

Application #	
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LOCAL EDUCATION AGENCY PLAN

California Department of Education
School & District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901

**Revision for Unification
July 1, 2004**

LEA Plan Information:

Name of Local Education Agency (LEA): Alhambra Unified School District

County/District Code: 1975713

Dates of Plan Duration: 2017 – 2022 **(updated annually)**

Date of local governing board approval: February 21, 2017

District Superintendent: Laura Tellez-Gagliano, Ed.D.

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

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

Laura Tellez-Gagliano, Ed.D.

February 21, 2017

Printed or typed name of Superintendent

Date

Signature of Superintendent

Jane C. Anderson

February 21, 2017

Printed or typed name of Board President

Date

Signature of Board President

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Part I: Overview

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

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

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

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code Section 64001)*, developed by school site councils with the advice of any applicable school advisory committees. LEA's allocate categorical funds to schools through the Consolidated Application for Title I, Part A and Title III (Limited English Proficient). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the at or above performance standard.

The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

The Local Educational Agency Plan (LEA Plan)

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

Federal Program Monitoring (FPM)

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

Development Process for the LEA Plan

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

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), California Assessment of Student Performance and Progress (CAASSP) reports, including SBAC and CELDT results. **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups. Federal law requires that

school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan. The LEA Plan can be completed using the following recommended steps for plan development.

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

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

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

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

- The Academic Program Survey (APS) – district/school-level survey of status of implementation of the nine essential program components
- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
- English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners

These tools can be found in the Virtual Library on the CDE web site at

<http://www.cde.ca.gov/ta/lp/vl/improvtools.asp>.

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

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

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

Using the student achievement and survey results, develop local performance targets that are:
a) derived from school and student subgroup performance data and analysis of related,

scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures

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

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, as well as for **school-operated programs** (including Title I, Parts A, and Title III.

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

**PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT**

✓	LEA Plan – Comprehensive Planning Process Steps
✓	1. Analyze student achievement data, determine the significant findings, and identify the focus areas/subgroups for improvement.
✓	2. Evaluate effective and ineffective current improvement strategies. Seek input from staff, advisory committees, and community members.
✓	3. Develop or revise student performance and academic program goals for ELA and Math.
✓	4. Revise improvement strategies and expenditures in the Action Plan.
✓	5. Submit SPSA to the district for review and feedback. Obtain local governing board approval.
✓	6. Monitor implementation throughout the year.

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (✓) all applicable programs operated by the LEA. Not all programs checked receive funding.

Federal Programs		State Programs	
✓	Title I, Part A		EIA State Compensatory Education
	Title I, Part B, Even Start		EIA Limited English Proficient
✓	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School and Library Block Grant
		✓	Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
✓	Title III, Limited English Proficient	✓	Gifted and Talented Education
✓	Title III, Immigrant Education		Safe and Drug-Free Schools
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education: Workforce Investment Act (WIA)		School Safety and Violence Prevention Act (AB 1113, AB 658)
✓	Career Technical Education		Tenth Grade Counseling (Pupil Retention Block Grant)
	McKinney-Vento Homeless Education		
✓	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 st Century Community Learning Centers	✓	Other: Beginning Teacher Support and Assessment (BTSA)
✓	Other (describe): U.S. Dept. of Education Mental Health Grant – Integration of Services Program		Other: State AB 1802 School Counseling Demo Program
✓	Other: U.S. Dept. of Education Mental Health Grant – School Counseling Expansion Program	✓	Other: After School Education & Safety Grant
✓	Other: Perkins		Other: Professional Development Block Grant (Buy Back)
			Other: Network for a Healthy Calif. Grant

District BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers 2015-16	Current Year District Entitlements 2016-17	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	\$1,170,181	\$4,570,217	\$4,990,747	87%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education	N/A	\$90,266	\$66,308	73%
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	\$692,128	\$1,065,866	\$1,665,083	95%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient	\$184,569	\$372,640	\$546,283	98%
Title III, Immigrants	\$49,271	\$97,409	\$138,928	95%
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs—Parental Choice				
Adult Education – WIA				
IDEA, Special Education	\$0	\$3,844,799	\$3,334,008	87%
21 st Century Community Learning Centers				
Carl Perkins	\$0	\$216,579	\$206,266	95%
TOTAL	2,096,149	10,167.510	10,881,315	93%

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers 2015-16	Current Year District Entitlements 2016-17	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				
State Migrant Education				
School and Library Improvement Block Grant				
Child Development Programs	\$996,878	\$1,048,083	\$1,027,121	98%
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)				
English Language Acquisition Program				
Early Mental Health Initiative Fremont/Marguerita				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
After School Education Safety	\$1,722,448.50	\$1,722,448.50	\$1,640,427	95%
TOTAL	\$2,719,326.50	\$2,770,531.50	\$2,667,548	96.5%

Part II: The Plan

Needs Assessments – Academic Achievement

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1 – English Language Arts and Mathematics

Performance Goal 2 – English Learners

Performance Goal 3 – Highly Qualified Teachers (Goal met and no longer applicable)

Performance Goal 4 – Safe and Drug Free Schools (No longer funded/applicable)

Performance Goal 5 – High School Graduation Rates, Dropouts, and AP

Additional Mandatory Title I Descriptions

Needs Assessments

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

Academic Performance

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

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

District Profile

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

Mission Statement

Alhambra Unified School District will ensure the educational success of all students by having a comprehensive educational program where students can learn and become productive members of a diverse society.

The Alhambra Unified School District is located within the cities of Alhambra, Monterey Park, San Gabriel, and Rosemead. Almost 18,000 K-12 students are enrolled in ethnically and culturally diverse school environments that richly contribute to the overall education of the children. The District has thirteen TK-8 elementary schools, three comprehensive high schools, two alternative high schools and numerous childcare centers for preschool or school age children.

Commitment to Excellence

Both national and state recognition demonstrates the Alhambra schools' commitment to excellence. AUSD schools have received a variety of awards including the U.S. Department of Education National Blue Ribbon designation, the State Distinguished School designation, the State Gold Ribbon designation, and the Title I Achieving School designation. Several schools have received awards multiple times.

Demographics and Program Participation

Ninety-six percent of Alhambra's K-12 students are ethnic minorities (primarily Asian and Hispanic) of which 23% percent are classified as English Learners (EL). Of the 30 languages spoken in our schools, the five primary languages are: English, Spanish, Cantonese, Mandarin, and Vietnamese.

The majority of the District's students in grades K-12 (65.7%) qualify for the Federal Free or Reduced Lunch Program. All thirteen elementary schools, three comprehensive high schools, and one alternative high school receive Federal funds from the Title I program. All schools have gone through the schoolwide planning process and operate Title I Schoolwide Programs. A wide range of Designated Instructional Services (DIS) are offered to special education students enrolled in regular education classes, the Resource Specialist Program (RSP), the District-operated Special Day Classes (SDC), and other District operated special education programs. Over 6% of our student population is identified as Gifted and Talented Education (GATE). All schools have established an MTSS program with designated academic and behavioral Pyramids of Intervention to meet Tier I (benchmark), Tier II (strategic) and Tier III (intensive) student needs.

Board of Education Goals

To ensure continued educational success the Board has established the following goals:

1. We are a culturally diverse community that values the contribution of each of our students, therefore, we strive to nurture them in an environment that can help them develop into effective, multilingual communicators, committed future leaders, multi-purpose professionals and entrepreneurs and outstanding citizens while promoting social justice.
2. The Board will provide our students with a comprehensive, equitable, robust and rigorous education by supporting Common Core and the use of technology and aligning resources that ensure all our students reach their academic capacity.
3. The Board will employ effective teachers and staff at every level of our District to ensure positive outcomes for our students.
4. The Board will ensure a safe, positive learning environment and support the District commitment to manage readiness for emergencies and promote safety.
5. The Board will ensure that resources will be aligned with educational goals as described in the LCAP (Local Control Accountability Plan) and ensure that the District remain financial solvent.
6. The Board will continue to support and showcase all of our students and schools and will support the partnerships with members of the educational community, business, community groups and parents.
7. The Board will oversee the successful completion of elementary and high school bond projects.
8. Operate an effective, efficient and transparent district in order to ensure the public's trust.

Local Measures of Student Performance

(Other than State-level assessments)

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

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

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments. Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

Alhambra Unified School District uses multiple measures to determine if students have met grade level expectations relative to California State Standards (CSS). District benchmark and performance assessments in reading, writing and math are used in addition to the California Assessment of Student Performance and Progress (CAASPP) program as a means of measuring student growth and providing valuable information to the classroom teacher. These local assessments focus on what students have mastered so that teachers can modify their instruction to meet the students' current level of proficiency and help them move forward. The following District assessments are used to diagnose needs, inform instruction and measure the progress of all students, in particular low achieving, at risk students.

- AUSD Reading Assessment K-2
- iRead Foundational Skills Inventory K-2
- AUSD Reading Language Arts Performance Tasks K-8 (trimester) and Interim Assessments 9-12 (semester)
- AUSD Math K-8 (trimester) 9-12 (semester) Performance Tasks
- Scholastic Reading Inventory (SRI) 8-11
- AUSD Science and Social Science Interim Assessments 9-12 (semester)
- MTSS Progress Monitoring Assessments K-12 (site selected)
- Read 180 Assessments 9-10
- Site Common Assessments on Illuminate K-12
- ELD Progress Monitoring Tool K-12
- CAASPP Interim Assessments 3-12

Academic Program Survey: Nine Essential Program Components (EPCs)

Review and identify the implementation status for each essential component that applies. Use rating numbers for:

Fully implemented	Substantially	Partially	Minimally
4	3	2	1
100%	At least 75%	At least 50%	Less than 50%

1. Use of CSS aligned (K-12) ELA and mathematics instructional materials, including intensive interventions and ELD materials.

<p>1a. The school/district provides CSS-aligned, basic core instructional programs, including ancillary materials for universal access, for ELA/ELD and mathematics. The school/district also provides intensive intervention programs for identified students in grades 4-8 in ELA/ELD and grades 4-8 in math, with implementation in every classroom and with materials for every student.</p>	1a. 3
<p>1b. The school/district provides CSS-aligned textbooks and instructional materials, including ancillary materials for universal access for all 9th-10th grade ELA courses as well as intensive reading intervention courses for identified students; and for mathematics, CSS-aligned mathematics textbooks and instructional materials for students enrolled in Algebra I in a traditional sequence or Mathematics I in an integrated sequence. These programs are implemented as designed in every classroom with materials for every student.</p>	1b. 3

2. Implementation of adequate instructional minutes for basic core ELA and mathematics programs, intensive interventions, and strategic support courses as well as additional instructional time for structured ELD at all grade levels, as appropriate.

<p>2a. The school/district allocates adequate instructional time as recommended in the California subject matter frameworks for CSS-aligned basic core programs for ELA and mathematics and intensive interventions as well as additional time for strategic support for ELD for identified ELs. This time is given priority and protected from interruption.</p>	2a. 3
<p>2b. Through the school's master schedule, the school/district allocates adequate instructional time for the adopted basic core grade level 9th and 10th ELA and Mathematics I integrated sequence intensive interventions; in addition, the school/district allocates additional time as appropriate for strategic support in ELD to identified ELs. This time is given priority and protected from interruption.</p>	2b. 3.5

3. Use of an annual district instructional /assessment pacing guide for grades K-8 and high school.

<p>3a. The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level K-8 for the CSS-aligned basic core ELA/ELD, strategic support, and intensive intervention programs and CSS-aligned math basic core program, strategic support, and 4-8 intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment instruction and assessment.</p>	3a. 2.5
<p>3b. The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the CSS-aligned ELA grades 9-10 core, strategic support, and the intensive reading intervention courses and for the CSS-aligned Mathematics I sequence and intervention</p>	3b. 2.5

courses in order for all teachers to follow a common sequence of instruction and assessment.	
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4. Instructional materials-based professional development and ongoing, targeted professional development and support for instructional leaders to ensure the full implementation of the district-adopted programs and EPCs.

4a. The principal and assistant principals are engaged in professional development focused on leadership, support and monitoring to fully implement the CSS-aligned ELA/ELD and mathematics basic core and intervention program materials, and to ensure the full implementation of the EPCs.	4a. 3
4b. The principal and assistant principals are engaged in professional development focused on leadership, support and monitoring to fully implement the CSS-aligned ELA/ELD instructional programs for grades 9-10, reading intervention programs, and to ensure the full implementation of the EPCs.	4b. 3

5. Fully credentialed, highly-qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA) and professional development on CSS-aligned instructional materials.

5a. All classrooms are staffed with fully credentialed, highly-qualified teachers per the requirement of ESEA.	5a. 4
5b. Teachers of ELA/ELD K-10 and mathematics K-8 through Mathematics I in an integrated sequence (in all grades and programs, including special education and ELD) are engaged in professional development focused on CSS-aligned, basic core ELA/ELD and mathematics programs, reading or math intensive intervention instructional programs.	5b. 4

6. Implementation of ongoing instructional assistance and support for ELA/ELD, mathematics, and intensive intervention teachers. Suggested support includes the use of content experts, specialists, and/or instructional coaches.

6. The school/district provides instructional assistance and ongoing support to all teachers of ELA/ELD, mathematics, and intensive interventions. Possible options for providing support include trained coaches, content experts, and specialists who are knowledgeable about the instructional program, and work inside classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	6. 3.5
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7. Implementation of a student achievement monitoring system that provides timely data from common formative and summative assessment for teachers and principals to use to monitor ongoing student progress, identify student needs, inform instruction, and determine effectiveness of instructional practices and implementation of adopted programs.

