

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

LOCAL EDUCATION AGENCY PLAN

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

LEA Plan Information

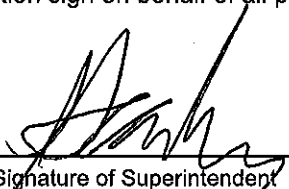
Local Educational Agency (LEA): Fullerton Joint Union High School District
County/District Code: 3066514
Dates of Plan Duration: 2014/15 through 2019/20
(should be five - year plan)
Date of Local Governing Board Approval:

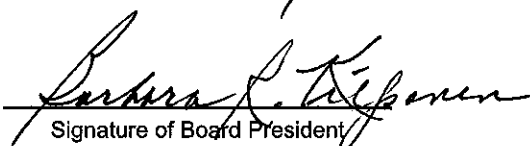
LEA Information

Superintendent: Scott Scambray, Ed.D.
Address: 1051 W. Bastanchury Rd.
City, State Zip: Fullerton, CA 92833
Phone: 714-870-2801
Fax: 714-870-2807

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.

<u>Scott Scambray, Ed.D.</u> Printed or typed name of Superintendent	<u>September 14, 2015</u> Date	<u></u> Signature of Superintendent
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<u>Barbara Kilponen</u> Printed or typed name of Board President	<u>August 25, 2015</u> Date	<u></u> Signature of Board President
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**Local Education Agency Plan
Fullerton Joint Union High School District**

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Part I Background and Overview

Background

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

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

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

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

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

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

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by CDE to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

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

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

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

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

Descriptions of the Consolidated Application, the LEA Plan, and 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 (SPSA)

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

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

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

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

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

- API Reports (<http://www.cde.ca.gov/ta/ac/ap>)
- Standardized Testing and Reporting (STAR) data (<http://www.cde.ca.gov/ta/tg/sr>)
- Title III Accountability Reports (AMAO 1, 2 & 3) for English learners (<http://www.cde.ca.gov/sp/el/t3/acct.asp>)
- AYP Reports (<http://www.cde.ca.gov/ta/ac/ay>)

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

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as:

- a) assignment and training of highly qualified staff;
- b) identification of participants;
- c) implementation of services;
- d) provision of materials and equipment;
- e) initial and ongoing assessment of performance; and
- f) progress made toward establishing a safe learning environment.

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

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

Planning Checklist for LEA Plan Development

LEA Plan - Comprehensive Planning Process Steps

- | | |
|---|---|
| X | 1. Measure effectiveness of current improvement strategies |
| X | 2. Seek input from staff, advisory committees, and community members. |
| X | 3. Develop or revise performance goals |
| X | 4. Revise improvement strategies and expenditures |
| X | 5. Local governing board approval |
| X | 6. Monitor Implementation |

Federal Programs Checklist

Check all applicable programs operated by the LEA.
In the "other" category, list any additional programs that are reflected in this Plan.

Federal Programs	
X	Title I, Part A
	Title I, Part B, Even Start
	Title I, Part C, Migrant Education
	Title I, Part D, Neglected/Delinquent
X	Title II, Part A, Subpart 2, Improving Teacher Quality
	Title II, Part D, Enhancing Education Through Technology
X	Title III, Limited English Proficient
X	Title III, Immigrants
	Title IV, Part A, Safe and Drug - Free Schools and Communities
	Title V, Part A, Innovative Programs - Parental Choice
	Adult Education
X	Career Technical Education
X	McKinney - Vento Homeless Education
X	Individuals with Disabilities Education Act (IDEA), Special Education
	21 st Century Community Learning Centers
	Other (describe):
	Other (describe):
	Other (describe):
	Other (describe):

State Programs Checklist

Check all applicable programs operated by the LEA.
In the "other" category, list any additional programs that are reflected in this Plan.

State Programs	
	Economic Impact Aid (EIA) - State Compensatory Education
	EIA - Limited English Proficient
	After - School Education and Safety Programs
X	School and Library Improvement Block Grant
	Child Development Programs
	Educational Equity
	Gifted and Talented Education
	High Priority Schools Grant Program
	Tobacco Use Prevention Education (Prop 99)
	Immediate Intervention/ Under performing Schools Program
	School Safety and Violence Prevention Act (AB1113, AB 658)
	Healthy Start
	Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	English Language Acquisition Program
	Community Based English Tutoring
	Art/Music Block Grant
	School Gardens
X	Other (describe): California Partnership Academies
	Other (describe):

District Budget for Federal Programs

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	1200000.00	2175460.00	1851469.00	85
Title I, Part B Even Start				
Title I, Part C Migrant Education				
Title I, Part D Neglected/Delinquent				
Title II Part A, Subpart 2 Improving Teacher Quality	99825.00	329217	289745	88
Title II, Part D Enhancing Education Through Technology				
Title III Limited English Proficient	35000.00	155310	140015	90
Title III Immigrants	6230	24768	24768	100
Title IV, Part A Safe and Drug-Free Schools				
Title V, Part A Innovative Programs - Parental Choice				
Adult Education				
Career Technical Education	0.00	315505	273179	87
McKinney - Vento Homeless Education				
IDEA, Special Education	0.00	1,860,524	1,842,601	99
21st Century Community Learning Centers				
Other (describe)				

District Budget for State Programs

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA - State Compensatory Education				
EIA - Limited English Proficient				
School & Library Improvement Block Grant	0.00	8500.00	8500	100
After School Education and Safety Program				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education				
High Priority Schools Grant Program				
School Safety and Violence Prevention Act				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe)				
California Partnership Grants	0.00	140000.00	140000.00	100
Total:	0.00	148500.00	148500.00	100

Part II The Plan

Needs Assessment

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

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

Academic Performance

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

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

Teacher Quality

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

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

School Safety and Prevention

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

Descriptions - District Planning

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

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.

The Fullerton Joint Union High School District (FJUHSD) was organized in 1893 and serves grades 9-12. It serves a fifty-square-mile area that includes the elementary districts of Buena Park, Fullerton, La Habra and Lowell Joint. Six four-year comprehensive high schools are operated by the District -- Buena Park, Fullerton, La Habra, Sonora, Sunny Hills, and Troy. La Vista High School, a continuation high school and La Sierra High School, an alternative high school, also serve FJUHSD students. A comprehensive summer school program is offered each year. The District's school year consists of 180 instructional days of 372 minutes each. The District serves a varied socioeconomic population of families. Active parent organizations, an involved business community and supportive higher education institutions are enjoyed by the District. Total Enrollment : 14,350 students. Number of Schools: Six comprehensive high schools; One continuation high school; One alternative high school. Approximately 650 certificated employees represented by FSTO (Fullerton Secondary Teachers Organization) which is affiliated with CTA (California Teachers Association) and NEA (National Education Association). Approximately 420 classified employees most of whom are represented by CSEA (California School Employees Association), Chapter 82.

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

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

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

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

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

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

In addition to: The California High School Exit Exam (CAHSEE), the new Smarter Balanced Assessment Consortium tests, the California Standards Tests (CST) in life science for grade ten students, the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), the California English Language Development Test (CELDT), and the Early Admissions Program (embedded in the SBAC tests), the District uses the following additional local assessments of student performance and progress listed in the Local Control Accountability Plan (LCAP):

COMPASS RESULTS 2013-14, the Fullerton City College entrance exam:

Buena Park		
English Language Arts		
Total Tested	Percent ready for English 100	
All Students	306	21
EL	25	0
SPED	17	12
Math		
Total Tested	Percent ready for Math 100	
All Students	228	10
EL	20	1
SPED	14	0
Fullerton		
English Language Arts		
Total Tested	Percent ready for English 100	
All Students	207	16
EL	11	0
SPED	15	0
Math		
Total Tested	Percent ready for Math 100	
All Students	193	1
EL	10	0
SPED	14	0

La Habra		
English Language Arts		
Total Tested	Percent ready for English 100	
All Students	253	15
EL	14	0
SPED	12	0

Math		
Total Tested	Percent ready for Math 100	
All Students	242	14
EL	13	0
SPED	14	10

La Sierra		
English Language Arts		
Total Tested	Percent ready for English 100	
All Students	14	10
EL	2	0
SPED	2	0

Math	Total Tested	Percent ready for Math 100
All Students	17	0
EL	3	0
SPED	2	0

SENIORS ENROLLED IN COUNSELING 50, a Fullerton City College course designed to introduce grade 12 students to the requirements and expectations of Fullerton City College students. Seniors receive one credit of community college credit for completing the course.

2013-14		
Total 12th Graders Counseling 50		
Buena Park	431	43 (10%)
Fullerton	560	37 (8%)
La Habra	581	64 (14%)
Sonora	432	31 (6%)
Sunny Hills	602	36 (6%)
Troy	638	27 (5%)
DISTRICT	3465	238 (8%)

2013-14 STUDENT GRADUATION RATES

School	Total 12th Grads	Total Free/Red Grads	F/R Grads	Total SPED	SPED Grads	Total EL	EL
Buena Park	431	412 (96%)	377 (87%)	358 (95%)	55 (13%)	46 (84%)	47(34%) 136(93%)
Fullerton	560	539 (96%)	335 (60%)	319 (95%)	51 (9%)	46 (90%)	99(18%) 87(88%)
La Habra	581	569 (98%)	315 (54%)	304 (97%)	46 (8%)	45 (98%)	65(11%) 55(85%)
Sonora	432	411 (95%)	255 (59%)	234 (92%)	47 (11%)	28 (60%)	90(21%) 75(83%)
Sunny Hills	602	598 (99%)	184 (31%)	181 (98%)	32 (5%)	32 (100%)	67(11%) 66(99%)
Troy	638	622 (98%)	147 (23%)	136 (93%)	40 (6%)	26 (65%)	31(5%) 24(77%)
La Vista	234	227 (97%)	145 (62%)	141 (97%)	30 (13%)	30 (100%)	49(21%) N/A
La Sierra	194	93 (48%)	64 (33%)	28 (44%)	70 (36%)	36 (51%)	47(24%) N/A
DISTRICT	3465	3332 (96%)	1330 (38%)	1274 (96%)	324 (9%)	284 (88%)	495(14%) 443(89%)

2013-14 STUDENT DROPOUT RATES

School	Total 12th	Non-Grads	F/R Non-Grads	SPED Non-Grads	EL Non-Grads
--------	------------	-----------	---------------	----------------	--------------

Buena Park	431	9 (2%)	7 (2%)	2 (5%)	<10
Fullerton	560	4 (1%)	4 (2%)	1 (2%)	<10
La Habra	581	3 (1%)	1 (1%)	1 (4%)	<10
Sonora	432	4 (1%)	2 (1%)	1 (2%)	<10
Sunny Hills	602	1 (1%)	1 (1%)	1 (3%)	<10
Troy	638	4 (1%)	1 (1%)	0	<10
La Vista	234	7 (3%)	4 (3%)	26	58
La Sierra	194	101 (52%)	36 (56%)	26	58
DISTRICT	3465	133 (4%)	56 (4%)	40 (12%)	<125

2012 - 2013 STUDENTS MEETING "A-G" REQUIREMENTS (12th Graders)

School Total Meeting "A-G"

Buena Park	229
Fullerton	217
La Habra	260
Sonora	205
Sunny Hills	388
Troy	480
La Vista	1
La Sierra	0
DISTRICT	1780

API 2012-13 (API has been suspended until CDE can determine what new criteria will be used to calculate the new API)
API

SUSPENSIONS AND EXPULSIONS

Suspensions District Wide 2013-14

Weapons Possession (In School) Related (Out of School)	Weapons Possession (Out of School)	Illicit Drug Related (In School)	Illicit Drug Related (Out of School)
0	15	1	1
182	3		
Violent Incident, Physical Injury (Out of School)	Violent Incident, No Physical Injury (In School)	Violent Incident, No Physical Injury (Out of School)	Other Reason For Suspension (In School)
238	5		99
23			
Other Reason For Suspension (Out of School)	Total Suspensions (In School)	Total Suspensions (Out of School)	
379	32	913	
945	774		

Expulsions District Wide 2013-14

Weapons Possession	Illicit Drug Related	Violence Incident, Physical Injury	Violent Incident, No Physical Injury	Other Reason For Expulsion	Total Expulsions	Unduplicated Count of Students
0	0	2	2	0	2	0
0	2	2				

CAREER TECHNICAL EDUCATION PARTICIPATION 2012-13

Number of Pupils Participating in CTE Diploma	Percent of Pupils Completing a CTE Program and Earning a High School Diploma
Buena Park	72
Fullerton	41
La Habra	50
La Sierra	17
La Vista	39
Sonora	47
Sunny Hills	60

Troy
District Wide

1855
7982

51
47

Performance Goal 1:

