

District Name: Alhambra Unified School District

CD Code: 1975713

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM 2016-17

The No Child Left Behind (NCLB) Act of 2001 Section 1116(c)(7)(A) requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this Plan Addendum template to address the items below. Type your responses in the expandable text boxes. Please submit your completed Addendum by e-mail to LEAP@cde.ca.gov.

The Plan Addendum, which must be submitted to the California Department of Education (CDE) is required to:

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

Please describe how you will address those needs and problems and include a determination of why the prior LEA Plan was not successful. (See DAS, Standards-based Curriculum, Instruction & Assessment, pp. 3-5)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
Based on survey results: 1. Notify parents by mail, per NCLB requirements, of school choice options for their child at all Comprehensive High Schools. 2. Routinely review the District Reading Program following state curricular frameworks, textbook adoption cycles, and special education core replacement and supplemental intervention materials to ensure consistency in program effectiveness and development. 3. Implement English Intensive I (9 th grade) and English Intensive II (10 th grade) for low-performing students. 4. Utilize standards based assessment to guide/modify instruction, including	<ul style="list-style-type: none"> • Directors: - Pre-School & Elementary Education - Secondary Education 	<ul style="list-style-type: none"> • District/Site Support Personnel Salaries/ Benefits • Teacher subs, extra hourly • Clerical Support 	\$80,000 \$100,000 \$20,000	<ul style="list-style-type: none"> • General Fund • Title I • Title II • Title III

<p>Illuminate data, and monitor progress towards IEP goals and all individual student achievement.</p> <p>5. Provide grade level teaming for reading/language arts including SWD students to support differentiated instruction in grades K-8.</p> <p>6. Implement teaming model in grades K-5 for strategic classroom instruction to meet specific needs of students, including ELLs/SWDs/GATE and students below standard.</p> <p>7. Provide standards based professional development for special education teachers on core replacement and supplemental research-based materials to ensure consistency in program effectiveness.</p> <p>8. Establish a Comprehensive High School “Peer Review Process” to review and share data and strategies in the SPSA to enhance best practice, research based programs and strategies.</p> <p>9. Math students who did not pass Algebra I in 9th grade will receive Extended Algebra with support from the “I Can Learn” Lab with emphasis on CAHSEE standards.</p> <p>10. SWD students targeted as at-risk will be moved from RSP/SDC to a collaborative mainstreamed class with a general education teacher and a Special Education support in grades 8-12.</p> <p>11. EDGE (Tier III) will be utilized for SWD who need a self contained learning environment.</p> <p>12. Be proactive with student attendance issues and ensure students are in class.</p> <p>13. Develop coordinated system for curriculum delivery including vocabulary, common agendas used across disciplines, and formatting.</p> <p>14. Refine “I Can Learn” strategic placement for 9th and 10th graders.</p> <p>Based on survey results:</p> <p>1. All EL students in Grades K-12 will be held to the same academic content and achievement standards established for all students.</p> <p>2. Each EL student including students who are receiving instruction under 504 or IEP structures, will receive a program of instruction in English Language development in order to increase proficiency in English as rapidly and effectively as possible. This opportunity to learn will include access to a challenging core curriculum and instruction that promotes each student’s self-image and cross-cultural understanding.</p> <p>3. The English language development program will also ensure sufficient rigor for all EL students (including EL students with disabilities) so that students can meet annual English language development objectives. This</p>	<ul style="list-style-type: none"> - Technology and Informational Services - Student Services - Staff & Student Welfare - Accountability & Assessment <ul style="list-style-type: none"> • Principals • Assistant Principals • Coordinators • Instructional Specialists • Teachers • BTSA Supporters • Central Curriculum Committee • School Community Coordinators • Parents/Community <p>Timeline: 2011-2016</p>	<p>costs</p> <ul style="list-style-type: none"> - Training materials - Reproduction Costs <p>- Purchase texts and supplemental materials</p>	<p>\$200,000</p> <p>\$20,000</p>	<ul style="list-style-type: none"> • Ed Tech K-12 Voucher Program
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<p>includes making annual progress on the California English Language Development Test (CELDT).</p> <p>4. Additional support resources and strategies will be used to help students learn. These include Specially Designed Academic Instruction in English (SDAIE), sheltered instruction, primary language support and Dual Immersion.</p> <p>5. The LEA will ensure that individual EL students (including those who are receiving services under 504 or IEP mandates) are making progress in acquiring English language proficiency. The LEA will maintain individual and group data, analyzed at least by age and time in the program, which will indicate the progress of EL students acquiring English language proficiency.</p> <p>Based on survey results:</p> <ol style="list-style-type: none"> 1. Develop a district and site Pyramid of Interventions. 2. Increase the use of CSS instructional programs and materials in reading/language arts and math in every classroom for every student in K-8 (Tier I Pyramid of Interventions). 3. Implement research-based strategic intervention programs in language arts for grades K-8 (Tier II Pyramid of Interventions). 4. Implement SBE-adopted intensive intervention programs in math and language arts for grades 4-8 in accordance with the district textbook adoption process (Tier III Pyramid of Interventions). 5. Review the high school intensive and strategic reading interventions for alignment with the state ELA/ELD framework. 6. Choose and purchase standards-based core replacement materials for intensive intervention (grades 9-12). 7. Tenth grade Math and English teachers will be pulled to plan integration of CAHSEE standards across the curriculum. 8. Pre/Post data will be used to identify students not showing mastery of a specific set of CAHSEE standards resulting in students being pulled for additional intervention. 				
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2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