7. The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the CSS ELA/ELD and mathematics basic core and intensive intervention programs. Student achievement results from assessments (i.e., entry level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded and summative assessments are used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction.	7. 2
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8. Implementation of monthly structured teacher collaboration for ELA/ELD and mathematics teachers by grade level K-8 and by common course and department levels 9-12, facilitated by the principal.

8. The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for all teachers of ELA/ELD and mathematics, including strategic and intensive intervention, special education, and ELD teachers to analyze, discuss, and utilize the results of school/district assessments to guide student placement, instructional planning and delivery, and progress monitoring in the instructional programs used at the school.	8. 3
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9. Implementation of Fiscal Support aligned to full implementation of EPCs.

9. The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ELA/ELD, mathematics, and the Single Plan for Student Achievement.	9. 4
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ELA Goals and Performance Standards

Performance Goal 1: *Students will reach high standards, meeting or exceeding performance standards in English Language Arts.*

1.1 ELA Performance: The percentage of students, in the aggregate and for each subgroup, who are at/above the proficient level in reading on the State’s assessment.

SBAC – Percent Meeting or Exceeding Standard in English Language Arts

Year	Goal	Overall	Asian	Hispanic	SED	EL	SWD	Met Targets	PI Status
2015	Baseline	58.5%	71.3%	43.0%	52.6%	29.3%	9.2%	NA	Yr. 3
2016	TBD	60.0%	74.0%	45.0%	54.0%	24.0%	10.0%	NA	Yr. 3

SBAC GRADE LEVEL RESULTS– Percent Meeting or Exceeding Standard in English Language Arts

Year	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 11
2015	52%	50%	55%	58%	58%	66%	67%
2016	55%	53%	59%	59%	63%	64%	65%

SBAC CLAIMS LEVEL ANALYSIS – Percent Above Proficient in English Language Arts

Year	Reading	Writing	Listening	Research/Inquiry
2015	28.4%	36.4%	19.3%	36.3%
2016	28.0%	40.0%	21.0%	40.0%

Math Goals and Performance Standards

Goal 1: *Students will reach high standards, meeting or exceeding performance standards in Mathematics.*

1.2 Math Performance: The percentage of students, in the aggregate and for each subgroup, who are at/above standard performance levels in mathematics on the State’s assessment.

SBAC – Percent Meeting or Exceeding Standard in Mathematics

Year	Goal	Overall	Asian	Hispanic	SED	EL	SWD	Met Targets	PI Status
2015	Baseline	50.0%	71.3%	43.0%	44.9%	35.4%	9.1%	NA	Yr. 3
2016	TBD	52%	72%	29%	47%	34%	9%	NA	Yr. 3

SBAC GRADE LEVEL RESULTS– Percent Meeting or Exceeding Standard in Mathematics

Year	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 11
2015	56%	49%	39%	43%	48%	61%	52%
2016	59%	51%	50%	47%	52%	57%	49%

SBAC CLAIMS LEVEL ANALYSIS – Percent Exceeding Standard in Mathematics

Year	Concepts & Procedures	Problem Solving & Modeling /Data	Communicating Reasoning
2015	41%	33%	34%
2016	37%	30%	30%

EL Goals and Performance Standards

Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards in English Language Arts and Mathematics.*

CELDT RESULTS for EL Students

Year	% Making Annual Progress in Learning English	% Attaining English Proficient Level	Improvement Status
2015	71.0%	Less than 5 Years: 33.8% 5 Years or more: 69.6%	
2016	60.4%	Less than 5 Years: 20.9% 5 Years or more: 55.2%	Year 2

Annual Evaluation of Local Educational Agency (LEA) Plan English Language Arts

Prior Year LEA Goals and Objectives: Identify the top priorities and major funding sources supporting these priorities

Description of Goals and Objectives for 2015-16	Funding Sources
1. Sites will increase reading and comprehension of literature/informational texts by creating and utilizing text sets with grade level appropriate complexity as evidenced by Units of Study.	LCAP; Title I; Title II
2. Improve students' listening and speaking skills as evidenced by the use of collaborative learning structures, academic conversations, and accountable talk in classrooms.	LCAP; Title I; Title II
3. Increase rigor in reading by using Depth of Knowledge (DOK) in teaching, learning, and student work.	LCAP; Title I; Title II

ELA Data Analysis – Significant Findings
<p>SBAC Performance:</p> <ul style="list-style-type: none"> • SBAC results indicate: an overall gain in achievement of 2% with 60% meeting/exceeding standard; grade level gains of 3-5% with higher achievement in grades 7, 8, 11 (63-64% meeting/exceeding standard) and lower achievement in grade 4 (53% meeting/exceeding standard). • SBAC subgroup results indicate: gains of 1-3% in all subgroups except for ELs with a loss of 5%; higher achievement for Asians (74% meeting/exceeding standard) and lower achievement for ELs (24%) and Hispanics (45% meeting/exceeding standard). • SBAC claim results indicate: gains in all areas of 2-4%; higher achievement in Writing and Research/Inquiry (40%); lower achievement in Listening (21%) and Reading (28% meeting/exceeding standard). • SBAC high priorities for teaching and learning are: EL and Hispanic subgroups; Listening and Reading.
<p>District Academic Program Survey:</p> <ul style="list-style-type: none"> • Program Survey results indicate that 100% of district teachers and administrators are highly qualified and participating in district professional development on CSS. • Program Survey results indicate a need to improve the implementation of a student achievement monitoring system to determine the effectiveness of instructional practices and student progress throughout the school year.

Effective Strategies:

Strategy	Data to support
1. Alignment of instruction with CSS strategies and materials: <ul style="list-style-type: none"> • Including the development and use of Units of Study that address with cognitive rigor the CSS for reading and writing in grades K-8 • Including implementation of ELA strategies for close reading, shared reading, and citing text based evidence with informational text • Including use of collaborative learning structures and academic conversations 	<ul style="list-style-type: none"> • Units of Study; classroom observations • Classroom observations; student work
2. Use of Cadre Leaders as site teacher leadership teams in implementing initiatives	<ul style="list-style-type: none"> • Walk-throughs and meeting notes
3. High quality, sustained professional development: <ul style="list-style-type: none"> • Aligned with CSS, including Units of Study and integrated ELA/ELD lessons • Including differentiated instruction/scaffolding to address different learning needs • Including calibration of K-12 common writing assessments to standardize scoring and to improve expertise in writing instruction 	<ul style="list-style-type: none"> • Local assessment results; student work samples • Local assessment results; student work samples • Writing assessment results
4. Full implementation of MTSS Tier I-II interventions for identified students	<ul style="list-style-type: none"> • Staffing and intervention schedules

Ineffective or Minimally Effective Strategies

Strategies	Reasons	Recommendations
1. Lesson Study 2. Lab classrooms	<ul style="list-style-type: none"> • Lack of sub availability interfered with consistent implementation at the school sites • Lack of teacher participation in visiting the lab classrooms after school 	<ul style="list-style-type: none"> • Use the model for district ELA/ELD professional development in grades K-8 • Use volunteer classrooms for district ELA/ELD specialists to practice demonstration lessons for grade level staff development

Involvement and Governance

How were the DAC and DELAC involved in the development and monitoring of the LEA Plan?
The DAC and DELAC were involved in the annual update of the LEA Plan as outlined in the Process for Comprehensive Needs Assessment, Program Evaluation, and Annual Update of the LEA Plan. Additional monitoring occurs through annual Cabinet visits to schools that include classroom visitations focused on implementation of CSS and site initiatives.
What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
Additional monitoring, feedback, and on-site support are needed to ensure quality implementation of CSS based on district and site focus walks.

New LEA Plan Goals and Objectives: Identify the top priorities and major expenditures supporting these priorities

ELA Goals and Objectives for 2016-17 School Year	Funding Source
1. Increase the performance of Hispanic students 5% by implementing research based practices that work with diverse learners and address four areas: high expectations, culturally relevant instruction, caring relationships, and effective parent engagement as evidenced by student work, walk-throughs, observable behaviors/practices, and local/state assessment results.	LCAP; Title I; Title II
3. Increase achievement in reading and listening by implementing district Units of Study for Reading/Writing in grades K-8 with fidelity as evidenced by student work, walk-throughs, and local/state assessment results.	LCAP; Title I; Title II
4. Increase rigor in Reading/Writing instruction by focusing on Depth of Knowledge (DOK) in teaching, learning, and student work in grades K-12.	LCAP; Title I; Title II
5. Determine student progress in achieving CSS for reading and writing in grades K-12 by using the district Common Assessments available on Illuminate.	LCAP; Title I

Annual Evaluation of Local Educational Agency (LEA) Plan Mathematics

Prior Year LEA Goals and Objectives: Identify the top priorities and the major funding sources supporting these priorities.

Description of Goals and Objectives for 2015-16	Funding Sources
1. Focus on building conceptual understanding as a foundation for problem solving skills as evidenced by walk-throughs and student work.	LCAP; Title I; Title II
2. Increase rigor in math by focusing on Depth of Knowledge (DOK) and integrating performance tasks as part of instructional practice as evidenced by walk-throughs and student work.	LCAP; Title I; Title II

Math Data Analysis – Significant Findings

SBAC Performance:

- SBAC results indicate: an overall gain in achievement of 2% with 52% meeting/exceeding standard; grade level gains in grades 3, 4, 6, 7 of 2-4% with an 11% gain in grade 5; higher achievement in grades 7-8 (52-57% meeting/exceeding standard); lowest achievement in grade 6 (47% meeting/exceeding standard).
- SBAC subgroup results indicate: gains of 1-3% in all subgroups except for ELs with a loss of 5%; higher achievement for Asians (74%) meeting/exceeding standard and lower achievement for ELs (24%) and Hispanics (45% meeting/exceeding standard).
- SBAC claim results indicate a loss in all areas of 3-4%: Concepts & Procedures (37% meeting/exceeding standard), Problem Solving & Modeling Data (30%) and Communicating Reasoning (30% meeting/exceeding standard).
- SBAC high priorities for teaching and learning are: EL and Hispanic subgroups; Concepts and Procedures (foundational operations), Problem Solving & Modeling Data.

District Academic Program Survey:

- Program Survey results indicate that 100% of district teachers and administrators are highly qualified and participating in district professional development on CSS.
- Program Survey results indicate a need to improve the implementation of a student achievement monitoring system to determine the effectiveness of instructional practices and student progress throughout the school year.

Effective Strategies

Strategy	Data to support
1. Alignment of instruction with CSS models, strategies and materials: <ul style="list-style-type: none"> • Using the Diagnostic Teaching Model to develop lessons with six stages included in the process: Launch, Post a Problem, Workshop, Post-Share-Comment, Teacher-led Discussion, Focus Problem • Units of Study and Math adoption materials aligned with CSS, including the District Math Pacing Guides and performance tasks to guide instruction with a focus on conceptual understanding and formative assessment practices 	<ul style="list-style-type: none"> • Local assessment results; classroom observations • Local assessment results; classroom visits and student work samples
2. Provide high quality, sustained professional development: <ul style="list-style-type: none"> • Aligned with CSS, with ample teacher resources that include Units of Study and Math adoption materials and evidence of implementation based on walk-throughs • Including grade level/cluster or department level collaboration on CSS 	<ul style="list-style-type: none"> • Local assessment results; student work • Meetings and collaboration session notes

Ineffective or Minimally Effective Strategies

Strategies	Reasons	Recommendations
1. Alignment of instruction with CSS models, strategies and materials: <ul style="list-style-type: none"> • I Do, We Do, You Do teaching model 	Students passively receive math instruction with the expectation to produce the answers according to a well-rehearsed procedure without challenging students to engage in mathematical thinking or solve high level cognitive demanding tasks	Replace this model with the Diagnostic Teaching Model with emphasis on the Standards of Mathematical Practice

Involvement and Governance

How were the DAC and DELAC involved in the development and monitoring of the LEA Plan?
The DAC and DELAC were involved in the annual update of the LEA Plan as outlined in the Process for Comprehensive Needs Assessment, Program Evaluation, and Annual Update of the LEA Plan. Additional monitoring occurs through annual Cabinet visits to schools that include classroom visitations focused on implementation of specific strategies and activities.
What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
Additional monitoring, feedback, and in-class support are needed to ensure quality implementation of CSS based on district and site focus walks.

New LEA Plan Goals and Objectives: Identify the top priorities and major expenditures supporting these priorities

Math Goals and Objectives for 2016-17 School Year	Funding Source
1. Increase the performance of Hispanic students 5% by implementing research based practices that work with diverse learners and address four areas: high expectations, culturally relevant instruction, caring relationships, and effective parent engagement as evidenced by student work, walk-throughs, observable behaviors/practices, and local/state assessment results.	LCAP; Title I; Title II
2. Increase performance in Concepts & Procedures and Problem Solving & Modeling Data by focusing on Depth of Knowledge (DOK) rigor, Standards of Mathematical Practice, and integrating performance tasks as part of instructional practice as evidenced by walk-throughs, student work, and local and state assessments.	LCAP; Title I; Title II

Annual Evaluation of Local Educational Agency (LEA) Plan English Learners

Prior Year LEA Goals and Objectives: Identify the top priorities and major expenditures supporting these priorities

Description of Goals and Objectives for 2015-16	Funding Sources
1. Implement integrated ELD instruction for EL students as evidenced by classroom walk-throughs and student work with GLAD strategies evidenced in GLAD trained schools.	LCAP; Title I
2. Plan and develop pilot Dual Immersion Programs at two T-K-8 schools.	LCAP; Title I; Title III

EL Data Analysis – Significant Findings

CELDT Performance:

- ELs Making Annual Progress in Learning English: 60.4% made annual progress, a decline of 10.6% from the previous year. One reason for this drop was the drastic increase in students being reclassified to fluent English proficient (1,308 or 26.8% of the district EL population in 2014-15).
- ELs Attaining the English Proficient Level: the Less than 5 Years Cohort had 20.9% attaining the English proficient level, a 12.9% decline from the previous year. The 5 Years or More Cohort had 55.2% attaining the English proficient level, a 14% decline from the previous year. This cohort has performed historically well in the past with percentages between 67-69%.
- One reason for the drop in EL performance was the significant increase in students being reclassified to fluent English proficient (26.8% of the EL population in 2014-15).

