(CDE use only)

Application #

No Child Left Behind Act of 2001
<u>LOCAL EDUCATIONAL AGENCY PLAN</u>

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

LEA Plan Information:

Name of Local Educational Agency (LEA): <u>Garden Grove Unified School District</u>

County/District Code: <u>30-66522</u>

Dates of Plan Duration (should be five-year plan): <u>September 2014 – June 2019</u>

Date of Local Governing Board Approval: <u>June 21, 2016</u>
                                        REVIEWED/UPDATED

District Superintendent: Gabriela Mafi, Ed. D

Address: 10331 Stanford Avenue

City: Garden Grove   Zip code: 92840

Phone: 714.663.6111   Fax: 714.663.6100

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.

Gabriela Mafi, Ed. D	June 21, 2016	
Printed or typed name of Superintendent	Date	Signature of Superintendent

George West, Ed. D.	June 21, 2016	
Printed or typed name of Board President	Date	Signature of Board President

LEA Plan
TABLE OF CONTENTS

TOPIC   **PAGE**

TABLE OF CONTENTS
(continued)

Part III – Assurances and Attachments

Part I
Background and Overview

Background

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

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

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 2013-14.**

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 2005-06, 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 Local Education Agency Plan, and the Categorical Program Monitoring

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code Section 64001),* developed by 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 under-performing student groups. **Federal law requires that school site administrators, and 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/

- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) 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 (LRE) – 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 on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.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
(Optional)

☑	**LEA Plan – Comprehensive Planning Process Steps**
☑	1. Measure effectiveness of current improvement strategies
☑	2. Seek input from staff, advisory committees, and community members.
☑	3. Develop or revise performance goals
☑	4. Revise improvement strategies and expenditures
☑	5. Local governing board approval
☑	6. Monitor Implementation

FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
☑	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Library Improvement Block Grant
☑	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
☑	Title III, Limited English Proficient	☑	Gifted and Talented Education
☑	Title III, Immigrants		
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
☑	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
☑	Career Technical Education		Pupil Retention Block Grant
☑	McKinney-Vento Homeless Education		Healthy Start
☑	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
☑	21st Century Community Learning Centers		Other (describe):
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students ($)	Current Year Direct Services to Students (%)
Title I, Part A	3,598,066	12,956,053	14,645,301	88%
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	1,788,776	1,983,849	3,639,421	96%
Title II, Part D, Enhancing Education Through Technology	-	-	-	-
Title III, Limited English Proficient	561,068	1,758,713	2,274,294	98%
Title III, Immigrants	41,578	124,185	159,874	96%
Title IV, Part A, Safe and Drug-free Schools and Communities	-	-	-	-
Title V, Part A, Innovative Programs Parental Choice	-	-	-	-
Adult Education	-	1,053,437	1,053,437	100%
Career Technical Education	-	-	-	-
McKinney-Vento Homeless Education	-	115,176	111,362	97%
IDEA, Special Education	-	19,826,785	17,991,241	91%
21st Century Community Learning Centers	-	1,672,080	1,669,335	99%
Child Development Programs	-	161,274	155,580	96%
TOTAL	5,989,488	39,651,552	41,699,845	91%

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 ($)	Current Year Direct Services to Students (%)
EIA – State Compensatory Education/LEP	585,370	-	568,320	97%
EIA – Limited English Proficient	-	-	-	-
State Migrant Education	-	-	-	-
School and Library Improvement Block Grant (Tier III)	-	-	-	-
Child Development Programs	-	4,318,621	3,752,449	87%
Educational Equity	-	-	-	-
Gifted and Talented Education (Tier III)	-	-	-	-
Tobacco Use Prevention Education – (Prop. 99)	-	-	-	-
High Priority Schools Grant Program (HPSGP)	-	-	-	-
School Safety and Violence Prevention Act (AB 1113)	-	-	-	-
Pupil Retention (Tier III)	-	-	-	-
Healthy Start	-	-	-	-
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	-	-	-	-
Other (describe) Educator Effectiveness	-	3,111,189	3,001,341	96%
TOTAL	585,370	7,429,810	7,322,110	91%

Part II
The Plan

Needs Assessments
   Academic Achievement
   Professional Development and Hiring
   School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

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 California Assessment of Student Progress and Performance (CAASP) 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, CASSP, 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:

- o Statewide standards, assessment, and accountability
- o Local assessments and accountability
- o Coordination and integration of federal and state educational programs
- o 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:

- o Teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and

- o 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

The Garden Grove Unified School District (GGUSD) provides educational services to about 45,000 students in grades PK-12. The District is the third largest among 28 public school districts in the Orange County. Garden Grove Unified School District provides support to students in 45 elementary, 10 intermediate, 7 high schools, one continuation high school, one adult education center, two preschool centers, and two special education schools. The district serves students from the cities of Anaheim, Cypress, Fountain Valley, Garden Grove, Santa Ana, Stanton, and Westminster. Of all students, 68% are eligible for free or reduced lunches. This district serves an ethnically diverse student population which is 54% Hispanic, 35% Asian, 8% White not Hispanic, and 3% of other race/ethnicity. Of these students, 39% are English Learners and 10.1% of students receive Special Education Services.

The Garden Grove Unified School District is committed to providing an educational program that focuses on high standards for all students in student achievement, and opportunities for all students to acquire the knowledge and skills necessary to live a productive life. To meet this commitment, students participate in a comprehensive curriculum designed to achieve identified goals.

The GGUSD provides comprehensive educational services for K-12 students and adults in safe and well-maintained schools staffed by quality teachers and support staff meeting the highest professional standards. Adult education, preschool, English language development programs, ROP/CTE, Visual and Performing Arts (VAPA), Gifted and Talented Education, and special education are among the many support programs provided by the district. The district maintains the Class Size Reduction Program — with smaller classes in grades 1-3 and grades K-1 and 3-4 combination classes.

All schools in the district focus on a core curriculum of basic skills development in reading, writing, science, history-social science, and mathematics, while recognizing the importance of offering varied educational experiences through comprehensive music and visual arts instruction, electives, athletics, and leadership development. Computers and other technologies in classrooms, school libraries, and dedicated laboratories complement the delivery of the basic curriculum and provide the foundation for courses in computer applications and programming languages. All sites connect to the Wide Area Network, enabling classrooms, schools, and offices to exchange information electronically and have access to the Internet. The system is the largest of its type among Orange County school districts.

The Garden Grove Unified School District strives to ensure all students have equal access to a quality, standards-based educational program. School staff and parents are involved in decision-making through School Site Councils, Parent Teacher

Associations/Organizations, English Learner Advisory Committees, District Parent Task Force, site Health and Safety Committees, grade level or department chair meetings, and other parent or school advisory committees.

It is the goal of the district to ensure that all students have the opportunity upon leaving high school to choose from a wide variety of options including four-year colleges and universities, technical education, or a skilled career. The opportunity to choose among these paths requires that students achieve proficiency as defined by state standards in core academic subjects and achieve proficiency in the use of the English language. These proficiencies will make it possible for students to access rigorous high school courses and enable them to graduate ready for college and skilled careers.

Our Vision and Mission

GGUSD Vision: We are committed to preparing all students to be successful and responsible citizens who contribute and thrive in a diverse society.

GGUSD Mission: To ensure student success, we will provide a rigorous and supportive academic experience that motivates all learners to meet high expectations.

GOAL 1: All learners will develop the ACADEMIC SKILLS necessary for continual individual growth towards mastery of standards.
    1A: Academic Content
    1B: Academic English
    1C: Scholarly Habits
GOAL 2: All learners will develop the PERSONAL SKILLS necessary to achieve academic and personal goals.
    2A: Motivation
    2B: Socioemotional Well-being
    2C: Climate
GOAL 3: All learners will be prepared for LIFELONG SUCCESS in their intended career paths.
    3A: College & Career Readiness
    3B: College & Career Success

Garden Grove Unified School District

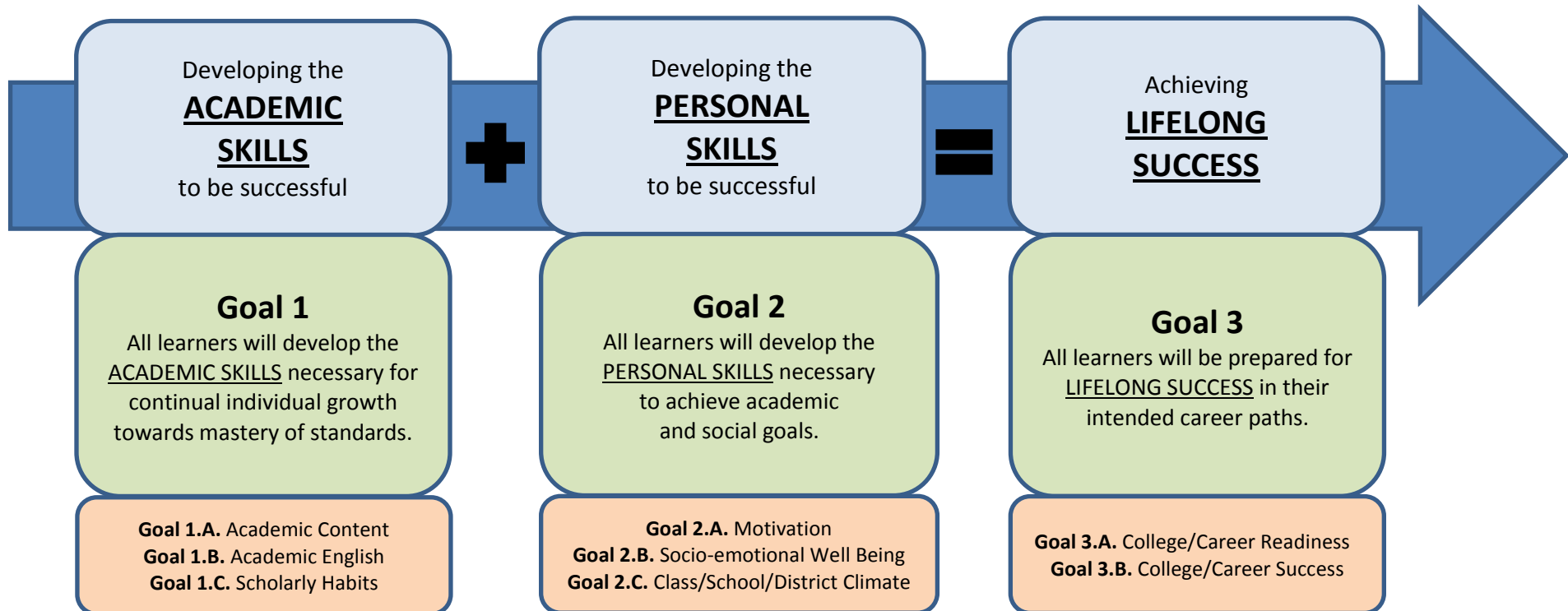## Vision, Mission, and Strategic Plan Goals

OUR SHARED VISION

We are committed to preparing all students to be successful and responsible citizens who contribute and thrive in a diverse society.

OUR SHARED MISSION

To ensure student success, we will provide a rigorous and supportive academic experience that motivates all learners to meet high expectations.

Developing the **ACADEMIC SKILLS** to be successful

+

Developing the **PERSONAL SKILLS** to be successful

=

Achieving **LIFELONG SUCCESS**

Goal 1
All learners will develop the ACADEMIC SKILLS necessary for continual individual growth towards mastery of standards.

Goal 1.A. Academic Content
Goal 1.B. Academic English
Goal 1.C. Scholarly Habits

Goal 2
All learners will develop the PERSONAL SKILLS necessary to achieve academic and social goals.

Goal 2.A. Motivation
Goal 2.B. Socio-emotional Well Being
Goal 2.C. Class/School/District Climate

Goal 3
All learners will be prepared for LIFELONG SUCCESS in their intended career paths.

Goal 3.A. College/Career Readiness
Goal 3.B. College/Career Success

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.

Grade(s)	English Language Arts (ELA) Assessments English Language Development (ELD) Assessments
3-8, 11	Smarter Balanced Assessment Consortium (SBAC)
K-12	California English Language Development Test (CELDT)
K-12	Annual District Writing Assessment: Fall (K-6)/Spring (K-12)
K-6	On Demand Writing Prompts
K-3	Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
K-6	Comprehensive Literacy Assessment (CLA)
K-6	Leveled Reading Passages
K-6	Trimester ELA Benchmarks
K-6	Standards-based Report Card
3-6	Language! Third Edition Content Mastery Tests
7-12	Quarter ELA Benchmarks
7-12	Program Assessments
7-12	Quarter ELD Benchmarks
7-12	Grade Reports
Grade(s)	Mathematics Assessment
3-8, 11	Smarter Balanced Assessment Consortium (SBAC)
K-6	Trimester - Math Benchmarks, Pearson
K-6	Standards-based Report Card
7-12	Quarterly Mathematics Benchmarks
7-12	Grade Reports
7-12	MDTP (California State University, Fullerton)

Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14.*

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
1. Alignment of instruction with content standards:							
a) Core Instructional Programs: The District uses the following State Board of Education (SBE)-adopted, standards-based, and board approved basic core instructional programs and materials for English language arts (ELA), English Language Development (ELD), and intensive intervention, including ancillary materials for differentiation:				Assistant Superintendents of Elementary and Secondary Education, Directors of K-6 & 7-12 Instruction, Director of Special Education, Director of K-12 Educational Services, Teachers on Special Assignment (TOSAs)	Core textbook purchases: New and replacement materials	$750,000 (2016 - 2017)	LCFF
Grade(s)	Title	Publisher	Course				
TK	World of Wonders	McGraw Hill	ELA	2015 - 2017: New textbooks were reviewed, piloted and adopted by the School Board Timeline for implementation of new textbooks: 2015 - 2016: Math 2016 - 2017: ELA			
K-6	Wonders CA	McGraw Hill	ELA				
K-6	Flex Literacy CA	McGraw Hill	Special Education				
7-8	Gateways Inside	National Geographic	Intensive Intervention				
7-12	Collections	Houghton Mifflin Harcourt (HMH)	ELA				
7-12	ELD HMH Collections	Houghton Mifflin Harcourt (HMH)	ELD				
9-12	Inside Edge	National Geographic	Intensive Intervention				
b) High Quality Professional Development: The District provides coherent and ongoing, district-wide, high-quality professional development focused on the implementation of the standards-based, basic core instructional program in English language arts (ELA) and English language development (ELD).				Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs., TOSAs, Admin., Teachers			
i. All teachers participate in initial core curriculum training, which is presented by Teachers on Special Assignment (TOSAs) in collaboration with textbook consultants. Teachers receive the training necessary to align their instruction in ELA and ELD with the standards.				August - October 2016	Teacher Hourly		General Fund

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
ii. Teachers receive additional ongoing training and classroom support for the implementation of ELA and ELD materials. Training focuses on effective instructional delivery, implementation of content standards, and instructional strategies for meeting the needs of diverse learners. K-12 TOSAs provide training, coaching, and support for new and experienced teachers. *Technical Assistance Partner [TAP]*	Site-based TOSA support September - June	Substitutes, Teacher Hourly	$21,000 $26,000	Title I (ELA) Title III (ELD)
iii. The District provides opportunities for all first and second year teachers to participate in the GGUSD Teacher Induction Program. New teachers are supported by TOSAs and provided ongoing in-class support.	Monthly formal meetings Weekly school site support	Teacher Hourly	$15,000	LCFF
iv. Principals receive ongoing training on new adoptions and instructional strategies related to standards-based adoptions for ELA and ELD. The District utilizes an observational protocol that supports classroom teachers in effective instructional practices. *[TAP]*	Monthly Principals Meetings			
c) Pacing and Assessment: Teachers follow a common sequence of instruction and assessment. The District implements K-12 ELA and ELD curriculum and pacing guides to focus on key content standards and instructional mapping. The District continues to update and refine ELA pacing guides. The District also provides ongoing, aligned assessments to monitor student progress and to guide professional development. The District and schools will continue to use and refine district benchmarks and use test data to inform instructional practices to increase student achievement. The District analyzes student achievement data and program implementation data to determine District priorities.	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs., Dir. of Inst. Tech., Counselor on Special Assignment (COSA), TOSAs, Admin., Teachers			
i. Teachers receive training related to pacing and assessment. Teachers are trained to analyze local and state achievement data, including SBAC and CELDT data to guide and improve instructional strategies and staff development.	2014-17 Site-based TOSA support	Substitutes, Teacher Hourly	$20,000	Title I
ii. Specific work will be completed related to pacing for ELA to include support for English learners.	ELD Leadership Team	Teacher Hourly	$20,000	Title III
iv. Elementary teachers use a standards-based report card. Teachers are trained on how to grade using the standards-based grading system and how to use the computer-based report card system.	Site-based TOSA support	Staff Meeting		
v. Secondary teachers will analyze grading practices to determine how to increase student success for educationally disadvantaged students and support students who are not yet demonstrating proficiency in standards.	2014-17	Substitutes	$80,000	Title I
d) Instructional Time: The District complies with and monitors the implementation of instructional time.				
i. Elementary schools will augment instruction using ancillary materials of the Wonders Program with a focus on differentiation with differentiated instruction for students not meeting grade level standards. Secondary schools will augment instruction using ancillary materials to support students not meeting grade level standards.	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst	Supplemental Materials	$300,000	Title I
ii. The ancillary ELD materials are implemented using Systematic ELD or			$300,000	Title III (supplemental