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

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: Release time to align instructional unit and daily lesson plans with content standards and to create scope, sequence and pacing guides.</p> <p>Professional development specifically designed to integrate Common Core State Standards (CCSS) with instructional practices</p> <p>Continue professional development in standards alignment and best instructional practices related to: Targeted student groups Writing literacy across disciplines Effective use of technology, specialized programs Special Education Arts Other training</p> <p>Teachers on Special Assignment for ELA and EL and ELA coaches on each school site to work directly with staff members to improve instruction and improve reading, writing, listening and speaking for all students with emphasis on EL, LI and FY students</p>	<p>Administration, Curriculum Committee members, Department leadership and staff.</p> <p>Administration, Curriculum Committees, School Site Council, Consultants, Conferences</p> <p>Administration, Curriculum Committees, School Site Council, Consultants, Conferences</p> <p>TOSA's, ELA coaches</p>	<p>Release time</p> <p>Release time, hourly pay, consultant fees, conference fees</p> <p>Release time, hourly pay, consultant fees, conference fees</p> <p>Release time, hourly pay, 4/5 certificated salary, stipends</p>	<p>\$100,000</p> <p>\$200,000</p> <p>\$300,000</p> <p>\$125,000</p>	<p>LCFF base, Common Core Implementation funds, Title 1, Title 3</p> <p>LCFF base, Common Core Implementation funds, Title 1, Title 3</p> <p>LCFF base, supplemental, Title 1, Title 3</p> <p>LCFF supplemental</p>
<p>2. Use of standards-aligned instructional materials and strategies: Adoption and use of State and Board approved, State standards-aligned instructional materials.</p> <p>3. Extended learning time: Site specific support to students identified as At-Risk and/or students identified as FY, HY, EL, LI, or At-Risk: BPHS - HOWL program, LHHS - Hi Step, FUHS - Tribe Time, SOHS - Raider Revolution and summer Bridge program, LV/LS - i Sierra</p>	<p>Administration, Curriculum Committees, Content Specific Faculty Members</p> <p>Administration, Certificated staff</p>	<p>Adoption State and Board-approved instructional materials.</p> <p>Support to struggling students and targeted student populations beyond the regular school day.</p>	<p>\$1,500,000</p> <p>\$200,000</p>	<p>LCFF base grant, LCFF supplemental grant</p> <p>LCFF supplemental, Title 1</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Implement practical skills initiative</p> <p>Curriculum and instructional units designed to provide At-Risk students with instruction in personal finance.</p> <p>Extension of Summer School by two weeks.</p>	<p>Administration, Certificated staff</p> <p>Administration, Certificated staff</p>	<p>Consultation and workshop costs for speakers, professional presenters outside of school hours (before school, lunch, after school) and instructional materials.</p> <p>Addition of two weeks of summer school to bring it back to eight weeks from six.</p>	<p>\$25,000</p> <p>\$395,000</p>	<p>LCFF supplemental</p> <p>LCFF supplemental</p>
<p>4. Increased access to technology:</p> <p>Purchase of tablets and other technology to increase access for at risk students at schools supported with Title 1 and Title 3 funds.</p> <p>Computer station access for parents who do not have computer access at home.</p> <p>Technology to support SBAC, enhance overall instructional program and to further the implementation of CCSS, NGSS, and ELD standards.</p> <p>Software to enhance instruction in reading for EL and students identified as at risk readers.</p>	<p>Administration</p> <p>Administration</p> <p>Administration</p> <p>Administration, Certificated staff</p>	<p>Chrome Book carts, iPad carts</p> <p>Computer stations at various locations in each school for parental use.</p> <p>Technology infrastructure, computing devices, software, consultants, maintenance agreements</p> <p>Read 180 and Read 180 for EL</p>	<p>\$150,000</p> <p>\$10,500</p> <p>\$725,000</p> <p>\$240,000</p>	<p>Title 1, Title 3</p> <p>Title 1</p> <p>LCFF base and supplemental, Title 1, Title 3</p> <p>LCFF supplemental, Title 1, Title 3</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>Continue professional development in standards alignment and best instructional practices related to: Targeted student groups Writing literacy across disciplines Effective use of technology, specialized programs Special Education Arts Other training</p>	<p>Administration, Curriculum Committees, School Site Council, Consultants, Conferences</p>	<p>Release time, hourly pay, consultant fees, conference fees</p>	<p>see #1 above</p>	<p>LCFF base, supplemental, Title 1, Title 3</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p>				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>District and school site PTA council meetings, District English Learner Advisory Committee (DELAC), English Learner Advisory Committees at each site (ELAC), District Advisory Committee (DAC),</p> <p>Community Liaison to work with EL, FY, HY and LI students and families</p> <p>Back to School night, Open House, College Night, Financial Aid meetings at each District school</p> <p>Translation and interpretation services for families of EL students</p>	<p>Administration, Parents, Students, Certificated, Classified staff members</p> <p>Certificated and Classified staff</p> <p>Administration, Guidance, Certificated and Classified staff</p> <p>Administration, Certificated and Classified staff</p>	<p>Advisory committees in the interpretation of student assessments and the development of site specific and District improvement plans. Meeting supplies, hourly pay</p> <p>Salary, hourly pay, supplies</p> <p>Supplies, hourly pay</p> <p>Consultants, hourly pay</p>	<p>\$5,000</p> <p>\$80,000</p> <p>\$15,000</p> <p>\$10,000</p>	<p>Title 1, Title 3, LCFF supplemental</p> <p>LCFF supplemental</p> <p>LCFF base</p> <p>LCFF supplemental</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Summer Bridge program at SOHS, SNAP summer program for at risk students matriculating from middle school.</p> <p>Workshops, seminars, and institutes to educate and inform parents of EL, redesigned fluent English proficient (RFEP) students and Students with Disabilities about college requirements, financial aid, career opportunities, etc.</p> <p>Practical skills initiative</p> <p>Translation and interpreting services to parents/guardians of EL students</p> <p>Community Liaison to work with EL, FY, HY and LI students and families</p> <p>Opportunity program for students needing credit recovery and who are at risk in grades nine and ten.</p>	<p>Administration, Certificated staff</p> <p>Administration, Certificated staff</p> <p>Administration, Certificated staff</p> <p>Administration, Certificated staff</p>	<p>Stipends and salary for staff</p> <p>Consultants, hourly pay for Parent Institutes at each school site</p> <p>Curriculum and instructional units designed to provide At-Risk students with instruction in personal finance</p> <p>Consultants, hourly pay</p> <p>Salary, hourly pay, supplies</p> <p>Salary, hourly pay</p>	<p>\$25,000</p> <p>\$65,000</p> <p>\$25,000</p> <p>\$10,000</p> <p>See # 6 above</p> <p>\$1,660,000</p>	<p>LCFF base and supplemental, Title 1</p> <p>LCFF supplemental, Title 1, Title 3</p> <p>LCFF supplemental</p> <p>LCFF supplemental, Title 3</p> <p>LCFF supplemental</p> <p>LCFF base and supplemental</p>
<p>8. Monitoring program effectiveness:</p> <p>Annual LCAP review and update</p> <p>Annual and on-going School Site Council meetings at each District school, monitoring implementation and program effectiveness of SPSA, LCAP and LEAP</p>	<p>Administration, Certificated, Classified staff, Parents, Students</p> <p>Administration, Certificated, Classified staff, Parents, Students</p>	<p>Consultants, supplies, hourly pay</p> <p>Supplies</p>	<p>\$10,000</p> <p>\$1500</p>	<p>LCFF supplemental</p> <p>LCFF supplemental</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Periodic review of EL progress and Redesignation to fluent English proficient (RFEP) for qualified students.</p> <p>Annual and ongoing school site staff review of State and local assessment results.</p>	<p>Administration, Certificated staff</p> <p>Administration, Certificated staff</p>	<p>Supplies, release time</p> <p>No additional costs</p>	<p>\$1500</p> <p>\$0.00</p>	<p>LCFF base</p> <p>N/A</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>Opportunity program for students needing credit recovery and who are at risk in grades nine and ten.</p> <p>BPHS-HOWL, LHHS-Hi Step, SOHS-Raider Revolution, FUHS-Tribe Time, after school tutoring at each District school</p> <p>Read 180 and Rosetta Stone programs to improve reading and language skills for low performing and EL students.</p> <p>Student Intervention Team meetings to identify, support and monitor at risk students</p>	<p>Administration, Certificated staff</p> <p>Administration, Certificated staff</p> <p>Certificated staff</p> <p>Administration, Certificated staff</p>	<p>Salary, hourly pay</p> <p>Support to struggling students and targeted student populations beyond the regular school day.</p> <p>Site licenses</p> <p>No additional costs</p>	<p>See # 7 above</p> <p>See # 3 above</p> <p>\$250,000</p> <p>\$0.00</p>	<p>LCFF base and supplemental</p> <p>LCFF supplemental, Title 1</p> <p>LCFF supplemental</p> <p>N/A</p>
<p>10. Any additional services tied to student academic needs:</p>				

Performance Goal 1 (continued):

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

Planned Improvement in Student Performance in Mathematics

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: Release time to align instructional unit and daily lesson plans with content standards and to create scope, sequence and pacing guides.</p> <p>Professional development specifically designed to integrate Common Core State Standards (CCSS) with instructional practices</p> <p>Continue professional development in standards alignment and best instructional practices related to: Targeted student groups Writing literacy across disciplines Effective use of technology specialized programs Special Education Arts Other training</p> <p>Teachers on Special Assignment for math and math coaches on each school site to work directly with staff members to improve instruction and improve reading, writing, listening and speaking for all students with emphasis on EL, LI and FY students</p>	<p>Administration, Curriculum Committee members, Department leadership and staff.</p> <p>Administration, Curriculum Committees, School Site Council, Consultants, Conferences</p> <p>Administration, Curriculum Committees, School Site Council, Consultants, Conferences</p> <p>TOSA's, math coaches</p>	<p>Release time, hourly pay for collaboration</p> <p>Release time, hourly pay for collaboration, consultant fees, conference fees</p> <p>Release time, hourly pay, consultant fees, conference fees</p> <p>Release time, hourly pay, 5/5 certificated salary, stipends</p>	<p>\$100,000</p> <p>\$200,000</p> <p>\$300,000</p> <p>\$150,000</p>	<p>LCFF base and supplemental, Title 1, Title 3</p> <p>LCFF base and supplemental, Title 1, Title 3</p> <p>LCFF base and supplemental, Title 1, Title 3</p> <p>LCFF supplemental</p>
<p>2. Use of standards-aligned instructional materials and strategies: Adoption and use of State and Board approved, State standards-aligned instructional materials.</p> <p>3. Extended learning time: Site specific support to students identified as At-Risk and/or students identified as FY, HY, EL, LI, or At-Risk: BPHS - HOWL program, LHHS - Hi Step, FUHS - Tribe Time, SOHS - Raider Revolution and summer Bridge program, LV/LS - i Sierra</p>	<p>Administration, Curriculum Committees, Content Specific Faculty Members</p> <p>Administration, Certificated staff</p>	<p>Adoption State and Board-approved instructional materials.</p> <p>Support to struggling students and targeted student populations beyond the regular school day.</p>	<p>\$1,500,000</p> <p>\$200,000</p>	<p>LCFF base grant, LCFF supplemental grant</p> <p>LCFF supplemental, Title 1</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Implement practical skills initiative</p> <p>Curriculum and instructional units designed to provide At-Risk students with instruction in personal finance.</p> <p>Extension of Summer School by two weeks.</p>	<p>Administration, Certificated staff</p> <p>Administration, Certificated staff</p>	<p>Consultation and workshop costs for speakers, professional presenters outside of school hours (before school, lunch, after school) and instructional materials.</p> <p>Addition of two weeks of summer school to bring it back to eight weeks from six.</p>	<p>\$25,000</p> <p>\$395,000</p>	<p>LCFF supplemental</p> <p>LCFF supplemental</p>
<p>4. Increased access to technology:</p> <p>Technology to support SBAC and enhance overall instructional program with emphasis on exposing EL, FY and LI students to learning through technology</p> <p>Purchase portable technology devices for use in support classrooms to enhance instruction and learning</p> <p>Software to assess and provide gradual increase in student performance in math.</p>	<p>District</p> <p>District Administration, Site administration, Classified classroom support staff</p> <p>La Sierra Administration, La Sierra Certificated Staff</p>	<p>Hardware and software to enhance overall instructional program and to fully support SBAC testing and further the implementation of CCSS, NGSS, and ELD standards.</p> <p>iPads, Chrome Books, etc. and tablet carts</p> <p>Math 180 program for Opportunity program</p>	<p>\$725,000</p> <p>\$150,000</p> <p>\$100,000</p>	<p>LCFF base & supplemental, Title 1, Title 3</p> <p>LCFF supplemental, Title 1, Title 3</p> <p>LCFF supplemental</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>Release time to align instructional unit and daily lesson plans with content standards and to create scope, sequence and pacing guides.</p> <p>Professional development specifically designed to integrate Common Core State Standards (CCSS) with instructional practices</p>	<p>Administration, Curriculum Committees, School Site Council, Consultants, Conferences</p> <p>Administration, Curriculum Committees, School Site Council, Consultants, Conferences</p>	<p>Release time, hourly pay for collaboration</p> <p>Release time, hourly pay for collaboration, consultant fees, conference fees</p>	<p>See #1 above</p> <p>See #1 above</p>	<p>LCFF base and supplemental, Title 1, Title 3</p> <p>LCFF base and supplemental, Title 1, Title 3</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Continue professional development in standards alignment and best instructional practices related to: Targeted student groups Writing literacy across disciplines Effective use of technology specialized programs Special Education Arts Other training</p> <p>Teachers on Special Assignment for math and math coaches on each school site to work directly with staff members to improve instruction and improve reading, writing, listening and speaking for all students with emphasis on EL, LI and FY students</p>	<p>Administration, Curriculum Committees, School Site Council, Consultants, Conferences</p> <p>TOSA's and math coaches</p>	<p>Release time, hourly pay, consultant fees, conference fees</p> <p>Release time, hourly pay, 5/5 certificated salary, stipends</p>	<p>See #1 above</p> <p>See #1 above</p>	<p>LCFF base and supplemental, Title 1, Title 3</p> <p>LCFF supplemental</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): District and school site PTA council meetings, District English Learner Advisory Committee (DELAC), English Learner Advisory Committees at each site (ELAC), District Advisory Committee (DAC),</p> <p>Community Liaison to work with EL, FY, HY and LI students and families Back to School night, Open House, College Night, Financial Aid meetings at each District school</p> <p>Translation and interpretation services for families of EL students</p>	<p>Administration, Parents, Students, Certificated, Classified staff members</p> <p>Certificated and Classified staff</p> <p>Administration, Guidance, Certificated and Classified staff</p> <p>Administration, Certificated and Classified staff</p>	<p>Advisory committees in the interpretation of student assessments and the development of site specific and District improvement plans. Meeting supplies, hourly pay</p> <p>Salary, hourly pay, supplies</p> <p>Supplies, hourly pay</p> <p>Consultants, hourly pay</p>	<p>\$5,000</p> <p>\$80,000</p> <p>\$15,000</p> <p>\$10,000</p>	<p>Title 1, Title 3, LCFF supplemental</p> <p>LCFF supplemental</p> <p>LCFF base</p> <p>LCFF supplemental</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): Summer Bridge program at SOHS, SNAP summer program for at risk students matriculating from middle school. Workshops, seminars, and institutes to educate and inform parents of EL, redesigned fluent English proficient (RFEP) students and Students with Disabilities about college requirements, financial aid, career opportunities, etc.</p>	<p>Administration, Certificated staff</p> <p>Administration, Certificated staff</p>	<p>Stipends and salary for staff</p> <p>Consultants, hourly pay for Parent Institutes at each school site</p>	<p>\$25,000</p> <p>\$65,000</p>	<p>LCFF base and supplemental, Title 1</p> <p>LCFF supplemental, Title 1, Title 3</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Practical skills initiative</p> <p>Translation and interpreting services to parents/guardians of EL students</p> <p>Community Liaison to work with EL, FY, HY and LI students and families</p> <p>Opportunity program for students needing credit recovery and who are at risk in grades nine and ten.</p>	<p>Administration, Certificated staff</p> <p>Administration, Certificated staff</p> <p>Administration, Certificated staff</p> <p>Administration, Certificated staff</p>	<p>Curriculum and instructional units designed to provide At-Risk students with instruction in personal finance</p> <p>Consultants, hourly pay</p> <p>Salary, hourly pay, supplies</p> <p>Salary, hourly pay</p>	<p>\$25,000</p> <p>\$10,000</p> <p>See #6 above</p> <p>\$1,660,000</p>	<p>LCFF supplemental</p> <p>LCFF supplemental, Title 3</p> <p>LCFF supplemental</p> <p>LCFF base and supplemental</p>
<p>8. Monitoring program effectiveness: Annual LCAP review and update</p> <p>Annual and on-going School Site Council meetings at each District school, monitoring implementation and program effectiveness of SPSA, LCAP and LEAP</p> <p>Periodic review of EL progress and Redesignation to fluent English proficient (RFEP) for qualified students.</p> <p>Annual and ongoing school site staff review of State and local assessment results.</p>	<p>Administration, Certificated, Classified staff, Parents, Students</p> <p>Administration, Certificated, Classified staff, Parents, Students</p> <p>Administration, Certificated staff</p> <p>Administration, Certificated staff</p>	<p>Consultants, supplies, hourly pay</p> <p>Supplies</p> <p>Supplies, release time</p> <p>No additional costs</p>	<p>\$10,000</p> <p>\$1,500</p> <p>\$1,500</p> <p>0.00</p>	<p>LCFF supplemental</p> <p>LCFF supplemental</p> <p>LCFF base</p> <p>N/A</p>
<p>9. Targeting services and programs to lowest-performing student groups: Opportunity program for students needing credit recovery and who are at risk in grades nine and ten.</p> <p>BPHS-HOWL, LHHS-Hi Step, SOHS-Raider Revolution, FUHS-Tribe Time, after school tutoring at each District school</p> <p>Read 180 and Rosetta Stone programs to improve reading and language skills for low performing and EL students.</p> <p>Student Intervention Team meetings to identify, support and monitor at risk students</p>	<p>Administration, Certificated staff</p> <p>Administration, Certificated staff</p> <p>Certificated staff</p> <p>Administration, Certificated staff</p>	<p>Salary, hourly pay</p> <p>Support to struggling students and targeted student populations beyond the regular school day.</p> <p>Site licenses</p> <p>No additional costs</p>	<p>See #7 above</p> <p>See #3 above</p> <p>\$250,000</p> <p>\$0.00</p>	<p>LCFF base and supplemental</p> <p>LCFF supplemental, Title 1</p> <p>LCFF supplemental</p> <p>N/A</p>
<p>10. Any additional services tied to student academic needs:</p>				