District Academic Program Survey:

- Program Survey results indicate that 100% of district teachers and administrators are highly qualified and participating in district professional development on CSS.
- Program Survey results indicate a need to improve the implementation of a student achievement monitoring system to determine the effectiveness of instructional practices and student progress throughout the school year.

Effective Strategies

Strategies	Data to support
1. Provide high-quality language instruction <ul style="list-style-type: none"> • With implementation of integrated ELA/ELD based on CSS and ELD Standards • Using Thinking Maps and GLAD strategies for content area reading and writing • Using Scholastic <i>English 3D</i> for long-term ELs and <i>Inside the USA</i> materials for beginning ELs 6-12 	<ul style="list-style-type: none"> • CELDT and local assessment results • Student work samples • Student work samples
2. Provide tutorials and academic support by <ul style="list-style-type: none"> • Using flexible grouping structures and collaborative learning to support the language/academic needs of EL students. • Offering Summer Academy for immigrant EL students focusing on speaking skills. 	<ul style="list-style-type: none"> • CELDT and local assessment results • Classroom observations; teacher/student feedback
3. Provide parent outreach and engagement through <ul style="list-style-type: none"> • Written and oral translations of relevant information and advisement on educational options for academic success and college/career readiness • School Community Coordinators to recruit and encourage parent participation • District surveys seeking parent input and suggestions available on-line and in hard copy with translations in major languages 	<ul style="list-style-type: none"> • Research findings • Sign-in sheets; parent attendance; site reports • Survey responses

Ineffective or Minimally Effective Strategies

Strategies	Reasons	Recommendations
<ul style="list-style-type: none"> • Summer school for at-risk EL students 	Focused on immigrant students instead of at-risk EL students on account of limited funds	Revise the action to “all EL students” on account of funds available this year
<ul style="list-style-type: none"> • Provide flexible scheduling for EL 	There is an inconsistent interpretation of how EL instruction should be provided	Provide direction and models from the ELA/ELD Framework for scheduling/grouping for designated ELD

Parent Involvement and Governance

How were the DAC and DELAC involved in the development and monitoring of the LEA Plan?
The DAC and DELAC were involved in the annual update of the LEA Plan as outlined in the Process for Comprehensive Needs Assessment, Program Evaluation, and Annual Update of the LEA Plan. Additional monitoring occurs through annual Cabinet visits to schools that include classroom visitations focused on implementation of specific strategies and activities.
What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
Additional monitoring, feedback, and in-class support are needed to ensure quality implementation of CSS based on district and site focus walks.

New Goals and Objectives: Identify the top priorities and major expenditures supporting these priorities

EL Goals and Objectives for 2016-17 School Year	Funding Source
1. Increase the performance of EL students with full implementation of integrated ELA/ELD and designated ELD instruction as evidenced by student work, walk-throughs, and assessment results.	LCAP; Title I; Title III
2. Increase the performance of EL students by providing summer school for all ELs as evidence by enrollment and attendance data, walk-throughs, and assessment results.	LCAP; Title I; Title III
3. Increase the performance of EL students by implementing the online ELD Progress Monitoring Tool K-12 as evidenced by Illuminate reports.	LCAP; Title I; Title III

Performance Indicator 3 – All students will graduate from high school.

District high school graduation rate for 2015 was 91.5%.

Graduation rate by high schools:

Alhambra High	92.3 %
Century High (alternative)	91.4 %
Mark Keppel High	94.9 %
San Gabriel High School	93.3%

Graduates 2014-2015
By Ethnicity and Gender

	Am. Ind. AK native	Asian	Pac. Islander	Filipino	Hispanic Latino	African American	White	Multiple/ No Resp.	Total
Male	1	554	1	1	336	7	12	14	926
Female	1	565	1	3	333	6	17	12	938
Total	2	1119	2	4	669	13	29	26	1864

Dropouts 2014-2015
By Ethnicity and Gender

	Am. Ind. AK native	Asian	Pac. Islander	Filipino	Hispanic Latino	African American	White	Multiple/ No Resp.	Total
Male	0	7	0	0	15	0	1	0	23
Female	0	17	0	0	17	1	0	0	35
Total	0	24	0	0	32	1	1	0	58

Graduates and Dropouts 2014-2015
By Other Categories

	Migrant Ed	Limited English Proficient	Special Education	Socioeconomically Disadvantaged
Graduates	14	350	103	1474
Dropouts	0	35	4	47

Description of Specific Actions to Improve Education Practice in English Language Arts	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Increased access to technology:</p> <ul style="list-style-type: none"> ▪ Support site computer labs grades K-12. ▪ Support use of Read 180 software in grades 9-10. ▪ Support use of SMART Boards, iPads, Apple TVs, and the use of Google Classroom. ▪ Utilize PowerPoint, Multimedia and iMovie applications to enhance classroom learning. ▪ Support the use of Illuminate for district assessment implementation. ▪ Support the use of Acellus in grades K-12. ▪ Support the use of iRead and iReady for reading foundational skills in grades K-2. 	<p>Director, Tech & Info Services</p> <p>Principals Asst Principals-Instr. Instr. Specialists Elementary Teachers</p> <p>Timeline: 2016-2022</p>	<ul style="list-style-type: none"> • District/site support personnel salaries and benefits • Software • Hardware • Contract (Illuminate Education Data System) 	<p>\$338,000</p> <p>\$50,000</p> <p>\$35,000</p> <p>\$63,000</p>	<ul style="list-style-type: none"> ▪ LCAP ▪ Title I ▪ Grants ▪ Title II, Part D
<p>4. Professional development and collaboration aligned with CSS:</p> <ul style="list-style-type: none"> • Continue professional development and site level support in CSS, focusing on grade level Units of Study to instill a deep understanding of lesson planning and delivery. • Support site Cadres in Adaptive Schools protocols to provide for CSS implementation. • Support grade level/grade cluster or department meetings to calibrate and evaluate performance tasks and interim assessments K-12. • Provide conference attendance and follow-up as funds allow. • Provide Level I/II/III training on Differentiated Instruction. • Provide sustained professional development on writing for CSS and ELD standards 9-12. • Provide training in reading development and effective practice for English Intensive, Stretch and Edge teachers 9-10 as needed. • Provide GLAD training on ELD strategies/materials K-12. • Provide staff development on using Illuminate data. • Use a Gradual Release model for delivering district ELA/ELD professional development with opportunities to model/practice strategies in teachers' classrooms. • Use district Instructional Specialists as content experts for ELA/ELD. • Provide training and technical assistance to Instructional Specialists and APs of Instruction regarding Title I requirements and duties. • Provide information and training on diverse learning styles, e.g., Hispanic, EL learners. 	<p>Directors: Pre-School & Elem. Education Secondary Ed. Accountability & Assessment Student Services Special Ed.</p> <p>Principals Asst. Principals-Instr. Instr'l Specialists Teachers Teachers Consultants</p> <p>Timeline: 2016-2022</p>	<ul style="list-style-type: none"> • District/Site Support Personnel salaries/benefits • Teacher subs, extra duty, hourly • Consultants • Training materials 	<p>\$ 725,000</p> <p>\$ 100,000</p> <p>\$ 75,000</p> <p>\$ 50,000</p>	<ul style="list-style-type: none"> • LCAP • Title I-III

Description of Specific Actions to Improve Education Practice in English Language Arts	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. Involvement of staff, parents, and community (including notification procedures, parent outreach, interpretation of student assessment results, and transition from preschool, elementary, and high school):</p> <ul style="list-style-type: none"> • Conduct SSC, ELAC, DAC, and DELAC meetings regularly. • Analyze and share achievement data at parent committee meetings. • Conduct annual Title I meetings to address program requirements, curriculum, procedures, standards and assessments with translation provided. • Provide translations of all district communications to parents and community in languages meeting the 15% criteria. • Update, distribute and use district/site Title I School Parent Compacts and Parent Involvement Policies with parents and community. • Provide information to parents and staff regarding identification and services for homeless and foster children. • Involve parents in the IILP and SST process to discuss student needs and plan for success. • Provide parent education workshops on CSS and other relevant topics, with the parents of migrant education students included. • Provide access to Parent Portal to enable parents to check attendance records and grades. • Compile a collection of parent education resources, in hard copy and online, to assist schools with parent engagement activities. • Support activities that build awareness for college and career readiness. • Offer Developmental Assets training for parents. • Provide a 9th grade transition support program, i.e., High School 101 • Provide transition programs/collaboration between preschool, elementary and high school, including TK and 8th grade orientation for students and parents. • Inform and assist parents in accessing school/community-based programs and services appropriate for their students. • Develop and implement an effective Parent Engagement Plan to increase parent involvement in decision making/program planning 	<p>Directors: Pre-School & Elem. Education Secondary Ed. Accountability & Assessment Student Services Special Ed.</p> <p>Principals APs- Instr. Instr. Specialists School Community Coordinators Teachers</p> <p>Timeline: 2016-2022</p>	<ul style="list-style-type: none"> • District/Site Support Personnel salaries and benefits • Training materials • Technology Hardware/Software • Duplication/mailings • School Community Coordinators/ Translators/ Interpreters salaries • Clerical Support 	<p>\$225,000</p> <p>\$ 5,000</p> <p>\$ 20,000</p> <p>\$ 2,500</p> <p>\$100,000</p> <p>\$200,000</p>	<ul style="list-style-type: none"> • LCAP • Title I, II, III

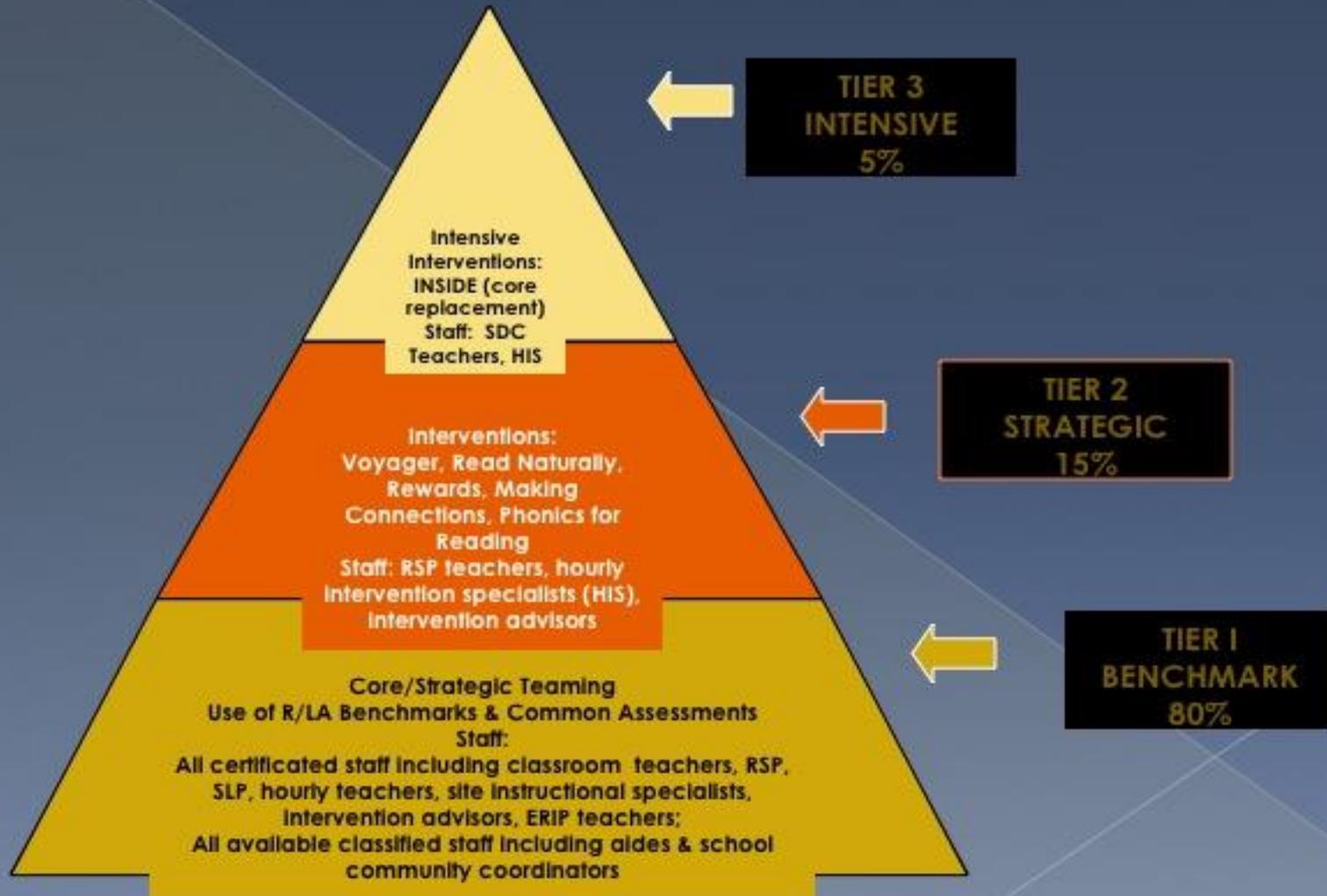
Description of Specific Actions to Improve Education Practice in English Language Arts	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • Support the use of Illuminate, the district assessment monitoring system, to provide timely data to administrators and teachers. • Support teacher use of formative assessments to monitor student progress K-12. • Pilot the new District Reading Assessment K-2 in classrooms districtwide. • Facilitate a District Assessment Committee to update and rollout districtwide assessments for reading and writing. • Monitor the sites' Single Plan for Student Achievement through surveys/checklists/evaluation reports/revisions. • Conduct classroom visits, focus walks, and analysis of student work to validate classroom practice and student progress. • Analyze district Writing Performance Tasks/Interim Assessment data to inform instruction. • Use Read 180 SRI and Management Reports to monitor student progress and guide instruction in grades 9-10 intervention classes. • Facilitate grade level and/or department collaboration meetings to analyze data, discuss next steps, and plan for instruction. • Use the district Common Assessments available on Illuminate. • Support the analysis of school, district, and state assessment data available on Illuminate. • Use the district ELD Progress Monitoring Tool K-12 to measure English acquisition for EL students 	<p>Directors: Pre-School & Elem. Ed. Secondary Ed. Accountability & Assessment Student Services Special Ed.</p> <p>Principals Asst. Principals-Instr. Instructional Specialists Teachers</p> <p>Timeline: 2016-2022</p>	<ul style="list-style-type: none"> • Consultants • Clerical support • Teacher sub, extra duty pay • Contracts (Illuminate Education Data System) 	<p>\$10,000</p> <p>\$10,000</p> <p>\$15,000</p> <p>\$63,000</p>	<ul style="list-style-type: none"> • LCAP • Title I, II, III