25

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Academic Language Development (ALD) strategies				ELD materials)
iii.　Intermediate schools provide a Companion class (additional period) to support additional instructional time for ELA, including a Companion class designed to meet the needs of EL students and students performing below grade level standards.	Asst. Supt. Sec. Ed., Dir. of 7-12 Inst.		Refer to Goal 1 Reading, 9b	
2. Use of standards-aligned instructional materials and strategies:				
a) District Adoption of Standards-Aligned Instructional Materials: The adoption process is coordinated by the Directors of K-6 and 7-12 Instruction. The adoption process includes a review and selection of standards-aligned instructional materials by a committee/consult group of teachers and administrators. Materials are also available for public review prior to final approval by the school board. Base program materials have been approved by the school board for adoption and use district-wide. Base program ELA and ELD materials are identified in the table contained in **1a) Core Instructional Programs.** The District annually updates the matrix of adoptions from the CDE approved list along with board certification that all core instructional materials are standards-based.	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs., TOSAs Admin., Teachers	Textbook purchases: New and replacement of consumable instructional materials costs for Reading/English Language Arts programs.	Refer to Goal 1 Reading, 1a	
b) District-wide Intervention Materials:	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs., TOSAs Admin., Teachers 2015-17	Intervention Materials	Refer to Goal 1 Reading, 1d.i, 1d.ii	
c) Research-Based Lesson Design for Effective Instructional Delivery: The District will utilize effective instructional design and delivery based on the research-validated instructional framework. Implementing district-wide lesson delivery frameworks ensure consistency. Site administrators are provided training on expectations and teacher support and accountability. Teachers are trained in the research-based instructional strategies to be used within the lesson design frameworks, Direct Instruction (K-6) and Gradual Release of	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs., TOSAs Admin., Teachers			

Intervention materials table (within row b):

Tier	Intervention Program	Grade(s)
Tier 1	Core & Materials for Differentiation	K-12
	GATE Read Naturally	1-6
	Six Minute Solution	K-6
Tier 2	Early Reading Intervention (ERI)	K-1
	Wonders Intervention Materials and WonderWorks	K-6
	Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS)	3-6
	Companion Classes	7-8
	Focus on Reading and Writing	9-10
Tier 3	Inside Gateways	7-8
	Inside Edge	9-12
	Read Well	K-2
	Flex Literacy	4-6
Tier 4	Ed Mark	K-6
	Flex Literacy	

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Responsibility (7-12). *[TAP]*				
i. **Direct Instruction:** At the elementary level, the implementation of a structured lesson design for ELA is based on strategies from the Direct Instruction model. The following phases of instruction are included in the lesson design: 1) Orientation; 2) Presentation; 3) Structured practice; 4) Guided practice; and 5) Closure. *[TAP] We will emphasize differentiation during the reading block, using scaffolds such as leveled text, questioning strategies, and heterogeneous and homogeneous grouping.*	2015 - 2016	Super Week	$18,000	Title I
ii. **Gradual Release of Responsibility (GRR):** At the secondary level, the implementation of a lesson delivery framework is based on GRR: 1) Focus lesson with input and modeling; 2) Guided instruction/practice; 3) Collaborative practice, and 4) Independent practice. Secondary teachers are trained on various strategies that can be used in implementing the GRR as a framework, along with focus on checking for understanding and student engagement strategies. *[TAP]*	2015-2017 GRR Training October 2015 May 2016	Substitutes	$10,000	Title I
iii. **K-12 Effective Instruction:** Finalize and implement K-12 Effective Instruction implementation scales. [TAP]	2015 - 2017 Training for teachers and administrators	Substitutes	$300,000	Title I
d) Writing Support Strategies and Materials: The District is implementing strategies and program materials to support writing. These include Writing as a Process and Lucy Calkins Units of Study.				
i. Elementary Focus: At the elementary level, the District provides focused training for writing support. The Department of K-6 Instruction works with identified teacher leaders through the strategy academy structure, allowing for teacher release and classroom observations. Teachers are provided with resources and support to improve writing instruction to augment the core reading/writing program, Lucy Calkins Units of Study. Specific assessments, including performance tasks are provided to support calibration and alignment of student achievement levels. Standards aligned Unit Planners assist teachers in integrating strategies and identifying specific lessons that align with the new state standards, while focusing on the writing process.	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs., TOSAs Admin., Teachers August – March 2015	Substitutes Consultant Teacher Hourly Consultant	$100,000	Title III
ii. Secondary Focus: At the secondary level, selected 7-12 teachers received professional development in the Thinking Maps and Constructing Meaning programs in order to support academic language and literacy. With the ELA/ELD/SPED Textbook Adoption and Implementation for 2016-17, each ELA/ELD/SPED teacher will receive quarterly professional development for each program, including the Writing components. Continued support for teachers are offered through after school trainings facilitated by TOSAs. Teachers also implement standards-based writing rubrics for district-wide use to ensure consistency of evaluation. The rubrics break down the strands of writing strategies, writing applications, and writing conventions, and has an accompanying writing conventions checklist.				
e) English Learner Support Strategies and Materials: The District provides English learner support programs. Each of these strategies and programs are	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst.,		Refer to Goal 1 Reading, 5a.iii	

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
further described in Goal 2, Planned Improvement in Programs for English Learners. i. Specially Designed Academic Instruction in English ii. Systematic English Language Development iii. Academic Language Development iv. Constructing Meaning v. AVID Excel (English Learner College Readiness)	Dir. of Spec. Ed., TOSAs Admin., Teachers 2014 - 2019	Substitutes	$11,000 (FLARE)	FLARE
f) Special Education Support and Materials: The District provides special education services. At the elementary level, the District provides specialized instructional support in the least restrictive environment for students with disabilities that includes: Collaborative services; Positive behavioral support services to support instruction; Pullout services; Push-in services; Inclusion; Resource Center; and the use of Flex Literacy (grades 4-6) ELA intervention curriculum. At the secondary level, students with special needs may be in the MS, MM, or RSP programs. According to the student's Least Restrictive Environment, the student may receive Specialized Academic Instruction in an SE course or Inclusion services in a GE course, or the student may be mainstreamed in a GE course. Students who are in Inclusion or GE courses may receive a Resource Center course in order to support their academics and develop self-regulatory skills or Consult services. The District also provides instruction toward the core grade level standards and utilizes supplemental materials to support standards based instruction in core subjects. ELA intervention curriculum – Flex Literacy (Grades 4-6 M/M), K-6 M/S – Unique Learning. National Geographic's Inside and Edge – RSP and MM students who are reading significantly below grade level.	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., TOSAs		Refer to Goal 1 Reading, 5a.ii, 9a-9c	
g) Data Analysis: A variety of data is collected, analyzed and utilized to establish and maintain a clear focus on the California State Standards and faithful implementation of base program adoptions. i. Teachers use student work and data from state assessments (i.e, SBAC, CELDT), local benchmarks, and curriculum-embedded tests to guide instruction, differentiate instruction, and determine targeted learning needs of students. ii. Teachers administer annual district-developed performance tasks with District Standards Based Writing Rubric to assess writing progress.	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of Inst. Tech., TOSAs Admin., Teachers 2014 - 2019		Refer to Goal 1 Reading, 8a-8c	
3. Extended learning time:				
a) Intervention Programs: The District supports extended learning opportunities to meet the needs students not meeting grade level standards through different levels of intervention: in class intervention by a combination of direct instruction and flexible grouping; paraprofessionals; tutors; and extended day opportunities.	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs., TOSAs, Academic Coaches, Admin., Teachers			
i. A variety of instructional materials and strategies will be used to help students meet their instructional goals. Materials that teachers use in their intervention programs align to the district base program, state standards, and the identified needs of students. These materials are listed in **2b:**		Materials	Refer to Goal 1 Reading, 2b	Title I

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
District-wide Intervention Materials.				
ii. Data-based, targeted extended day intervention opportunities provide scaffolding and support for at-risk learners. Classroom interventions by teachers are determined by analysis of student work, teacher observation, and periodic assessments. Monitoring of student progress on an ongoing basis addresses student needs. Before/after school interventions are aligned to diagnose student needs in order to optimize the effective use of time in intervention programs.	Site Administrators, Teachers Annually 2014 – 2019	Teacher Hourly	$90,000	Title I LCFF
iii. Extended opportunities for English learners are supported through after school intervention and summer institute programs to increase English language proficiency and support access to the instruction.	Site Administrators, Teachers Annually 2014 - 2019	Teacher Hourly	$45,000 $38,000	LCFF
iv. Partnering with the Boys and Girls Clubs of Garden Grove, ASES and ASSETS programs focus on literacy standards in the academic and enrichment programs.	Dir. K-12 Ed Svs., BGCGG-CBO	In-Kind Contributions	$1,900,000	Various
b) Summer Institute: Summer Institute will be provided for students in grades K-8 focusing on students who are at risk of not meeting grade level expectations. Instructional coaches and teachers will co-plan and collaboratively teach as well as participate in a lesson study during the summer institute, which lasts 2 - 4 weeks – 4 hours per day. The District will continue to support summer school programs, K-12, yearly as funding is available. i. At selected K-6 schools they will provide specific core curriculum in language arts for at-risk students. ii. At selected 7-8 intermediate schools they will provide language arts curriculum and/or ELD curriculum reinforcing the core: strategic and intensive intervention. iii. Special Education students will be provided with summer programs during the same time frame as general education summer school (extended school year - ESY).	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs., TOSAs, Inst. Coaches, Admin., Teachers July 2015	Summer Institute Costs: Teacher Hourly	$500,000 $100,000	Title I Title III (English learner support)
4. Increased access to technology:				
a) District Master Technology Plan: The District will implement the Master Technology Plan, which includes: i. Use of technology devices, including computer labs, classroom computers, wireless mobile labs, iPads, Chromebooks, and various multimedia tools such as, multimedia projectors, document cameras, and interactive boards. ii. Utilization of web-based activities, client software, applications, and other technology tools for instructional support and communication. iii. Implementation of SharePoint, an information portal, will allow teachers to share effective lessons and instructional strategies using the web. iv. Use of School Messenger at the District and school sites for communication to families regarding student achievement and school programs.	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs., Dir. of Inst. Tech.., TOSAs, Admin., Teachers 2014-2019	Substitutes, Teacher Hourly, Consultant Fees Software and technical support, on-line contracts Printing of data reports, data scanners	$835,000 $300,000	Title I LCFF
b) Staff Development: The District will provide ongoing staff development that	Asst. Supts. Elem./Sec.	Teacher Hourly	$20,000	General Fund

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
demonstrates and provides strategies for using technology to support the base program and supplemental program implementation. Staff development will support the district-wide increase in the use technology devices and the increased use of interactive digital tools and multimedia tools. [TAP]	Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs., Dir. of Inst. Tech., TOSAs		$20,000	Title I
c) District Data and Information Systems: The District will use Illuminate (Data System) and AERIES (Student Information System) to provide district, site, and teacher reports of achievement results. i. Administration, Leadership Teams, Counselors, and Teachers will receive training on Illuminate and AERIES as new reports are developed for their use in data analysis, planning and instruction. ii. The District will maintain systems to monitor student grades and provide data regarding K-12 grade alignment to student achievement; provide a-g tracking to maximize a-g completion rates; provide tracking of college retention for graduates and disseminate that information to stakeholders.	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs.,, Dir. of Inst. Tech., TOSAs, Admin., Leadership Teams, Counselors, Teachers	Teacher Hourly Software, hardware, license	$5,000 $100,000	General Fund Title I
d) Online Course Opportunities and Development: The District offers online course options for single course(s) for credit, credit recovery, and D-validation.	Teacher Training Summer/Fall 2015	Online Course Development and Teacher Stipends	$100,000	Title I
5. Staff development and professional collaboration aligned with standards-based instructional materials:				
a) District Staff Development and Collaboration: Administrators and teachers will participate in professional development opportunities provided by the District that focus on the use of adopted core reading materials aligned to the CA State Standards and effective classroom instruction. The District will provide ongoing professional development at the district and site levels for teachers, administrators, and paraprofessionals to support effective instructional delivery of standards based curriculum to meet the need of all levels of students with specific focus on differentiating instruction to meet the needs of English Learners, Special Education, and Latino students as well as other sub groups. The trainings will focus on base program implementation, supplemental programs, and effective instructional delivery. Trainings are offered during "Super Week" prior to the start of each school year and during the school year.	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs., GATE Sup., TOSAs, Admin., Teachers			
i. **Strategy Academy:** Teachers will continue to attend training on the use of differentiation to provide differentiated instructional practices for meeting the needs of diverse learners, students with disabilities, and second language learners. Teachers will participate in district professional development designed to help teachers in supporting use of the adopted language arts materials and supplemental ELD materials, engage in professional learning communities, and effective instructional delivery. At the secondary level, Strategy Academy will include opportunities for demonstration lessons and co-planning and co-teaching opportunities through the Strategy Showcase. *[TAP]*	Strategy Academy (K-12) Quarterly Strategy Showcase (7-12) Quarterly	Substitutes Substitutes Substitutes Substitutes Demo Teachers	$100,000 $10,500 $53,500 $3,000 $40,000	Title I LCFF Title I LCFF Title I
ii. **Special Education Strategy Academy/ Inclusion Training:** Special Education teachers will attend training on the use of specific strategies for teaching students with identified learning disabilities. There will be inclusion	February - March 2016	Substitutes Substitutes	$24,000 (Strategy Academy) $16,500 (Inclusion)	Title I Title I

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
training for resource teachers of special education students, including students with disabilities and English learner status. *[TAP]*				
iii. **Systematic ELD and Constructing Meaning:** The District will provide professional development for English Learners based on the District's Master Plan including federal and state requirements, ELD, and differentiated instruction designed to close the achievement gap.	ELA/ELD standards Training August 2015 - December 2016 CM Training April 2015	Substitutes Substitutes Substitutes Substitutes Consultant & Materials Demo Teachers	$52,000 (SELD) $19,000 (CM) $73,000 (CM) $33,500 (CM)	Title III Title I Title II Title III
iv. **Advanced Learner Training and Advanced Placement:** The GATE department offers a professional development sequence that includes instruction in differentiated instruction and use of advanced literacy support for the core curriculum. The District provides training for teachers of GATE students and advanced learners. AP Teachers receive training at the AP Summer Institute with follow-up trainings during the school year.	August 2015	Substitutes Teacher Hourly AP Institute AP Institute	$15,000 $5,000 $5,000 $5,000	Title II Title II Title II Title I
v. **GGUSD Teacher Induction Program:** New GGUSD teachers will be provided with aligned and systematic support to better prepare them to extend their learning beyond the credential program. Program goals include: 1) Ensure intensive individualized support and assistance for early career teachers; 2) Model and encourage ongoing self-assessment and reflection for continuous improvement in the practice of teaching; and 3) Meet the academic and personal needs of diverse students through inquiry, collaboration, and professional development for and with early career teachers.	Two year induction program	Provider stipends Staffing Substitute costs Mileage	$1,008,209	Title II Educator Effectiveness Funds
b) Site Level Collaboration and Coaching: The District has implemented systems for identifying peer coaches, instructional coaches, and Teachers on Special Assignment to assist teachers, with the goal of developing a culture of ongoing professional development and collegiality.	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs., TOSAs, Admin., Teachers	Substitutes Substitutes	$20,000 $2,000	Title I LCFF
i. **Professional Learning Communities:** Secondary professional development on PLCs has been site-specific for the past two years based on GGUSD's Strategic Plan and school-wide instructional foci.	Ongoing	Substitutes	$50,000	Title I
ii. **Integrated Coaching Support Plan:** The District and schools will provide site-based strategy focused coaching sessions focusing on lesson study, co-planning, and co-teaching, and demonstration lessons. Release time will be provided, which allow teachers the opportunity for peer observations, collaboration, and co-teach/co-planning.	TOSAs	Substitutes	$40,000	Title I
iii. **TOSA Support:** TOSAs serve as district curriculum experts and strategy experts and work directly with teacher to support curriculum and instruction, professional development needs, and ongoing teacher support. TOSAs provide coaching and support at school sites, and organize and present professional development opportunities to teachers and administrators throughout the school year.	Dir. of K-6 & 7-12 Inst., TOSAs 2014 - 2019	Personnel Costs	$300,000 $1,600,000 $1,600,000 $2,000,000 $500,000	General Fund Title I Title II Title III (ELD focus) Bechtel Grant (Math)
iv. **Collaboration:** Schools will have collaboration meetings by grade level, department, and vertical teams (weekly, bi-monthly, or monthly) for student achievement data analysis and instructional planning.	Site Administrators, Teacher leadership teams/ Department Chairs, Coaches	Substitutes	$3,500	Title I