Performance Goal 2:

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

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

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;	<p>The Fullerton Joint Union High School District (District) is a grade nine through twelve district. The District provides a Structured English Immersion (SEI) and English Language Mainstream (ELM) program for students identified as English Learners (EL). The District offers a sequential course of study that provides EL with a program that is based on the ELD standards, as well as State-approved content standards for core classes. EL take core classes supported by teachers who are certified to meet their needs through Specially Designed Academic Instruction in English (SDAIE) learning strategies.</p> <p>The Structured English Immersion (SEI) program is for students who have been assessed on the California English Language Development Test (CELDT) and have been found to be "less than reasonably fluent in English." These students predominately score at levels 1 or 2 on the CELDT. Additionally, depending on CELDT sub-tests, some students who score at Level 3 on the CELDT are found to be less than fluent in English. Students in SEI receive daily instruction in English up to, and including, three English Language Development (ELD) classes and access to core content through SDAIE instruction. ELD instruction focuses on listening, speaking, reading, and writing skills in English and is based on the ELD content standards. Core classes taught with SDAIE strategies are based on State standards for the core class being taught.</p> <p>Students who score at levels 3, 4, or 5 on the CELDT are considered reasonably fluent in English. As previously mentioned, there may be some students who score a 3 on the CELDT and have not quite reached a level of reasonable fluency. A student, who has reached a level of reasonable fluency, typically takes ELD 3 and/or 4 and a core English class taught by a teacher with Crosscultural, Language, and Academic Development (CLAD) or SDAIE authorization. The intermediate level EL student will take two ELD classes, while the early advanced student (CELDT score of 4) will take no more than one ELD class. The remaining classes will be core classes taught with SDAIE techniques and elective classes. Students will be closely monitored to be certain that their English language acquisition needs are being met.</p> <p>A final level of instruction is provided for EL students. These students are those being monitored for reclassification. Monitored students are taking all core classes, both SDAIE and non-SDAIE, with ELD support provided within core classes led by appropriately credentialed/certified instructors. EL students who meet District requirements are reclassified as Fluent-English Proficient (RFEP). Monitoring of students, reclassified as RFEP, continues for two years or until the student graduates.</p>

(CAHSEE) and other State and local assessments. As the District receives additional information related to EL student achievement, and the District annually reviews EL achievement, the goals and assessments to measure EL student progress toward developing proficiency in English/Language Arts is modified. The following chart shows the expected progress of EL students over time. Note that, although the District is a grade nine through twelve district, EL student goals and progress is measured over six years. The District receives students from the elementary districts with varying years of exposure to EL classes. In some cases the District will allow EL to take a fifth year of high school in order to meet graduation requirements, if the student continues to make adequate progress toward English fluency and maintains satisfactory grades and behavior.

The District has set the following interim goals for ELs:

ELD - Progress in ELD on content standards, as measured by teachers, based on course guidelines and benchmark assessments; successfully mastering course content; and appropriate State standards. Improvement on the CELDT and other State mandated assessments will also be used to determine student progress.

ELA - Progress in academic vocabulary development and reading comprehension, as measured by teacher records; CELDT; CAASPP; and norm-referenced tests, such as the Gates-McGinitie Reading Test or other comparable reading and language arts tests.

ELA - Progress in writing, as measured on benchmark writing assessments; CELDT; and teacher records.

The District plans to use Title III and Supplemental funds to help EL meet these measurable objectives by:

- Providing teachers additional time (substitutes) or hourly salary to develop standards-based interim assessments in ELD, language arts, and math for EL.
- Providing staff development to assist EL staff members in developing better methods for monitoring improvement in EL student academic achievement.
- Providing extended learning time for EL students to reduce the achievement gap between EL students and non-EL students.
- Purchasing supplementary instructional materials and supplies, including computer technology and software.
- Hiring and training instructional aides to assist teachers in delivering instruction to students, under the direct supervision of the teacher.
- Providing on-going professional development to staff members to supply high quality, standards-based instruction to EL, including special education teachers.
- Providing other services, supplies, and staff development, as allowed in Title III regulations, to improve EL students' academic achievement.
- Providing additional hours of teaching time to offer eleventh and twelfth grade students a reading program that will assist those who are having difficulty passing the CAASPP and/or

- 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));

stated earlier, the District monitors EL student progress in the following manner:

At the School site Level

All EL student records (testing, copies of letters to parents, grades, etc) are maintained in site computer files or individual student folders. The information maintained for students is updated annually. The student information, including test results such as the CELDT and CAASPP results, grades, EL classification, etc., accompanies the student as he/she may change schools. The EL Coordinator monitors student progress, both individually and as a group, works with EL staff members in reviewing EL student progress, and addresses other EL student issues. The EL Coordinator gathers and monitors EL student records, coordinates registration and testing of EL students, advises administrators, teachers, and counselors about EL student placement and groupings, monitors student progress, and serves as a liaison for teachers, EL committees, parents, and administrators. The EL Coordinator participates in the development of the Single School Plan for Student Achievement (SPSA) to be certain that the language and academic needs of ELs are part of the plan.

The Principal, and other administrative staff members, monitor the number and types of ELD and SDAIE classes needed each year, evaluate teachers, ensure appropriate teacher authorizations, and consider advice provided by members of the English Learner Advisory Committee (ELAC) and School Site Council (SSC) regarding EL student needs. The Principal acts as a liaison with District administrators to ensure that the language and academic needs of EL students are being addressed. The Principal, in coordination with the EL coordinator, reports the progress of EL students to District staff members in order to determine appropriate changes in strategies to instruct EL students as assessment information dictates. Site assessment reports are evaluated at the District level in order to modify and improve the District plan for EL students.

At the District Level

EL student information is maintained in the District database and is accessible to individual school sites. The information may be downloaded to school sites to provide information for assessing EL students, program planning, and report writing.

The Director of Educational Services meets monthly with EL site coordinators to discuss issues related to implementation of site EL programs. Assistance in program planning, budget issues, compliance issues, and assessment is available during meetings. Site concerns discussed at the monthly meetings are brought to the attention of the appropriate district administrators by the Director of Educational Services or designee.

Annual assessment data is analyzed by District-level staff members. The assessment information is reviewed to determine whether annual yearly progress goals have been met. Results of State assessments are shared with site principals and department leaders' improvement plans are discussed, as needed.

The Director of Educational Services annually reports to the Board of Trustees regarding language and achievement progress of EL

Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

d. Describe how the LEA will promote parental and community participation in LEP programs.

The District will use Title III funds to strengthen the involvement of EL parents and community in the education of their students and to improve involvement in the school. Schools in the District have written parent involvement policies and EL parents are involved in developing the SPSA. As is not unusual with high school districts with similar demographic characteristics to the Fullerton Joint Union High School District, it is difficult to get substantial parent involvement. By the time students have reached high school, many parents begin to reduce or discontinue any involvement in the school. A challenge for the high school is to increase parent involvement.

All schools in the District have functioning English Learner Advisory Committees (ELACs) and there is a DELAC with parent and staff member representation from each of the high schools. Leadership and parental involvement is encouraged at both school and District advisory committees.

The Title III funds will be used to:

- Provide technical assistance in improving the participation of parents in parent involvement activities.
- Provide funds to strengthen the leadership activities of parents at both the school site level and District level.
- Revise school compacts that describe the responsibilities of parents, students, and the school in improving student achievement.
- Hire or designate a bilingual staff member to serve as a parent/community liaison to encourage and assist parents in becoming more involved in their student's education and school.
- Continue to translate required and supplementary documents for parents.
- Continue to provide classes and workshops that assist parents with skills to assist students at home.
- Continue to offer workshops for parents that provide social service information, college information, health information, etc.

Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c).

The effectiveness of the LEP programs will be determined by the increase in:

- English proficiency; and
- Academic achievement in the core academic subjects

- The District presently provides ELD and SDAIE language instruction in the core academic subjects to all ELs. The content and instruction in these classes is aligned with State content standards. Site EL coordinators monitor the progress of EL students throughout the year. Student report cards and progress reports are checked and when students are experiencing difficulties, the coordinator intervenes to determine the cause of the difficulty and implements means to assist the student. District and site staff members review state and local assessment data in order to make improvements in the programs for EL students.
- Because the District is a high school district, EL students will receive a program that will maximize the opportunity for them to graduate from high school.
- Students with less than reasonable fluency in English will receive two or three ELD classes. The number of ELD classes and the level of ELD classes (ELD I, ELD II) will depend on the English fluency of the student. The fluency level of students is determined through careful assessment on the CELDT when the student initially enrolls and annually thereafter. Core academic classes will be taught with SDAIE strategies. Both ELD and SDAIE will be taught by authorized teachers.
- Students with reasonable fluency in English will continue to take ELD classes as needed. The typical student will take ELD III and core content classes taught with SDAIE strategies.
- Presently, Visions is used for students in ELD classes. Additional standards-based, supplemental materials will be purchased to meet the needs of all EL students.
- Summer school classes for EL students will be offered including both ELD classes and core classes using SDAIE strategies.
- Throughout the year, ELs will be offered the opportunity to be tutored before or after school, depending on each school's program.
- Title III funds will also be available to provide time for teachers and administrators to plan programs and develop new curriculum.

3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.

- a. designed to improve the instruction and assessment of LEP children;
- b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;

An EL teacher on special assignment (TOSA) will work with site EL coordinators and administration to create and deliver professional development opportunities to ELD and general education staff members in SDAIE strategies and best practices. the TOSA will work with site staff to improve and monitor assessment of EL in order to insure proper placement, support and timely reclassification.

The EL TOSA, site coordinator and administration will host EL round-table discussions and other staff development opportunities with instructional staff members to identify EL students and the specific needs and research based strategies that will maximize their learning. Staff members will receive professional development in the CELDT and RFEP process to understand how EL progress is measured and monitored. Staff members will be provided on-going professional development in research-based best practices for EL.

Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

<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>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>The EL TOSA, under the direction of the Director of Educational Services, will provide and coordinate professional development opportunities based on established and reliable research and where research is used to show the effectiveness of given strategies and teacher practices. Some of the research to be used includes but is not limited to Visible Learning, by Hattie, Classroom Instruction that Works, Marzano, and others.</p> <p>Professional development is on-going. Throughout the year, staff members will receive professional development, whether directly related to EL students or in other instructional practices, that will be infused with best practices for impacting teacher performance in the classroom for EL. Monthly professional development trainings are offered after school on a variety of subjects including the use of technology as a learning tool. Each of these workshops include SDAIE techniques that will enhance teacher effectiveness to EL.</p>
<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Check if Yes: X</p> <p>If yes, describe: As part of the District EL program, there are monthly curriculum meetings. At these meetings, the staff members discuss ways to improve the District program in delivering the instructional program to EL students. Examples of the types of topics addressed at these monthly meetings include:</p> <ul style="list-style-type: none"> • Standards based curricula • Course offerings that are aligned with State content standards • Progress of District and site EL students • Choice of supplementary instructional materials and supplies • Assessment of students and the use of assessment in improving student achievement • Professional development activities for ELD and core curriculum teachers • Articulation of the ELD program with core academic subjects, including those taught with SDAIE techniques <p>These meetings ensure that the instructional needs of EL students are being monitored regularly, as well as improving coordination and articulation among subjects and classes in which EL students enroll.</p>

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	
Allowable Activities	
5. Provide: <ul style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. 	<p>Check if Yes: X</p> <p>If yes, describe: EL programs on each of the sites will provide extended learning opportunities for ELs. Tutoring will be provided at each school. The tutoring will be offered at times most likely to be attended by EL students (before school, at lunch, after school, and possibly on Saturdays). The time and place for tutoring will be determined by staff members at each school. Teachers, instructional aides, and college students, under the supervision of teachers, will provide the tutoring. Tutoring will target EL student language and English/ Language Arts skills. However, as students take more advanced classes and progress toward graduation, tutors will be available for these students to assist them in mastering the core academic of more rigorous classes, including Advanced Placement (AP) and honors classes. Tutors will coordinate with classroom teachers.</p> <p>Title III and Supplemental funds will be used to pay hourly salaries of tutors and the cost of instructional supplies and materials.</p>
6. Develop and implement programs that are coordinated with other relevant programs and services.	<p>Check if Yes: X</p> <p>If yes, describe: A variety of programs offered at schools in the District impact the education of ELs. Title III funds will be used to coordinate with other programs that enrich and improve the education of EL students.</p>
7. Improve the English proficiency and academic achievement of LEP children.	<p>Check if Yes: X</p> <p>If yes, describe: The District has created reading classes specifically for ELs and at-risk students. Title III funds will be used to support the cost of teaching staff, instructional aides, professional development, and instructional materials and supplies. The program accelerates the mastery of reading skills for English Learners.</p>
8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families - <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>Check if Yes: X</p> <p>If yes, describe: District schools receiving Title 3 funds plan and provide Parent Institutions for Quality Education (PIQE) using both outside agencies as well as District providers within the school. College entrance requirements, graduation requirements, CELDT testing, State testing, and other topics related to improving academic achievement for EL students are provided to parents.</p>

Description of How the LEA is Meeting or Plans to Meet this Requirement

Allowable Activities

9. Improve the instruction of LEP children by providing for -
- The acquisition or development of educational technology or instructional materials
 - Access to, and participation in, electronic networks for materials, training, and communication; and
 - Incorporation of the above resources into curricula and programs.

Check if Yes:

X

If yes, describe:

The District currently provides computers in every classroom. Additionally, all of the schools in the District have computer labs that can be used by EL students and their teachers. Some schools have purchased laptop computers or tablet devices on a cart with enough for each student in the class. All students in the District are encouraged and required to use computers for classes. Additionally, all students must pass a computer competency test before graduating from high school. Students make use of common programs such as Word and Excel and are also being required to use Power Point when making classroom presentations.

Title III and EIA/LEP funds will be used to increase access to computer technology for ELs. Funds will be used for supplemental supplies, including software; computers, other computing devices/tablets, when not available from other funding sources; and training for staff members in using computers for instructional purposes. Funds will also be used to research computer programs that would benefit EL students and accelerate student achievement.

10. Other activities consistent with Title III.

Check if Yes:

If yes, describe:

**Performance Goal 2 (continued):
Plans to Notify and Involve Parents of Limited-English-Proficient Students**

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.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):	
a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;	a. The Home Language Survey and scores on the initial CELDT are reported to parents as the reason for the identification of their child as LEP and in need of placement in a language instruction program.
b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;	b. Parents are informed in both the initial placement and annually, after subsequent CELDT reassessments, as to their child's level of English proficiency, how the level was assessed, and the status of the students academic achievement to date, including the student's performance on CAHSEE, CAASPP, grades, and other local measures.
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;	c. Parents are informed in both the initial placement and annually, after subsequent CELDT reassessments, as to the method of instruction used in the program in which their child is or will be participating. Namely, parents are informed of the curriculum, teaching methods and goals for their student's acquisition of English.
d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;	d. Parents are informed of the sequence of ELD instruction and the goals at each level. Parents are provided information on the scope and sequence of the Visions program currently used by the District for ELD instruction. Also, parents are informed of the number of ELD sections in which their child will be enrolled and the number of core classes supported through SDAIE strategies their child will be enrolled.
e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;	e. Parents are given information explaining how the District assesses English fluency through the CELDT and other measures leading to RFEP. The ELD sequence of courses leading to increased fluency and gradually increased mainstreaming is also explained. It is explained that as English fluency is increased, their student is, accordingly, able to meet age appropriate academic achievement standards, grade promotion and graduation requirements.
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;	f. How this program design helps the student learn English, with an emphasis on the ELD component and training of teachers. RFEP requirements are explained to parents and students in initial placement and annually, after subsequent CELDT reassessments. The expected rate of transition to complete main streamed classes is explained based upon RFEP data. Expectation of graduation is part of the annual CELDT reassessment consultation and as requirements are met and discussed in RFEP meetings with parents and students.
g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;	g. If the student has an IEP, the EL coordinator participates in the IEP team meetings and works with the student's case carrier to develop English language acquisition goals that are appropriate to the student's needs based upon the IEP goals and placement.
h. information pertaining to parental rights that includes written guidance detailing -	

Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

<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. 	<ul style="list-style-type: none"> i. Parental rights to have the student withdrawn from the program, but not the services, or choose a different program (parent waiver). Parents are informed of their right to decline ELD instruction or to have their child removed from such a program upon their request. The District has a written waiver form that is provided to parents at their request.
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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.

Site staff members will be available to parents to be certain that they have a complete understanding of their student’s educational program. The District thoroughly assesses the student upon registration. When the assessments are completed, parents are provided testing scores, reasons for identification as EL (LEP) or FEP, and suggested program placement. The student’s initial schedule of classes is determined with student and parent input and the student is enrolled. An Individual Learning Plan (ILP) is developed at the same time that includes all of the described information and the parent signs the ILP at that time. The ILP is placed in the cum folder.

Student progress is formally monitored eight times a year through progress reports mailed home at mid-quarter and report cards mailed home at the end of each quarter. Additionally, teachers continually and informally monitor student class work and will contact the parent or EL coordinator if problems arise.

ELAC meetings at the individual schools and bi-annual DELAC meetings at the District focus on parent concerns about student success in school. Parents learn how they can assist their student at school and learn about the many aspects of high school systems, academics and extra curricular programs. Parents are provided the opportunity to make suggestions and comment on the instructional program provided to their student.

Annual parent notification, taking place within 30 days of the beginning of the school year, includes complete program descriptions, options, and parental rights. Parents receive additional information at Back-to-School Nights, with translators provided. Parents are also invited to request parent/student conferences whenever needed. Parent meetings and conferences are also used to provide parents with additional information about school services and opportunities for students, including such subjects as honors, Advanced Placement (AP) and International Baccalaureate (IB) programs, college information, sports and club information, and other high school activities that impact their students.

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.

Annually, the District sends out written notice to parents if the District fails to meet annual measurable achievement objectives (AMAO’s). These notifications are sent to all parents within thirty (30) days after the District is notified of such failure.

**Performance Goal 2 (continued):
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)).

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	<p>Check if Yes: X</p> <p>If yes, describe: EL coordinators at each site and the District Community Liaison work with immigrant students' parents to provide information, guidance and community resources to help parents become active participants in their child's education. ELAC, DELAC, PTA and other parent organizations reach out to parents of immigrant children to include them in school activities and aid in decision making regarding immigrant students.</p>
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	<p>Check if Yes:</p> <p>If yes, describe:</p>
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	<p>Check if Yes: X</p> <p>If yes, describe: Students are offered tutoring both within the school day and at various times outside of the instructional day (before school, lunch and after school). Mentoring is provided through both peer and staff member opportunities at most sites. Each student meets annually with guidance staff to develop a four-year plan that includes academic and career counseling and students are monitored by guidance staff throughout the school year. Additional guidance services are provided as needed.</p>
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<p>Check if Yes: X</p> <p>If yes, describe: The District currently uses Visions as the central curriculum for ELD courses. Supplemental instructional materials, including related technology (Read 180 for EL students for example) are incorporated into the instructional program to provide access to immigrant students.</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 additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	<p>Check if Yes: X</p> <p>If yes, describe: Students identified under Title 3 immigrant funding are provided, as needed, basic instruction services including back packs, school supplies, transportation, instructional materials and applicable technology.</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>Check if Yes:</p> <p>If yes, describe:</p>

Description of How the LEA is Meeting or Plans to Meet this Requirement

Allowable Activities

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:

Check if Yes:
X

If yes, describe:
The District coordinates with OCDE and other organizations that work with immigrants, to assist parents of immigrant children. Examples include but are not limited to: Giving Children Hope, Fullerton Collaborative, La Habra Collaborative, Buena Park Collaborative, et. al.

Performance Goal 3:

By 2005 - 06, all students will be taught by highly qualified teachers.

Summary of Needs and Strengths for Professional Development

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

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

Professional development is needed in the use of technology as a teaching and learning tool and as a tool to identify, monitor and improve plans for student improvement. Professional development is also needed in the area of Career Technical Education, specifically in guidance services where students need more exposure to possible CTE courses and pathways. Professional development for teachers differentiating instruction for increased student populations taking honors, AP and IB courses was also identified as a need. Research based professional development in best practices is another area identified for growth. Finally, stakeholders indicated a need for mental health training for all staff members to support students experiencing mental health issues.

Strengths	Needs
<p>Use of certain technology software including: Turnitin.com (limited to a few sites and departments) Illuminate Aeries.net Microsoft SEIS</p> <p>Special Education: Defensible IEP's Transition IEP's HIPPA BASIC</p> <p>Instructional Excellence: AP/IB training TOSA collaboration with math, English language arts, AVID and EL ELA and math coaches on each site UC/CSU requirements AVID strategies Expository Reading and Writing Course (ERWC) CTE pathways (instructional practices and Career Technical Student Leadership)</p> <p>Mandated Training: Anti-bullying Athletic Coach Certification CPR Title V Online Concussion Coaching Certification Defibrillator Child Abuse Reporting Sexual Harassment training New Employee training</p>	<p>Technology to enhance learning: Turnitin.com (Districtwide) Google Apps Google Classroom Naviance Protraxx SBAC comprehensive and interim assessments</p> <p>Special Education: Mental Health</p> <p>Instructional Excellence (research based best practices): Elevated Achievement Group (EAG) Visible Learning strategies Critical Thinking Formative Assessment Feedback Standards based instruction Teachers as activators of learning Mental Health 101 EL strategies in core subject areas Writing literacy across the curriculum CTE courses and pathways (guidance) Next Generation Science Standards (NGSS) ELD standards</p>

Performance Goal 3:

By 2005-06, all students will be taught by highly qualified teachers.

Planned Improvements for Professional Development (Title II)