<p>7. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> • Increase teacher use of formative assessments to monitor student progress, differentiate instruction, and determine support services for low-performing students K-12. • Monitor and adjust services via SST, IILP, and IEP Meetings K-12. • Provide General/Special Ed Collaboration 9-12. • Provide MTSS Tier 2 and Tier Interventions as needed. <p><u>Hispanic Subgroup</u></p> <ul style="list-style-type: none"> • Provide services listed above as appropriate. • Use Developmental Asset strategies to set high expectations and support student success. • Use gradual release of responsibility for scaffolding instruction in reading/writing Units of Study. • Use effective teaching and learning strategies such as <i>Thinking Maps</i>, graphic organizers, collaborative learning structures, and instructional conversation routines. • Provide academic, leadership training, and a class • Provide small group reading and writing instruction K-8 and to targeted students for college prep 9-12. • Provide leveled books and time for independent leveled reading in class and at home. • Integrate research-based strategies for global/field-sensitive learners into lesson planning and delivery before, during and after reading. • Use culturally sensitive materials for interactive read-aloud, shared reading, small group, and independent leveled reading. • Monitor student progress with the district K-2 Reading Assessment and 3-8 Silent Reading Assessment available on Illuminate. • Provide after-school support to targeted students with after school services 3-8, Horizons and PODER 9-12. 	<p>Directors: Pre-School & Elem. Ed. Secondary Ed. Accountability & Assessment Student Services Special Ed.</p> <p>Principals Asst. Principals-Instr. Instructional Specialists Teachers Title I Teachers Consultants</p> <p>Timeline: 2016-2022</p>	<ul style="list-style-type: none"> • District/Site Support Personnel salaries and benefits \$ 75,000 • Technology Hardware/Software \$ 20,000 • Duplication \$ 5,000 • Consultants \$ 6,000 • Clerical support \$ 10,000 • Teacher subs, extra duty, hourly \$ 60,000 • Counselors salaries and benefits \$ 200,000 	<ul style="list-style-type: none"> • Title I, II, III
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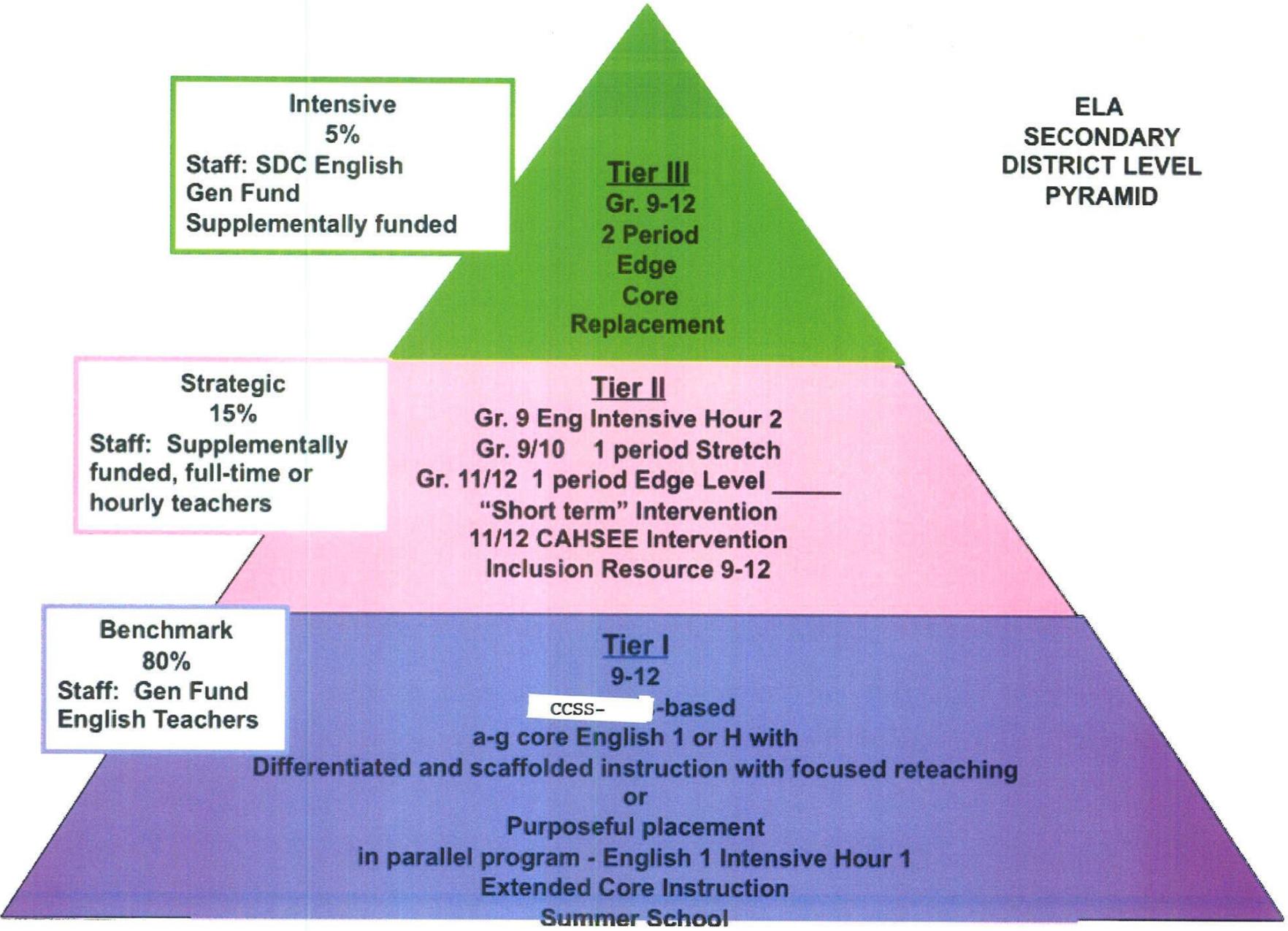
<p><u>English Learners (EL) Subgroup</u> – PI Year 3</p> <ul style="list-style-type: none"> • Provide services listed above as appropriate • Provide integrated ELA/ELD instruction with a focus on ELD standards for Interacting in Meaningful Ways. • Provide 30 minutes of designated ELD instruction with a focus on the ELD standards for How English Works. • Support and monitor the use of quality scaffolding strategies, such as Gradual Release, <i>Thinking Maps</i>, and GLAD strategies for content area reading and writing. • Continue training and implementation of GLAD strategies at K-8 schools. • Develop academic vocabulary and written language conventions skills for writing in different genres. • Use English 3D grades 6-10 for long-term EL students. • Use <i>On Our Way to English</i> materials for K-5 EL students. • Use Inside for 6-12 newcomer EL students. • Maintain an implementation plan as required by PI Year 3 status. • Continue the planning and development of Dual Immersion Pilot Programs at two K-8 schools. • Provide immigrant summer school enrichment classes K-12. • Provide a district ELD Progress Monitoring Tool K-12. • Provide models based on the ELA/ELD Framework for scheduling/grouping EL students for designated ELD. <p><u>Students with Disabilities (SWD) Subgroup</u> PI Year 3</p> <ul style="list-style-type: none"> • Provide services listed above as appropriate. • Provide MTSS Tier 3 Interventions with designated materials. • Provide collaborative teaching between the regular education and special education teachers. • Use effective reading strategies for SWD students. • Provide summer school intervention classes 9-12 				
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<p>8. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> • Provide district Psychologists and Counselors. • Provide individual, group counseling with CSPP interns. • Provide individual student-teacher counseling K-12. • Provide supplemental counseling to at-risk students in 7-8 and 11-12. • Provide mentoring and building of Developmental Assets. • Provide supplemental counselors, Gateway to Success, MHIT to students grades K-12. • Provide Parent University Gateway to Success newsletters. 	<p>Directors: Accountability & Assessment Student Services Special Ed.</p> <p>Principals Asst. Principals-Instr. Instructional Specialists Teachers Tutors Consultants Contracted Mental Health Agencies</p> <p>Timeline: 2016-2022</p>	<ul style="list-style-type: none"> • District/Site Support Personnel salaries and benefits • Technology Hardware/ Software • Duplication • Consultants • Clerical support • Teacher subs, extra duty, hourly • Agencies salaries & benefits 	<p>\$ 150,000</p> <p>\$ 10,000</p> <p>\$ 5,000</p> <p>\$ 6,000</p> <p>\$ 20,000</p> <p>\$ 120,000</p> <p>\$120,000</p>	<ul style="list-style-type: none"> • Title I, II, III • General Fund • Mental Health Grants
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ELEMENTARY ELA FRAMEWORK PYRAMID OF INTERVENTIONS



**ELA
SECONDARY
DISTRICT LEVEL
PYRAMID**



Performance Goal 1: All students will reach high standards, attaining at or above standard performance in English Language Arts and Mathematics.

Planned Improvement in Student Performance in Mathematics

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with CSS models, strategies, materials:</p> <ul style="list-style-type: none"> • Increase teacher use of formative data to monitor student progress and modify instruction. • Use instructional strategies relevant to CSS K-12. • Implement a 3-year pathway for integrated math 9-12. • Focus on problem solving tasks that are conceptual and require critical and collaborative thinking. • Use the District Math Pacing Guides and performance tasks to guide instruction. • Focus on Depth of Knowledge (DOK) rigor, Standards of Mathematical Practice, and integrating performance tasks as part of instructional practice. • Use the Diagnostic Teaching Model to develop lessons with six stages included in the process: Launch, Post a Problem, Workshop, Post-Share-Comment, Teacher-led Discussion, Focus Problem • Ensure that purchased supplemental instructional materials are aligned with CSS. • 	<p>Directors: Pre-School & Elem Ed. Secondary Ed. Accountability & Assessment Special Ed.</p> <p>Principals Assistant Principals, Instr. Instructional Specialists Teachers</p> <p>Timeline: 2016-2022</p>	<ul style="list-style-type: none"> • District/Site Support Personnel salaries and benefits • Teacher subs, extra hourly • Clerical Support • Publication costs 	<p>\$ 80,000</p> <p>\$ 10,000</p> <p>\$ 7,000</p> <p>\$ 3,000</p>	<ul style="list-style-type: none"> • LCAP • Title I, II
<p>2. Extended learning time:</p> <ul style="list-style-type: none"> • Follow District criteria for identifying low performing students. • Provide before/after school intervention/tutoring classes K-12 as funds allow. • Provide academy classes for tutorial support grades 9-12. • Provide ESY for SWD's students. 	<p>Directors: Pre-School & Elem Secondary Ed. Account & Assessmt Student Services Special Ed.</p> <p>Principals Asst. Principals-Instr. Instructional Specialists Teachers College Tutors</p> <p>Timeline: 2016-2022</p>	<ul style="list-style-type: none"> • District/Site Support Personnel salaries and benefits • Teacher, subs/extra hourly • Instructional materials • Clerical Support • Program Leaders 	<p>\$125,000</p> <p>\$185,000</p> <p>\$ 65,000</p> <p>\$ 30,000</p> <p>\$ 5,000</p>	<ul style="list-style-type: none"> • LCAP • Title I, II