Please describe those goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (See DAS, Standards-based Curriculum, Instruction & Assessment, pp.3-5)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Based on survey results:</p> <p>1. Meet or exceed the 2013-14 AYP targets goals of 95% participation rate for school-wide LEA and subgroups.</p> <p>2. Meet or exceed the 2013-14 AYP target goals of 100% in ELA and 100% in Math for the District; 100% in ELA and 100 % in Math for elementary and for high school.</p> <p>3. Meet or exceed the annual NCLB performance goals for school-wide and all subgroups with particular focus on Latino, SWD and EL.</p>	<ul style="list-style-type: none"> • Directors: <ul style="list-style-type: none"> - Pre-School & Elementary Education - Secondary Education - Technology and Informational Services - Student Services - Staff & Student Welfare - Accountability & Assessment • Principals • Assistant Principals • Coordinators • Instructional Specialists • Teachers • BTSA Supporters • Central Curriculum Committee • School Community Coordinators • Parents/Community <p>Timeline: 2011-2016</p>	<ul style="list-style-type: none"> • District/Site Support Personnel Salaries/ Benefits • Teacher subs, extra hourly • Clerical Support - Training materials - Reproduction costs - Purchase texts and supplemental materials 	<p>\$80,000</p> <p>\$20,000</p> <p>\$10,000</p> <p>\$20,000</p>	<ul style="list-style-type: none"> • General Fund • Title I • Title II • Title III • Ed Tech K-12 Voucher Program

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

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Based on survey results:</p> <ol style="list-style-type: none"> 1. Implement researched based programs and scientifically proven supplemental materials to strengthen the core academic program for all students. 2. Build Professional Learning Communities district wide. These PLCs will be characterized by shared purpose, collaborative activity, and collective responsibility among staff, with a focus on student learning and results. 3. Provide grade level teaming and articulation to support differentiated instruction in grades K-12 to meet the specific needs of students to ensure program effectiveness. 4. Teachers will utilize research based “Thinking Maps” as instructional strategies to enhance student learning. 5. Teachers will utilize effective GLAD and SDAIE strategies to enhance EL student learning. 	<ul style="list-style-type: none"> • Directors: <ul style="list-style-type: none"> - Pre-School & Elementary Education - Secondary Ed. - Accountability & Assessment - Student Services - Staff & Student Welfare Principals • Assistant Principals • Instructional Specialists • Teachers • BTSA Supporters • Central Curriculum Committee • School Community Coordinators • Parents/Community <p>Timeline: 2011-2016</p>	<ul style="list-style-type: none"> • Teacher subs, extra hourly • Consultants 	<p>\$20,000</p> <p>\$10,000</p>	<ul style="list-style-type: none"> • General Fund • Title I • Title II • Title III • Ed Tech K-12 Voucher Program