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

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>The Fullerton Joint Union High School District’s Learn to Teach Continuum is aligned with the State and District K-12 academic content standards and student academic achievement standards. Teachers learn the content and pedagogy of the standards in their teacher preparation programs and undergraduate subject matter programs. In order to ensure application of this knowledge, teachers participate in a rigorous two-year BTSA Induction Program. Teacher preparation and induction standards are embedded in the California Formative Assessment and Support System for Teachers (CFASST) that is utilized in the Induction Program. This is a standards based, systematic approach to teaching that includes a focus on assessment and state-adopted materials.</p> <p>Through this high-quality, professional development, teachers understand the link between instruction and student performance. Activities of the program include:</p> <p>A. Recruit, train, and retain highly qualified Support Providers to work with every new teacher. B. Provide release time or other designated time for new teachers to meet with their Support Providers. C. Provide opportunities for new teachers to attend planned, professional development. D. Provide opportunities for program staff to continue to align services, maximizing existing resources.</p> <p>In addition to the BTSA Induction Program, the District offers a wide range of professional development offerings for classified, certificated, and administrative staff as approved in the annual District Professional Development Plan.</p>	<p>2008 - 2018</p> <p>Director of Educational Services</p> <p>Director of the BTSA Program</p> <p>Site Administrators</p> <p>Lead Support Providers</p> <p>Support Providers</p>	<p>Certificated Salaries</p> <p>Teacher Stipends</p> <p>Teacher Hourly Pay</p> <p>Professional Development Providers Hourly Pay</p> <p>Classified Hourly Support</p>	<p>TBD</p> <p>TBD</p>	<p>BTSA</p> <p>Title I</p> <p>Title II</p> <p>PAR</p> <p>Lottery</p> <p>Carl D. Perkins</p> <p>EIA/LEP</p> <p>TEPP</p> <p>General Fund</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The District has implemented a professional development program focusing on research-based, instructional strategies that improve student achievement. The program is based on Visible Learning by John Hattie, Classroom Instruction That Works (CITW) – Research-Based Strategies for Increasing Student Achievement by Dr. Robert Marzano, Dr. Debra Pikerling, and Dr. Jane Pollock and the work of Elevated Achievement Group (EAG).</p> <p>District teachers and administrators will continue to develop and implement instructional strategies found in Checking for Understanding : Formative Assessment Techniques for Your Classroom, by Douglas Fisher and Nancy Frey, Results Now, by Mike Schmoker and The Global Achievement Gap, by Tony Wagner.</p>	<p>2008 – 2018</p> <p>Superintendent</p> <p>Director of Educational Services</p> <p>Site Administrators</p> <p>District Teachers</p> <p>District Professional Development Providers</p> <p>Consultants</p>	<p>Teacher Stipends</p> <p>Substitute Teacher Costs</p> <p>Curriculum Materials</p> <p>General Supplies</p>	<p>TBD</p>	<p>Title II</p> <p>Lottery</p> <p>General Fund</p>
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p>				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The District Induction Program utilizes the California Formative Assessment and Support System for Teachers (CFASST). Each of the twelve CFASST events is based on a cognitive cycle of plan, teach, reflect, and apply. The process provides a way for participating teachers to work with support providers to identify teaching strengths and areas for growth based on the California Standards for the Teaching Profession, the K-12 Academic Content Standards for Students, and Descriptions of Practice. CFASST events assist participating teachers in meeting the learning needs of students, growing as a professional, and feeling greater confidence as a teacher.</p> <p>The CFASST system supports a participating teacher in collecting evidence of teaching practice. The evidence is used to assess current teaching strengths and areas for growth to guide the development of the Individual Induction Plan (IIP). The IIP is the structure that guides professional development, documents goals as they are completed, and supports the development of new goals.</p> <p>The District has implemented the use of Illuminate to inform administrators and teachers about student performance levels for State and local assessments. Staff members will have ongoing professional development to link the strategies from research based instructional strategies mentioned above to student achievement as measured on State and local assessments.</p>	<p>2008 - 2018</p> <p>Director of Educational Services</p> <p>Director of the BTSA Program</p> <p>Site Administrators</p> <p>Lead Support Providers</p> <p>Support Providers</p> <p>Participating Teachers</p> <p>Professional Development Providers</p>	<p>Certificated Salaries</p> <p>Teacher Stipends</p> <p>Teacher Hourly Pay</p> <p>Professional Development Providers' Hourly Pay</p> <p>Classified Hourly Support</p> <p>Substitute Teacher Costs</p> <p>Curriculum Materials</p>	<p>TBD</p>	<p>BTSA</p> <p>Title I</p> <p>Title II</p> <p>PAR</p> <p>Lottery</p> <p>General Fund</p>
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p>				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Current research, being conducted by West Ed through a California Commission on Teacher Credentialing Title II grant, will support the development of methodology to investigate the impact of the Learn to Teach Continuum teacher development programs on student achievement. As part of the BTSA Induction Program standards, teachers are expected to analyze student work and investigate the link between instructional planning, instructional strategies, and student outcomes. This program helps new teachers to use student assessment data to determine student learning outcomes and to analyze their strategies in order to differentiate instruction. This process guides the teaching and learning cycle.</p> <p>The Expert Teacher professional development series is designed using research-based instructional strategies for increasing student achievement. Each site will conduct data analysis of student achievement to continually evaluate the success of the program in eliminating the achievement gap of students. Professional development will assist with assessment design and instructional strategies.</p> <p>Illuminate and Aeries.net will be used as a part of multiple measures to track student progress.</p>	<p>2008 - 2018</p> <p>Director of Educational Services</p> <p>Director of the BTSA Program</p> <p>Site Administrators</p> <p>Lead Support Providers</p> <p>Support Providers</p> <p>Participating Teachers</p> <p>Professional Development Providers</p> <p>2008-2018</p> <p>Superintendent</p> <p>Director of Educational Services</p> <p>Site Administrators</p> <p>District Teachers</p> <p>District Professional Development Providers</p>	<p>Teacher Stipends</p> <p>Substitute Teacher Costs</p> <p>Curriculum Materials</p> <p>General Supplies</p>	<p>\$30,000</p>	<p>BTSA</p> <p>Title I</p> <p>Title II</p> <p>PAR</p> <p>Lottery</p> <p>General Fund</p> <p>LCFF supplemental</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p>				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Built into the Fullerton Joint Union High School District's Learn to Teach Continuum are requirements to link pre-service, teacher preparation, pre-intern, intern, induction, and ongoing professional growth. Lines of communication provide multiple opportunities to maximize resources among the local universities, the District, the Orange County Department of Education, and the State Department of Education.</p> <p>The District has established links and partnerships with the following agencies:</p> <p>Azusa Pacific University Biola University California Polytechnic State University, Pomona California State University, Fullerton California State University, Long Beach Chapman University Concordia University National University Northern Arizona University Point Loma University University of California, Irvine University of La Verne Orange County Department of Education Anaheim Union High School District</p> <p>The District utilizes local, state, and federal funds to implement the Learn to Teach Continuum and the District Professional Development Plan. Title I and Title II funds are used to enhance, not supplant, existing state and local programs.</p>	<p>2008 - 2018</p> <p>Superintendent</p> <p>Director of Educational Services</p> <p>Site Administrators</p>	<p>Certificated Salaries</p> <p>Teacher Stipends and Hourly Pay</p> <p>Classified Hourly Support</p> <p>Substitute Teacher Costs</p> <p>Curriculum Materials</p> <p>General Supplies</p> <p>Conference Attendance</p>	<p>TBD</p>	<p>BTSA</p> <p>Title I</p> <p>Title II</p> <p>PAR</p> <p>Lottery</p> <p>General Fund</p>
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p>				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Through the Fullerton Joint Union High School District's Learn to Teach Continuum and the District Professional Development Plan, professional development activities are made available to teachers and principals and are designed to meet their needs.</p> <p>A. Teacher Preparation Program Agreements – The District has formal, student teacher agreements in place with twelve colleges or universities.</p> <p>B. Pre-Intern Program – The District partners with the Placentia-Yorba Linda Unified School District and Orange County Department of Education in state approved Pre-Intern Programs for all teachers who do not meet subject matter competency. Subject matter preparation workshops are included in these programs for all teachers needing to take the State subject matter exams.</p> <p>C. Intern Program – The District partners with California State University, Fullerton and Azusa Pacific University Intern Programs. These programs offer one-to-one support by a District teacher for new teachers who have not completed their supervised teaching experience.</p> <p>D. BTSA Induction Program – The District coordinates a state-approved BTSA Induction Program that provides high-quality professional development and leads to full certification in California.</p> <p>E. Professional Development – Opportunities for teachers needing to obtain additional certification to meet "highly qualified" guidelines.</p> <p>F. Professional Development – Opportunities for all District teachers to participate in research-based professional development on utilizing instructional strategies, first aid, CPR, integrating technology into the classroom, understanding the California Standards for the Teaching Profession, and the K-12 student content standards and performance levels.</p> <p>G. Graduate Education – The District partners with California State University, Fullerton in two masters' programs for teachers.</p>	<p>2008 - 2013</p> <p>Superintendent</p> <p>Assistant Superintendent of Human Resources</p> <p>Director of Educational Services</p> <p>Director of the BTSA Program</p> <p>Site Administrators</p> <p>Lead Support Providers</p> <p>Support Providers</p> <p>Participating Teachers</p> <p>Professional Development Providers</p>	<p>Certificated Salaries</p> <p>Teacher Stipends</p> <p>Teacher Hourly Pay</p> <p>Professional Development Providers' Hourly Pay</p> <p>Classified Hourly Support</p> <p>Substitute Teacher Costs</p> <p>Curriculum Materials</p> <p>General Supplies</p> <p>Conference Attendance</p>	<p>TBD</p>	<p>BTSA</p> <p>Title I</p> <p>Title II</p> <p>PAR</p> <p>Lottery</p> <p>Carl D. Perkins</p> <p>TEPP</p> <p>General Fund</p>
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p>				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The FJUHSD BTSA Induction Program will assist participating teachers as they continue to build on the knowledge, skills, and abilities acquired during preliminary preparation for the delivery of comprehensive, specialized use of appropriate, computer-based technology to facilitate the teaching and learning process. The FJUHSD BTSA Induction Program utilizes the California Formative Assessment and Support System for Teachers (CFASST). Each of the twelve CFASST events is based on a cognitive cycle of plan, teach, reflect, and apply. The process provides a way for participating teachers to work with support providers to identify teaching strengths and areas for growth, based on the California Standards for the Teaching Profession and the K-12 Academic Content Standards for Students.</p> <p>Professional development will be provided to the BTSA Induction participating teachers to assist them in becoming fluent, critical users of technology, and in providing a relevant education to prepare their students to be life-long learners through BTSA support providers, site technology technicians, site data trainers, and District Technology Trainers.</p> <p>All District teachers will have the opportunity to attend professional technology development workshops. This training will help teachers make appropriate and efficient use of software applications and related media for accessing and evaluating information, analyzing and solving problems, and communicating ideas in order to maximize the instructional process. This is made possible because the District is committed to the Five Core Technology goals listed in the 2008 – 2012 Fullerton Joint Union High School District Technology Plan. The plan has been adopted by the FJUHSD Board of Trustees, approved by the State of California, and meets the requirements of Assembly Bill 598.</p>	<p>Superintendent</p> <p>Assistant Superintendent of Human Resources</p> <p>Director of Educational Services</p> <p>Director of the BTSA Program</p> <p>Director of Technology</p> <p>District Technology Trainers</p> <p>2008 - 2018</p> <p>Site Administrators</p> <p>District Teachers and Classified Staff</p>	<p>Certificated Salaries</p> <p>Teacher Stipends</p> <p>Teacher Hourly Pay</p> <p>Professional Development Providers' Hourly Pay</p> <p>Classified Hourly Support</p> <p>Substitute Teacher Costs</p> <p>Curriculum Materials</p> <p>General Supplies</p> <p>Conference Attendance</p>	<p>TBD</p> <p>TBD</p>	<p>BTSA</p> <p>Title I</p> <p>Title II</p> <p>Lottery</p> <p>General Funds</p> <p>BTSA</p> <p>Title I</p> <p>Title II</p> <p>Lottery</p> <p>General Funds</p>
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p>				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The 2008 – 2018 Fullerton Joint Union High School District Technology Plan assists teachers as they transition from knowledge of technology and personal usage to bringing technology into the classroom. Students use technology as a tool to support, enrich, and motivate student learning. To reduce the demands being placed on teachers' time, some of the job-embedded professional development allows the training to occur during the day, with students in an authentic setting supporting the individual teacher and student needs. Such use of technology supports teaching and learning, regardless of individual learning style, socioeconomic background, culture, ethnicity, or geographic locations. This also allows teachers to integrate technology-related tools into the educational experience of students, including those with special needs.</p> <p>Opportunities to learn how to use technology to support student learning are made available to all participating teachers in the District's BTSA Induction Program. Each year, teachers have the opportunity to attend Seminars for Success that is especially designed to enhance the computer technology skills of teachers. Each seminar addresses a specific technology topic of interest to participating teachers who are required to complete assignments to provide evidence of successful completion. The technology seminars are conducted by the District Technology Trainers who are also District classroom teachers. Topics focus on technology-related activities designed to enhance and support student learning. Participating teachers may elect to attend additional technology training workshops that are offered for all District teachers. Release time is provided for workshops held during class time or teachers may receive hourly pay for attending workshops after school hours.</p>	<p>2008 - 2018</p> <p>Superintendent</p> <p>Assistant Superintendent of Human Resources</p> <p>Director of Educational Services</p> <p>Director of the BTSA Program</p> <p>Director of Technology</p>	<p>Certificated Salaries</p> <p>Teacher Stipends</p> <p>Teacher Hourly Pay</p> <p>Professional Development Providers' Hourly Pay</p> <p>Classified Hourly Support</p> <p>Substitute Teacher Costs</p>	<p>TBD</p>	<p>BTSA</p> <p>Title I</p> <p>Title II</p> <p>Lottery</p> <p>Carl D. Perkins</p> <p>General Fund</p>
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p>				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The Annual District Professional Development Plan is designed to provide professional growth opportunities for all staff members in the Fullerton Joint Union High School District, including certificated, classified, and management personnel. The focus of the plan is to align activities in the area of professional development with Board-adopted goals and annual priorities. The plan encompasses major areas for staff training and provides an extension of individual campus efforts in the area of professional development.</p> <p>Along with the District-wide plan, each of the six comprehensive high schools within the District, the District's continuation high school, and the District's alternative education high school develop a Single Plan for Student Achievement (SPSA) based on the unique needs of each campus. The individual school plans are fully integrated and articulated with the District plan. Input for the plans is provided by School Site Councils and community members, including staff, parents, and students. In addition to the District goals and priorities, each school plan reflects program improvement areas of growth, WASC recommendations, school specific goals and priorities, and special needs of staff as identified by the school. In support of campus professional development efforts, the District Professional Development Plan reflects common issues identified by the campuses and the activities are planned and implemented to support the identified areas.</p>	<p>2008 - 2018</p> <p>Superintendent</p> <p>Assistant Superintendent of Human Resources</p> <p>Director of Educational Services</p> <p>Director of the BTSA Program</p> <p>Director of Technology</p> <p>District Technology Trainers</p> <p>Site Administrators</p> <p>District Teachers and Classified Staff</p> <p>Parents and Students</p>	<p>Certificated Salaries</p> <p>Teacher Stipends</p> <p>Teacher Hourly Pay</p> <p>Professional Development Providers' Hourly Pay</p> <p>Classified Hourly Support</p> <p>Substitute Teacher Costs</p> <p>Curriculum Materials</p> <p>General Supplies</p> <p>Conference Attendance</p>	<p>TBD</p>	<p>BTSA</p> <p>Title I</p> <p>Title II</p> <p>Lottery</p> <p>Carl D. Perkins</p> <p>General Fund</p>
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> • Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child's education; and • Understand and use data and assessments to improve classroom practice and student learning. 				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>A. The District's BTSA Induction program supports participating teachers as they build on knowledge, skills, and strategies acquired during preliminary preparation. Each participating teacher receives specific relevant information regarding District policies and programs for students with special needs, including the Individuals with Disabilities Education Act (IDEA) and those provisions relating to Gifted and Talented Education (GATE). Because the District's BTSA Induction Program utilizes the California Formative Assessment and Support System for Teachers (CFASST) model, participating teachers can demonstrate their ability to create a positive, inclusive climate for individualized, specialized instruction, and the assessment of students with special needs and/or abilities. The purpose of the twelve CFASST events is to improve teaching, as measured by each standard of the California Standards for the Teaching Profession (CSTP) and in relation to the State-adopted academic content standards and performance levels for students.</p> <p>Through the CFASST model, participating teachers learn how school organizational structures and resources are designed to meet the needs of English learners and demonstrate the ability to implement the adopted instructional program for the development of academic language, comprehension, and knowledge in the core academic curriculum that promotes student access and achievement in relation to the use of the curriculum regarding District policies and programs for students with special needs, including the Individuals with Disabilities Education Act (IDEA) and those provisions relating to Gifted and Talented Education (GATE).</p>	<p>2008 - 2018</p> <p>Superintendent</p> <p>Assistant Superintendent of Human Resources</p> <p>Director of Educational Services</p> <p>Director of the BTSA Program</p> <p>Director of Technology</p> <p>District Technology Trainers</p> <p>Site Administrators</p> <p>District Teachers and Classified Staff</p> <p>Parents and Students</p>	<p>Certificated Salaries</p> <p>Teacher Stipends</p> <p>Teacher Hourly Pay</p> <p>Professional Development Providers' Hourly Pay</p> <p>Classified Hourly Support</p> <p>Substitute Teacher Costs</p> <p>Curriculum Materials</p> <p>General Supplies</p> <p>Conference Attendance</p>	<p>TBD</p>	<p>BTSA</p> <p>Title I</p> <p>Title II</p> <p>Lottery</p> <p>Carl D. Perkins</p> <p>General Fund</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The Fullerton Joint Union High School District will utilize funds to develop “highly qualified” teachers through the implementation of its Learn to Teach Continuum and the District Professional Development Plan. The District will continue to offer professional development activities for all teachers, including teacher preparation, supervised teaching, Pre-Intern Program, Intern Program, BTSA Induction Program, and District-wide professional development. Program activities will include, but are not limited to, the following:</p> <p>A. Recruit, train, and retain highly qualified Support providers to work with every new teacher.</p> <p>B. Provide release time or other designated time for new teachers to meet with their Support Providers.</p> <p>C. Provide opportunities for new teachers to attend planned professional development.</p> <p>D. Provide opportunities for program staff to continue to align services, maximizing existing resources.</p> <p>. Provide release time for teachers to attend subject matter test preparation workshops.</p> <p>F. Provide release time and/or hourly pay to attend professional development workshops in the areas of integrating technology; meeting the needs of students with special needs, GATE, or English Learners; first aid and CPR; and parent involvement.</p> <p>G. Provide release time for teachers to attend workshops, focusing on research-based instructional strategies, designed to increase student achievement.</p>	<p>2008-2018</p> <p>Superintendent</p> <p>Assistant Superintendent of Human Resources</p> <p>Director of Educational Services</p> <p>Director of the BTSA Program</p> <p>Director of Technology</p> <p>District Technology Trainers</p> <p>Site Administrators</p> <p>District Teachers and Classified Staff</p> <p>Parents and Students</p>	<p>Certificated Salaries</p> <p>Teacher Stipends</p> <p>Teacher Hourly Pay</p> <p>Professional Development Providers’ Hourly Pay</p> <p>Classified Hourly Pay</p> <p>Classified Hourly Support</p> <p>Substitute Teacher Costs</p> <p>Curriculum Materials</p> <p>General Supplies</p> <p>Conference Attendance</p>	<p>TBD</p>	<p>BTSA</p> <p>Title I</p> <p>Title II</p> <p>SIP</p> <p>Lottery</p> <p>Carl D. Perkins</p> <p>EIA/LEP</p> <p>General Fund</p>