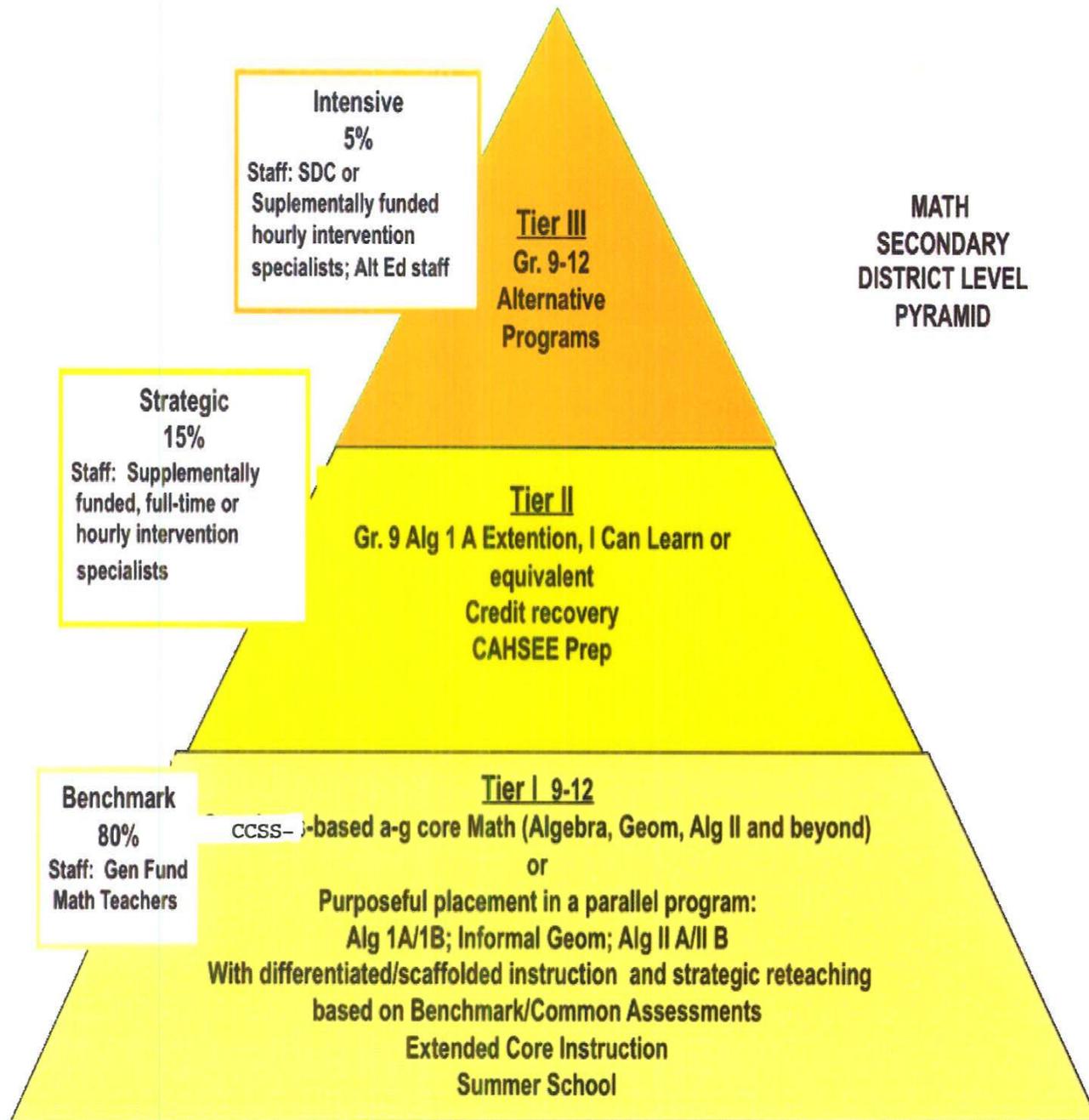
Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Increased access to technology:</p> <ul style="list-style-type: none"> • Support site computer labs grades K-12. • Support the use of spreadsheets in elementary and middle school classrooms. • Support the use of FAST Math, Graphing Calculators, Multimedia Services (LACOE), SMART Boards. • Use Illuminate for scanning assessment answer sheets, and to access and analyze student scores, performance and test items. • Support the use of iPads and Apple TVs. • Support the use of Google Classroom. • Support the use of Acellus in grades K-12. 	<p>Directors: Tech. & Info. Services Accountability & Assessment Special Ed.</p> <p>Asst. Principals-Instr. Asst. Principals-Student Services Instructional Specialists</p> <p>Timeline: 2016-2022</p>	<ul style="list-style-type: none"> • District/Site Support Personnel salaries and benefits • Software • Hardware 	<p>\$ 338,000</p> <p>\$ 50,000</p> <p>\$ 35,000</p>	<ul style="list-style-type: none"> • LCAP • Title I
<p>4. Professional development and collaboration aligned with CSS:</p> <ul style="list-style-type: none"> • Provide professional development and support site collaboration on CSS that focuses on developing Units of Study K-8 to instill a deep understanding of CSS for lesson planning and instruction, using adopted math texts. • Provide professional development addressing textbook selection and implementation. • Provide training on differentiated instruction. • Schedule grade level, grade cluster or department meetings to analyze student work relative to CSS. • Provide support K-12 via district Instructional Specialists. • Provide CSS based professional development for new teachers. • Focus is on “practicing effective teaching” through studying units and developing formative assessment lesson plans. • Improve on the five practices identified in Visible Learning as the components for effectiveness: teacher clarity, classroom discussion, feedback, formative assessments, and metaconitive strategies. • Focus is on designing units of instruction and professional development sessions with Tim Kanold, math consultant and textbook author. 	<p>Directors: Pre-School & Elem. Secondary Ed. Accountability & Assessment Special Ed.</p> <p>Principals Asst. Principals – Instr. Instr’l Specialists Teachers Consultants</p> <p>Timeline: 2016-2022</p>	<ul style="list-style-type: none"> • District/Site Support Personnel salaries/benefits • Teacher subs, extra duty, hourly • Consultants • Training materials 	<p>\$350,000</p> <p>\$100,000</p> <p>\$ 50,000</p> <p>\$ 25,000</p>	<ul style="list-style-type: none"> • LCAP • Title I, II •

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. Involvement of staff, parents, and community (including notification procedures, parent outreach, interpretation of student assessment results, and transition from preschool, elementary, and high school):</p> <ul style="list-style-type: none"> • Conduct SSC, ELAC, DAC, and DELAC meetings regularly. • Analyze and share student achievement data with parents. • Conduct annual Title I meetings to address program requirements, curriculum, procedures, standards and assessments with translation provided. • Provide translations of all district communications to parents and community in languages meeting the 15% criteria. • Update, distribute and use district/site Title I School Parent Compacts and Parent Involvement Policies with parents and community. • Provide information to parents and staff regarding identification and services for homeless and foster children. • Involve parents in the IILP, SST and IEP process to discuss student needs and plan for success. • Provide parent education workshops, including parents of migrant education students. • Provide outreach and involve parents of EL students in district programs. • Compile parent education resources, in hard copy and online, to assist schools with parent engagement activities. • Support bilingual School Community Coordinators to assist parents in navigating the school system programs and accessing services. • Support activities that build college and career readiness. • Offer Developmental Assets training for parents. • Provide a 9th grade transition support program, i.e., HS 101. • Provide transition programs/collaboration between preschool, elementary and high school, including TK and 8th grade orientation for students and parents. • Inform and assist parents in accessing school/community based programs and services. 	<p>Directors: Pre School & Elem Ed. Secondary Ed. Accountability & Assessment Student Services Special Ed.</p> <p>Principals Asst. Principals of Instruction Instructional Specialists School Community Coordinators Counselors Teachers</p> <p>Timeline: 2016-2022</p>	<ul style="list-style-type: none"> • District/Site Support Personnel salaries/benefits • Training materials • Technology Hardware/Software • Duplication/ mailings • School Community Coordinators Translators/ Interpreters salaries • Counselor salaries • Clerical Support 	<ul style="list-style-type: none"> • \$350,000 • \$ 10,000 • \$ 30,000 • \$ 7,000 • \$100,000 • \$900,000 • \$ 70,000 	<ul style="list-style-type: none"> • LCAP • Title I, II, III

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • Support the use of Illuminate, the district assessment/monitoring system, to provide timely data to administrators and teachers. • Use the state and district achievement data to measure student progress in meeting math performance standards. • Monitor the Single Plan for Student Achievement through surveys/checklists/evaluation reports/revisions. • Conduct classroom visits, focus walks, and analysis of student work K-12. • Conduct grade level, grade cluster or department collaboration meetings. • Share data at School Site Council and district parent committee meetings. • Analyze math performance tasks as grade level teams, vertical teams and Leadership Cadres. • Use the district Common Assessments available on Illuminate. • Support the analysis of school, district, and state assessment data available on Illuminate 	<p>Directors: Pre-School & Elem Ed. Secondary Ed. Accountability & Assessment Student Services Tech & Info Services Special Ed.</p> <p>Principals Asst. Principals – Instr. Asst. Principals-Student Services Instr'l Specialists Parents</p> <p>Timeline: 2016-2022</p>	<ul style="list-style-type: none"> • District/Site Support Personnel salaries and benefits • Technology Hardware/Software • Duplication • Clerical Support • Teacher subs, extra duty, hourly • Agency Personnel salaries and benefits 	<p>\$ 75,000</p> <p>\$ 20,000</p> <p>\$ 2,500</p> <p>\$ 10,000</p> <p>\$ 15,000</p> <p>\$120,000</p>	<ul style="list-style-type: none"> ▪ LCAP ▪ Title I, II
<p>7. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> • Increase teacher use of formative data to identify low performing students. • Provide small group instruction appropriate to student needs. • Provide Summer School Intervention Programs as funds allow • Monitor and adjust services via SST, IILP & IEP meetings. • Provide migrant education after school programs and summer school programs for identified students K-12 • Provide summer school LACOE sponsored science academy and outdoor education for identified migrant education students grades 3-6 <p><u>Hispanic Subgroup</u></p> <ul style="list-style-type: none"> • Provide all services listed above as appropriate 	<p>Directors: Pre-School & Elem. Ed. Secondary Ed. Accountability & Assessment Tech & Info Services Special Ed.</p> <p>Principals Asst. Principals-Instr. Asst. Principals-Student Services Inst'l specialists Teachers</p>	<ul style="list-style-type: none"> • District/Site Support Personnel salaries and benefits • Technology – Hardware/Software • Duplication • Clerical Support • Teacher subs, extra duty, hourly 	<p>\$ 75,000</p> <p>\$ 20,000</p> <p>\$ 2,500</p> <p>\$ 10,000</p> <p>\$ 60,000</p>	<ul style="list-style-type: none"> ▪ LCAP ▪ Title I, II

<ul style="list-style-type: none"> • Provide Tier I-II interventions and after-school support to targeted low-performing students as funds allow. • Use Developmental Asset strategies to communicate high expectations and support students. • Provide small group and individual instruction. • Use effective strategies for diverse learners such as collaborative learning structures. • Provide a robo-design class for identified students. • Provide after-school support to targeted students with after school services 3-8, Horizons and PODER 9-12. <p><u>English Learners (EL) Subgroup – PI Year 3</u></p> <ul style="list-style-type: none"> • Provide services listed above as appropriate. • Create an implementation plan as required for PI Year 3 • Support and monitor the use of effective teaching and learning strategies for EL students. • Use academic words, sentence frames, and signal words to scaffold language and learning in math. <p><u>Students with Disabilities (SWD) Subgroup PI Year 3</u></p> <ul style="list-style-type: none"> • Provide services listed above as appropriate. • Provide MTSS Tier 3 Interventions. • Provide collaborative teaching between the regular education and special education teachers. 				
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Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> • Provide individual, group counseling with interns and counselors • Provide college preparatory program classes grades 9-12 • Provide individual student-teacher counseling K-12. • Provide supplemental counseling to at risk-students in 7-12 • Utilize Asset Building Strategies • Provide District Psychologists/Counselors • Provide supplemental counseling through Gateway to Success and MHIT 	<p>Directors: Pre-School & Elem. Ed. Secondary Ed. Accountability & Assessment Special Ed.</p> <p>Principals Asst. Principals-Instr Asst. Principals-Student Services Inst'l Specialists Counselors Teachers Tutors Consultants Grant Administrator Contracted Mental Health Agencies</p> <p>Timeline: 2016-2022</p>	<ul style="list-style-type: none"> • District/Site Support Personnel salaries and benefits • Technology – Hardware/Software • Duplication • Consultants • Clerical Support • Teacher subs, extra duty, hourly ▪ Agencies salaries & benefits 	<p>\$ 75,000</p> <p>\$ 40,000</p> <p>\$ 5,000</p> <p>\$ 3,000</p> <p>\$ 10,000</p> <p>\$ 60,000</p> <p>\$120,000</p>	<ul style="list-style-type: none"> • LCAP • Title I, II



Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, attaining at or above standard performance in English Language Arts and Mathematics.*

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

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the sub grant;</p>	<p>In order to meet the annual measurable achievement objectives under NCLB, all EL students in the Alhambra Unified School District are placed in legally mandated standards-aligned instructional programs. The District provides services to English Language Learners to ensure that they are acquiring English language proficiency and recouping any academic deficits, which may have been incurred in other areas of the core curriculum. Each EL student receives a program of instruction in English Language development in order to develop proficiency in English as rapidly and effectively as possible, and an opportunity to learn -including access to - a challenging core curriculum, and instruction that promotes each student’s self-image and cross-cultural understanding. In addition, each EL student participates in English-language development programs which are appropriate for his/her identified level of language proficiency and such programs reflect State ELD Standards-based curriculum, materials, and approaches which are designed to promote the EL student’s second-language acquisition of listening, speaking, reading, and writing skills. The English-language development programs for EL students will have comparable daily instructional minutes as their English-speaking peers.</p> <p>These programs are:</p> <p><u>Structured English Immersion</u> is for K-12 EL students who are at ELD levels Beginning, Early Intermediate and possibly some Intermediate English Language Development based on ELD Progress Profile Level/CELDT scores. Students are assessed on their progress towards meeting the ELD Standards. Academic subjects in all core curricular areas are taught according to grade level standards. Additional support resources and strategies are used to help students learn including, Specially Designed Academic Instruction in English (SDAIE)/sheltered instruction and primary language support and/or instruction.</p> <p><u>English Language Development and Primary Language Support in Academic Instruction</u> is provided for students K-12 in English for students K-12 with support in the student’s primary language. Students receive the appropriate grade level core curriculum and have daily ELD. ELD is assessed according to ELD Standards.</p>