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
v. **Instructional Coaches:** Based on site needs, additional TOSA site support has been provided to support instructional coaching, co-planning, lesson study support and data analysis.	2014 - 2019	Personnel Costs	$1,800,000	LCFF
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
a) Parent Engagement: The District provides multiple opportunities for staff, parents, and community members to become actively engaged as partners in education. Parents in their children's education and has an effective system in place to communicate with parents, information on their students' academic performance, strategies to support their learning, grade-level standards, academic proficiency levels, and, as needed, available interventions in reading/language arts and mathematics.	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs., Parent/Comm. Outreach, ARC, Counselors, Admin., Teachers	Substitutes, Teacher and Classified Hourly, Materials	$280,000 $30,000	Title I LCFF
i. The District/Schools will send each parent his/her child's individual test data assessment results with an explanation in their home language on how to interpret them. Meetings will also be provided to allow parents to ask questions on the assessments. The District will continue to provide strategies and materials to the sites to support parent understanding of state standards and student achievement of the standards.	Every fall	Materials	$17,000	General Fund
ii. Elementary parents or guardians will be invited to progressing monitoring conference in the fall, and a follow-up parent conference in March to discuss student achievement in reading. Secondary Schools will organize parent meetings, included targeted intervention meetings.	Annually, January and/or end of first quarter	Teacher and Classified Hourly	$20,000 $9,100	Title I LCFF
iii. Schools will implement and provided training for teachers, parent, and staff for Parent Portal. This will allow for ongoing communication relating to student achievement and attendance.	Annually, August		Refer to Goal 1 Reading, 4c	
iv. Each school will hold an annual parent meeting (Title I Parent Meeting) to provide to parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Schools will, with the assistance of the District, provide assistance to parents of children served by the school in understanding topics such as the following: a) the State's academic content standards; b) the State's student academic achievement standards, c) the State and local academic assessments including alternate assessments; d) the requirements of Title I (if applicable); e) how to monitor their child's progress; and f) how to work with educators.	Site Administrators Fall 2015 Fall 2016 Fall 2017 Fall 2018 Fall 2019	Printing, translation and distribution costs, Translation equipment, Materials and Supplies, Consultants	$3,500	Title I
b) **Governance/Advisory Committees:** Each school will maintain a School Site Council (SSC) with staff, parents, and community representatives. All schools shall maintain a School Parent Involvement Policy and School-Parent Compact, which will be reviewed and updated annually.	Schedules available at school site			
i. Each school will establish maintain an English Learner Advisory Committee				

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
(ELAC) to provide advice to the SSC on English Learner programs. ii. The District Advisory Committee (DAC)/ Parent Task Force and District English Learner Advisory Committee (DELAC) will continue to review the district parent involvement policy, district plans, and curriculum, assessment, materials and strategies for English, ELD, and core content programs.				
c) Notification Procedures: The District will provide parents with information regarding Program Improvement status, school choice, supplemental educational services, and Open Enrollment, when applicable. Parents will receive Annual Notification of English Learners program placement in either an English Language Mainstream or English Language Immersion classroom. The District Assessment and Registration Center will provide translations for schools in Spanish, Vietnamese, and Korean. School communication to parent will be translated where a population exceeds 15% of a given language.	Dir. of K-12 Ed. Svs., Parent/Comm. Outreach, ARC			
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):				
a) Preschool Support: The District will provide ongoing meetings for Preschool parents in School Readiness, and State Preschool transition programs, which include visitations to the school site, and participation in the daily program. Pre-school/ Kindergarten transition will be supported by: i. Sites receiving parent information packets and activities for transition to kindergarten ii. Early Start Programs at elementary with parent education components to help students and parents prepare for the transition.	Asst. Supts. Elem. Ed., Dir. of K-6 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs., Pre-School Principal	Personnel Costs, Materials	$1,500	State Preschool School Readiness
b) Summer Programs: Selected schools offer a Summer Early Start Program for students in K-12, which supports transition (such as PreK to K, 6th to 7th, or 8th to 9th) and/or early assessment opportunities. The Summer Bridge Program is offered at selected schools to provide early, supplemental support for students entering special programs, such as AVID, AVID Excel, Academy, or AP or enrichment opportunities.	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs. August 2015 August 2016	Early Start and Bridge Operating Costs, Personnel Costs, Materials	$35,000 $5,000	Title I LCFF
c) Extended Day: After School Education and Safety (ASES) programs are offered at all qualifying elementary and intermediate sites. After School Safety and Enrichment for Teens (ASSETs) programs are offered at qualifying high school sites.	Asst. Supts., Elem/Sec. Ed., Dir. of K-6/7-12 Inst., Dir. of K-12 Ed. Svs., Teachers, BGCGG	ASES and ASSETS program: Staff, Materials, Transportation	$5,650,088 $296,000 $60,000	ASES ASSETs Title I
d) College and Career Interest: i. Each high school organizes parent events to provide information about college, such as College Information Nights and Financial Aid Nights. ii. The District organizes an annual College Fair, Roadmap to College Event, and Career Fair for parents and students. *[TAP]* iii. The College Board's Early Participation Program is an initiative to support the involvement of all students in the college-going process to inform instruction and learning, and increase students' readiness for college	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of K-12 Ed. Svs., Parent/Comm. Outreach, Counselors Annually, March	Personnel Costs Personnel Costs PSAT Costs Course costs	$5,000 $1,000 $40,000 $65,000	Title I LCFF Title I Title I

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
expectations. This initiative provides access to additional savings for 10th grade students to take the PSAT/NMSQT. iv. SAT Prep classes will be held at all comprehensive high schools to students at a discounted rate. The courses are offered after school.				
8. Monitoring program effectiveness:				
a) Data System: The District data system provides timely and useful formative and summative assessment data to inform decisions about classroom and school-wide practices and programs, allowing for monitoring of student progress and identification of students not meeting grade level standards. The District provides reports around District Goals and other achievement targets. All data are evaluated annually to ensure that programs are improving the achievement of all students. Teachers meet during collaboration within grade or course level teams to analyze the results of formative and curriculum-embedded assessments to guide instructional plans. *[TAP]*	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of Inst. Tech., Dir. of I.S., TOSAs, Admin., Teachers	Teacher Hourly	$5,000	General Fund
b) Assessment Data: The District will use a variety of formative and summative assessments to monitor ELA program effectiveness. Assessment results will be used to monitor instruction and learning related to student mastery of the ELA standards and to guide instructional decisions. The District uses and provides the following assessments to monitor student achievement in the area of English language arts/reading: 	Grade(s)	Assessment
---	---
3-11	SBAC
K-12	California English Language Development Test (CELDT)
K-12	Annual District Writing Assessment: Fall (K-6)/Spring (K-12)
K-6	Reading Performance Tasks
K-3	Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
K-6	Comprehensive Literacy Assessment (CLA)
K-6	District ELA Benchmarks (Key Data Systems)
K-6	Unit Level Assessments (Key Data Systems)
K-6	Standards-based Report Card
3-6	Language! Third Edition Content Mastery Tests
7-12	Holt Quarterly Benchmarks
7-12	Other Program Assessments
7-12	Grade Reports		Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of Inst. Tech., Dir. of I.S., TOSAs, Admin., Teachers District Assessment Timeline	Printing and distribution of assessment materials Printer for Benchmark Assessments, Materials, Supplies, Scanners, Test Booklets	$90,000 $10,000	Title I Title III
c) Data Analysis: Teachers and administrators will review progress, analyze assessment data, plan strategies, develop action plans, and adjust the instructional delivery to meet the needs of all students. Classroom teachers will regularly assess students' mastery of standards by examining student work, benchmarks, and other data, and provide reteaching as needed. *[TAP]* i. District administrators and site principals will actively monitor classroom implementation through: Learning Walks, Instructional Rounds, observation checklists, and focused feedback. *[TAP]* ii. The District implements district-wide lesson delivery frameworks, common	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of Inst. Tech., TOSAs, Admin., Teachers 2014 - 2019	Substitutes, Teacher Hourly, Personnel costs	$62,500 $47,900	Title I LCFF

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
instructional language, and effective lesson delivery models. iii. District TOSAs are assigned to provide on-site support to teachers at assigned school sites. TOSAs are trained to use assessment results to guide instruction and to guide language arts and ELD instruction. iv. TOSAs support classroom teachers from the beginning of implementation through expert implementation using data as a guide. Data will be used to monitor programs and drive changes to instructional practice. v. Assessment teams are organized to support district-wide assessment for annual CELDT administration.				
d) Public Reporting: Each site will have a Single Plan for Student Achievement (SPSA). The principal, School Site Council (SSC), and Leadership Team have the responsibility of monitoring progress and making needed revisions to the plan. School actions plans describe the actions to reach school goals that will improve the academic performance of students. These goals and actions are developed after a review of data and a comprehensive needs assessment to determine areas of need. This analysis of data is reported at SSC meetings, ELAC meetings, and other parent meetings (such as the Title I Parent Meeting).	Dir. of K-12 Ed. Svs., Dir. of Inst. Tech., Leadership Team, Admin. 2014 - 2019			
9. Targeting services and programs to lowest-performing student groups:				
a) Elementary Focused Services: The elementary schools offer a variety of interventions based on the Response to Instruction and Intervention (RtI²) tiered model. The programs utilized for the different tiers of intervention are listed in **District-wide Intervention Materials.** i. **Differentiation:** Small group instruction based on students' needs in 5 Domains of reading: Reading comprehension, vocabulary, oral reading fluency, and foundational skills ii. **Wonders Intervention Materials:** Designed for students who need a review of foundational skills and review of skills and strategies taught in core program. iii. **Six Minute Solution and GATE Read Naturally:** Designed to provide fluency practice starting with foundational level skills (e.g. letter name/sound, spelling patterns, decodable text etc.) and builds to connected text. Skill practice and reinforcement is based on student's needs. iv. **Flex Literacy:** An intervention class for students in grades 4-6 who do not have phonemic/phonological awareness. v. **Read Well:** Designed for students who have received intervention and are not responding. These students need a different and more systematic and explicit approach to English Language Arts instruction.	Asst. Supts. Elem. Ed., Dir. of K-6 Inst., Dir. of Spec. Ed., TOSAs, Admin., Teachers	Teacher Hourly	$10,500 $2,000 (Language!)	Title I Title II

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
b) Secondary Focused Services: Intermediate schools will provide Companion courses (extra period) for students in English language arts and ELD. These classes include: i. **Companion E:** A second period of ELD is offered for students reading "at" grade level. The focus of this course is on providing explicit English Language Development instruction to foster the oral and written use of academic language and its application to students' speaking and writing skills. ii. **Companion ER:** A second period of ELD is offered for EL students who are reading "below" grade level. The focus of this course is on providing explicit English Language Development instruction and developing reading comprehension skills and its application to students' reading, speaking and writing skills. iii. **Companion R:** A second period of reading is offered for students reading "below" grade level. The focus of this course is to develop reading skills to include: word analysis, fluency, systematic vocabulary development, reading comprehension and literary response and analysis. iv. **Companion A:** A second period of advancement is offered for advanced and benchmark students. The focus of this course is on extending what material currently provides and adding rigor through a variety of instructional strategies.	Asst. Supts. Sec. Ed., Dir. of 7-12 Inst., Dir. of Spec. Ed., TOSAs, Admin., Teachers 2014-2019 Review of placement occurs annually 2014-19	Substitutes Substitutes Substitutes Substitutes Substitutes	$21,000 (Companion E/ER) $1,500 (Companion R) $1,500 (Companion A) $12,500 (Gateways) $5,500 (Inside)	LCFF Title I Title I Title I Title I
c) Special Secondary Elective Courses: These secondary courses are offered to ensure student success based on student needs. Each course is taught by a specially trained teacher and incorporates the use of trained college tutors to provide targeted support.				
i. **Advancement Via Individual Determination (AVID):** The District continues to implement and support AVID classes in all 18 intermediate and comprehensive high schools.	Annual Tutor Training September/October AVID PD June 2015	Certification Visit Substitutes Presenter Tutor Hourly PD Teacher Hourly AVID Summer Institute AVID Summer Institute	$4,300 $19,500 $1,000 $5,500 $3,000 $20,000 $5,300	Title I Title I Title I Title I Title I Title I LCFF
ii. **AVID Excel:** The District will continue to support College Success Path classes, which serves and supports English Learners in grades 7, 8, and 9 with metacognitive strategies and self-regulatory strategies based on the AVID model.	AVID Excel PD	Substitutes	$14,000	LCFF
iii. **Academy Class:** The District will continue to support Academy Class, designed for students who are considered at-risk due to low performance and GPA (below 2.0). Students receive targeted instruction in self-regulatory skills that include goal setting, monitoring of academic progress in core classes, and development of a student's sense of self.	Quarterly TOSA Support	Substitutes	$34,000	Title I
v. **Resource Center:** Secondary schools will provide Resource Center Classes for special education students focusing on developing self-regulatory skills and strategies in order to improve a-g completion rates.	Quarterly TOSA Support	Consultant Substitutes	$23,500 $50,500	Title I Title I

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
d) Extended Day/ Extended Year Opportunities: Students not meeting grade-level standards will be provided in class support and after school classes to assist them in meeting grade level proficiency. i. The District will provide summer school classes for students at-risk and retained students in grades K-11. ii. Summer Bridge and Early Start Programs are provided at some school sites for extended learning opportunities. iii. Elementary and secondary summer school programs provide specific intensive intervention classes designed directly from the core curriculum. iv. ASES and ASSETs after school programs include power hour that supports daily instruction	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs. BGCGG-CPO, Admin., Teachers 2014-2019		Refer to Goal 1 Reading, 3a-3b, 7b	
e) Program Improvement (PI): The District assigns TOSAs to Program Improvement Schools and lower performing school sites. The District also provides additional support for PI schools to analyze student data and provide guidance for improving achievement in areas that caused the PI identification. The District convenes District-Site Leadership Team (DSLT) meetings to provide schools the opportunity to engage in critical data analysis and decision-making around school action plans.	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., TOSAs	Teacher Hourly Instructional Coaches	Refer to Goal 1 Reading, 5b.iv, 5b.vi	Title I
10. Any additional services tied to student academic needs:				
a) District Parent and Community Outreach Department: The District's Parent and Community Outreach department serves as a resource for parents and coordinates various parent meetings, programs, and events. **District-wide Parent Education:** District-wide parent education programs will be provided to foster a strong school-community connection. Parents will be provided academic information and instructional support services for their students. Programs at the school site are staffed by teachers, counselors, and/or bilingual classified personnel. Programs are offered in the parents' primary language.	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs., Dir. of Inst. Tech., Parent/Comm. Outreach, ARC, Counselors	Parent Education/ Outreach Staff Bilingual Staff	$300,000 $250,000 $43,500	Title I LCFF Title III
i. **Family Nights:** Schools will provide Family Nights and Classes throughout the district to support parents and for parents to assist their children.	Schedules at school sites		Refer to Goal 1 Reading, 6a	
ii. **Ten Education Commandments:** Ten Education Commandments Training supports parents in their understanding and role of student achievement as well as to provide parents with an understanding of the U.S. educational system. Some of the topics that are covered include calculating the G.P.A., parent involvement on school committees, graduation requirements, early preparation for college, paying for college, and A.P. and honors classes.	10 Educational Commandments Quarterly Trainings Three times annually	Teacher and Classified Hourly Substitutes	$4,500 $4,500	Title I Title I
iii. **40 Developmental Assets:** Schools provide 40 Developmental Assets Training to support parents and students in the development of positive behaviors, attitudes and values.	40 Developmental Assets Three times annually	Teacher and Classified Hourly Consultant	$4,500 $7,000	Title I LCFF Title I
iv. **District Parent Task Force:** The District provides Parent Task Force meetings quarterly to enable parents to provide input on the planning and implementation of effective parent involvement. Parent Task Force	District Parent Task Force Three times annually November February	Teacher and Classified Hourly, Printing	$2,000 $1,000	Title I LCFF

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
members learn about instructional strategies being used in our classrooms and resources for working with their children. In addition, the parents are invited to provide input into the development of district plans.	April			
v. **Parent & Community Outreach Meetings:** The District provides Parent & Community Outreach Meetings for parents sharing information on various high-risk behaviors and other topics that impact the achievement of youth. Topics are selected based on community needs as determined by surveys and feedback from parents at other parent/community events.	Parent & Community Outreach Quarterly Meetings Quarterly	Teacher and Classified Hourly, Printing, Materials, Consultants	$2,000 $1,000 $14,600	Title I LCFF Title I
vi. **Radio Bolsa:** The District supports Radio Bolsa, which allows the District to communicate with the Vietnamese community on a radio show. Through the radio program, immigrant parents receive information about school activities and topics that are important to their children's education in their primary language.	September - June Every other Wednesday 7:00-8:00 PM	Contract	$30,000	Title III
vii. **Parent Expectations &Student Achievement (PESA) :** The PESA program is a parent program designed to improve participants skills as a parent or caregivers. The program teaches techniques to help raise a child's academic performance, improve communication with family, and raise a child's self-confidence.				

Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14.*

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
1. Alignment of instruction with content standards:							
a) Core Instructional Programs: The District uses the following State Board of Education (SBE)-adopted, standards-based, and board approved basic core instructional programs and materials for mathematics, including ancillary materials for universal access:				Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs., TOSAs	Core textbook purchases: New and replacement materials	$500,000 (2010-11)	Common Core
Grade(s)	Title	Publisher	Course				
K-6	Pearson enVision (2012)	Pearson	Math				
7-8	California Go Math Middle School Grade 7(2012)	Houghton Mifflin Harcourt	Intervention Math 7	2014-2015: Math Textbook Pilot, Consult, and Adoption.			
7-8	California Go Math Middle School Grade 8 (2012)	Houghton Mifflin Harcourt	Intervention Math 8	2015-2019: New math textbook implementation			
7-12	Glencoe Algebra I (2012)	McGraw Hill	Algebra I				
7-8	Glencoe Geometry (2012)	McGraw Hill	Geometry				
9-12	Glencoe Geometry (2002)	McGraw Hill	Geometry				
9-12	Glencoe Algebra II (2012)	McGraw Hill	Algebra II				
9-12	Algebra and Trigonometry: Real People, Real World (2012)	Cengage	Algebra II & Trigonometry				
9-12	Algebra and Trigonometry, 3rd Edition (2012)	Wiley	Advanced Algebra & Trigonometry				
9-12	Trigonometry, 3rd Edition (2012)	Wiley	Trigonometry (1 semester)				
9-12	Functions, Statistics, & Trigonometry, Stats in Your World (2012)	Pearson	Statistics (1 semester)				
9-12	Pre-Calculus(2012)	Cengage	Pre-Calculus				
9-12	Calculus AP Edition (2012)	Pearson	Calculus AB/BC				
9-12	Practice of Statistics, 5th Edition (2012)	Freeman	Statistics AP				

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
b) High Quality Professional Development: The District provides coherent and ongoing district-wide high-quality professional development focused on the implementation of the standards-based, basic core instructional program in mathematics.	Asst. Supts. Elem./Sec. Ed., Dir. of K-6/ 7-12 Inst., TOSAs, Teachers			
i. At the elementary level, K-6 teachers focus on the three different lesson types: Conceptual (Irvine Math Project lessons and Pearson/base program), Procedural (Pearson/base program), and Relational Knowledge (Irvine Math Project lessons and Pearson/base program) and creating balanced math instruction. In K-6, the Math Instructional Sequence has been developed based on the three types of lessons. At the secondary level, the focus is similar with the three different lesson type suing the Irvine Math Project and base programs (HMH Go Math! For Math 7 and Math 8, and Glencoe for Algebra 1, Geometry, and Algebra 2). GGUSD received a 5 year grant from the S.D. Bechtel, Jr. Foundation for the implementation of the Common Core State Standards in Mathematics (CCSS-M) in grades K-8, participation in a cross-district community of practice and engagement in statewide leadership around CCSS-M. We are currently at the end of Year 3 of 5.	Ongoing through June 2018	Substitutes Teacher Hourly TOSAs	$1,070,000	Title I LCFF Bechtel Grant
ii. TOSAs at specific K-6 schools will work with each school site to assist teachers with the development of content and to assist in the faithful replication of the base program and use of the California Mathematics Contents Standards. TOSAs will work with math teachers to co-plan, co-teach, and conduct lesson studies.	TOSA support ongoing	Substitutes	$10,000 $2,000	Title I LCFF
iii. New teachers will have the opportunity to participate in the GGUSD Induction Program. Training and support for math content and strategies is provided by TOSAs.	Refer to BTSA Schedule			
iv. Administrators will receive ongoing training on new adoptions and instructional strategies relating to standards-based adoptions for Mathematics. The District will develop an observational protocol that will support classroom teachers in effective instructional practices. *[TAP]*	Monthly Principals Meetings			
c) Pacing and Assessment: Teachers follow a common sequence of instruction and assessment. The District implements K-12 mathematics curriculum and pacing guides to focus on key content standards and instructional mapping. The District continues to update and refine mathematics pacing guides. The District also provides ongoing, aligned assessments to monitor student progress and to guide professional development. Benchmark assessments have been developed by the Departments of K-6 and 7-12 Instruction for all math courses that align to the standards-based pacing guides. Results are used to inform instruction and drive professional development. Benchmark exam Blueprints have been developed for each math course.	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Inst. Tech., TOSAs, Admin., Teachers			
i. Pacing guides based on the California Mathematics Content Standards have been developed in conjunction with the base program materials and are in use in all K-12 Math settings.	2014-2019	Teacher Hourly	$1,200	Title I
ii. Elementary teachers use a standards-based report card. Teachers are	As requested			

40

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
trained on how to grade using the standards-based grading system and how to use the computer-based report card system. Secondary teachers analyze grading practices to determine how to increase student success for educationally disadvantaged students.				
d) Instructional Time: The District complies with and monitors the implementation of instructional time: i. Students identified in need of strategic intervention support will receive additional mathematics support. ii. Secondary schools will provide Companion courses (extra period) for students experiencing difficulty in Pre-Algebra, Algebra I and Geometry.	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst.			
2. Use of standards-aligned instructional materials and strategies:				
a) District Adoption of Standards-Aligned Instructional Materials: The adoption process is coordinated by the Directors of K-6 and 7-12 Instruction. The adoption process includes a review and selection of standards-aligned instructional materials by a committee/consult group of teachers and administrators. Materials are also available for public review prior to final approval by the school board. Base program materials have been approved by the school board for adoption and use district-wide. Base program mathematics materials are identified in the table contained in **1a) Core Instructional Programs.** The District annually updates the matrix of adoptions from the CDE approved list along with board certification that all core instructional materials are standards-based.	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs., TOSAs, Admin., Teachers	Textbook purchases: New and replacement of consumable instructional materials costs for math.		
b) Research-Based Lesson Design for Effective Instructional Delivery: The District has a coherent instructional framework for lesson design and instructional delivery. Implementing district-wide lesson delivery frameworks ensures consistency. Site administrators are provided training on expectations and teacher support and accountability. Teachers are trained in the research-based instructional strategies to be used within the lesson design frameworks, Direct Instruction (K-6) and Gradual Release of Responsibility (7-12). *[TAP]*	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs., TOSAs, Admin., Teachers			
i. **Direct Instruction:** At the elementary level, the implementation of a structured lesson design for mathematics is based on strategies from the Direct Instruction model. The following phases of instruction are included in the lesson design: 1) Orientation; 2) Presentation; 3) Structured practice; 4) Guided practice; and 5) Closure. [TAP]	2014-2019	Substitutes	$40,000	Title I
ii. **Gradual Release of Responsibility (GRR):** At the secondary level, the implementation of a lesson delivery framework is based on GRR: 1) Focus lesson with input and modeling; 2) Guided instruction/practice; 3) Collaborative practice, and 4) Independent practice. Secondary teachers are trained on various strategies that can be used in implementing the GRR as a framework, along with focus on checking for understanding and student engagement strategies. [TAP]	2014-2019 GRR Training	Substitutes Substitutes	$10,000 $5,000	Title I NSF
iii. **K-12 Effective Instruction:** Implement K-12 Effective Instruction	2014-2019 Training for teachers and			

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
implementation scales. *[TAP]*	administrators			
d) Data Analysis: A variety of data is collected, analyzed and utilized to establish and maintain a clear focus on the content standards and faithful implementation of base program adoptions. i. Teachers use student work and data from state assessments, local benchmarks, and curriculum-embedded tests to guide instruction, differentiate instruction, and determine targeted learning needs of students. ii. Teachers will use standards-aligned mathematics benchmark assessments to ensure that students are mastering the content standards for specific math courses (embedded assessments).	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of Inst. Tech.., TOSAs, Admin., Teachers		Refer to Goal 1 Math, 8a-8d	
3. Extended learning time:				
a) Intervention Programs: The District supports extended learning opportunities to meet the needs of students not meeting grade level standards through different levels of intervention: in class intervention by a combination of direct instruction and flexible grouping; in-school interventions, extended day opportunities, and the use of paraprofessionals and tutors. A variety of instructional materials and strategies are used to help students meet their instructional goals. Materials that teachers use in their intervention programs align to the district base program, state standards, and the identified needs of students. These support programs include:	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs., BGCGG-CPO, TOSAs, Admin., Teachers			
i. Data-based, targeted extended day intervention opportunities provide scaffolding and support for at-risk learners. These interventions are aligned to diagnosed student needs in order to optimize the effective use of time in intervention programs. Intervention classes offered before/after school or during summer institute programs are based on data analysis to improve student achievement for at-risk learners. Classroom interventions implemented by teachers as determined by analysis of student work, teacher observation, and periodic assessments. Monitoring of student progress on an ongoing basis to address student needs.	Site Administrators, Teachers Annually 2014-2019	Teacher Hourly, Materials	$200,000 $10,000	Title I LCFF
ii. Secondary Companion courses (extra period) for students experiencing difficulty in Pre Algebra, Algebra I, and Geometry.				
iii. The Boys and Girls Clubs of Garden Grove will continue to offer the ASES and ASSETS programs that focus on mathematics standards and enrichment programs.	Dir. Of K-12 Ed. Svs., BGCGG-CPO	In-Kind contributions	$1,900,000	various

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
b) Summer Institute: Summer Institute will be provided for students in grades K-8 focusing on students who are at risk of not meeting grade level expectations. Professional development for teachers is a component of the Summer Institute program. Instructional coaches and teachers will co-plan and co-teach as well as participate in a lesson study during the summer institute, which lasts 4 weeks – 4 hours per day. The District will continue to support summer school programs, K-12, yearly as funding is available. i. K-6 elementary schools will provide specific core curriculum in math for at-risk students. ii. 7-8 intermediate schools will provide mathematics curriculum reinforcing the core: strategic and intensive intervention. iii. 9-12 high schools will provide classes for students who are credit deficient in the core academic areas in grades 10-11. iv. Special Education students will be provided with summer programs during the same time frame as general education summer school (extended school year - ESY.	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs., Admin., Teachers		Refer to Goal 1 Reading, 3b	
4. Increased access to technology				
a) District Master Technology Plan: The District will implement the Master Technology Plan, which includes: v. Use of technology devices, including computer labs, classroom computers, wireless mobile labs, iPads, Chromebooks, and various multimedia tools such as, multimedia projectors, document cameras, and interactive boards. vi. Utilization of web-based activities, client software, applications, and other technology tools for instructional support and communication. vii. Implementation of SharePoint, an information portal, will allow teachers to share effective lessons and instructional strategies using the web. Use of School Messenger at the District and school sites for communication to families regarding student achievement and school programs.	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of Inst. Tech.., Dir. of I.S., TOSAs, Admin., Teachers		Refer to Goal 1 Reading, 4b	
b) Staff Development: The District will provide ongoing staff development that demonstrates and provides strategies for using technology to support the base program and supplemental program implementation. Staff development will support the district-wide increase in the use technology devices and the increased use of interactive digital tools and multimedia tools. [TAP]	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs.,TOSAs, Admin., Teachers		Refer to Goal 1 Reading, 4a	
c) District Data and Information Systems: The District will use Illuminate (Data System) and AERIES (Student Information System) to provide district, site, and teacher reports of achievement results. i. Administration, Leadership Teams, Counselors, and Teachers will receive training on Illuminate and AERIES as new reports are developed for their use in data analysis, planning and instruction. ii. The District will maintain systems to monitor student grades and provide data regarding K-12 grade alignment to student achievement; provide a-g tracking to maximize a-g completion rates; provide tracking of college retention for graduates and disseminate that information to stakeholders.	Dir. of K-6 & 7-12 Inst., Dir. of Inst. Tech., Counselors, Leadership Teams, TOSAs, Admin., Teachers		Refer to Goal 1 Reading, 4c and Goal 1 Reading, 4d	

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
d) Online Course Opportunities and Development: The District offers online course options for single course(s) for credit, credit recovery, and D-validation.	Teacher Training Summer/Fall 2015		Refer to Goal 1 Reading, 4e	
5. Staff development and professional collaboration aligned with standards-based instructional materials:				
a) District Staff Development and Collaboration: Administrators and teachers will participate in professional development opportunities provided by the District that focuses on the use of adopted core mathematics materials aligned to state content standards and effective classroom instruction. The District will provide ongoing professional development at the district and site levels for teachers, administrators, and paraprofessionals to support effective instructional delivery of standards based curriculum to meet the need of all levels of students with specific focus on differentiating instruction to meet that needs of English Learners, Special Education, and Latino students as well as other sub groups. The trainings will focus on base program implementation, supplemental programs, and effective instructional delivery. Trainings are offered during "Super Week" prior to the start of each school year and during the school year. *[TAP]*	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs., TOSAs, Admin., Teachers	PD Costs: Substitutes	$36,000	Title I
i. **Math Content Instruction Academy:** TOSAs will develop and conduct professional development utilizing pacing charts and aligned instructional materials from the district base programs. They will support classroom teachers using adopted materials and effective research based instructional strategies. Instructional strategy training will be provided to make ensure that teachers are implementing strategies to effectively engage students in mathematics. All teachers will receive training in the lesson delivery models in Direct Instruction and Gradual Release of Responsibility.	Asst. Sup. Elem., Dir. K-6 Inst. 2014-2019 September 2015 January/February 2016 March/April 2016	Substitutes Substitutes	$300,000 $20,000	Title I LCFF
ii. **Math Course Training:** District mathematics curriculum training will be provided for new teachers. Teachers will participate in professional development related to the adopted curriculum and key instructional strategies.	September 2015 January 2016 March 2016	Substitutes	$3,000 $1,000	Title I LCFF
iii. **Math Companion Teachers' Training:** The Department of 7-12 Instruction provides quarterly after school training opportunities for all math teachers. Secondary Companion Class teachers are provided after school sessions to assist them with implementation of the curriculum.	2014-2019	Teacher Hourly	$6,000	General Funds
iv. **GGUSD New Teacher Induction Program:** New teachers will participate in the GGUSD New Teacher Induction Program with activities that focus on the implementation of adopted core standards based mathematics programs.	Two year induction program	Substitutes Substitutes	$2,000 $2,000	Title II General Funds
b) Site Level Collaboration and Coaching: The District has implemented systems for identifying peer coaches and Teachers on Special Assignment to assist teachers, with the goal of developing a culture of ongoing professional development and collegiality.	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs., TOSAs, Admin., Teachers	Substitutes Substitutes	$10,000 $1,000	Title I LCFF
i. **Instructional Rounds:** The District will implement an Instructional Rounds	Annually		Refer to Goal 1	

	Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
	model for teachers, administrators, and staff to collaborate and establish effective instructional practices in the classroom. The District will provide administrator training for the implementation of and observational protocol that will support classroom teachers in effective instructional practices. There will be the development of K-12 common instructional language and practices. [TAP]			Reading, 5a.i	
ii.	**Integrated Coaching Support Plan:** The District and school will provide site-based strategy focused coaching sessions focusing on lesson study, co-planning, and co-teaching, and demonstration lessons. Release time will be provided for Strategy Showcases, which allow teachers the opportunity for peer observations, collaboration, and co-teach/co-planning.	Site Administrators, Site level coaches	Substitutes	$3,000 $1,000	Title I LCFF
ii.	**TOSA Support:** Training is provided for TOSAs to be district curriculum experts and strategy experts. They will work directly with teachers to support standards and curriculum implementation. The TOSAs meet on a weekly basis to discuss curriculum and instruction, professional development needs, and ongoing teacher support. TOSAs provide coaching and support at school sites, and also organize and present professional development opportunities to teachers and administrators throughout the school year.	Dir. of K-6 & 7-12 Inst., TOSAs 2014-2019	Personnel Costs	Refer to Goal 1 Reading, 5b.iv	General Fund Title I Title II Title III (ELD focus) Special Ed LCFF NSF
iv.	**Collaboration:** School will have collaboration meetings by grade level, department, and vertical teams (weekly, bi-monthly, or monthly) for student achievement data analysis and instructional planning.	Site Administrators, Teacher leadership teams/ Department Chairs, Site coaches		Refer to Goal 1 Reading, 5b.v	
v.	**Professional Learning Communities:** Training on effective professional learning communities has been implemented. At the secondary level, the District facilitates district-wide Department Chair meetings to disseminate information and provide for alignment and collaboration across schools.	District Department Chair Meetings (7-12) November 2015 April 2016	Substitutes Substitutes	$47,500 $3,500	Title I LCFF
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):					
a) Parent Engagement: The District provides multiple opportunities for staff, parents, and community members to become actively engaged as partners in education. Parents in their children's education and has an effective system in place to communicate with parents, information on their students' academic performance, strategies to support their learning, grade-level standards, academic proficiency levels, and, as needed, available interventions in reading/language arts and mathematics		Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs., Dir. of Inst. Tech., Parent/Comm. Outreach, ARC, Counselors, Admin., Teachers		Refer to Goal 1 Reading, 6a	