Performance Goal 4:

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

Environments Conducive to Learning (Strengths and Needs)

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

Strengths	Needs
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Strengths	Needs
<p>Physically:</p> <ul style="list-style-type: none"> • Voluntary drug testing • Pregnant & Parenting Teen Program Services • Tobacco cessation programs • Safe environments with campus SROs and supervisors • Athletic activities • Suspended/expelled students retained in independent study program <p>Socially:</p> <ul style="list-style-type: none"> • Conflict management programs • Anger management programs • Peer Assistance Leadership (PAL) programs • Friday Night Live (FNL) after-school groups • Co-curricular and extra-curricular clubs <p>Emotionally:</p> <ul style="list-style-type: none"> • Counseling • Teachers apply youth resiliency/asset development practices • Youth support groups on campus: PAL, FNL, and Conflict Management (CM) • Parent and community support groups <p>Intellectually:</p> <ul style="list-style-type: none"> • Alternative education opportunities, including the Teen Pregnancy and Parenting Program and Opportunity classes in all grade levels to support improved academic achievement • Co-curricular before/after-school clubs • Implementation of research-science-based Alcohol, Tobacco, Other Drugs and Violence (ATODV) curriculum • Annual implementation of Internet Safety Workshop for District, staff, and CBOs • Annual implementation of Parent’s Legal Rights and Responsibilities Workshop for parents, students, staff, and Community-Based Organizations (CBO) <p>Psychologically:</p> <ul style="list-style-type: none"> • Counseling • Youth support groups on campus (PAL, FNL, and CM) <p>Other:</p> <ul style="list-style-type: none"> • Supplemental grant funding for student programs • In-kind resources and programs from parents and community 	<p>Physically:</p> <ul style="list-style-type: none"> • Address attendance issues, including truancy. • Address student issues related to low income, foster care and homelessness. • Address violence and gang affiliations. • Address expulsions and suspensions. <p>Socially:</p> <ul style="list-style-type: none"> • Address peer pressures related to increased marijuana, party drug use, smokeless "vape" devices and inhalants. <p>Emotionally:</p> <ul style="list-style-type: none"> • Address need for more parent education. • Increase parent involvement and understanding of children’s developmental needs. • Increase adult mentor support for students. <p>Intellectually:</p> <ul style="list-style-type: none"> • Improve teacher pedagogy related to different student learning styles and effect sizes of teaching strategies based on Hattie's work in Visible Learning. <p>Psychologically:</p> <ul style="list-style-type: none"> • Address adolescent mental health, including depression. • Improve staff recognition and understanding of student mental health issues. <p>Other:</p> <ul style="list-style-type: none"> • Administrative support for special student programs. • Improve crisis management planning. • Establish “core teams” on each campus to provide student support services, assessment and case management.

Environments Conducive to Learning (Activities)

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to

learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

Activities
<ul style="list-style-type: none"> • Continue to apply for other funding sources that support and leverage prevention efforts. • Improve strategies to increase student attendance. • Implement more anger/conflict management training for staff and students. • Establish District and site-based coordinators and mentors responsible for directing needy students to support services and resources. • Maintain Red Ribbon Week and other ATODV special events with increased focus on marijuana and party drug use. • Improve school-to-parent communication using technology resources and increased translation of District communiques in languages other than English. • Increase District and community partnerships that support student learning. • Implement research-based programs and methods that support positive learning environments. • Implement professional development to increase staff awareness and recognition of signs and symptoms related to student mental health disorders, including depression and drug-induced disorders. • Expand the network of student assistance program staff to include District Community Liaison and District Mental Health Liaison. • Develop policies and practices related to District-wide crisis management. • Expand the role of Deans of Academic and Student Services to include more direct support to EL, FY and McKinney Vento students (homeless). • Teach school psychologists and Special Education chairpersons to write effective behavioral modification plans. • Conduct workshops/trainings that meet California educational standards regarding ATODV and safety. • Continue to provide annual Internet Safety Workshop for all District staff and parents. • Continue to implement science-research-based curriculum Towards No Drug Abuse (TND) related to ATODV prevention education. • Continue to assess and evaluate student needs through biennial California Healthy Kids Survey (CHKS) and District surveys with possible modification of programs and activities. • Continue to address violence/bully prevention through awareness education, responses on CHKS and utilization of student support groups. • Maintain and replace visible No Tobacco Use signage at entrances on all school sites and District buildings.

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

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

Strengths	Needs
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Strengths	Needs
<ul style="list-style-type: none"> • Yearly Drug, Alcohol, and Tobacco Education programs are facilitated on each high school campus. • Facilitators are paid a stipend to coordinate program activities. • Programs/activities include Voluntary Drug Testing (VDT), FNL, PAL, and CM. • Special grant projects are also implemented under the umbrella of Substance Abuse Prevention Programs and include Project Safe, a gang/violence suppression-intervention project, Tobacco Education Prevention Program (TEPP), a tobacco prevention/intervention/cessation program, and GOALS, a risk-reduction program that includes the implementation of science-research-based curriculums: (Towards No Drug Abuse, Tobacco Free Generations, Reducing The Risk) and CBO services for students of the Teenage Pregnancy and Parenting Program (TAPP). All of these are collaborative programs. • CHKS was implemented biennially, beginning in 1999. • Each District site monitors truancy, attendance, suspensions, and incidents of crime. • School site SROs and supervisors are proactive in maintaining drug and violence-free campuses. • Each site has a Safe School Plan. • Each classroom is equipped with a telephone, intercom system, and e-mail for communication. • Administrators use cell phones and hand held two way radios. In 2014, The District initiated • All ATODV programs are implemented based on the principles of effectiveness and include strong evaluation components to assess needs and outcomes. • Opportunity classes are provided at the ninth and tenth grade levels for students deficient in units of credit and are designed to help high-risk students return to regular comprehensive classes. • All sites use TeleParent or a similar system to improve school-parent communication regarding student attendance, school assignments, student academic status, and campus news. • Continue to train health educators to implement the science-research-based ATODV curriculum Towards No Drug Abuse with fidelity. • Continue providing Internet Safety Workshop, conducted by the Fullerton Police Department, to train educators, parent and CBOs. • Continue to include the CHKS Core, Resiliency, and Tobacco modules biennially for data collection, assessment, evaluation, and needs modification. • Continue to administer CHKS to all students in the District non-traditional settings (i.e. LVHS, LSHS, (TAPP). • The District supports the position of a Title IV Substance Abuse Prevention Coordinator. 	<p>Need Related to Data Collection</p> <ul style="list-style-type: none"> • Increase the level of prevention education related to smokeless "vape" use. • Increase levels of awareness related to harmful effects of marijuana, alcohol, methamphetamines, inhalants, and tobacco to reduce usage. • Continue to address conflict management, anger management, and tolerance. Place special emphasis on the redirection of harassment, bullying, physical fighting, gang membership, and violent behavior. • Increase professional staff development efforts to improve the integration of ATODV education and conflict management. • Increase information literacy and critical thinking in the use of public information and media resources related to ATODV education. • Encourage greater community and parent participation for support of ATODV programs. • Continue to share information about the District and student achievement among District staff, site administration, and teachers in order to encourage greater parent participation and involvement. • Increase connecting opportunities for students (i.e. after-school programs, sports participation, membership in community and school organizations) by networking with community-based organizations and promoting membership in school groups. • Increase awareness of harmful consequences of participation and association with gangs. • Increase number of adult role models for students through workshops, trainings, and mentoring projects. • Continue to provide information on parent/student workshops (i.e. Stop Short of Addiction, ShortStop, Parents' Legal Rights and Responsibilities, StandUp Parenting, Boy's Town, etc.) that provide tools for improved parenting skills.

Performance Goal 4:

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

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

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures from the California Healthy Kids Survey	Most Recent Survey date: 2013-14 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5th: N/A% 7th: N/A%	5th: N/A% 7th: N/A%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7th: N/A% 9th: 3% 11th: 5%	7th: N/A% 9th: 1% 11th: 1%
The percentage of students that have used marijuana will decrease biennially by:	5th: N/A% 7th: N/A%	5th: N/A% 7th: N/A%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7th: N/A% 9th: 12% 11th: 22%	7th: N/A% 9th: 1% 11th: 2%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7th: N/A% 9th: 7% 11th: 14%	7th: N/A% 9th: 1% 11th: 2%
The percentage of students that feel very safe at school will increase biennially by:	5th: N/A% 7th: N/A% 9th: 20% 11th: 29%	5th: N/A% 7th: N/A% 9th: 5% 11th: 5%
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7th: N/A% 9th: 15% 11th: 9%	7th: N/A% 9th: 2% 11th: 2%

Truancy Performance Indicator	Most recent date: 2013-14 Baseline Data	Biennial Goal (Performance Indicator)
<p>The percentage of students who have been truant will decrease annually by 0.10% from the current LEA rate shown here.</p> <p>Note: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5 and</p>	8.97 %	8.87 %
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: 2013-14 Baseline Data	Biennial Goal (Performance Indicator)
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:</p>	5th: N/A% 7th: N/A% 9th: 32% 11th: 36%	5th: N/A% 7th: N/A% 9th: 2% 11th: 2%
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:</p>	5th: N/A% 7th: N/A% 9th: 47% 11th: 46%	5th: N/A% 7th: N/A% 9th: 2% 11th: 2%
<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:</p>	5th: N/A% 7th: N/A% 9th: 16% 11th: 17%	5th: N/A% 7th: N/A% 9th: 2% 11th: 2%
<p>The percentage of students that report high levels of school connectedness at their school will increase biennially by:</p>	5th: N/A% 7th: N/A% 9th: 53% 11th: 52%	5th: N/A% 7th: N/A% 9th: 2% 11th: 2%

Other Performance Measures

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

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

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

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

Program 1	
Science Based Program Name:	Project Towards No Drug Abuse
Program ATODV Focus:	ATODV
Target Grade Levels:	9-12 Health and Opportunity classes
Target Population Size:	>50% Students
Purchase Date:	April 2003
Staff Training Date:	Annually
Start Date:	Ongoing
Program 2	
Science Based Program Name:	Helping Teens Stop Using Tobacco (TAP)
Program ATODV Focus:	T
Target Grade Levels:	9-12
Target Population Size:	25
Purchase Date:	1994
Staff Training Date:	Annually
Start Date:	Ongoing
Program 3	
Science Based Program Name:	Intervening with Teen Tobacco Users (TEG)
Program ATODV Focus:	T
Target Grade Levels:	9-12
Target Population Size:	25
Purchase Date:	1994
Staff Training Date:	Annually
Start Date:	Ongoing

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

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

Activities	Program ATODV Focus	Target Grade Levels
X After School Programs	ATODV	9-12
X Conflict Mediation/Resolution	V	9-12
X Early Intervention and Counseling	ATODV	9-12
X Environmental Strategies	ATODV	9-12
X Family and Community Collaboration	ATODV	9-12
X Media Literacy and Advocacy	ATODV	9-12
X Mentoring	ATODV	9-12
X Peer - Helping and Peer Leaders	ATODV	9-12
X Positive Alternatives	ATODV	9-12
X School Policies	ATODV	9-12
X Service - Learning/Community Service	ATODV	9-12
X Student Assistance Programs	ATODV	9-12
X Tobacco - Use Cessation	T	9-12
X Youth Development Caring Schools Caring Classrooms	ATODV	9-12
X Other Activities	ATODV	9-12

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

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

Program 1	
Promising Program Name:	Youth Development Research Based Supplementary Activities and Resources FNL
Program ATODV Focus:	ATODV
Target Grade Levels:	9-12
Target Population Size:	>50% ASB, Health, TEG/TAP
Purchase Date:	October 1999
Staff Training Date:	Annual District Training
Start Date:	1999

Program 2	
Promising Program Name:	Peer Assistance and Leadership
Program ATODV Focus:	ATODV
Target Grade Levels:	9-12
Target Population Size:	>50% 11 per site
Purchase Date:	1990
Staff Training Date:	Annually
Start Date:	1990

Program 3	
Promising Program Name:	
Program ATODV Focus:	
Target Grade Levels:	
Target Population Size:	
Purchase Date:	
Staff Training Date:	
Start Date:	

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

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

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

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

The District selected TND, TEG and TAP (Appendix C) as research-validated programs. TND is comprehensive in its approach at the high school level. TEG and TAP were developed in the District on Appendix D activities. The District utilizes Conflict Mediation and Resolution, Peer Helpers (PALS), FNL, after-school programs, and, in many ways, incorporates all the strategies for grades 9-12 on the Appendix D list. The 2013/14 CHKS, California Safe Schools Assessment (CSSA) survey results, and local law enforcement data indicate that the District should continue to be proactive in addressing all areas of ATODV, especially these areas of concern:

- Tobacco: Five percent of eleventh graders smoked daily in the past 30 days.
- Violence: Entrenched, intergenerational gang membership continues in the District attendance area.
- Marijuana: Fourteen percent of eleventh graders reported using. Use is frequently related to expulsion.
- Alcohol Drinking: Twenty-two percent of eleventh graders reported use.
- Binge Drinking: Twelve percent of eleventh graders reported episodic, heavy drinking in the past 30 days; an increase of two percent since the last CHKS.
- Mental Health and Depression: Twenty-nine to Thirty-three percent of all students have experienced sadness or hopelessness almost every day for two weeks.