	<p>b. Describe how the LEA will use the sub-grant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <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><u>English Language Academic Mainstream with Additional Educational Support Services</u> is for K-12 EL students who are at ELD levels Intermediate, Early Advanced and Advanced, again based on ELD Progress Profile Level/CELDT scores. Students receive daily instruction in ELD. Grade level content is taught in all core curricular areas. Progress is assessed according to grade level standards. Progress in ELD is assessed according to the ELD Standards as coded in the LEA’s ELD Progress Profiles (K-2, 3-5, 6-8, and 9-12).</p> <p>Alternative Bilingual Program: This program is available through parent waiver. Students are expected to meet grade level standards in their primary language.</p> <p>Growth in ELD, based on multiple measures, is part of the AUSD and school site assessment and accountability plans. The District ensures that individual EL students are making progress in acquiring English-language proficiency and maintains individual and group data, analyzed at least by age and time in the program, which indicate that EL students are acquiring English-language proficiency. The District analyzes the individual and group data to ensure that all EL students are meeting LEA content and performance standards for their respective grade levels in core curricular areas. These programs are designed to ensure that EL students acquire English and learn grade level academic content simultaneously to keep them at grade level in all areas of the curriculum. The District monitors EL student progress to prevent any academic deficits from developing, and if such deficits are discovered, appropriate actions to overcome them will be taken before such deficits become irreparable. To prevent academic deficits from becoming irreparable, particularly for students who are at the beginning level of English fluency, the District will study the possible inclusion of an instructional option wherein certain core subjects can be taught to them in their primary language without requiring parental exception waivers. The District will also ensure that Special Education EL students make substantial progress toward achievement of their Individualized Education Program (IEP) academic goals. The instructional program for these students must include an appropriate English Language development component, access to a modified core curriculum and primary language instruction or support, if required, and instruction that promotes each student’s self-image and cross-cultural understanding.</p> <p>The following measures will be used for progress monitoring:</p> <ul style="list-style-type: none"> • ELD Progress Monitoring Tool K-12 to monitor ongoing improvement • State-mandated assessments, local benchmark exams and performance tasks • Data on EL students’ progress disaggregated as part of the District and site assessment results • Pre and post assessment data to hold schools accountable for meeting program goals
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d. Describe how the District will promote parental and community participation in programs serving EL students.

AUSD has established procedures for parental exception waivers, which include prior written informed consent, annual request, and a personal visit to the school to apply for the waiver. The District provides full descriptions of the different educational program choices and of all the educational opportunities available to the students, as well as descriptions of the educational materials to be used.

Parents and guardians of English Learners are notified of the placement of their children in an English language classroom and are provided the description of all educational opportunities available to them.

Parents and guardians are notified of the opportunity to apply for a parental exception waiver.

Individual schools act upon all parental exception waivers following the LEA's established procedures which include (a) Timelines, (b) Availability of alternative program(s), (c) Reason for denials, and (d) Appeal of denials. Within the parental exception waiver procedures there is an opportunity for parents to receive an intra/inter District transfer to the alternative program, if the school grants the waiver and does not offer the alternative program, or no additional students can be accommodated at the school.

The notification to parents of EL students contains their child's placement in an English language classroom and the educational opportunities available to them within the District and contains also an indication that the placement of their child has been communicated orally to parents or guardians who have requested or are unable to understand written communication. Written notification is available in English and in the primary language of the student when 15 percent or more speak a single primary language other than English.

Prior to placement in an alternative program, EL students who are granted a parental exception waiver for EC section 311(c) are placed 30 days in an English language classroom.

The following are required for all schools in Alhambra Unified School District:

- Parents are involved in developing site and District plans
- Parents annually review District and site programs
- All schools have written parent involvement policies
- All schools have a properly constituted English Learner Advisory Committee (ELAC)
Whenever there are 21 or more English Language Learners at a school site, there is a functioning English Learners Advisory Committee (ELAC) that has met all of the following requirements:
 - (i) Has advised the principal and staff of:
 - a. The development of the school plan for EL students submitted to the governing board
 - b. The conduct of the school's needs assessment
 - c. The administration of the school's language census
 - d. The efforts to make parents aware of the importance of regular school attendance
 - (ii) Has a membership of EL parents in at least the same percentage as there are EL students at the school
 - (iii) Has had an election of members in which all parents of English Learners have had an opportunity to vote
 - (iv) Has had the opportunity to elect at least one member of the District EL Advisory Committee or has participated in a proportionate regional representation scheme when there are 31 or more parent advisory committees in the District
 - (v) Has received training materials and training appropriate to assist parent members in carrying out their responsibilities

d. Describe how the District will promote parental and community participation in programs serving EL students.

(continued from previous page)

- Each school has a parent and staff representative on the District English Learner Advisory Committee (DELAC). The DELAC is legally constituted and advises the District on all aspects of programs for EL students. Whenever there are 51 or more English Language Learners in a District, there is a functioning District EL Advisory Committee (DELAC) or subcommittee of an existing District committee that has met all of the following requirements:
 - (i) Has had the opportunity to advise the governing board regarding:
 - a. A timetable for and development of a master plan for English Language Learner education
 - b. A Districtwide needs assessment on a school-by-school basis
 - c. The District EL education goals and objectives
 - d. The administration of the language census
 - e. A review of and comments on the written notification of initial enrollment
 - f. A review of and comments on any related waiver request
 - (ii) Has a majority membership of parents of English Language Learners not employed by the District. In the event an existing committee is used for these purposes, the membership of parents of EL students shall be made up of at least the same percentage as that of the EL students in the District.
 - (iii) Has received training materials and training, developed in consultation with the committee, appropriate to assist parent members in carrying out their responsibilities.

- Parents will receive individual student assessment results and program descriptions along with an interpretation of what they mean translated into their primary language
- All schools will implement a School-Parent Compact
- Leadership and parental involvement training is offered for DELAC members
- Training for ELAC members is provided at the District-level and on site
- Technical assistance to sites will be made available for planning effective parent involvement
- Program will train administrators and teachers how to communicate effectively with parents
- Program will help parents develop skills to assist their children at home, to increase communication, and methods to access all parent involvement programs and services
- Parents will be trained on how to effectively communicate with schools. AUSD's Title III-LEP Program meets all requirements of California Education Code (Title V) and NCLB
- Title III funds will be used to support supplemental programs for EL students
- All communications and meetings will be translated into a language the parent understand

Allowable Activities	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115©. The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>Students new to the Alhambra Unified School District will be assessed at the District Enrollment and Assessment Centers for proficiency in English and in their primary language (Spanish/Chinese) in reading, writing, listening, and speaking as well as content area competency. All EL students have full access to academic classes leading to graduation with CLAD/BCLAD, SB1969, and/or SB395 certification required for all teachers. All EL students receive daily instruction in English Language Development (ELD) and have full access to grade level core curriculum using sheltered/SDAIE strategies.</p> <p>The District’s ELD Program for K-12 EL students will provide high quality language instruction that addresses the ELD Standards for Interacting in Meaningful Ways and Learning How English Works:</p> <p style="padding-left: 40px;">Developing specific skills and strategies for responding to literature and informational text in written and oral forms</p> <ul style="list-style-type: none"> • Doing expository, narrative, response to literature, and persuasive reading and writing • Reading and responding to various genre of core material • Reading independently for pleasure and academic advancement • Developing phonemic awareness, phonics, systematic word recognition, and high frequency word recognition • Exploring the author’s use of language, vocabulary, and story structure • Developing reading comprehension and vocabulary • Doing oral presentations • Using the six explicitly taught reading strategies: Connect, Visualize, Question, Infer, Summarize, Evaluate • Developing effective strategies for processing texts at increasingly challenging levels of complexity • Writing narrative, expository, persuasive, and descriptive essays • Using information from on-going formal and informal assessment of each student’s strengths and needs to differentiate instruction. • Using Rigby <i>On Our Way to English</i> materials in grades K-5 • Using Scholastic <i>English 3D and Inside the USA</i> materials in grades 6-12 • Using GLAD strategies to demonstrate understanding of complex text • Implementation of actions required by PI Year 3 requirements. <p>AUSD will provide administrators and teachers with training to establish a consistent understanding of ELD program components aligned to CSS.</p>
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<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <p>a. designed to improve the instruction and assessment of LEP children;</p> <p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</p> <p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills;</p>	<p>AUSD will provide a comprehensive, on-going, mandatory professional development program for all teachers, administrators and support staff.</p> <p>All District teaching personnel must be appropriately certified by the California Commission on Teacher Credentialing to provide the needed instructional services to English Learners. Teachers who may not possess the appropriate ELD/SDAIE authorization are designated as provisionally assigned or possibly mis-assigned teachers and are required to enroll in appropriate training programs leading to full certification as mandated by CTC and <i>Williams, et al., vs State of California, et al., (Williams)</i> (EC Sec. 44248.9)</p> <p>The District ensures that an adequate number of qualified teachers have been assigned to implement the required English language development instruction for each EL student. Upon documentation of a local shortage of qualified teachers to perform English language development instruction, the District will adopt and implement interim measures by which it plans to remedy the shortage.</p> <p>The District also ensures that an adequate number of qualified teachers have been assigned to provide access to core curriculum instruction to provide an equal education opportunity for each EL student. Upon documentation of a local shortage of qualified teachers to provide such instruction, the District will adopt and implement interim measures by which it plans to remedy the shortage.</p> <p>AUSD implements a professional development program in the following areas and in other areas as appropriate:</p> <ul style="list-style-type: none"> • ELD teaching methodology, including GLAD strategies and Thinking Maps. • Structured English Immersion ELD K-2, 3-5, 6-8, and 9-12 • Dual Immersion models for K-8 • Knowledge of metacognitive and metalinguistic skills through which English language learners are taught. • Design and implementation of differentiated, CSS-based instruction in ELD and all academic areas. • Direct Instruction/Gradual Release of Responsibility, Collaborative Learning Structures, Thinking Maps • An alternative program appropriate to any alternative course of study which will include a vast repertoire of strategies for literacy instruction • “Scientifically-based research-based best practices” for reading comprehension • How to design and implement formal and informal local mandated assessment, i.e., ELD Progress Monitoring Tool K-12 • The ability to use classroom data to differentiate instruction and evaluate the efficacy of instruction, i.e., PowerSchool and/or Illuminate • Specially Designed Academic Instruction in English (SDAIE) • Guided Language Acquisition Design (GLAD)
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<p>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<ul style="list-style-type: none"> • Use of District-adopted core and supplemental ELA/ELD materials, e.g., <i>K-5 Rigby On Our Way to English</i> materials, <i>9-12 Edge</i>, <i>6-8 Access Newcomers</i> and <i>English 3D and Inside the USA</i> in grades 6-12. • Effective instructional practices for culturally diverse students • Communicating with linguistically and culturally diverse parents • Special instructional methodology (e.g., SDAIE) for teaching the content of the core curriculum in English to EL students • Attendance at workshops, institute and conferences such as CAFE for teachers, administrators, parents and support staff <p>Various problem-solving procedures are set up within the District to monitor the instructional progress of EL students relative to teachers' use of best practice in the classroom. These procedures are structured into the weekly Educational Services Division meetings, Monthly K-12 Principals' Meetings with the Superintendent, monthly Assistant Principals of Instruction Meetings with the Assistant Superintendent (Educational Services) and monthly Instructional Specialists' Meetings with the Director and Coordinator of Accountability & Assessment.</p>
<p>Allowable Activities</p>	<p>4. Upgrade program objectives and effective instruction strategies.</p> <p>Sites hold staff meetings where EL concerns are regularly discussed and appropriately addressed. Teachers are required to maintain EL students' ELD Progress via the District-mandated ELD Progress Profiles (K-2, 3-5, 6-8, and 9-12). At K-8 schools these ELD Progress Profiles are due to site administrators three times a year for review and consultation. Teachers are encouraged to discuss students' progress with parents using the ELD Progress Profiles and to invite parents' input. EL students' movement from one proficiency level to another is also monitored via the ELD Progress Profiles to ensure Districtwide consistency. Additional information collected for the profiles can be used to assist teachers in identifying EL students with possible special needs. ELD Progress Profile Teacher Guides are utilized for instruction.</p> <p>Administrators will monitor and provide teacher feedback to support the quality implementation of EL standards.</p>

		Description of how the LEA is meeting or plans to meet this requirement.	
	<p>5. Provide</p> <p>a. tutorials and academic or vocational education for LEP students; and</p> <p>b. intensified instruction.</p>	<p>Yes</p>	<p>If yes, describe: Site administrators and District staff will collaborate in compiling and disaggregating data to document EL student achievement in ELD and content areas in order to provide relevant instruction. Data includes:</p> <ul style="list-style-type: none"> • Results of Initial Assessments and Identification and Placement Recommendations (based on CELDT results) • Actual site placement of EL students • Update of English Fluency Data • Site specific program offerings and services to EL students (ELD, SDAIE, GLAD Primary Language Instruction/Support as available, Dual Immersion) • Redesignation results and analysis of results of EL students who were recommended for redesignation but not able to meet the criteria • Student achievement results on benchmark assessments for ELA and math that is utilized to inform and alter instruction to meet individual needs • Information on the Individual Intervention Learning Plan (IILP) to identify and track services for at-risk EL students • Certificated Staff Development and Certification Status (CLAD, BCLAD, SB 1969 and others) and Classified Staff Development <p>The Title III intensive intervention and tutorial program will focus on the specific needs of the identified EL students in order to achieve:</p> <ul style="list-style-type: none"> • English language proficiency • Redesignation criteria • Graduation criteria • Grade level academic proficiency <p>The District will implement Student Shadowing to gather data on EL student engagement in classroom instruction to identify and implement actions to improve EL instruction. Interventions for targeted at-risk EL students may include summer school if funds allow.</p>