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
i. Schools will send each parent his/her child's individual SBAC assessment results with an explanation in their home language on how to interpret them. Meetings will also be provided to allow parents to ask questions on the assessments. The District will continue to provide strategies and materials to the sites to support parent understanding of state standards and student achievement of the standards.	Every fall		Refer to Goal 1 Reading, 6a.i	
ii. Elementary schools will have Family Math Nights to show parents what and how math is being taught and to share with them ideas on how to help their children at home. Secondary Schools will organize parent meetings, included targeted intervention meetings.	Schedules at sites	Teacher and Classified Hourly, Materials	Refer to Goal 1 Reading, 6a.iii, 6a.iv $5,000 $2,000	Title I LCFF
viii. Secondary schools will implement and provided training for teachers, parent, and staff for AERIES grade report portal. This will allow for on-going communication relating to student achievement and attendance.	Annually, August		Refer to Goal 1 Reading, 4c	
ix. Each school will hold an annual parent meeting (Title I Parent Meeting) to provide to parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Schools will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following: a) the State's academic content standards; b) the State's student academic achievement standards, c) the State and local academic assessments including alternate assessments; d) the requirements of Title I (if applicable); e) how to monitor their child's progress; and f) how to work with educators.	Site Administrators Annually in the fall		Refer to Goal 1 Reading, 6a.v	
b) Governance/Advisory Committees: Each school will maintain a School Site Council (SSC) with staff, parents, and community representatives. Each SSC receives reports on overall student assessment results in reading, and communicates the results to the entire school community. The SSC also contribute input to the school leadership team on how to improve reading programs. All schools shall maintain a School Parent Involvement Policy and School-Parent Compact, which will be reviewed and updated annually. i. Each school will establish maintain an English Learner Advisory Committee (ELAC) to provide advice to the SSC on English Learner programs. ii. The District Advisory Committee (DAC)/ Parent Task Force and District English Learner Advisory Committee (DELAC) will continue to review the district parent involvement policy, district plans, and curriculum, assessment, materials and strategies for English, ELD, and core content programs.	Schedules available at school sites			
c) Notification Procedures: The District will provide parents with information regarding Program Improvement status, school choice, supplemental educational services, and Open Enrollment, when applicable. Parents will receive Annual Notification of English Learners program placement in either an English Language Mainstream or English Language Immersion classroom. The District Assessment and Registration Center will provide translations for schools	Dir. of K-12 Ed. Svs., Parent/Comm. Outreach, ARC			

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
in Spanish, Vietnamese, and Korean. School communication to parent will be translated where a population exceeds 15% of a given language.				
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):				
a) Preschool Support: The District will provide ongoing meetings for Preschool parents in School Readiness, and State Preschool transition programs, which include visitations to the school site, and participation in the daily program. Pre-school/Kindergarten transition will be supported by: i. Sites receiving parent information packets and activities for transition to kindergarten ii. Early Start Programs at elementary with parent education components to help students and parents prepare for the transition.	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs., Pre-School Principal		Refer to Goal 1 Reading, 7a	
b) Summer Programs: Selected schools offer a Summer Early Start Program for students in K-12, which supports transition (such as PreK to K, 6th to 7th, or 8th to 9th) and/or early assessment opportunities. The Summer Bridge Program is offered at selected schools to provide early, supplemental support for students entering special programs, such as AVID, AVID Excel, Academy, or AP or enrichment opportunities.	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs., August 2015 August 2016		Refer to Goal 1 Reading, 7b	
c) Extended Day: After School Education and Safety (ASES) programs are offered at all qualifying elementary and intermediate sites. After School Safety and Enrichment for Teens (ASSETs) programs are offered at qualifying high school sites.	Asst. Supts. Sec. Ed., Dir. of 7-12 Inst., Admin., Teachers, Dir. of K-12 Ed. Svs., BGCGG-CPO		Refer to Goal 1 Reading, 7c.ii	
d) College and Career Interest: i. Each high school organizes parent events to provide information about college, such as College Information Nights and Financial Aid Nights. ii. The District organizes an annual College Fair, Roadmap to College, and Career Fair for parents and students. *[TAP]*	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of K-12 Ed. Svs., Counselors, Parent/Comm. Outreach		Refer to Goal 1 Reading, 7d	
8. Monitoring program effectiveness:				
a) Data System: Benchmark assessments are given quarterly in all math classes. The District data system provides timely and useful formative and summative assessment data to inform decisions about classroom and school-wide practices and programs, allowing for monitoring of student progress and identification of students not meeting grade level standards. The District provides reports around Strategic Plan and other achievement targets. All data are evaluated annually to ensure that programs are improving the achievement of all students. Teachers meet during collaboration within grade or course level teams to analyze the results of formative and curriculum-embedded assessments to guide instructional plans. *[TAP]*	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of Inst. Tech., TOSAs, Admin., Teachers	Printing costs	$50,000 Refer to Goal 1 Reading, 8a	Title I

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
b) Assessment Data: The District will use a variety of formative and summative assessments to monitor mathematics program effectiveness. Assessment results will be used to monitor instruction and learning related to student mastery of the mathematics standards and to guide instructional decisions. The District uses and provides the following assessments to monitor student achievement in the area of mathematics: <table><tr><td>Grade(s)</td><td>Assessment</td></tr><tr><td>2-11</td><td>Smarter Balanced Assessment Consortium (SBAC)</td></tr><tr><td>K-6</td><td>Math Benchmarks</td></tr><tr><td>K-6</td><td>Standards-based Report Card</td></tr><tr><td>7-12</td><td>Quarterly Mathematics Benchmarks</td></tr><tr><td>7-12</td><td>Grade Reports</td></tr></table>	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of Inst. Tech., Dir. of I.S., TOSAs, Admin., Teachers District Assessment Timeline		Refer to Goal 1 Reading, 8b	
c) Data Analysis: Teachers and administrators will review progress, analyze assessment data, plan strategies, develop action plans, and adjust the instructional delivery to meet the needs of all students. Classroom teachers will regularly assess students' mastery of standards by examining student work, benchmarks, and other data, and provide reteaching as needed. *[TAP]* i. District administrators and site principals will actively monitor classroom implementation through: Instructional Rounds, observation checklists, and focused feedback. ii. The District implements district-wide lesson delivery frameworks, common instructional language, and effective lesson delivery models. iii. The TOSAs will provide on-site support to teachers at assigned school sites. They are trained to use assessment results to guide instruction and to guide mathematics instruction. iv. TOSAs support classroom teachers from the beginning of implementation through expert implementation using data as a guide. Test data such as Benchmarks will be used to monitor programs and drive changes to instructional practice. v. Benchmark assessments are given quarterly in all math classes and emphasize re-teaching concepts to students who are struggling with in reaching the standards. Curriculum-embedded assessments will be used to monitor instruction as well in learning related to student mastery of mathematics standards.	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of Inst. Tech., TOSAs, Admin., Teachers 2014-2019	Substitutes	$11,000	Title I
e) Public Reporting: Each site will have a Single Plan for Student Achievement (SPSA). The principal, School Site Council (SSC), and Leadership Team have the responsibility of monitoring progress and making needed revisions to the plan. School actions plans describe the actions to reach school goals that will improve the academic performance of students. These goals and actions are developed after a review of data and a comprehensive needs assessment to determine areas of need. This analysis of data is reported at SSC meetings, ELAC meetings, and other parent meetings (such as the Title I Parent Meeting).	Dir. of K-12 Ed. Svs., Dir. of Inst. Tech., Admin., Leadership Teams 2014-2019			

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Targeting services and programs to lowest-performing student groups:				
a) Elementary Support: i. TOSAs (at all sites) are assigned to provide ongoing support and coaching for the district-wide mathematics instructional delivery model. ii. Most elementary schools provide extended learning opportunities for intensive mathematics intervention supporting students not meeting grade-level standards.	Asst. Supts. Elem Ed., Dir. of K-6 Inst., TOSAs,, Admin., Teachers 2014-2019		Refer to Goal 1 Math, 3a.i	
b) Secondary Support: i. Students are provided scaffolded support through differentiated math placement in secondary schools. ii. Secondary schools will provide Companion courses (extra period) for students in math for students experiencing difficulty in Math 7, Math 8 Algebra I, and Geometry. Students are placed in the additional mathematics courses based on diagnostic testing, SBAC testing, and Benchmarks. iii. The District continues to implement and support AVID, AVID Excel, Academy, and Resource Center to support student success.	Asst. Supts. Sec. Ed., Dir. of 7-12 Inst., Dir. of Spec. Ed., TOSAs, Admin., Teachers 2014-2019	Teacher Hourly	$18,500 Refer to Goal 1 Reading, 9c	Title I
c) Extended Day/ Extended Year Opportunities: i. Students who are at Basic or below on the SBAC Math will be provided in class support and after school classes to assist them in meeting grade level proficiency. ii. The District will provide summer school classes for students at risk and retained students in grades K-11, pending availability of funds. iii. Summer Bridge and Early Start Programs are provided at some school sites for extended learning opportunities. iv. Elementary and secondary summer school programs provide specific intensive intervention classes designed directly from the core curriculum. v. ASES and ASSETs after school programs, which includes power hour that supports daily instruction.	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs., BGCGG-CPO, Admin., Teachers		Refer to Goal 1 Math, 3a.i Refer to Goal 1 Reading, 3b	
10. Any additional services tied to student academic needs:				
a) District Parent and Community Outreach Department: The District's Parent and Community Outreach department serves as a resource for parents and coordinates various parent meetings, programs, and events. **District-wide Parent Education:** District-wide parent education programs will be provided to foster a strong school-community connection. Parents will be provided academic information and instructional support services for their students. Programs at the school site are staffed by teachers, counselors, and/or bilingual classified personnel. Programs are offered in the parents' primary language.	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs., Parent/Comm. Outreach, ARC, Counselors, Admin., Teachers		Refer to Goal 1 Reading, 10a	
i. **Family Nights:** Schools will provide Family Nights and Classes throughout the district to support parents and for parents to assist their children.	Refer to Goal 1			

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
ii. **Ten Education Commandments:** Ten Education Commandments Training will be offered to all school sites to support parents in their understanding and role of student achievement, as well as to provide parents with an understanding of the U.S. educational system. Some of the topics that are covered include calculating the G.P.A., parent involvement on school committees, graduation requirements, early preparation for college, paying for college, and AP and honors classes.	10 Educational Commandments Training Three times annually		Refer to Goal 1 Reading, 10a.ii	
iii. **40 Developmental Assets:** Schools provide 40 Developmental Assets Training to support parents and students in the development of positive behaviors, attitudes and values.	40 Developmental Assets Training Three times annually		Refer to Goal 1 Reading, 10a.iii	
iv. **District Parent Task Force:** The District provides Parent Task Force meetings quarterly to enable parents to provide input on the planning and implementation of effective parent involvement. Parent Task Force members learn about instructional strategies being used in our classrooms and resources for working with their children. In addition, the parents are invited to provide input into the development of district plans.	District Parent Task Force Three times annually November February April		Refer to Goal 1 Reading, 10a.iv	
v. **Parent & Community Outreach Meetings:** The District provides Parent & Community Outreach Meetings for parents sharing information on various high-risk behaviors and other topics that impact the achievement of youth. Topics are selected based on community needs as determined by surveys and feedback from parents at other parent/community events.	Parent & Community Outreach Meetings Quarterly		Refer to Goal 1 Reading, 10a.v	
vi. **Radio Bolsa:** The District supports Radio Bolsa, which allows the District to communicate with the Vietnamese community on a radio show. Through the radio program, immigrant parents receive information about school activities and topics that are important to their children's education in their primary language.	September - June Every other Wednesday 7:00-8:00PM		Refer to Goal 1 Reading, 10a.vii	
vii. **Parent Expectations &Student Achievement (PESA):** The PESA program is a parent program designed to improve participants skills as a parent or caregivers. The program teaches techniques to help raise a child's academic performance, improve communication with family, and raise a child's self-confidence.				

Title III LEA Plan Performance Goal 2

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

CDS Code: <u>30665220000000</u>   LEA Name: **Garden Grove Unified**   Title III Improvement Status: Year **4+**

Fiscal Year: **2016-2017**   EL Amount Eligibility:**$1,597,050.00**   Immigrant Amount Eligibility: **$145,050.00**

Plan to Provide Services for English Learner Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.	
How the LEA will:	

A. Required Content	**Implement programs and activities in accordance with Title III** The **Garden Grove Unified School District (GGUSD)** is committed to providing educational services aimed at assuring all English learners receive equal educational opportunities. The major goals of the District's program for English learners are: 1. To promote English Language Development acquisition as efficiently and effectively as possible utilizing the California English Language Development Standards adopted in 2012. 2. To promote equal access to the State's academic content standards programs. 3. To promote an appreciation for ethnic diversity and cross-cultural understanding. **District Strategic Plan Goal 1B** directly links to supporting growth in English Language Development: All English Learners will advance one level per year in English Language Development. All programs are systematically planned according to the District Strategic Plan and monitored for continuous improvement through the District's K-12 Team. The District implements and administers basic instructional programs to students identified as English learners. The goals of all programs are for students to learn English and meet appropriate academic achievement standards. The chart below shows program placement options for English Learners:

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.

How the LEA will:

Proficiency Level		Program Placement
Beginning	Less than reasonable fluency	English Language Immersion (ELI)*
Early Intermediate		
Intermediate	Reasonable fluency	English Language Mainstream (ELM)*
Early Advanced		
Advanced		
		Other instruction setting as per IEP

All of the instructional programs designed for English learners must contain the following components:
- Well-articulated, standards-based, differentiated Integrated and Designated English Language Development instruction.
- Well-articulated, standards-based, differentiated core curriculum instruction provided with primary language support and/or through Specially Designed Academic instruction in English (SDAIE).
- Structured activities designed to develop multicultural competency and positive self-esteem.

1. The District will develop resources to facilitate teacher success in the implementation of appropriate and effective instructional practices and research-based strategies to support progress toward English language proficiency and provide necessary content support and scaffolding.
2. The District and site administrators will monitor the implementation of research-based instructional strategies to support English learners.
3. District administrators will continue to engage in data-based decision-making and long-term planning for district-wide professional development initiatives, and work toward alignment of strategies and initiatives K-12, with the inclusion of considerations for students with disabilities and English learners.
4. Through the work of the instructional leaders, the District will continue to plan comprehensive and integrated professional development programs with the ongoing coaching cycle of support to ensure consistency of implementation district-wide. There is a need to focus on building capacity at school sites to facilitate site-based strategy coaching along with district support.

Use the subgrant funds to meet all accountability measures:
GGUSD will ensure that all accountability measures are monitored annually at the district as well as the site level. The Department of Evaluation and Research will provide a protocol for evaluating English learner data in professional learning communities, as well as with administrator groups. Targeted and enhanced interventions will be provided for students not showing growth in formative and summative assessments. Subgrant funds will be used to supplement and enhance English language instruction and academic achievement for English learners. High Quality language instruction will be enhanced in the 7-12 content area classroom through the implementation of Constructing Meaning with an explicit focus on academic discourse as well as the forms and functions of language. Furthermore, training will be made available for district administrators, Teachers on Special Assignments, and classroom content teachers.

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.

How the LEA will:

Hold the school sites accountable:

The GGUSD Assessment and Registration Center ensures that our English learners are properly identified through the Home Language Survey, parents are notified of initial placement for English learner services, and that our English learners participate in the California English Language Development Test (CELDT) each year. The District maintains student data in a student information system that allows for desegregation of student demographics, subgroups, and academic performance. District leadership team members engage in data discussions on a regular basis. The District provides training and support for administrators and teachers to review and analyze data in order to adjust instruction. Site administrators and teachers create multiple opportunities for site and grade-level data-driven discussions for the purpose of determining needs for differentiating instruction, intervention, and professional development. The Department of Evaluation and Research prepares various reports for site and district leaders to review for English learner progress monitoring. Schools use the data to determine which students are *not* making adequate progress towards English proficiency as well as grade level academic achievement and plan additional interventions to bridge any language barriers and achievement gap.

Promote parental and community participation in programs for ELs:

The GGUSD Community Outreach Department hosts a variety of site and district parent education programs that foster a strong school-community connection, facilitate ongoing, two-way communication, provide interpretation and translation services that address the barriers to participation, provide needed community resources and support through partnerships with community based organizations, and empower parents and community members to take an active role in the success of all students. The District will use funds to encourage and promote parent, family, and community participation in English learner programs at the district and school site. The District is committed to maintaining strong partnerships with parents and the community by providing opportunities for participation in governance committees, parent involvement, and parent education. Where needed, transportation, child care, translation, and interpretation services are provided to address common barriers to participation.