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

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

The District conducted the CHKS in 1999, 2001, 2003, 2005, 2007, 2009, 2011, and 2013 and will continue to administer it every other year. The next CHKS survey is scheduled for fall, 2015, and will include the resiliency module. The 40 Developmental Assets Survey is regularly administered to academically at-risk youth enrolled in Opportunity classes and the TAPP program. The District conducts biennial surveys of staff, students, and parents. This survey is locally designed and measures satisfaction with a range of District activities, including curriculum, school safety, and school environment. Individually funded special projects frequently have an assigned, outside evaluator to monitor progress and program outcomes. The District's goals are supported by the 12 Performance Indicators. For students to achieve these Performance Indicators, they must be in a safe environment and free of the behaviors associated with ATODV. The selected activities, the undergirding philosophy of resiliency, and the strengths of the 40 Developmental Assets support student success.

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

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

District Public Reporting Process:

CHKS: Annual SAP meetings, including CBO partners; superintendent reports to PTSA meetings; program personnel report in community collaborative, such as GOALS, Project Safe, and TEPP; and board presentation, regarding CHKS, by June 2016

CSSA/Suspensions/Expulsions: Annual end-of-year report

District Biennial LCAP Survey: Superintendent reports progress and areas of improvement to Board

Asset Development: Information calculated through special programs and parent newsletters

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E))

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

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

Each campus offers early intervention and counseling, conflict mediation teams, school resource officers, campus supervisors, PAL teams, Deans, tobacco cessation and intervention groups, FNL, after school activities (including tutoring, extra-curricular activities, and special event activities, such as Red Ribbon Week), and staff referrals (including parenting education programs, drug intervention, community based service agencies, shelters, supplies for homeless, and bilingual community agencies). Additional programs are included for the pregnant and/or parenting students and students with low attendance, low academic achievement (i.e. TAPP, Opportunity, Independent Study, Continuing Education), and those in need of behavior modification.

The school district defines the highest need students as those students who receive Title I services, have been involved with actions that are suspendable, have committed acts equating possible expulsion, have attendance problems, have emotional or mental health problems, are pregnant or parenting, have been cited for discipline problems, perform below academic standards, have been cited for tobacco use, or are living in high-risk environments.

Coordination of All Programs (4114 (d)(2)(A))

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

The District Office of Education and Assessment Services is responsible for implementing and administering SDFSC funded alcohol, tobacco, and other drug and violence prevention programs. A District Substance Abuse Prevention Coordinator coordinates these programs on a day-to-day basis and reports to the Assistant Superintendent of Education and Assessment Services or designee. Within each program, there is staff assigned to facilitate activities at each campus. Programs include Title IV (SDFSC), a violence prevention/suppression grant and a competitive tobacco prevention/education/intervention grant. In addition, the District site for TAPP implements a Community Challenge Grant and a Proposition 10 Teen Pregnancy Prevention Grant. SSVP (AB1113) funds support school safety at each campus and a Dean, who monitors student attendance and truancy.

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

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

Parents are involved in the Fullerton Joint Union High School District at many levels, such as planning and designing programs, implementing strategies as volunteers in the classroom and after-school programs, and volunteering on committees, such as the School Site Council, District Advisory Council, English Language Advisory Committee, District English Learner Advisory Committee, and others. Parents are recruited from all ethnic and socio-economic groups in the District to be representatives on the above committees. Parents support Red Ribbon activities and other site activities, including celebrations of diversity, athletic booster clubs, academic booster clubs, and sports. Parents of athletes participate in ATODV prevention by signing permission slips for voluntary drug testing. Regular communications, through the beginning of the year orientation package and the PTSA parent newsletter, continue to inform parents of a variety of issues and report on school updates. Other notification procedures, on such issues as Parent Choice Options and Safe School Status, are in place to meet the required timelines indicated by the yearly NCLB. Information is mailed to every parent in the District to notify them of their options.

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

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

Once pregnant minors or minor parents are identified by the District, they will meet with a TAPP Outreach Coordinator. The Coordinator assesses what services are needed and makes appropriate referrals related to prenatal and/or parenting care, ATODV counseling, continual education in the District, medical or financial home assistance, or other services.

The District operates a separate facility for pregnant and parenting teens who continue their education and who are supported with childcare, counseling, medical assistance, and a community health care worker. Programs include drug intervention, parenting, education, date rape, resiliency, and tobacco use prevention.

The teen parent site utilizes the following curriculum and services:

- An on-site nurse monitors pregnant minors and minor parents' health, including alcohol, tobacco, other drug use, and making referrals to tobacco cessation services.

- The teen parent site utilizes “The TND Curriculum” as the health textbook and “Tobacco Free Generations” as a supplemental text.
- Tobacco prevention videos include: “Targeted”, “Poisoning Your Children”, “Pregnant Users and Hazards”, “No If’s, Ands, or Butts”, and “How I Quit Smoking and Saved My Life”.
- Several educational brochures, such as “Ten Best Reasons Not To Smoke While You’re Pregnant”, “Secondhand Smoke and Your New Baby”, “Smoking and Weight Loss”, and “Truth or Lies? Young Women and Smoking”, are prominently displayed and available. Posters discouraging tobacco use are displayed in the classroom. County of Orange Health Care Agency posters, displaying available cessation services (1-866-New-Lung), are posted, as well as contact information for the California Smoker’s Helpline. All TAPP students are invited to attend the District tobacco cessation workshops and CBO resources are available for tobacco cessation.

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

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

Position/Title	Full Time Equivalent
The District is a high school district and does not receive TUPE funds. The District does receive Title IV funds, which are noted in the LEAP budget and receives a competitive grant for grades nine through twelve from the California Department of Education Healthy Kids office.	

**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.

The District has a very high graduation rate (92%) and, consequently, a low drop out rate (4%). Efforts to continue improving in each of these areas will continue to be a priority.

5.1 (High School Graduates)	
Activities/Actions	Guidance counseling. Before, during and after school tutoring. Support classes such as Expository Reading and Writing Curriculum (ERWC) classes for twelfth grade students needing additional support in ELA as indicated by the Early Assessment Program (EAP) in order to be better prepared for the rigors of college. CTE courses that connect students to high interest pathways leading to articulated programs at community colleges and high skilled jobs.
Students Served	9-12
Timeline/ Person(s) Involved	2015-2018/ Administration, Guidance, Certificated staff
Benchmarks/ Evaluation	Annual LCAP review and update
Funding Source	LCFF, Title 1, Title 3
5.2 (Dropouts)	
Activities/Actions	Guidance counseling, Early intervention for students demonstrating at risk behaviors. Monitoring students utilizing the three tiers of response to intervention modal with increasing support as needed. Increased access to local resources for both students and families through the efforts of the Community Liaison. Before, during and after school tutoring. Opportunity program for students in grades nine and ten. For grade eleven and twelve students, the alternative education program is designed to help students make up credits and return to the comprehensive high school. The independent study program is offered to students who are unable to attend either the comprehensive school or the alternative education program for various reasons; suspension, expulsion, hospitalization, and other temporary conditions. CTE courses that connect students to high interest pathways leading to articulated programs at community colleges and high skilled jobs.
Students Served	9-12
Timeline/ Person(s) Involved	2015-2018 / Administration, Guidance, Certificated staff
Benchmarks/ Evaluation	Annual LCAP review and update
Funding Source	LCFF, Title 1, Title 3
5.3 (Advanced Placement)	
Activities/Actions	Guidance counseling to include Advanced Placement/International Baccalaureate options for all students. The AVID program for students who, with additional support, will be able to take honors, AP and/or IB courses. Support activities including before and after school tutoring and Saturday study sessions. Professional development to explore ways to differentiate instruction and support additional students attempting honors, AP and/or IB.
Students Served	9-12
Timeline/ Person(s) Involved	2015-2018 / Administration, Guidance staff, Certificated staff
Benchmarks/ Evaluation	Annual LCAP review and update
Funding Source	LCFF

Additional Mandatory Title I Descriptions

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

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

Description of How the LEA is Meeting or Plans to Meet this Requirement	
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>Number of children eligible for Free/Reduced Price Lunch programs</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>All schools are selected and ranked according to the percentage of students qualifying for Free/Reduced Price Lunch. All schools with a 75% or above poverty level are funded. Other schools are funded by poverty ranking district wide.</p>

Additional Mandatory Title I Descriptions

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

Please provide a general description of the nature of the programs to be conducted by the LEA under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." 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>.

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program

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:

- A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.
- Effective methods and instructional strategies based on scientifically-based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.
- Instruction by highly qualified teachers and strategies to attract and keep such teachers.
- High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.
- Strategies to increase parental involvement.
- Assistance to preschool children in transitioning from early childhood programs to elementary school programs.
- Timely and effective additional assistance to students who experience difficulty mastering state standards.

The District works with each school identified as a Title 1 schoolwide program (SWP) to identify and serve the needs of students and upgrade the entire educational program in the following ways:

Each school is supported in conducting a comprehensive needs assessment annually through the development of the Single Plan for Student Achievement (SPSA) and through the development of the Local Control Accountability Plan (LCAP). Student performance data related standardized tests, AMAO's, reclassification rates for EL's, the number of students graduating having met "a-g" requirements, suspension and expulsion rates, truancy rates, and other measures are evaluated to determine where each school needs improvement efforts to be emphasized.

The District coordinates and supports professional development that is research based to improve instructional practice including the use of technology as a teaching and learning resource. Visible Learning by, John Hattie and Marzano's, Classroom Instruction that Works are some of the research used as a foundation for professional development decisions. Teachers on Special Assignment and ELA and math coaches help coordinate professional development and work directly with staff members to improve instruction. Staff development also includes training designed to support students experiencing difficulties related to mental health issues. A portion of Title 1 funds are set aside for professional development.

Tutoring support during the school day is provided at several District schools: Buena Park HS - HOWL; Fullerton HS - Tribe Time; La Habra HS - Hi Step and Sonora HS - Raider Revolution. Additionally, there are tutoring opportunities before and after school and Saturday programs to extend learning time. Summer school is offered to students needing remediation. Support classes and "boot camps" for students at risk of not passing state standardized tests are offered to students during the school year and during summer school as needed.

The District works with schools and directly with parents to increase parental involvement. The creation of a District Community Liaison and site specific community liaisons was done so, in part, to better connect parents to their student's school community. The community liaison works with administration at each school site to increase membership in ELAC and to provide resources to parents that will make the school feel more welcoming. Resources are also provided to parents of foster youth and students experiencing homelessness to encourage good attendance and success in school. The District meets with PTSA, DAC, DELAC, ELAC and the individual SSC's to provide timely information regarding District initiatives, to garner input and to conduct on going needs assessments.

Targeted Assistance Programs (TAS) - Student Identification

Targeted Assistance Programs (TAS) - Student Identification

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, pupil services personnel, parents, and other staff.
- Strategies to increase parental involvement.

The District works with each school identified as a Title 1 targeted assistance school (TAS) to identify and serve the needs of students and upgrade the educational program in the following ways:

Each school is supported in conducting a comprehensive needs assessment annually through the development of the Single Plan for Student Achievement (SPSA) and through the development of the Local Control Accountability Plan (LCAP). Student performance data related standardized tests, AMAO's, reclassification rates for EL's, the number of students graduating having met "a-g" requirements, suspension and expulsion rates, truancy rates, and other measures are evaluated to determine where each school needs improvement efforts to be emphasized.

The District coordinates and supports professional development that is research based to improve instructional practice including the use of technology as a teaching and learning resource. Visible Learning by, John Hattie and Marzano's, Classroom Instruction that Works are some of the research used as a foundation for professional development decisions. Teachers on Special Assignment and ELA and math coaches help coordinate professional development and work directly with staff members to improve instruction. Staff development also includes training designed to support students experiencing difficulties related to mental health issues. A portion of Title 1 funds are set aside for professional development.

Tutoring support during the school day is provided at several District schools: Buena Park HS - HOWL; Fullerton HS - Tribe Time; La Habra HS - Hi Step and Sonora HS - Raider Revolution. Additionally, there are tutoring opportunities before and after school and Saturday programs to extend learning time. Summer school is offered to students needing remediation. Support classes and "boot camps" for students at risk of not passing state standardized tests are offered to students during the school year and during summer school as needed.