	<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p>	<p>Yes</p>	<p>If yes, describe: 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:</p> <ul style="list-style-type: none"> • Pupil Promotion and Retention Program • Current, existing intervention programs • Site-specific tutoring programs or academies
	<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p>Yes</p>	<p>If yes, describe: AUSD curriculum and assessments are designed specifically to support success of EL students in the regular instructional program. The program will be supported by collaboration and coordination with the following District programs and related services:</p> <ul style="list-style-type: none"> • AUSD Staff Development Plan • Educational Services Department • District BTSA Induction Program Professional Development Plan <p>The District meets monthly with staff from LA County Districts such as: Montebello, Baldwin Park USD, Azusa USD, El Rancho USD, LA County Office of Education staff, Project Write staff, Project ASPIRE staff, the Southern California Comprehensive Assistance Center, WestEd Equity Assistance Center, Cal Poly University at Pomona, CSULA, CSU Long Beach, LMRI, and California Tomorrow to dialogue, collaborate, and observe high poverty, high performing schools and programs in order to improve District programs to better meet EL students' needs.</p>

	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> • To improve English language skills of LEP children; and • To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children <p>8. (continued)</p>	<p>Yes</p>	<p>If yes, describe: AUSD Title III parent support program will educate and empower EL parents to become an integral part of the school and community and ensure academic success for students.</p> <p>Title III services will provide outreach and connect the families with needed educational and social services to support students’ academic success. Through interagency collaboration participants’ basic needs will be met.</p> <p>Each school in the District is staffed with School Community Coordinators (SCCs) who are fluent in Spanish, Cantonese, Mandarin, and Vietnamese. These SCCs will serve children and their families by providing information on educational programs and partnerships with District and community-based services, programs and facilities. The SCCs will serve as personal advocates for EL families, provide oral and written translation at all District and school site functions such as:</p> <ul style="list-style-type: none"> • Parent-teacher conferences • Individual Educational Plan (IEP) meetings • School Site Council • English Learner Advisory Committee • District English Learner Advisory Committee • Student Support Team Meetings (SST) • Health services information meetings • Parent education classes • Communication with District tutoring and intervention programs • School Attendance Review Board • Suspension and expulsion hearings • <hr/> <p>Parents receive a translated Parent Handbook containing practical information on adjusting to a new country, educational system, language, and culture. The AUSD Enrollment and Assessment Center identifies individuals who have educational, social, and emotional needs who would benefit from services including but not limited to:</p> <ul style="list-style-type: none"> • Supplemental enrichment programs • Employment readiness opportunities • Health services • Academic-educational services including tutoring and counseling • Parent education classes • Literacy classes, effective parenting • How to assist/tutor your child at home
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Plans to Notify and Involve Parents of Limited-English-Proficient Students

<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 style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">Required Activity</p> <p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child. 	<p>AUSD will use the CDE-mandated Home Language Survey (HLS) to determine the primary language of each student at the time of enrollment. The HLS will be dated, have a signature of parent/guardian, have each state-authorized questions answered, and be kept on file at the school. If a signature cannot be obtained after reasonable efforts by the District, alternative documentation will be placed on file. The District has determined that testing is optional for students whose HLS indicates a language other than “English only” in response to the fourth question. Alternative assessments will be developed and used for Special Education Students with low incidence and severe disabilities. For initial testing and assessment, the District will use the state-authorized assessment.</p> <p>The District staff will administer the above English proficiency tests to each English Learner. These staff members are proficient in English and the primary language of the student tested.</p> <p>The identification of each EL student will be based on the following criterion:</p> <ul style="list-style-type: none"> • A score of intermediate or below overall on the a state-authorized test of listening, speaking, reading and writing in English <p>The District will assess the student as required and notify parents of the results within 30 school days from the student’s initial enrollment.</p> <p>Parents will have the option to sign a waiver for students to be in a bilingual program. A bilingual program will be offered when a sufficient number of participants are available.</p>

Required Activity	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul 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 methods of instruction, if more than one program or method is offered by the LEA. <p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>	<p>The District will redesignate students in grades 3-8 who have satisfied District redesignation criteria.</p> <p>The District’s redesignation policy includes standard procedures for assessing comprehension, speaking proficiency, and academic achievement and includes multiple criteria:</p> <ul style="list-style-type: none"> • Teacher evaluation of the student’s English-language proficiency and curriculum mastery • Objective assessment of the student’s English comprehension including speaking, listening, reading and writing proficiency as measured by state mandated ELD assessments • Objective assessment of the student’s English reading and writing skills as measured by State mandated ELA assessments • Parental opinion or consultation during a redesignation interview/survey • Objective data on the student’s academic performance in English as measured by state mandated Math results or current math in grades 9-12 <p>The District and sites maintain evidence of how former EL students as a group are performing in comparison with their native-English-speaking peers in the core curriculum (e.g., percentage of students meeting standards in Reading/Language Arts and Mathematics). This evidence demonstrates that the former EL students have not been left with any substantive academic deficits. The District and site also maintain evidence of the rate of EL student redesignation to FEP (e.g., percentage/year, mean months in the program before redesignation, comparisons with previous years’ rates by language group, by grade level, and by program type). The schools have documentation and evidence that there is a follow-up procedure for each former EL student and that a designated staff person reviews the academic performance of such students on a periodic basis.</p>
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LEA Parent Notification Failure to Make Progress
If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.

If the District fails to make progress on the annual measurable achievement objectives (AMAOs) it will inform parents of a student identified for participation in such program, or currently participating in such program, of such failure not later than 30 days after such failures occurs.

The District notification to parents of EL students contains their child's English and primary-language proficiency assessment results. These written notifications are available in English and in the primary language of the student and will contain an indication that the results were communicated orally to parents or guardians who are unable to understand written communication.

An annual language census report will be prepared and submitted to CDE prior to the deadline as set by CDE. The principal of each school site is responsible for maintaining records of students re-designated after the submission deadline to be included in the following year's report.

Plans to Provide Services for Immigrants If the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).							
Allowable Activities	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; padding: 5px;"> <p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children.</p> <p>2. Support for personnel, including teacher aides who have been specifically training, to provide services to immigrant children and youth.</p> </td> <td style="padding: 5px;"> <p>If yes, describe: The AUSD Title III Immigrant Program will provide an extensive program of parent outreach and training. Programs will be monitored through parent participation records and evaluation forms as well as sign-in sheets and client surveys.</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.</p> </td> <td style="padding: 5px;"> <p>Extensive professional development opportunities will be available to all AUSD teachers, administrators, and support staff that work with immigrant students. Attendance at workshops, institutes, and conferences will be supported. In addition, District staff and experts in the field will conduct training that includes:</p> <ul style="list-style-type: none"> • Mathematics • Specialized training for intervention teachers and tutors/mentors • English, English Language Development (ELD) and CSS • Literacy in the content areas • Developmental Assets • Specially Designed Academic Instruction in English (SDAIE) • Guided Language Acquisition Design (GLAD) • Thinking Maps • EL Leadership Training <p>The District will train and provide tutors/mentors to support immigrant students in two areas: academic success and social-emotional wellbeing. Instructional strategies will be used that match immigrant students' identified needs. Staff will be prepared to assist students with specific course/program implementation aimed at meeting graduation requirements and planning for advanced education.</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds.</p> </td> <td style="padding: 5px;"> <p>Title III funds will be used to purchase needed curricular materials and technologies such as computers, laptops, and educational software designed to provide equal access for EL and immigrant students. Electronic ELD Progress Profiles will be created and implemented to improve ongoing monitoring of EL student progress and facilitate student learning in all content areas at the high school level.</p> </td> </tr> </table>	<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children.</p> <p>2. Support for personnel, including teacher aides who have been specifically training, to provide services to immigrant children and youth.</p>	<p>If yes, describe: The AUSD Title III Immigrant Program will provide an extensive program of parent outreach and training. Programs will be monitored through parent participation records and evaluation forms as well as sign-in sheets and client surveys.</p>	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.</p>	<p>Extensive professional development opportunities will be available to all AUSD teachers, administrators, and support staff that work with immigrant students. Attendance at workshops, institutes, and conferences will be supported. In addition, District staff and experts in the field will conduct training that includes:</p> <ul style="list-style-type: none"> • Mathematics • Specialized training for intervention teachers and tutors/mentors • English, English Language Development (ELD) and CSS • Literacy in the content areas • Developmental Assets • Specially Designed Academic Instruction in English (SDAIE) • Guided Language Acquisition Design (GLAD) • Thinking Maps • EL Leadership Training <p>The District will train and provide tutors/mentors to support immigrant students in two areas: academic success and social-emotional wellbeing. Instructional strategies will be used that match immigrant students' identified needs. Staff will be prepared to assist students with specific course/program implementation aimed at meeting graduation requirements and planning for advanced education.</p>	<p>4. 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<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children.</p> <p>2. Support for personnel, including teacher aides who have been specifically training, to provide services to immigrant children and youth.</p>	<p>If yes, describe: The AUSD Title III Immigrant Program will provide an extensive program of parent outreach and training. Programs will be monitored through parent participation records and evaluation forms as well as sign-in sheets and client surveys.</p>						
<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.</p>	<p>Extensive professional development opportunities will be available to all AUSD teachers, administrators, and support staff that work with immigrant students. Attendance at workshops, institutes, and conferences will be supported. In addition, District staff and experts in the field will conduct training that includes:</p> <ul style="list-style-type: none"> • Mathematics • Specialized training for intervention teachers and tutors/mentors • English, English Language Development (ELD) and CSS • Literacy in the content areas • Developmental Assets • Specially Designed Academic Instruction in English (SDAIE) • Guided Language Acquisition Design (GLAD) • Thinking Maps • EL Leadership Training <p>The District will train and provide tutors/mentors to support immigrant students in two areas: academic success and social-emotional wellbeing. Instructional strategies will be used that match immigrant students' identified needs. Staff will be prepared to assist students with specific course/program implementation aimed at meeting graduation requirements and planning for advanced education.</p>						
<p>4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds.</p>	<p>Title III funds will be used to purchase needed curricular materials and technologies such as computers, laptops, and educational software designed to provide equal access for EL and immigrant students. Electronic ELD Progress Profiles will be created and implemented to improve ongoing monitoring of EL student progress and facilitate student learning in all content areas at the high school level.</p>						

Allowable Activities	<p>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 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:</p>	<p>The District will identify schools that are highly impacted with immigrant students and conduct a needs assessment to determine priorities. Title III-Immigrant funds will be used to ensure that high priority needs are met. These include the purchase of basic instructional materials that may not be available due to a sudden influx of immigrants juxtaposed with current educational funding cuts.</p>
	<p>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:</p>	<p>The high schools will make SDAIE content classes available so that EL students can meet a-g requirements.</p>
	<p>7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:</p>	<p>Through periodic monitoring of students' academic and behavioral progress as well as the level of parental involvement, LEA staff will ensure that immigrant families in need of services are assisted and that their children are making significant progress towards meeting grade-level standards. Records will be maintained to monitor all contacts and services provided in order to evaluate the level of implementation.</p> <p>An ELD Committee will be established to create a community of teachers to focus on immigrant student progress and facilitate student learning in all content areas.</p>

Performance Goal 3: *All teachers will be highly qualified. (Goal met and no longer applicable.)*
Performance Goal 4: *All schools will be safe, drug free, and conducive to learning. (No longer funded/applicable.)*
Performance Goal 5: *All students will graduate from high school.*

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	<ul style="list-style-type: none"> • All students complete four-year education plans upon enrollment • Parents are notified of graduation requirements • Counselors are assigned to all students for educational and informal counseling • Notices are sent to parents concerning progress; conferences are scheduled as needed • Counseling staff monitors each students’ graduation credits and identifies needs • Career Center visits focus students on colleges and careers • Support for graduation includes College Night, Making College Count, Financial Aid Night, College is a Family Experience, Grade Level Parent Meetings, Senior Survey, Monitoring CSU/UC students and Career Pathways • A specifically designed elective course supports under-represented students in meeting a-g • Provide articulated course sequence between Career Technical Education and post-secondary institutions • CAHSEE intervention and prevention classes are available • Credit recovery through local community colleges is available 	<ul style="list-style-type: none"> • All students 9-12. 	<p>Assistant Principal, Guidance and Counselors at enrollment</p> <p>Administrators and parents, annually Counselors/ongoing Administrators, counselors, and parents as necessary Counselors Career Center Staff College representatives a-g Coordinator</p> <p>Timeline: 2016-2022</p>	<ul style="list-style-type: none"> • The school will maintain its graduation rate at or about 90% • Single Plan for Student Achievement • Evaluation Forms • College Reports • Perkins Report 	<ul style="list-style-type: none"> • LCAP • Title I • Perkins • ROP • Grants