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

Please identify those actions. (See DAS, Standards-based Curriculum, Instruction & Assessment, pp. 3-5)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Based on survey results:</p> <ol style="list-style-type: none"> 1. Improve Power School grade 8 articulation to the high schools by using the Student Log and getting the information to the High Schools sooner. 2. Improve Power School efficacy by developing a “standard common vocabulary” for staff in elementary and high schools to enhance academic achievement for students in ELA and Math as well as social/emotional issues. 3. Develop secondary “Watch List” of students who need academic and/or social/emotional support. 4. Implement research based programs and supplemental materials across grade level spans. 5. Monitor and evaluate progress using formative and summative assessments. The results will guide instruction and ensure program effectiveness for SWDs. 6. Provide differentiated instruction for all students, including SWDs. 7. Provide transition programs and services for SWDs to ensure consistent communication. Transition programs will include Pre-K to elementary, elementary to high school, 8th grade to 9th grade, from general education to special education, and from special education to general education. 8. Provide secondary “Kickoff” as an introduction to resources and information to students including the following: Checklist for setting goals toward graduation, translations for SEI students, and grade check period every 5 weeks by homeroom as schoolwide coordinated effort. 9. Provide Response to Intervention support to at-risk students as they move through the different tiers of the pyramid of interventions. Progress will be monitored with fidelity. 10. Facilitate and support grade level collaboration and/or vertical teaming on a regular basis through the building of Professional Learning Communities. 11. Develop and distribute annual grade level district reading/language arts and math guides based on trimester/semester coverage of standards through the use of district-adopted SBE-approved core programs and materials (K-12). 12. Develop and implement District Benchmarks in reading/language arts and mathematics through the use of Illuminate. 13. Revise Benchmark Exams in core areas including English Language Arts and Math. 	<ul style="list-style-type: none"> • Directors: <ul style="list-style-type: none"> - Pre-School & Elementary Education - Secondary Education - Accountability & Assessment - Student Services - Staff & Student Welfare • Principals • Assistant Principals • Instructional Specialists • Teachers • BTSA Supporters • Central Curriculum Committee • School Community Coordinators • Parents/Community <p>Timeline: 2011-2016</p>	<ul style="list-style-type: none"> • Support Personnel • Teacher subs • Clerical Support • Purchase texts and supplemental materials 	<p>\$110,000</p> <p>\$20,000</p> <p>\$15,000</p> <p>\$80,000</p>	<ul style="list-style-type: none"> • General Fund • Title I • Title II • Title III • Ed Tech K-12 Voucher Program