Each school in the district has jointly developed and agreed upon with parents, and has distributed to parents, a School Parental Involvement Policy (SPIP) as part of their Single Plan for Student Achievement (SPSA). English Learner parents participate by giving input into the development of these site plans. The English Learner Advisory Committee (ELAC) advises the School Site Council (SSC) prior to approval of these site plans.

District-level governance committees include:
- District Parent Task Force (PTF) and District Advisory Committee (DAC)
- GATE District Advisory Committee
- Special Education Community Advisory Committee (CAC)
- District English Learner Advisory Committee (DELAC)
- School-level governance committees include:
- School Site Council (SSC)
- School Advisory Committee (SAC)
- English Learner Advisory Committee (ELAC)

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.

How the LEA will:

The District has worked on building a culture of family-school partnerships and promotes parent, family, and community participation in English learner programs by providing multiple opportunities for involvement, education, and partnerships. By creating a welcome environment and ensuring ongoing two-way communication, the District and its schools are able to engage the community in meaningful ways.

- The District continues to focus on *Building Relationships* with parents, community, and staff to develop high levels of customer service at all offices and school sites. Many schools have site-level parent/community involvement teams and/or staff trained in facilitating parent education programs. Schools provide opportunities for parent involvement on school level committees and parent organizations/associations.
- The District and schools sites have bilingual personnel and Spanish, Vietnamese, and/or Korean speaking School Community Liaisons. Interpretation services are available at District parent and community meetings. Translated district and school information for parents is available on the District's Parent Resources website. The District and sites are able to record and broadcast School Messenger messages to parents in multiple languages.
- The District provides training on cultural awareness and community building. Through the District Vietnamese Radio Show program and local Vietnamese SBTN television show, immigrant parents receive information about school activities and topics that are important to their children's education in their primary language. The District provides ongoing support for parental involvement activities, including training for staff on the 10 Education Commandments, Project Inspire, and 40 Developmental Assets parent education programs. The District provides trainings for staff to organize site-based College Information Nights, Anti-Bullying Presentations, and other parent and student events.

How the LEA will:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source *(EL, Immigrant, or other)*

B. Required Content	**Provide high quality language instruction:**
	The District aims to provide English learners with high quality language instruction programs, which are based on scientifically based research, are instructionally sound, and will support academic success in the regular program. Specifically, the District will utilize various pedagogical approaches, dependent upon individual school and student characteristics to address the instruction needs of English learners. The District's English learner programs are based on the California English Language Development Standards. Within these programs, the District offers students a variety of learning opportunities to facilitate English language development and curriculum access while providing support in their primary language whenever practicable. The K-12 program for English learners provides a sequential and developmental instructional program. All elementary program options and secondary ELD courses emphasize connections to the state academic content standards.
	
	Elementary Language Instruction
	At the elementary school level, Designated ELD occurs during a designated thirty-minute ELD time block, where students are grouped by grade and proficiency levels. English learners are receiving Integrated and Designated ELD through Wonders by McGraw Hill. The District provides teachers with *additional training and resources* to facilitate the integration of ELD, Academic Language Development, and SDAIE strategies and the use of these strategies throughout the instructional day in Integrated ELD.
	
	In addition to the base program mentioned, the district will provide additional supplemental English language instruction support:
	    1. Pre-K Instructional aides to enhance support of explicit language instruction that focuses on function, form and fluency
	    2. Bilingual Instructional Aides
		Director of K-6 Curriculum and & Instruction	Bilingual Instructional Aides
			
			School Community Liaisons
				$117,309
				
				$258,957
					Title III LEP
					
					Title III LEP

How the LEA will:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source *(EL, Immigrant, or other)*
3. Printed materials that enhance the daily language objectives driven by lesson sequence. 4. Supplemental materials that support daily instructional and interactive strategies to provide students multiple opportunities to practice vocabulary and language patterns, and take language to fluency. 5. Supplemental support will be provided for English learners through the K-6 after-school heritage language program. **Secondary Language Instruction** At the intermediate school level, English learners who are newcomers who also score at the Beginning, Early Intermediate, or Intermediate level on the CELDT participate in an ELD class, which provides targeted ELD using the *HMH Collections and Language Workshop* secondary ELD curriculum. Students in ELD courses are assessed using the quarterly ELD benchmarks and formative assessments. In addition, students at the secondary level who are long-term English learners participate in an ELD Companion class, which provides targeted EL support and instruction to develop English language proficiency. Results of quarterly benchmarks are analyzed at the site and district level to make programmatic decisions. At the high school level, all English learners (with the exception of newcomers) receive access to a-g coursework, and advanced coursework as appropriate. For our students who have L1 literacy in their primary language, the district offers a Native Speakers (Heritage Language) Pathway, which allows students to meet their foreign language requirement for a-g coursework, and ultimately leads to AP coursework to earn college credits. Components of secondary Designated ELD include: 1. Gradual Release of Responsibility (GRR) model (Lesson Delivery Model); 2. Use of the Systematic ELD lesson planner, including the use of the identified language function and CELDT level; 3. Including an ELD language objective with language function;	Director of 7-12 Curriculum and & Instruction Director of 7-12 Curriculum and & Instruction			

How the LEA will:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source *(EL, Immigrant, or other)*
4. Structured oral language practice; 5. Small group, flexible grouping, 6. Checking for understanding; 7. Metacognitive awareness building strategies; 8. Questioning techniques; 9. Use of Express Placement assessment for oral language proficiency; and Targeted support in language convention using a matrix of grammatical forms covering forms to be mastered at each CELDT level. In addition to the base program mentioned for secondary, the district will provide additional supplemental English language instruction support: 1. In order to enhance the language programs offered at GGUSD, we will purchase supplementary material from the Constructing Meaning framework to enhance language instruction through content classrooms. 2. As an additional resource material, we will purchase the English Learner Scaffolds booklet provided by OCDE. 3. We will purchase supplemental materials for (AVID-EXCEL) an additional course that provides long term English learners with enhanced support for academic success in ELA/Math. 4. In an effort to provide supplemental primary language support, 5. we will purchase dictionaries and glossaries to support our English learners in their primary language				
Provide high quality professional development: The District is committed to meeting the District's Goals for our English learners. A critical element is the participation of classroom teachers, principals, and administrators in a comprehensive, standards-based professional development program that integrates research-based theory with high quality instructional practices. District leadership engages in long-term planning for district-wide professional development initiatives and evaluates programs and strategies prior to wide scale implementation. High quality professional development is designed to improve the instruction of LEP children. Professional development priorities are				

How the LEA will:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source *(EL, Immigrant, or other)*

developed through data analysis and a goal setting process achieved through ongoing discussions with district leaders, which considers input from site administrator feedback, teacher surveys, and parent input gathered through advisory committees.
 	
Professional development is designed to increase the capacity of instructional staff at the site and district level to understand and use standards-based differentiated instruction and assessment for English Learners. The Departments of K-6 and 7-12 Instruction coordinate professional development opportunities for teachers and administrators. An analysis of data, such as the English Language Learner Subgroup Self-Assessment (ELSSA), discussions between District leaders, and surveys of teachers help to guide the development of high-quality, research-based trainings. Trainings are planned and delivered by professional consultants, the District's Teachers on Special Assignment (TOSAs), and/or teacher leaders.
  o GGUSD Strategic Plan Goal 1b – Academic Language
  o Guided Language Acquisition Design (GLAD)
  o Academic Language Development (ALD)
     On-going training on Specially Designed Academic Instruction in English (SDAIE)
  o 7-12 enhanced content support through Constructing Meaning (CM) for Teachers on Special Assignment – Leadership Seminar
  o 7-12 enhanced content support through Constructing Meaning (CM) Administrator Seminar
  o 7-12 Supplemental Math Content Support with Gradual Release of Responsibility (GRR)
  o 7-8 English learner supplemental companion class PD
  o 7-8 supplemental class - AVID Excel PD
  o K-8 Enhanced support in content classrooms through Academic Discourse Training
  o ELD Supplemental Summer Institute
  o Supplemental Professional development printing costs
	Director of K-6 Curriculum and & Instruction
	
	Director of K 7-12Curriculum and & Instruction
		TOSA salaries/benefits
		
		TOSA mileage costs
		
		Prof. Dev. Teacher Hourly and Substitutes
		
		Prof. Dev. Printing
		
		Summer Institute program
			$989,390 $32,641
			
			$2,625
			
			$189,731
			
			$11,580
			
			$117,495
				Title III LEP
				
				Title III LEP
				
				Title III LEP
				
				Title III LEP
				
				Title III LEP

How the LEA will:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source *(EL, Immigrant, or other)*
o EL Achieve Symposium as part of an on-going comprehensive professional development plan. o Teachers will receive training in Language Practices and Objectives o OCDE English Learner Summit as part of an on-going comprehensive professional development plan. o CABE as part of an on-going comprehensive professional development plan. o Director of English Learner Programs will attend the Bilingual Coordinators Network as part of an on-going comprehensive professional development plan. o Academic Spanish enrichment professional development for Dual Language Immersion teachers (DLI), potential future DLI teachers, and teachers interested in the after-school heritage language enrichment. o Work with a CABE consultant for first year implementation of the Dual Language Immersion Program.	Executive Director K-12 Ed. Services	Bilingual Coordinators Network	$4,500	Title III LEP

C. Required for Year 2	**Goal 2 Improvement Plan Addendum* (IPA) for items A-B:** **Please describe the factors contributing to failure to meet desired accountability measures.**	
D. Required for Year 4	**Goal 2 IPA* for items A-B:** **Please describe the factors contributing to failure to meet desired accountability measures.** GGUSD English Learners did not meet the proficiency target in English or mathematics as demonstrated by CST results during the 2012-13 school year. In ELA, 49.9% of English Learners scored proficient on the CST. The AYP target was 89% and the difference was 39.1%. In mathematics 65.7% of English Learners scored proficient on the CST. The AYP target was 89.1%. The difference was 23.4%. While targets were not met in ELA or mathematics, the English Learner subgroup has consistently made progress in both subject areas as measured by the CST. We will continue to identify and implement scientifically based strategies in the curriculum to help students attain academic achievement in ELA and mathematics.	

How the LEA will:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source *(EL, Immigrant, or other)*
Please describe all required modifications to curriculum, program, and method of instruction. • GGUSD will enhance teacher training in structured Academic Discourse for all English learners in K-8. • GGUSD currently has three 7-12 TOSAs (Teachers on Special Assignment) that are certified trainers in the Constructing Meaning Framework. In an effort to build more capacity amongst our TOSAs, GGUSD will participate in a Constructing Meaning Leadership Seminar for an additional 15 TOSAs. • We will also participate in a 7-12 Administrator Constructing Meaning Leadership Seminar that will build our administrator capacity for monitoring language supports for English learners at the secondary level in content classrooms such as ELA/Math. • We will enhance the implementation of AVID – EXCEL at the 7-8 level that provides supplemental support to English learners for their ELA/Math courses.				

LEAs receiving or planning to receive Title III EL funding may include allowable activities.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
E. Allowable Activities	**Describe all allowable activities chosen by LEA relating to:** Supplementary services as part of the language instruction program for EL students: • GGUSD will pilot the technology-based Test for English Learners (TELL) assessment that will provide on-going English language proficiency progress monitoring. • GGUSD will pilot Imagine Learning an early literacy program for K-6 and iLit – a comprehensive literacy program for 7-12. *Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities				

F. EL Overall Budget	EL 2% for Administrative/Indirect Costs:	$34,485
	EL Estimated Costs Total:	$1,758,713

Plan to Provide Services for Immigrant Students

Please complete this table IF the LEA is receiving or planning to receive Title III Immigrant funding.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source

G. Allowable Activities **Describe all allowable activities chosen by LEA relating to:** Enhanced instructional opportunities to immigrant students and their families
 • Provide parental notification through mailings regarding various district initiatives through:
     o Community meetings
     o Roadmap to College
     o Peer Mentoring Programs
 • Address topics with interpretation, of high interest which will help parents of immigrant students acclimate to the U.S. educational system.
 • **Provide immigrant newcomers with opportunities to bridge language barriers through instructional technology such as Rosetta Stone.**
 • GGUSD will reach out to the Vietnamese community on radio shows in an effort to provide immigrant parents information about school activities and topics which are important to their student's education, in their primary language.
 	
 *Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities
	Executive Director K-12 Educational Services	Employee Contractor
		
		 School Community Liaisons
		
		 Radio Show
		
		 Extra Duty Hourly
			$48,678
			
			 $40,491
			
			 $13,500
			
			 $16,579
				Title III IMM
				
				 Title III IMM
				
				 Title III IMM
				
				 Title III IMM

H. Immigrant Overall Budget	Immigrant Administrative/Indirect Costs:	$4,937
	Immigrant Estimated Costs Total:	$124,185

Performance Goal 3: *By 2015-16, all students will be taught by highly qualified teachers.*

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

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

STRENGTHS	NEEDS
1. Garden Grove Unified School District (GGUSD) provides quality professional development for teachers, administrators, and paraprofessionals. 2. The district provides opportunities for teachers and administrators to analyze student assessment data to create and implement staff development plans that are based on state content standards and focuses on effective research based instructional strategies. 3. The district provides ongoing staff development opportunities throughout the school year. Teachers also have the opportunity to attend staff development during the summer (Super Week). 4. In GGUSD 99% of teachers are highly qualified. The district has developed a non-compliant teacher action plan and budget agreement for professional development, exam and test prep, recruitment, training and retaining for teachers who are not highly qualified. 5. In GGUSD 100% of the teachers meet the qualification to teach English Learners. 6. All K-6 teachers have been trained in a district-wide instructional delivery model, based on a direct instruction model. All 7-12 teachers have been trained in a lesson delivery framework based on a Gradual Release of Responsibility model. 7. The district provides release time for teachers for peer observations focusing on best practices and effective instructional strategies. 8. The district provides Teachers on Special Assignment (TOSAs) and Academic Coaches to assist teachers with staff development supporting effective content instruction and pedagogy, instructional strategies, demonstration lessons, co-plan/co-teach, and peer observations. 9. The district provides training for administrators in Instructional Rounds to develop an observational protocol that will support classroom teachers in effective instructional practices. 10. Teacher Expectations and Student Achievement (TESA) training provided designed to improve interactions between students and educators by raising awareness of how teacher expectations affect student performance.	1. Garden Grove Unified School District (GGUSD) continues to develop professional development opportunities to ensure increased student achievement. 2. Professional development will continue to be provided for teachers, administrators and paraprofessionals for state adopted and board approved materials as well as focused best practices and research-based strategies. 3. Based on student assessment results, GGUSD should continue to plan professional development to meet the needs of English learners and students with disabilities. 4. The staff development plan should continue to provide training for teachers focusing on meeting the district goals. No student will drop in academic performance level. *Strategic Plan Goal 1a – Academic Proficiency and Progress: Students in our district five years or longer will progress towards our grade-level standards in core academic subjects. Strategic Plan Goal 1b - English Language Proficiency and Development Progress: All English Learners will advance one level per year in English language proficiency until English proficient.* 5. Local ELD assessments will be used during the school year to monitor progress. 6. The district should continue to provide professional development in differentiated instruction, lesson delivery frameworks, and effective use of formative and summative assessments. 7. Professional development should continue to be provided for TOSAs and Academic coaches to increase pedagogical skills and instructional practices to support classroom teachers and instruction. 8. The district will continue to expand training to support teachers in the integration of technology into curricula and instructional strategies to improve teaching, learning and technology literacy. 9. The district will implement the non-compliant teacher action plan and budget agreement for professional development, exam and test prep, recruitment, training and retaining for teachers who are not highly qualified.