<p>5.2 (Dropouts)</p>	<ul style="list-style-type: none"> • Continue the Student Support Program, designed to provide ninth grade dropout interventions • Increase co-curricular student participation • Increase college and career/technical education opportunities for students • Provide alternative school options, home teacher and counseling services • Provide ROP to grades 10-12 • Provide academy structure • Provide services to 5th year seniors • Provide Study Skills elective designed to support at risk students in guided studies 	<ul style="list-style-type: none"> • 9th grade at-risk student population • 1,500 student athletes and clubs/ service organizations members • 5,000 ROP students • ROP/ Career Tech. Education students • Students as needed • 50% at risk in academy 	<p>Secondary Director Ass't Principal Guidance/counselors Athletic Director/ coaches/club advisor. Career Preparation Coordinator Coordinator of Child Welfare and Attendance & Principals</p> <p>Timeline: 2016-2022</p>	<ul style="list-style-type: none"> • The 9th grade dropout rate will decrease from 2% to 1.75% • Single Plan for Student Achievement • Perkins Report 	<ul style="list-style-type: none"> • LCAP • ROP/Perkins • Title I • Grants
<p>5.3 (Advanced Placement)</p>	<ul style="list-style-type: none"> ▪ Open enrollment in AP ▪ Under-represented students are encouraged to take Honors/AP classes ▪ GATE placement criteria includes culturally diverse and/or economically disadvantaged status ▪ AP Test Fee Reduction Program utilized for eligible students ▪ MESA supports students in math/science AP classes 	<ul style="list-style-type: none"> ▪ First generation college-bound students ▪ Situational: under-represented minorities ▪ Low-income students ▪ Situational: EL students ▪ All students 	<p>GATE / AP Coordinators AP of Instruction MESA Coordinators Guidance Counselors a-g Coordinator</p> <p>Timeline: 2016-2022</p>	<ul style="list-style-type: none"> ▪ The number of students enrolled in AP classes will increase each year ▪ The number of under-represented minority students in AP classes will increase ▪ The number of AP classes/ selections offered will be maintained or increased 	<ul style="list-style-type: none"> ▪ LCAP ▪ LACOE ▪ Title I ▪ MESA ▪ AP Fee Reduction ▪ GATE

Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the Cal Works program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>Schools eligible for Title I funding are identified by the number of children eligible for Free/Reduced Price Lunch.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	<p>Schools are ranked by poverty order.</p>

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, Student Services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	<p>The Alhambra Unified School District has 13 elementary, 3 comprehensive high schools and 1 alternative high school participating as Title I Schoolwide Programs. Each school utilizes the District Accountability Review to assess the needs of the entire school toward meeting standards. Based on those results, schoolwide reform strategies are implemented for all students to meet proficient or advanced levels of student academic achievement as defined by the state. The objectives and scientifically based research strategies addressing the five state goals are reflected in the Single School Plan for Student Achievement. Strategies include strategic teaming, gradual release of responsibility scaffolding, extended learning times, leveled reading, DOK, GLAD, the Five Practices for Visible Learning, and others that are especially effective with students who are under performing in English Language Arts and Math. Academies provide before/after school support to historically underserved Latino students in grades 9-12.</p> <p>AUSD recognizes that students are best served if they are taught by highly qualified teachers. The New Teacher Training Center (TT&C) instructs for teacher certification and provides professional development on effective instructional strategies and best practice, including building learning communities for all teachers. To keep high quality teachers in the district, full time instructional specialists provide ongoing support to foster teacher success. All staff receives effective training appropriate to their needs.</p> <p>AUSD assists schools to increase parent involvement in a variety of ways: providing district training and support material for Kindergarten to College; providing parenting resources such as School-Community Coordinators and translators; School Site Council training for staff and parents together; facilitating training for parent district/site advisory committees to develop School-Parent Compact and Parent Involvement Policy; Clay Robert's Developmental Assets training for parents; Gateways to Success Parent University and Parent Project classes.</p> <p>Students experiencing difficulty mastering state standards are identified through a schoolwide system of timely prevention and intervention using data to identify students who need support, measure student progress and evaluate program effectiveness. Results are monitored via the AUSD Individual Intervention Learning Plan, (IILP) grades K-8.</p>

For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:

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

Alhambra Unified School District has no targeted assistance schools (TAS) at this time.

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>Alhambra Unified School District has no targeted assistance schools (TAS) at this time.</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>Homeless students and students in foster care are identified at central district registration and immediately enrolled. The school homeless/foster care liaison contacts and interviews the family and arranges services necessary to have the student remain in the school of origin, providing transportation as necessary. The district provides homeless students with Title I services, supplemental academic intervention, counseling, extended day and summer school.</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	<p>AUSD neglected or delinquent students receive services at Pasadena Community Day School or a Los Angeles County school.</p>

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

<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school’s resources are used effectively. 	<p>Description of how the LEA is meeting or plans to meet this requirement:</p> <p>AUSD, in conjunction with LACOE provides PI schools with technical assistance in revising their Single Plan for Student Achievement through a closely monitored process that includes meeting with school leaders to evaluate data, assess needs, and identify priorities for improvement. Part of the process includes completion and Analysis of the Academic Program Survey to identify the underlying causes in school performance. Once areas needing further development are prioritized, new goals are set and AUSD schools revise the SPSA and complete the required addendum with District and county support. AUSD instructional specialists in reading, ELD and math provide professional development on effective strategies and provide support to address the problems that got the schools identified as PI and will help teachers improve their practice to get the schools out of PI. The District’s Accountability & Assessment Office provides guidance in utilizing the school’s budget resources so they are used appropriately and effectively. Schools do an annual Plan Evaluation as part of the needs assessment process to determine the status of implementation and effectiveness of actions in the school plan.</p>
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Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”

<p>Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement:</p> <p>When AUSD schools are identified as PI, the following procedures are followed as necessary and appropriate: Parents are informed by mail of the school being identified as program improvement and of their rights: to have their child transferred and transported to designated non-PI schools within the district; to receive supplemental services consistent with NCLB timeline.</p>
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p>Parents are given the opportunity to select one of two non-PI schools that their child may attend, with transportation provided by district. In the second year of PI students most at-risk of meeting standards in ELA and/or Math using relevant data are identified to receive SES. Parents of students eligible to receive SES are invited to a fair of state-approved SES providers to assist them selecting the service provider for their child.</p>

Additional Mandatory Title I Descriptions (continued)

<p>Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, Student Services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>AUSD coordinates Title I and Title II funds to help schools effectively recruit and retain highly qualified teachers, principals and paraprofessionals. Working closely with higher level teacher training institutes, assisting teachers to attain certification from the National Board for Professional Teaching Standards, and establishing a strong mentoring system has led to 100% of teachers meeting the "highly qualified" criteria for 2014.</p> <p>The District's plan for professional development uses a comprehensive needs assessment that includes consistent evaluations for each professional development opportunity, teacher input of training needs, review of staff development needs identified in the Accountability Review, meeting criteria for BTSA Induction Programs and reviewing recommendations based on state and district goals. The District will maintain, develop and/or implement mechanisms to help schools effectively recruit and retain highly qualified teachers including:</p> <ul style="list-style-type: none"> • Forming study groups and providing expert help to assist teachers wishing to attain certification from the National Board for Professional Teaching Standards • Support and mentoring from exemplary teachers and principals • Induction and support for teachers during their first two years in the program • Development of teacher leaders to pilot programs and facilitate implementation <p>Professional development opportunities for teachers, principals and, as appropriate, paraprofessionals that address:</p> <ul style="list-style-type: none"> • Rigorous CSS content on developing Units of Study • Instructional strategies, methods, and skills • Grade level collaboration on calibrating and evaluating performance tasks/interim assessments • Effective classroom management techniques • Increased use of assessment data to monitor student progress and modify teaching practices that affect students' academic achievement • Teaching Special Populations workshop series to help teachers identify, understand and build upon the strengths and needs of the special needs students • Gifted and Talented Level I, II and III training to help teachers differentiate instruction and identify, understand and build upon the strengths and needs of the GATE students • Training on Tier 2 Reading Materials • Integrating technology into the curricula and improving the technological literacy of students • Administrator and teacher training to establish a consistent understanding of ELD program components aligned to CSS • Training on Lesson Study development and implementation • Training on Guided Language Acquisition Design (GLAD)

	<p>Professional development opportunities for parent involvement that include:</p> <ul style="list-style-type: none"> • Training teachers and administrators to communicate effectively with parents. • Training School Site Council members including parents on their roles and responsibilities to develop, monitor and evaluate the Single Plan for Student Achievement.
<p>Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.</p>	<p>The District coordinates resources and efforts to assist schools in preparing parents to be involved in the school and in their children's education. Based on the AUSD Parent Involvement Policy developed by the District Advisory Committee (DAC) and approved by the Board, each school develops their own policy and Parent School Compact, which focuses on sharing the responsibility of teaching and learning with teachers, parents and students. The policy is reviewed and approved annually by the School Site Council (SSC). Parents develop strategies to increase parent involvement in schools and their child's education through site (SSC) and district committees (DAC, DELAC, Gifted and Talented Education, Migrant Education). Parents of students with disabilities learn how to work with their children during IEP meetings, pre-school parent education training, and SELPA trainings. Parents with special needs are assisted with translators, interpreters, and other support personnel. The District provides information and recommends agenda items for site meetings and parent trainings addressing, but not limited to, rigorous core curriculum based on CSS, effective instruction, ELD programs and services to assist and enhance student learning, assessments and accountability reviews, and college preparation K-12. The 1% set-aside of Title I funds is used to provide these services.</p>

Coordination of Educational Services

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ul style="list-style-type: none">a. Even Startb. Head Startc. Reading Firstd. Early Reading Firste. Other preschool programsf. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>The Alhambra Unified School District will coordinate and integrate all educational services in order to increase program effectiveness and ensure that all students receive an instructional program that supports academic achievement. This effort involves coordination with preschool programs and the integration of Title I, Title II, Title III, Special Education, Migrant, and homeless services at individual schools.</p> <p>AUSD has implemented a multifaceted system to meet the needs of all students and developed a process that focuses on early, deliberate, and targeted intervention. Using data, elementary teachers grades K-5 engage in grade level Strategic Teaming within a professional learning community to address the special needs of students, including English Learners, special education, Title I and GATE. Student progress is monitored over time using appropriate record-keeping reports such as the ELD Progress Profile, IEP, and Individual Intervention Learning Plan (IILP). Based on these assessments, students participate in appropriate program services such as English Language Development, reading intervention classes/electives, tutoring, learning centers, pull-in or limited pull-out programs, extended day interventions, summer academies and special education services. Teachers and staff assess program effectiveness at monthly faculty, grade level/department meetings. These meetings, monitored by the principal, assistance principal, counselor and instructional specialist, ensure that programs and services are coordinated and integrated to increase student achievement. High schools have developed site bell schedules that allow for department and schoolwide common meeting time. This time is used to develop benchmarks, review common assessment data and plan/modify curriculum, instruction or intervention in all core areas. Site Leadership Cadres can monitor curriculum action plans. Access to relevant information on all students is available grades K-12 through the district information system and is utilized to determine the nature and frequency of student service.</p> <p>The Student Support Team (SST) consisting of teachers, administrators and specialists follow District guidelines to ensure that students participate in a coherent and coordinated educational program without duplication, gaps or fragmentation. SST team members meet regularly to discuss individual student needs and make recommendations regarding differentiated instruction and supplemental services. They review all services offered, monitor student progress in the classroom, and communicate outcomes to staff and parents. Through this process, educational services are adjusted to maximize learning.</p> <p>Special Education services for identified students are established through meetings with specialists, administrators and parents. The program and schedule is developed to provide the most effective instruction for each student.</p>

Communication and articulation between elementary and secondary schools occurs in a variety of ways: direct contact regarding special activities, district coordination of crossover programs and services, vertical teaming, and transitioning students from 8th to 9th grade, with a focus on appropriate programming and maintaining continuity of services.

High quality professional development is provided for teachers and staff to implement the District CSS instructional program. Classroom and supplemental program teachers attend K-12 staff development at the District and site level and have planned time for collaboration. Instructional needs in the areas of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) are addressed by appropriately certified teachers. All categorically funded expenditures are directly related to providing supplemental services designed to assist students in receiving an effective CSS based program.

Site and District department administrators meet monthly to integrate and coordinate school and district efforts to improve student achievement. School site meetings include Guidance Team (to address IEP), Leadership Cadre, grade level/department teams and School Support Team. At the district level, meetings of Division Directors and meetings of Directors with site administrators, specialists and other staff help maintain consistent and appropriate services for students. For example, School Community Coordinators meet with the Director and Coordinator of Accountability & Assessment to address needs of homeless, EL and Title I students.

Part III
Assurances and Attachments

Assurances

Signature Page

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 standard

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.

New LEAP Assurances

44. 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)
45. 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

46. 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

Laura Tellez-Gagliano
Print Name of Superintendent

Signature of Superintendent

Date

Acronyms Used in LEA Plan

AB	Assembly Bill
AP	Advanced Placement
ASES	After School Education Safety
BTSA	Beginning Teacher Support and Assessment
CAASPP	California Assessment of Student Performance and Progress
CAST	Collaborative Academic Support Team
CBET	Community Based English Tutoring
CSS	California State Standards
CDE	California Department of Education
CELDT	California English Language Development Test
CLAD/BCLAD	Cross-Cultural Language and Academic Development/Bilingual CLAD
CSPP	California School of Professional Psychology
DAC	Title I/SCE District Advisory Council
DELAC	District English Learners Advisory Committee
EC	Education Code
ELA	English Language Arts
ELAC	English Learners Advisory Committee
ELD	English Language Development
ELL	English Language Learner
FEP	Fluent English Proficient
GATE	Gifted and Talented Education
HLS	Home Language Survey
IEP	Individual Education Plan
IILP	Individual Intervention Learning Plan
IS	Instructional Specialist
LACOE	Los Angeles County Office of Education
LEA	Local Educational Agency
LEP	Limited English Proficient
MESA	Math and Engineering Science Academy
MHIT	Mental Health Integration Team
MTSS	Multi-Tiered Student Support
PLC	Professional Learning Community
PTA	Parent Teacher Association
PTO	Parent Teacher Organization
SAC	School Advisory Committee
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SART	School Attendance Review Team
SB	Senate Bill
SBAC	Smarter Balanced Summative Test
SDAIE	Specially Designed Academic Instruction in English

SEI	Structured English Immersion
SEMS	Standardized Emergency Management System
SRI	Scholastic Reading Inventory
SSC	School Site Council
SST	Student Support Team