The District works with schools and directly with parents to increase parental involvement. The creation of a District Community Liaison and site specific community liaisons was done so, in part, to better connect parents to their student's school community. The community liaison works with administration at each school site to increase membership in ELAC and to provide resources to parents that will make the school feel more welcoming. Resources are also provided to parents of foster youth and students experiencing homelessness to encourage good attendance and success in school. The District meets with PTSA, DAC, DELAC, ELAC and the individual SSC's to provide timely information regarding District initiatives, to garner input and to conduct on going needs assessments.

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

Targeted Assistance Programs (TAS) - Student Identification

Targeted Assistance Programs (TAS) - Student Identification

<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>Students in need of targeted assistance are identified using several criteria:</p> <ul style="list-style-type: none"> Performance on state standardized tests Eligibility for the Free/Reduced Priced Meals program Classroom grades in ELA and math courses Parent/Student conferences with guidance staff members Foster youth placement Homelessness
<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 Foster Youth are identified and monitored by the Dean at each school site. Resources to both students and parents are offered in accordance with the identified needs. The District Community Liaison works with Deans and administration to coordinate services. Students experiencing homelessness are enrolled immediately and are given the opportunity to remain in the school of origin or to attend the school closest to their living situation. Transportation is provided as needed. Support in attaining school records, birth certificates and other documentation is also provided. School supplies including access to technology are provided.</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>N/A</p>

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."

Program Improvement (PI) - Parent Notification

<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>At the beginning of the fall and spring semesters, parents are notified in writing if the school their child is attending is a PI school. Notification is also posted on the school web site. Included in the notification is the right of the parent to transfer their student to another school in the District that is not in PI. Paid transportation to the non-PI school is indicated in the notification. The right to Supplementary Educational Services (SES) is part of the bi-annual notification.</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>The right to Supplementary Educational Services (SES) is part of the bi-annual notification. Hard copies of the notice are also available to parents in the guidance office at each school. Parents wishing to take advantage of SES are provided a list of State approved service providers (also posted on the District web site) from which to choose. Once parents have made a choice, the District contracts with the provider and services commence. Service providers are required to provide the District and the parent, monthly reports of student progress. Students are selected and prioritized by those most at risk of failing to meet District and State standards.</p>

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

Highly Qualified Teachers

Highly Qualified Teachers

<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>Recruit, train, and retain highly qualified Support Providers to work with every new teacher. Provide release time or other designated time for new teachers to meet with their Support Providers. Provide opportunities for new teachers to attend planned, professional development. Provide opportunities for program staff to continue to align services, maximizing existing resources. In addition to the BTSAs Induction Program, the District offers a wide range of professional development offerings for classified, certificated, and administrative staff as approved in the annual District Professional Development Plan. The Human Resources department carefully monitors the credentialing and certifications of staff members and screens applicants to be sure they meet highly qualified criteria for the positions to which they have applied.</p>
<p>Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.</p>	<p>The District works with schools and directly with parents to increase parental involvement. The creation of a District Community Liaison and site specific community liaisons was done so, in part, to better connect parents to their student's school community. The community liaison works with administration at each school site to increase membership in ELAC and to provide resources to parents that will make the school feel more welcoming. Resources are also provided to parents of foster youth and students experiencing homelessness to encourage good attendance and success in school. The District meets with PTSA, DAC, DELAC, ELAC and the individual SSC's to provide timely information regarding District initiatives, to garner input and to conduct on going needs assessments.</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.

Increased Program Effectiveness

<p>Describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> Even Start Head Start Reading First Early Reading First Other preschool programs 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>Under the direction of the Assistant Superintendent of Education and Assessment Services, educational services are coordinated so that services are not duplicated, services meet all NCLB requirements including Title 1, Title 2 and Title 3 programs, and services are provided so that students receive support with minimal interruption to classroom instruction. The Director of Educational Services, District Community Liaison, Site Community Liaison, Deans, EL TOSA, EL Coordinators and other service providers coordinate services through regular meetings, electronic messaging and notifications to insure that students needing support are appropriately identified, supported and monitored. Services and support are evaluated annually to determine if the programs are sufficiently effective.</p>
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Part III

Assurances and Attachments

Assurances

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

General Assurances

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non - profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non - profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including - (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will - (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
 - 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low - income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low - income students and minority students are not taught at higher rates than other students by unqualified, out - of - field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high - quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency - wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D - SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

35. The LEA has an updated, local, long - range, strategic, educational technology plan in place that includes the following:
- a. Strategies for using technology to improve academic achievement and teacher effectiveness.
 - b. Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - c. 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.
 - d. 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.
 - e. 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.
 - f. A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - g. 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.
 - h. A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - i. 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.
 - j. A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - k. Collaboration with adult literacy service providers.
 - l. 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.
 - m. Supporting resources - a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

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

TITLE IV, PART A

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

New LEAP Assurances

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

- (i) truancy rates;
- (ii) the frequency, seriousness, and incidence of violence and drug - related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
- (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
- (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107 - 110)

57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107 - 110.)

Other

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

Signature Page

Scott Scambray, Ed.D.

Printed or typed name of Superintendent

September 14,
2015

Date



Signature of Superintendent

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Appendix A

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

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

California's NCLB Performance Goals and Performance Indicators

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

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)

1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

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

2.1 Performance indicator: The percentage of limited - English - proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance indicator: The percentage of limited - English - proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

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

Performance Goal 3: *By 2005 - 2006, all students will be taught by highly qualified teachers.*

3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high - poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2 Performance indicator: The percentage of teachers receiving high - quality professional development. (See definition of "professional development" in section 9101(34).)

3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

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

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

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

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

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

5.2 Performance indicator: The percentage of students who drop out of school:

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

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Appendix B

Links to Data Websites

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

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

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**Appendix C
(School-Based Programs)**

Science-Based Programs

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

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

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

C: Center for Substance Abuse Prevention: Model Programs: http://modelprograms.samhsa.gov/model_prog.cfm

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

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

School-Based Programs

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

**Appendix C
(School-Based Programs)**

School-Based Programs							
Name	Intended program outcomes and target grade levels. See research for proven effectiveness						
	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Minnesota Smoking Prevention Program	6 to 10		X				A,D,E
Olweus Bullying Prevention	K to 8				X		B,C,E
Positive Action	K to 12	X	X	X	X	X	C,D,
Project ACHIEVE	Pre - K to 8				X	X	A,C,E
Project ALERT	6 to 8	X	X	X			A,C,D,E
Project Northland	6 to 8	X		X			A,B,C,D,
Project PATHE	9 to 12					X	B,E
Project SUCCESS	9 to 12	X	X	X			C,
Project Toward No Drug Abuse (TND)	9 to 12	X	X	X	X		C,
Project Toward No Tobacco Use (TNT)	5 to 8		X				A,C,D,E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				X		A,B,C,D,
Protecting You/Protecting Me	K to 5	X					C,
Quantum Opportunities	9 to 12					X	B,E
Reconnecting Youth	9 to 12	X		X	X	X	A,C,E
Responding in Peaceful and Positive Ways	6 to 12			X	X		C,D,E
Rural Educational Achievement Project	4				X		C
School Violence Prevention Demonstration Program	5 to 8				X		C
Second Step	Pre - K to 8				X		A,C,D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project	K to 6	X			X	X	B,C,D,E
SMART Leaders	9 to 12			X			C
Social Competence Promotion Program for Young Adolescents (SCPP - YA)	5 to 7			X			C
Start Taking Alcohol Risks Seriously (STARS) for	6 to 8	X					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				X		C,D,
Too Good for Drugs	K to 12	X	X	X	X		C

Appendix C
(Community and Family-Based Programs)

Community and Family-Based Programs							
Name	Intended program outcomes and target grade levels. See research for proven effectiveness						
	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					X	B, E
Brief Strategic Family Therapy	Families			X			B, C,
CASASTART	Community			X	X		B, C, D,
Communities Mobilizing for Change	Community	X					C
Creating Lasting Family Connections	Families (6 to	X		X		X	A, C, D,
Families And Schools Together (FAST)	Families				X		C,
Family Development Research Project	Families				X		C
Family Effectiveness Training	Families				X		C,
Family Matters	Families	X	X				C
FAN (Family Advocacy Network) Club	Families			X		X	C
Functional Family Therapy	Families	X		X	X		B, E
Home-Based Behavioral Systems Family	Families				X		C
Houston Parent - Child Development Program	Parents					X	C
Multisystemic Therapy	Parents			X	X		B, C, E
Nurse - Family Partnership	Parents		X				B, C,
Parenting Wisely	Parents				X		C,
Preparing for the Drug Free Years	Parents (4 to 7)	X		X		X	A, B, C,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	X	X	X			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					X	C
Stopping Teenage Addiction to Tobacco	Community		X				C
Strengthening Families Program	Families (4 to 6)	X		X	X	X	A, C, D,

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Appendix D

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

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

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

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**Appendix E
(Promising or Favorable Programs)**

Promising or Favorable Programs

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

A: California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

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

C: Center for Substance Abuse Prevention: http://modelprograms.samhsa.gov/model_prog.cfm

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

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

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			X			C
Aggression Replacement Training	School				X		D
Aggressors, Victims, and Bystanders	6 to 9				X		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				X		D
Baby Safe (Substance Abuse Free Environment)	Families	X	X	X			C
Basement Bums	6 to 8		X				A
Be a Star	K to 6					X	C
Behavioral Monitoring and Reinforcement	7 to 8			X	X		C
Bilingual/Bicultural Counseling and Support Services	Communiti	X		X			C
Bully Proofing Your School	K to 8				X		B
Creating a Peaceful School Learning Environment	K to 5				X		B
Club Hero	6					X	C
Coca - Cola Valued Youth Program (CCVYP)	School					X	B
Colorado Youth Leadership Project	7	X				X	C
Comer School Development Program (CSDP)	School					X	B
Earlscourt Social Skills Group Program	K to 6					X	B
Effective Black Parenting Program (EBPP)	Families				X		B
Facing History and Ourselves	7 to 12				X		D
Family Health Promotion	Families	X	X	X		X	C
FAST Track	1 to 6				X		B
Get Real About Violence	K to 12				X		C
Growing Healthy	K to 6	X	X	X			D

Appendix E
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	X					B
Kids Intervention with Kids in School (KIKS)	6 to 12	X	X	X	X	X	C
Let Each One Teach One	Mentoring					X	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				X		B, C, D
Lion's Quest Working Toward Peace	5 to 9				X		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health	K to 12	X	X	X			D
Open Circle Curriculum	K to 5				X	X	D
Parent - Child Assistance Program (P - CAP)	Families	X		X			C
PeaceBuilders	K to 8				X		D
Peacemakers Program	4 to 8				X		D
Peer Assistance and Leadership	9 to 12			X	X		C
Peer Coping Skills (PCS)	1 to 3				X		B
Peers Making Peace	K to 12				X		D
Personal/Social Skills Lessons	6 to 12		X				A
Preventive Intervention	6 to 8			X			B
Preventive Treatment Program	Parents			X	X		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		X				A
Project BASIS	6 to 8				X	X	C
Project Break Away	6 to 8		X	X			C
Project Life	9 to 12		X				A
Project PACE	4					X	C
Project SCAT	4 to 12		X				A
Project Status	6 to 12			X	X	X	B

Appendix E
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Safe Dates	School				X		B
Say It Straight (SIS) Training	6 to 12	X					D
School Transitional Environmental Program	9 to 12			X	X	X	B
Smokeless School Days	9 to 12		X				A
Social Decision Making and Problem Solving	1 to 6	X			X		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					X	B
Socio - Moral Reasoning Development Program	School				X		B
Storytelling for Empowerment	6 to 8	X		X			C
Strengthening Hawaii Families	Families			X			C
Strengthening the Bonds of Chicano Youth & Families	Communiti	X		X			C
Syracuse Family Development Program	Family				X		B
Teams - Games - Tournaments Alcohol Prevention	10 to 12	X					C
Teenage Health Teaching Modules	6 to 12		X				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		X				A
The Scare Program	School				X		D
The Think Time Strategy	K to 9				X		D
Tinkham Alternative High School	9 to 12					X	C
Tobacco - Free Generations	8 to 12		X				A
Viewpoints	9 to 12				X		B
Woodrock Youth Development Project	K to 8	X	X	X		X	C
Yale Child Welfare Project	Families				X		B
Project Break Away	6 to 8		X	X			C
Project Life	9 to 12		X				A
Project PACE	4					X	C
Project SCAT	4 to 12		X				A
Project Status	6 to 12			X	X	X	B

Appendix F

District & Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	3,308	3,269	98.8	3,269	2632.1	36	33	20	11
All Grades	3,308	3,269	98.8	3,269		36	33	20	11

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	41	45	13	46	40	13	26	62	12	45	46	10
All Grades	41	45	13	46	40	13	26	62	12	45	46	10

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	3,308	3,279	99.1	3,279	2614.0	23	23	24	30
All Grades	3,308	3,279	99.1	3,279		23	23	24	30

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	34	33	32	26	50	24	27	51	23
All Grades	34	33	32	26	50	24	27	51	23

Appendix F

District & Student Performance Data

Title III Accountability

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,664	1403	
Percent with Prior Year Data	99.9	100.0	
Number in Cohort	1,663	1403	
Number Met	1,008	831	
Percent Met	60.6	59.2	
NCLB Target	57.5	59.0	
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	249	1,490	177	1291		
Number Met	88	781	61	650		
Percent Met	35.3	52.4	34.5	50.3		
NCLB Target	20.1	47.0	22.8	49.0		
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	Yes	
Met Target for AMAO 3	No	No	

Appendix F

District & Student Performance Data

California English Language Development (CELDT) Data

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	42	12	179	49	108	30	24	7	11	3	364
10	40	11	165	44	137	36	25	7	10	3	377
11	36	13	125	47	75	28	18	7	13	5	267
12	47	18	112	43	74	29	17	7	8	3	258
Total	165	13	581	46	394	31	84	7	42	3	1266

Grade	2014-15 CELDT (All Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	