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

Planned Improvements for Professional Development (Title II)
(Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. **How the professional development activities are aligned with the States' challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:**				
a) General Professional Development: Professional development activities for teachers, administrators and paraprofessionals in all content areas will be aligned with the state adopted frameworks; content standards, curriculum, assessments and research based instructional strategies.	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs., TOSAs, Admin., Teachers	Substitutes, Teacher Hourly	$300,000 $100,000 Total Estimated Cost (As reported in Goal 1)	Title I Title II
b) Professional Development focused on needs of English Learners: Additional professional development activities will be provided for teachers, administrators, and paraprofessional to meet the needs of English language learners. The training will be aligned to the 2012 English language development standards, district pacing guides, and Specially Designed Academic Instruction (SDAIE).	2014 – 2019	Substitutes, Teacher Hourly	$250,000 $100,000 Total Estimated Cost (As reported in Goal 1)	Title III LCFF
c) Professional Development focused on needs of Students with Disabilities: Professional development activities will be provided for teachers, administrators, and paraprofessional to meet the needs of Student with Disabilities. The training will be aligned with the state adopted frameworks; content standards, curriculum, assessments and research based instructional strategies.	2014 - 2019 Schedule of Staff Development published monthly	Substitutes, Teacher Hourly	$200,000 $50,000 Total Estimated Cost (As reported in Goal 1)	Title I LCFF
d) New Teacher Support: New teacher support (GGUSD Teacher Induction Program) will be provided focusing on state adopted frameworks, content standards, curriculum, assessments and research based instructional strategies. *[TAP]*	District	Substitutes	$10,000 $10,000	General Fund Title II
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:				
The District will implement curriculum and professional development activities that are research-based and will improve student academic achievement. Student assessment results, which include: state standardized tests, district benchmarks, and curriculum embedded tests will guide professional development activities. Professional development activities are scientifically based and include, but are not limited to, content-focused trainings, Direct Instruction, and Gradual Release of Responsibility. These activities are designed to improve teaching pedagogy, classroom instruction, and increase student achievement. The District will continue to provide support for new teachers using the *CA Standards for Teaching Profession* framework.	Asst. Supts. Elem./Sec. Ed., Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs., Dir. of Inst. Tech., TOSAs Admin., Teachers			

a) Coaching Cycle: Site Administrators will participate in training and learn to monitor and evaluate strategy and curriculum implementation in order to provide ongoing instructional support and coaching for teachers. The work of coaching is supported through three models: 1) Mentoring for new teachers or teachers in a new role; 2) Strategy/Content coaching for teachers strengthening implementation; and 3) Collaborative co-coaching for teachers developing a collegial collaboration. i. These models of coaching build a common language and understanding within and across schools and provides an opportunity for safe, reflective instructional discussions that serve to support best practices to meet student needs. ii. The District has implemented the Strategy Academy as a professional development series focusing on coaching. The coaching cycle consists of three main components: **1. Pre-Conference:** Pre-planning meeting to identify a coaching objective; Establish pre-conference goals**;** Identify the shared classroom experience; and Review and plan for an upcoming lesson. **2. Shared Classroom Experience:** Guide the selection of the appropriate classroom experience**;** Demonstration/ Modeling; Co-plan / Co-teach; and Observation. **3. Post-Conference:** Identify the components of a post conference**;** Debrief/ Lesson review; and Facilitate a reflective conversation. iii. The District provides Teachers on Special Assignment (TOSAs) and Academic Coaches to assist teachers with staff development supporting effective content instruction, instructional strategies, demonstration lessons, co-plan/co-teach, and peer observations.	2014 - 2019 Annual		Refer to Goal 1 Reading, 5b	Title I LCFF
b) Professional Learning Communities and Instructional Rounds: The District is providing training for administrators in developing effective professional learning communities and Instructional Rounds. *[TAP]*	Ongoing		Refer to Goal 1 Reading, 5b.ii	Title I
3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as a part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:				
Teachers will analyze student assessment results, which include: state standardized tests, district benchmarks, district goals, and curriculum embedded tests for curricular and instructional planning. The instruction will be differentiated to meet the needs of individual students. Professional development activities focusing on a variety of research based instructional strategies to meet the needs of individual students will be provided. Student assessment data will be used to monitor the effectiveness of the professional development. The district will use the results to adjust and plan professional development to close the achievement gap.	Asst. Supts. Elem./Sec. Ed.,Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs., Parent/Comm. Outreach, Sup., Admin., Teachers			
a) Professional Development focused on needs of English Learners: Scientifically based professional development activities will be provided for K-12 teachers focusing on strategies for English learners. Training will be provided for the district-adopted ELA/ ELD curriculum (Wonders) for K-6 and (HMH Collections) for 7-12 teachers. Professional development using Integrated and Designated ELD will be provided for K-12 teachers. The District is also providing training in Constructing Meaning (CM), to support secondary content area teachers. The district-wide trainings will provide ongoing coaching to ensure consistency and effective implementation. Student assessment data, Strategic Plan Goal 1B results, benchmark assessments, and curriculum embedded tests will be used to	SELD Training CM Training April 2015		Refer to Goal 1 Reading, 5a.iii Refer to Goal 3, 1b	Title III LCFF

measure student achievement.				
b) Professional Development focused on need of Students with Disabilities: Professional development activities will be provided for teachers, administrators, and paraprofessional to meet the needs of Student with Disabilities. The training will be aligned with the state adopted frameworks; content standards, curriculum, assessments and research based instructional strategies. Special Education teachers will attend training on the use of specific strategies for teaching students with identified learning disabilities. The district will provide training for Special Education Teachers in Read Well, Unique Learning, and Resource Center curriculum, as well as inclusion training for resource teachers of special education students, including students with disabilities and English learner status.	Schedule of Staff Development published monthly		Refer to Goal 3, 1c	
c) Special Secondary Elective Courses: These secondary courses are offered to ensure student success based on student needs. Each course is taught by a specially trained teacher and incorporates the use of trained college tutors to provide targeted support. i) **Advancement Via Individual Determination (AVID):** The District continues to implement and support AVID classes in all 18 intermediate and comprehensive high schools. ii) **AVID Excel:** The District continues to implement AVID Excel, which serves and supports English Learners in grades 7, 8, and 9 with metacognitive strategies and self-regulatory strategies based on the AVID model. iii) **Academy Class:** The District continues to implement the Academy Class, designed for students who are considered at-risk due to low performance and GPA (below 2.0). Students receive targeted instruction in self-regulatory skills that include goal setting, monitoring of academic progress in core classes, and development of a student's sense of self. iv) **Resource Center:** Secondary schools will provide Resource Center Classes for special education students focusing on developing self-regulatory skills and strategies in order to improve A-G completion rates. v) **Forward:** Secondary schools provide a class for struggling readers in grades 9-10 with opportunities to practice skills aligned to reading, writing, listening, speaking to help meet the demands of the ELA core class.	Asst. Supt. Sec Ed, Dir. of 7-12 Inst.		Refer to Goal 1 Reading, 9c.i-9c.iv	
d) Summer Institute: The District will provide a K-8 Summer Institute opportunity for at-risk students. The elementary schools will focus on students who need additional support in mathematics and English Language Arts. The 7-8 schools will focus on a variety of curricular areas that meet the needs of at-risk students. Teachers will be provided with professional development opportunities during the Summer Institute, which will focus on improving instructional strategies for at-risk students. The 9-12 high schools will provide remediation classes for students who are credit deficient in the core academic areas in grades 10-11. Special Education students will be provided with summer programs during the same time frame as general education summer school.	Asst. Supts. Elem/Sec Ed, Dir. of K-6 & 7-12 Inst., Dir. of K-12 Ed Svs.		Refer to Goal 1 Reading, 3b	Title I Title III
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:				
The District K-12 team, which includes: Departments of Instruction, K-12 Educational	Asst. Supts. Elem./Sec. Ed.,Dir. of K-6 & 7-12 Inst.,			

Services, Special Education, the Department of Evaluation and Research, and the Office of Personnel will ensure that all professional development activities are coordinated to address the staff needs in assisting all students to meet or exceed state academic achievement standards. Professional development will be developed to assist teachers in integrating standards based lessons, research based instructional strategies, and use of student data to improve student achievement.	Dir. of Spec. Ed., Dir. of K-12 Ed. Svs., Dir. of Inst. Tech., Dir. of Personnel			
a) District Team Meetings: The District K-12 team meets periodically to review progress toward goals and plans professional development to meet the professional development needs of teachers based on academic achievement data, teacher and administrator surveys, and implementation data. Based on needs, the Department of K-12 Educational Services assists in coordination efforts related to Title II, Part A and other Federal, State, and local programs and funding.	Monthly Meetings			
b) Teachers on Special Assignment (TOSAs): The TOSAs meet on a weekly basis to discuss curriculum and instruction, professional development needs, and ongoing teacher support. TOSAs provide coaching and support at school sites, and also organize and present professional development opportunities to teachers and administrators throughout the school year.	2014 - 2019	Personnel Costs	$220,000 $1,800,000 $1,800,000 $1,800,000 $151,000	General Fund Title I Title II Title III (ELD focus) Special Ed
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 teacher and principals will be met:				
High quality professional development activities will be made available to all teachers and administrators district-wide. Training will focus on strategies to improve student achievement. District and site professional development will continue to be reviewed to ensure that the activities align to student needs. Professional development activities for teachers, administrators and paraprofessionals in all content areas will be aligned with the state adopted frameworks; content standards, curriculum, assessments and research based instructional strategies. The Departments of Instruction will offer appropriate and relevant professional development that supports the Strategic Plan Goals 1A & 1B.	Asst. Supts. Elem./Sec. Ed.,Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs., Dir. of Inst. Tech., Dir. of I.S., Admin., Consulting Teacher, Teachers			
a) Writing Support Strategies and Materials: Based on the results of the district needs assessment, the District has identified writing instruction to be an area of focus for Title II professional development activities. The District is implementing strategies and program materials to support writing. These include Writing as a Process, Thinking Maps, Write From the Beginning, and Units of Study i. **Elementary Focus:** At the elementary level, the District provides focused training for reading, language and writing support. The Department of K-6 Instruction works with identified teacher leaders through the strategy academy structure, allowing for teacher release and classroom observations. Teachers are provided with resources and support to improve differentiating reading and language instruction through small group instruction. Writing continues to be supported using Lucy Calkins Units of Study to augment the core reading/writing program.. Specific assessments, including performance tasks are provided to support calibration and alignment of student achievement levels. Standards aligned Unit Planners assist teachers in integrating strategies and identifying specific lessons that align with the new state standards, while focusing on the writing process. ii. **Secondary Focus:** At the secondary level, selected 7-12 teacher leaders are trained	August 2014 June 2016-19	Substitutes Substitutes Teacher Hourly Substitutes Teacher Hourly Substitutes Consultant	$12,000 $7,000 $71,500 Refer to Goal 1 Reading, 2d	Title II Title II Title II Title II Title I Title I Title II

to be site level Trainer of Trainers (TOTs) in using strategies from the Thinking Maps program. Continued support for TOTs are offered through afterschool trainings facilitated by TOSAs. Teachers also implement standards-based writing rubrics for district-wide use to ensure consistency of evaluation. The rubrics break down the strands of writing strategies, writing applications, and writing conventions, and have an accompanying writing conventions checklist.				
b) Extended Learner Training and Advanced Placement: The GATE office offers professional sequence that includes instruction in differentiated instruction and use of advanced literacy support for the core curriculum. There will be district training for teachers of Gate students at K-6 and 7-8 sites. There will be training for AP Teachers at the AP Summer Institute with follow-up trainings during the school year.	July/August	Substitutes Teacher Hourly AP Institute	Refer to Goal 1 Reading, 5a.iv	Title II Title II Title II
c) GGUSD Teacher Induction Program: New teachers will participate in the GGUSD Teacher Induction Program with activities that focus on the implementation of adopted core standards-based reading programs. The Induction Program continues to be a support network to meet professional needs of beginning teacher with the goal of improving student achievement.	District	Substitutes	Refer to Goal 1 Reading, 5a.v	Title II
e) Collaboration: Teacher collaboration time will be provided to analyze state and district data, share best practices, develop lesson plans, review student work, and coordinate the teaching and re-teaching of key standards for mastery. Teachers will also use SharePoint, and information portal, which allows teachers to share effective lessons and instructional strategies using the web.	Asst. Supts. Elem./Sec. Ed.,Dir. of K-6 & 7-12 Inst		Refer to Goal 1 Reading, 5b.v	Title I LCFF
f) Coaching: Release time will be provided for teachers, TOSAs, and administrators to observe classroom instruction. The goal is to increase best practices, strengthen effective instruction and increase student achievement. These classroom visitations will help to ensure that the professional development offered meet the needs of teachers and administrators. *[TAP]*	Asst. Supts. Elem./Sec. Ed.,Dir. of K-6 & 7-12 Inst	Substitutes	Refer to Goal 1 Reading, 5b	Title I LCFF
g) Peer Assistance and Review Program (PAR): The Peer Assistance and Review Program (PAR) uses Consulting Teacher to provide instructional support for permanent teachers who receive an overall unsatisfactory evaluation.	Asst. Sup. of Per., Dir. of Per.	Substitutes, PAR Consulting Teacher Stipend PAR Panel	$88,600 $136,500 $7,000	PAR
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:				
Professional development focused on instructional technology is aligned to district goals and assists students in meeting and exceeding the State academic standards. Instructional Technology will train teachers to integrate technology into curriculum and instruction to improve teaching, learning, and technology literacy.	Asst. Supts. Elem./Sec. Ed.,Dir. of K-6 & 7-12 Inst., Dir. of Inst. Tech., TOSAs, Admin., Teachers, CRAs, TAs			
a) District Master Technology Plan: The District will implement the Master Technology Plan, which includes: i. Use of computer labs, classroom computers, wireless mobile laptop labs and various multimedia tools such as, multimedia projectors, document cameras, and interactive boards to access Web based activities and client software provided by district adopted base programs. ii. Utilization of a K-6 and 7-12 Teacher Web Sites for instructional online support and	2014-19	Substitutes, Teacher Hourly, Consultant Fees Software and technical support, on-line contracts	Refer to Goal 1 Reading, 4b	Title I LCFF

communication. iii. Implementation of SharePoint, information portal, and google classrooms will allow teachers to share effective lessons and instructional strategies using the web. iv. Provide school sites with Discovery Streaming for use in the classroom, which provides teachers with supplemental multimedia resources. v. Use of Web based activities and client software determined to be supplemental to the base program. vi. Use of School Messenger at the District and school sites for communication to families regarding student achievement and school programs.		Printing of data reports, data scanners		
7. How student 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.				
Garden Grove Unified School district is committed to improving the use of technology in the classroom as evidenced by the five year, state-approved Technology Plan. The district recognizes the necessity of providing support in the development of technology literacy for staff and students. Lifelong learning and processing skills such as flexibility, adaptability, critical thinking, problem solving, and collaboration must be emphasized in the development of technology literacy. The district is committed to using technology as a vehicle to develop students who are lifelong learners with the ability to achieve high academic standards, to access information, manipulate data, synthesize concepts, and creatively express ideas using a variety of technologies.	Asst. Supts. Elem./Sec. Ed.,Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs.,Dir. of Inst. Tech., Dir. of Inst. Tech., Dir. of I.S., Supv. Tech., TOSAs, Admin., Teachers, CRAs, IAs,			
a) Professional Development focused on Technology: Instructional Technology and Instruction Departments offer a wide variety of ongoing professional development opportunities for teachers, administrators, and support staff in the effective use of technology in the classroom. The trainings align to the content standards and current instructional technology that supports teaching and increased student achievement. The training is offered at all levels of technology proficiency to meet individual needs. This professional development is to support, enrich, and improve classroom instruction and student achievement. TOSAs will co-plan/co-teach lessons in the classroom using technology to support learning objectives.	2014-19	Substitutes, Teacher Hourly	Refer to Goal 1 Reading, 4a	Title I LCFF
b) Online Course Opportunities and Development: The District currently offers the following types of online course options: single course(s) for credit, credit recovery, and D-validation. The District provides training for teachers who teach online courses.	Teacher Training Summer/Fall annually		Refer to Goal 1 Reading, 4e	
8. How the LEA, teachers, paraprofessional, principals, other relevant school personnel and parents have collaborated in the planning of the professional development activities and in the preparation of the LEA plan:				
Garden Grove Unified School District professional development decisions are guided through a collaborate effort from many stakeholders to provide high quality training that meets the need of students, teachers, and paraprofessionals. These meetings focus on assessment data, teachers' knowledge, administrators' knowledge, and support of improved teaching and pedagogy. Based on the assessment results, professional development activities are developed and implemented. Professional activities and strategies are designed to improve student achievement and meet Strategic Plan Goals 1A & 1B.	Asst. Supts. Elem./Sec. Ed.,Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs.,Dir. of Inst. Tech., Parent/Comm. Outreach Sup., ARC Coord., TOSAs Admin., Teachers			
a) District Team: District staff which includes: Office of K-6 and 7-12 Instruction,				

