain in their school of origin
- Help obtain necessary immunizations and medical records
- Board adoption of policies and practices to ensure that transportation is arranged and provided to and from the school of origin
- Obtain agreements from other Local Education Agencies in which the child may be living, upon the method to apportion responsibility and costs for transportation to the school of origin
- Ensure that homeless children are provided services comparable to those received by other students in the school selected, including education programs for which students meet eligibility criteria such as Title I or similar state and local programs; preschool programs; programs for students with disabilities; programs for students with limited English proficiency Gifted and Talented programs; and school nutrition programs.

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

La Habra City School District 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% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% 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; and;

- is enforcing the operation of such technology protection measure during any use of such computers by minors; and
- 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.
- 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% 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

Sharon H. Brown
Print Name of Governing Board President

Sharon H. Brown
Signature of Governing Board President

Susan Belenardo, Ed. D.
Print Name of Superintendent

Susan Belenardo
Signature of Superintendent

Daria Waetjen, Ed. D.
Print Name of DAIT Lead, Orange County Dept. of Ed.

Daria Waetjen
Signature of DAIT Lead

February 26, 2009
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, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

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

California's NCLB Performance Goals and Performance Indicators

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

- 1.1 **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: *By 2005-2006, 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/psaa/api/index.htm>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/demographics/coord/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/statetests/celdt/celdt.html>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/statetests/cahsee/eval/eval.html>
- California Standardized Test (CST)
<http://www.cde.ca.gov/statetests/index.html>
- DataQuest
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ope/sarc/>
- Standardized Testing and Reporting (STAR) Program
<http://www.cde.ca.gov/statetests/star/index.html>

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/model/overview.html> > (University of Colorado: Blueprints)

C: < http://modelprograms.samhsa.gov/model_prog.cfm > (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

Intended program outcomes and target grade levels. See research for proven effectiveness							
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E
Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E

Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
Community and Family-based Programs							
	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	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	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:

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

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

C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)

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 Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	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
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D

Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral 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		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				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B