<p>14. Focus on reading, comprehension and writing in ELA.</p> <p>15. Monitor achievement through formative/summative assessments and targeted instruction.</p> <p>16. Utilize ERIP teachers to target students who are Basic and on the verge of becoming proficient.</p> <p>17. Increase the number of students provided with Tier II Pyramid of Interventions during the school day.</p> <p>18. Implement research based program structures that support high academic achievement for SWDs such as collaboration model.</p> <p>19. Create a district level Program Improvement Action Committee to align and coordinate services.</p> <p>20. Utilize Intervention Advisors for effective implementation of the Tier II Behavioral Pyramid.</p> <p>21. Utilize targeted email reminders for various important events to ensure participation.</p> <p>22. Utilize on-line Titan High School, as appropriate, to support students in credit recovery.</p> <p>23. Utilize SART as a Tier I systematic occurrence to address behavioral issues.</p> <p>24. Utilize a collaboration model in Algebra I B and Informal Geometry with an Intervention Specialist to enhance student achievement.</p>				
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5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Please explain how you identified those needs and how you will address them. (See DAS, Professional Development, pp. 6-7)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Based on survey results:</p> <ol style="list-style-type: none"> 1. Comprehensive High School leadership as well as teacher leaders will participate in LACOE sponsored Program Improvement Training. 2. Establish secondary Algebra Seminar Cohorts to enhance teacher effectiveness with Core Materials: First year: Six Sessions for Algebra teachers on basic adoption, manipulatives and best practices; Second year: Interpretation of benchmark results, in-class demonstration lessons, collaboration days within the department and use of site math coach. 3. Teachers, as needed, will attend training regarding targeted strategies for working with EL students through Dataworks. 4. Provide standards based professional development for special education teachers on core replacement and supplemental research-based materials 5. Offer support to Special Education staff in appropriate instructional strategies and intervention in reading/language arts and mathematics. 6. Present training for all special education teachers in developing CSS IEP goals. 7. Administer training in differentiated instruction for all teachers. 8. Facilitate ongoing training of teachers in implementing PLC and strategic teaming. 9. Prepare staff development for K-12 teachers on the use of SBE-adopted core instructional programs and materials purchased by the District in reading/language arts and mathematics including the intensive intervention programs and materials. 10. Conduct staff development for K-12 administrators on the implementation of SBE-adopted core instructional programs and materials purchased by the District in reading/language arts and mathematics including the intensive intervention programs and materials. 11. Facilitate staff development on research-based strategic intervention programs and materials purchased by the District for Tier II Pyramid of Interventions. 12. Investigate and provide professional development opportunities that will ensure a CSS based core ELA experience for SWDs 9-12. 13. Ensure full implementation of the OARS data management plan. 14. Provide Special Education Aide training to provide effective support for SWDs. 	<ul style="list-style-type: none"> • Directors: <ul style="list-style-type: none"> - Pre-School & Elementary Education - Secondary Education - Accountability & Assessment - Student Services - Staff & Student Welfare • Math Coaches • Principals • Assistant Principals • Instructional Specialists • Teachers • BTSA Supporters • Central Curriculum Committee • School Community Coordinators • Parents/Community <p>Timeline: 2011-2016</p>	<ul style="list-style-type: none"> • Support Personnel • Teacher subs, extra hourly 	<p>\$30,000</p> <p>\$20,000</p>	<ul style="list-style-type: none"> • General Fund • Title I • Title II • Title III • Ed Tech K-12 Voucher Program

6. English Learners

- a. **Title III Status and Title I Program Improvement (PI) Status:** An LEA that is also in Title III Year 2 should insert the Improvement Plan Addendum in the expandable space below. LEAs in Title III Year 4 are required to complete the online Action Plan and need not address Item 6.
- b. **Title I Program Improvement Status Only:** Include specific academic achievement and English Language Proficiency goals, targets and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB. (See Title III Accountability Report Information Guide available on the Title III Accountability Technical Assistance Web page at <http://www.cde.ca.gov/sp/el/t3/acct.asp>).

Please describe those goals and targets.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Based on survey results:</p> <ol style="list-style-type: none"> 1. Revise ELL curriculum and related materials to meet the needs of EL students in ELA. 2. Staff Development will be provided for writing appropriate standards based ELD goals for SWDs. 3. Staff development will be provided for all teachers who have students with disabilities in EL programs. It will cover the standards, curriculum, strategies, adopted standards-aligned materials, and assessments. 4. The existing intervention programs will now include the Pyramid of Interventions and Strategic Teaming. 5. Secondary schools may add a Reading Stretch class for ELL students who are no longer in SEI classes, but have moved on to general education. 6. The Title III parent support program will include services to homeless students and their families. 7. Mental health services (Gateway to Success) will be provided as needed to allow access to the curriculum. 8. Title III programs will increase the number of teachers who hold authorizations to provide instruction for EL and immigrant students (including EL/immigrant students who are receiving services under 504 or IEP mandates). 		<ul style="list-style-type: none"> • District/Site Support Personnel • Teacher subs, extra hourly • Clerical Support 	<p>\$25,000</p> <p>\$20,000</p> <p>\$25,000</p>	<ul style="list-style-type: none"> • General Fund • Title I • Title II • Title III • Ed Tech K-12 Voucher Program • Mental Health Grant

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

Please describe those activities and how you will incorporate them.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Based on survey results:</p> <ol style="list-style-type: none"> 1. Incorporate before school or after school intervention/tutoring classes for all identified K-12 students, including SWDs and ELs as funds and resources allow. 2. Provide ESY for SWDs in preschool through 12th grade per student IEP. 3. Pursuant to IEP, SWDs will be provided with necessary technology to access curriculum. 4. A variety of programs will be developed to extend the regular instructional program and focus on the individual needs of EL students. The following collaborative programs will be coordinated to meet each student's identified needs: <ul style="list-style-type: none"> -Pupil Promotion and Retention Program -Current, existing intervention programs, i.e., Pyramid of Interventions and Strategic Teaming. -Site-specific tutoring programs -CBET tutoring program for parents of EL students 5. Data will be evaluated for before school, after school, and summer school/ESY programs to make appropriate changes and revisions to increase the effectiveness of these programs. 	<ul style="list-style-type: none"> • Directors: <ul style="list-style-type: none"> - Pre-School & Elementary Education - Secondary Education - Accountability & Assessment - Student Services - Staff & Student Welfare • Principals • Assistant Principals • Instructional Specialists • Teachers • BTSA Supporters • Central Curriculum Committee • School Community Coordinators • Parents/Community <p>Timeline: 2011-2016</p>	<ul style="list-style-type: none"> • District/Site Support Personnel Salaries/ Benefits • Teacher subs, extra hourly • Clerical Support • Purchase texts and supplemental materials 	<p>\$110,000</p> <p>\$30,000</p> <p>\$20,000</p> <p>\$15,000</p> <p>\$20,000</p>	<ul style="list-style-type: none"> • General Fund • Title I • Title II • Title III • Ed Tech K-12 Voucher Program

8. Include strategies to promote effective parental involvement in the school.

Please describe those strategies. (See DAS, Parent and Community, p. 10)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Based on survey results:</p> <ol style="list-style-type: none"> 1. At all Comprehensive High Schools, provide training for parents on Developmental Assets in order to enhance parental participation in their student’s success. 2. At all Comprehensive High Schools, provide parent training and education through the Parent University. 3. Develop and implement “High School 101” training regarding transition from 8th to 9th grade for parents and students. 4. Work with teachers to use on-line Grade book for parent access to updated academic student information. 5. Meet with parents of SWDs to discuss programs and services to raise student achievement as appropriate. Communication will occur during Parent Conferences, Transition Times, and any other time set up as appropriate. 7. Involve parents in the annual IEP to discuss student progress. 8. Provide parent education workshops (for parents of infants through adult SWDs). Topics will be related to areas of need. These include but are not limited to IEP process, transition services, and Special Education Law. 9. Parents of EL students will be provided with: <ul style="list-style-type: none"> -Reasons for identifying their child as being an English learners and for placing their child in a language instruction educational program for EL students -Child’s level of English proficiency as measured by the CELDT. -The method of instruction that will be used in the program, including a description of alternative programs -How the program will help the child learn English and meet academic achievement standards for grade promotion and graduation -Parent education meetings on the use of technology provided by the district-adopted, SBE-approved instructional programs and materials for at-home support -Program exit requirements, including the expected rate of transition from the program to an English-language mainstream classroom and the expected rate of graduation from secondary school -How the program will meet the objectives of an individualized education program for a child with disabilities 	<ul style="list-style-type: none"> • Directors: <ul style="list-style-type: none"> - Pre-School & Elementary Education - Secondary Education - Accountability & Assessment - Student Services - Staff & Student Welfare • Principals • Assistant Principals • Instructional Specialists • Teachers • BTSA Supporters • Central Curriculum Committee • School Community Coordinators • Parents/Community <p>Timeline: 2011-2016</p>	<ul style="list-style-type: none"> • District/Site Support Personnel Salaries/ Benefits • Teacher subs, extra hourly • Clerical Support • Purchase texts and supplemental materials 	<p>\$110,000</p> <p>\$15,000</p> <p>\$15,000</p> <p>\$20,000</p>	<ul style="list-style-type: none"> • General Fund • Title I • Title II • Title III • Ed Tech K-12 Voucher Program

<p>-The parents' rights in writing, including (a) the right to have their child immediately removed from a language instructional program on their request; (b) the options that parents have in declining enrollment of their child in such a program or in choosing another program or method of instruction, if available; and (c) written guidance assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered.</p> <p>10. Train School Site Councils (including parent and community members) on their roles and responsibilities including developing the Single Plan for Student Achievement (SPSA) for all students including SWDs.</p>				
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