Department of Special Education, Department of Evaluation and Research, Department of K-12 Educational Services, 7-12 Counselors, TOSAs, Assistant Superintendents of Elementary and Secondary Education, and Superintendent hold ongoing meetings throughout the school year to assess needs of schools, students, teachers, and paraprofessionals.				
b) Site Administrators and Teachers Survey: Principals and teachers are surveyed to assess the needs of schools and for the planning of Super Week (summer training) professional development offerings and other trainings throughout the school year.	Annually April/May			
c) Paraprofessionals: Paraprofessional programs are developed with the guidance and involvement of classified program administrators, school administrators, and classified support staff.	Asst. Sup of Per., Dir. of Classified Per.			
d) Parent/ Community Groups: School site councils and district committees routinely assess and advocate for ongoing and sustained professional activities to meet staff and student needs. e) Parents are given the opportunity at meetings such as the District Parent Task Force, District Advisory Committee, Community Advisory Committee, and DELAC to give input in the planning and implementation of effective parent involvement, revision of LEA Plan, Con App, Title III Improvement Plan Addendum, and other state and federal district plans. Parents at the Parent Task Force were given a survey in order to continue our assessment of meeting the needs of our community.	Administrators, Dir. of K-12 Ed Svs		Refer to Goal 1 Reading, 10a.iv	Title I LCFF
9. How the LEA will provide training to enable teachers to: ● **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 and help students learn;** ● **Involve parents in their child's education; and** ● **Understand and use data and assessments to improve classroom practice and student learning.**				
Garden Grove Unified School district offers a wide variety of training to teach and address the needs of all students including special populations and English language learners. Professional development opportunities will be provided for teachers, TOSAs, administrators, parents, and paraprofessionals. Professional development will be specifically designed to meet the needs of English learners, students with disabilities, and students with special learning needs.	Asst. Supts. Elem./Sec. Ed.,Dir. of K-6 & 7-12 Inst., Dir. of Spec. Ed., Dir. of K-12 Ed. Svs.,Dir. of Pers., Parent/Comm. Outreach Sup., TOSAs Admin., Teachers, Paraprofessionals			
a) Targeted Professional Development: Professional development opportunities to meet the needs of English learners include: Integrated and Designated English Language Development, SDAIE, Academic Language Development, Constructing Meaning, Academic Vocabulary, and AVID Excel classes. Professional development opportunities to meet the needs of students with disabilities include: Read Well, Flex Literacy, Response to Instruction and Intervention (RtI2) Tiered Interventions, Inclusion training, and Behavior Interventions. Professional development opportunities to meet the needs of advanced and gifted learners include: K-6 GATE trainings, 7-8 Advanced Learner Program and 9-12 Advanced Placement trainings, and vertical walks. Professional	Schedule of Staff Development published monthly	Substitutes and Teacher Hourly	Refer to Goal 3, 1a-1d	Title I Title II Title III

development opportunities to meet the needs of students with different learning styles and needs include: differentiated instruction, universal access, Reciprocal Teaching, Thinking Maps, Write from the Beginning, Writing as a Process, effective mathematics instruction, and AVID Strategies.				
b) Elementary Instructional Delivery: The K-6 teachers implement a district-wide instructional delivery model, based on a direct instruction model. Components of this instructional delivery model include: 1) Phases of the direct instruction model with the addition of a final student presentation phase that requires verbalization of learning (output); 2) Clear lesson objectives, 3) Explicit vocabulary instruction, 3) Visual representation; 4) Checking for understanding embedded within phases of instruction; 5) Use of partnering and collaborative practice; 6) Corrective feedback; 7) Data-driven assessments to determine pacing and focus areas; 8) Small group instruction; and 9) Cumulative strategy instruction.	Asst. Supt. Elem. Ed., Dir. of K-6 Inst 2014 - 2019		Refer to Goal 1 Reading, 2c.i	Title I
c) Secondary Instructional Delivery: The 7-12 teachers implement a lesson delivery framework based on a Gradual Release of Responsibility model: 1) Focus lesson with input and modeling; 2) Guided instruction/practice; 3) Collaborative practice, and 4) Independent practice. Secondary teachers are trained on various strategies that can be used in implementing the GRR as a framework, along with focus on checking for understanding and student engagement strategies. All 7-12 teachers have been trained in the GRR model.	Asst. Supt. Sec. Ed., Dir. of 7-12 Inst 2014 - 2019		Refer to Goal 1 Reading, 2c.ii	Title I
e) Extended Learning Opportunities: Professional development for extended learning opportunities will be provided to support at-risk students. K-6 schools will provide specific core curriculum in math and English Language Arts for at-risk students. 7-8 intermediate schools the will provide mathematics curriculum reinforcing the core: strategic and intensive intervention. The 9-12 high schools will provide remediation classes for students who are struggling with reading and writing both the regular school year and in summer school as well as for students who are credit deficient in the core academic areas in grades 10-11. Special Education students will be provided with summer programs during the same time frame as general education summer school.	Asst. Supts. Elem./Sec. Ed.,Dir. of K-6 & 7-12 Inst. Summer, annually	Teacher Hourly	Refer to Goal 1 Reading, 3a.ii	Title I LCFF
g) Parent Education: Parents are given the opportunity to attend trainings to support their child's education at the District Parent Task Force, Community Outreach meetings, District Advisory Committee, Community Advisory Committee, DELAC, Ten Educational Commandments training, 40 Developmental Assets training, and Parent Expectations and Student Achievement (PESA).	Dir. of K-12 Ed Svs., Parent/Comm. Outreach Sup.		Refer to Goal 1 Reading, 10a	Title I LCFF
h) Parent Communication: The teachers will use School Messenger, a voice communication system, to communicate student achievement results with parents. This communication will be provided in the parent's primary language. The secondary schools will use Aeries and Parent Portal, a web-based program, for student achievement results to be posted for students and parents. This on-going communication provides timely information relating to student achievement results. *[TAP]*	Dir. of IS, Dir. of K-12 Ed. Svs.	School Messenger Costs	$20,700 $45,500 $45,500	General Fund Title I LCFF
i) Data Analysis: GGUSD will provide training for teachers, TOSAs, administrators, parents, and paraprofessionals to understand and use data and assessment to improve classroom practice and student learning. State and district assessment data will be used to monitor student achievement, assess progress in meeting district goals, and plan professional development. Teachers will be provided release time for peer observations,	Asst. Supts. Elem./Sec. Ed.,Dir. of K-6 & 7-12 Inst.	Substitutes	Refer to Goal 1 Reading, 8c	Title I LCFF

co-plan/co-teach, and to share best practices. District administrators and site principals will actively monitor classroom implementation through learning walks and Instructional Rounds. *[TAP]*				
10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:				
Garden Grove Unified School District will provide opportunities for teachers to meet the requirements to become a highly qualified teacher. The district has developed a non-compliant teacher action plan and budget agreement for professional development, exam and test prep, recruitment, training and retaining for teachers who are not yet highly qualified.	Asst. Supts. Elem./Sec. Ed.,Dir. of K-6 & 7-12 Inst., Dir. of Per			

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
1. Administrators and staff support the view that emotional, psychological, and social needs of students are related to academic achievement and promote this approach. This concept is represented within the district's Strategic Plan Goal 2. 2. The 10 Education Commandments, Parent Expectations & Student Achievement (PESA), and the 40 Developmental Assets are district-wide parent education programs in which school staff are trained and supported by the District. 3. The issue of bullying is addressed in school and classroom presentations, in after school programs, and at parent presentations. Offers quarterly district-wide parent and community outreach meetings address issues such as bullying, drug abuse, and hate crimes. 4. The District has school-based counseling programs in grades K-12. Students can be referred to services provided by community agencies during school hours. 5. Through a partnership with the Boys & Girls Clubs of Garden Grove and the Garden Grove Police Department, students are provided referrals for counseling and other classes at the Family and Youth Outreach Program (FYOP). 6. The District maintains a partnership with the local Family Resource Centers of Stanton, Magnolia Park, Corbin, Buena Clinton. 7. The District has a positive and progressive discipline policy that ensures a safe and orderly school environment. 8. The District maintains an alcohol, drug, and tobacco-free environment. 9. The District has adopted substance abuse prevention programs in grades K-12. 10. In partnership with the Boys & Girls Clubs of Garden Grove and the Garden Grove Police Department, the district provides early intervention through the Truancy Reduction Center (TRC) with counselors and ongoing services available to students and parents. 11. The Alternative Suspension Classroom at the TRC provides an option for students in grades 9 through 12 who have been suspended. The program is an intervention that addresses the importance of attendance and education, decision-making skills, the dangers of tobacco and other substance abuse, as well as other social issues. 12. There is ongoing data collection on truancy, suspension, expulsion, violations of California Education Code, crime incidents, discipline, and student attitudes and perceptions. 13. The District will administer the California Healthy Kids Survey (CHKS) in 2017. The District will reviews all data to provide guidance and focus for the following year's prevention/ intervention activities, including parent presentation topics. 14. The District administers a Strategic Plan Survey to grades 3 through 11 and also to parents and staff. 15. The needs of students qualifying under the McKinney-Vento Act and foster youth are evaluated by the District's homeless and foster liaison. As services are needed, families are referred to the McKinney-Vento case manager though our partnership with the Boys & Girls Clubs of Garden Grove, where families are provided with resources and assistance. 16. District staff from multiple departments, representatives from Garden Grove and Santa Ana Police Departments, and representatives from the Boys & Girls Clubs of Garden Grove have regular Safety Partnership meetings to discuss issues related to health, safety, and risky behaviors during school and in after school settings, including the development of policies and procedures to ensure the safety and well-being of students.	1. Continue to develop and promote opportunities for extracurricular activities and student programs. 2. Address disproportionate high school dropout, suspension, and attendance rates and provide supplemental services for students in higher need communities. 3. Continue to expand counseling services and develop a system-wide counseling referral protocol. 4. Continue to expand district-wide mentoring programs. 5. Provide opportunities for staff development in the areas of classroom management, handling disruptive or conduct disorderly children, working with students with special needs, how poverty affects learning and teaching environment, and cultural proficiency. 6. Continue to develop additional site-based parent education events and presentations on at risk behaviors such as, drugs, bullying, and gangs. 7. Contine to expand the reach of parent workshop series around topics such as cyberbullying/ bullying, building relationships/ communicating with your child, and how to help your child with homework. 8. Maintain relationships with the Police Departments (PD) in our neighboring cities (Santa Ana, Westminster, Stanton, Fountain Valley, Anaheim, and Cypress) which provide services to communities and schools served by the District. Continue to address safety issues with PD. 9. Develop an effective early warning system. 10. Renew trainings on updated emergency procedures and opportunities for practice drills through participation in the Readiness and Emergency Management for Schools (REMS) program.

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

In addition to the activities described above as strengths, the following activities are also implemented to support students physically, socially, emotionally, intellectually, and psychologically:

1. Each school is required to establish a school safety plan that includes emergency procedures. The plan is developed in cooperation with staff, students, and community members.
2. Each school is required to establish a school safety committee. The committee develops goals and objectives at each school and regularly meets to maintain a safe school environment.
3. Each school develops a Safe Schools Plan, which includes a focus on school climate and a focus on physical environment. The plan is evaluated, reviewed, and adopted annually by the school safety committee and School Site Council, and is included as part of the Single Plan for Student Achievement.
4. Each school is required to establish a student study committee. The committee meets regularly to develop educational plans for students.
5. Community-based counseling agencies provide school-based counseling support to at-risk students to all schools in grades K-12. The district funds a base level of support, and schools with additional needs are able to request additional site-funded hours.
6. The district has developed a partnership with Boys and Girls Clubs of Garden Grove to provide medical, dental, and mental health services for the community at no cost or low cost through Access to Resources for Children's Health, Education, and Support (ARCHES).
7. Counselors are employed at all secondary schools. A coordinated guidance service program is provided to students at all secondary schools. Supplemental Counselors work with at risk 7th – 12th graders.
8. Psychologists are provided at all K-12 schools. Assessment is provided to students and crisis intervention is made available through crisis teams.
9. All schools are provided services by a Community Outreach Specialist. Services provided by them include referrals to other agencies, attendance suggestions, and translation/interpretation.
10. Crisis teams are established district-wide. A crisis policy has been established and the teams follow established district guidelines.
11. After School Education and Safety (ASES) and After School Safety and Enrichment for Teens (ASSETS) programs are provided for students.
12. A school resource officer from the police department is provided to high schools. The officer assists in maintaining a safe school environment.
13. Regularly scheduled gang meetings are held with the Police Department to share pertinent information. In addition, members from the probation department also attend. Through ongoing communication and cooperation, the schools are able to prevent problems.
14. All schools work collaboratively with community groups. In addition, Parent and Community Outreach staff are members of community groups to ensure effective communication and cooperation between agencies.
15. A district-wide Discipline Committee meets regularly to ensure that the federal/state and district policy is followed to maintain a safe environment. The teamwork between the GGPD and DA provide another level of intervention.
16. A district-wide School Attendance Review Committee meets regularly to ensure that attendance laws are followed and students attend school regularly.
17. Individualized Education Plans are provided and maintained for all students in special education.
18. The Health Clinic addresses alcohol, drug, tobacco and medical needs of all students.
19. Select schools are involved with conflict resolution and peer mediation through OCDE-sponsored programs, such as Human Relations.
20. A district partnership with BGCGG provides after school programs which support students in a variety of needs, such as homework assistance, tutoring, athletic activities, etc.

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
1. The Positive Action program and Life Skills Training curriculum are available for use by teachers. The program was adopted as the substance abuse prevention program and aims to reduce risks by targeting major social and psychological factors that typically lead to initiation of risky behaviors. 2. Secondary health curriculum provides guidance to students regarding alcohol, drugs and tobacco. Health teachers are also implementing the Project Toward No Drug Abuse (PTND) substance abuse prevention program, which is embedded with the health pacing guide. 3. The district-wide guidance program assists secondary students with counseling and referrals regarding alcohol, tobacco, and drugs. 4. Through a partnership with the Boys & Girls Clubs of Garden Grove and the Garden Grove Police Department, students are provided referrals for counseling and other classes, such as the Drug and Alcohol Education Class and Tobacco Intervention or Cessation Classes, at the Family and Youth Outreach Program (FYOP), which is located at the Juvenile Justice Center. 5. The Truancy Reduction Center (TRC) provides families with support and guidance in conjunction with FYOP regarding anger management, alcohol, drugs, tobacco, parenting classes, community service programs, graffiti removal programs, and other family guidance. 6. Community Outreach Workers are used to support positive attendance goals and provide guidance to parents in working with their children. 7. The District's Parent & Community Outreach office assists schools in parent and community outreach efforts. 8. The District has developed effective partnerships with community agencies to address different needs, such as after school programs, truancy reduction, medical, dental, and mental health services.	1. The District will formally review data, as required by laws, on a regular basis. Program review will be conducted on a yearly basis. Regularly scheduled administrative reviews will be conducted on an ongoing basis. Data will be presented to the District Parent Task Force as a component of the District's review of program effectiveness. Principals will be provided with reports focusing on the District's specific areas of need. 2. Provide parents more training and awareness on drugs, behaviors related to use of drugs, and how to intervene and work with their children.

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)

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: June 2014 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will **decrease** biennially by:	5th 2 % 7th 7 %	5th 1 % 7th 2 %
The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by:	7th 2 % 9th 4 % 11th 5 %	7th 1 % 9th 1 % 11th 2 %
The percentage of students that have used marijuana will **decrease** biennially by:	5th 1 % 7th 8 %	5th 1 % 7th 1 %
The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by:	7th 11 % 9th 24 % 11th 31 %	7th 2 % 9th 2 % 11th 2 %
The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by:	7th 5 % 9th 11 % 11th 13 %	7th 1 % 9th 2 % 11th 2 %

The percentage of students that feel very safe at school will **increase** biennially by:	5th 45 % 7th 19 % 9th 17 % 11th 21 %	5th 3 % 7th 2 % 9th 2 % 11th 2 %
The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by:	7th 21 % 9th 16 % 11th 11 %	7th 2 % 9th 2 % 11th 1 %
Truancy Performance Indicator		
The percentage of students who have been truant will **decrease** annually by 1% from the current LEA rate shown here. NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	22.13 % (2013-14)	1 %

Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: June 2014 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will **increase** biennially by:	5th 56 % 7th 28 % 9th 26 % 11th 33 %	5th 3 % 7th 2 % 9th 2 % 11th 2 %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by:	5th 55 % 7th 47 % 9th 40 % 11th 43 %	5th 2 % 7th 2 % 9th 2 % 11th 2 %

The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by:	5th 14 % 7th 13 % 9th 10 % 11th 15 %	5th 2 % 7th 2 % 9th 2 % 11th 2 %
The percentage of students that report high levels of school connectedness at their school will **increase** biennially by:	5th 57 % 7th 49 % 9th 41 % 11th 41 %	5th 2 % 7th 2 % 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
Not Applicable		

78

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

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Positive Action	ATODV	K-5	21,000	1/05	On-going*	2/05
Life Skills Training (LST)	ATODV	6-8	11,000	1/05	On-going*	2/05
Project Toward No Drug Abuse (PTND)	ATODV	9-12	3,900	1/05 3rd Edition purchased 1/11	On-going*	2/05

* Teachers were initially trained in 2005. Another large scale training was organized in 2011. Since these initial trainings, additional trainings are scheduled with newly hired teachers or through support provided by grade level/content-area teams and/or Teachers on Special Assignment.

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
☑	After School Programs	ATODV	Grades K-6: 47 School ASES Sites; Grades 7-8: 9 School ASES Sites; Grades 9-12: 4 ASSETS Sites; Club Sites: 5 Branches
☑	Conflict Mediation/Resolution	V	K-12
☑	Early Intervention and Counseling	ATODV	K-12
	Environmental Strategies		
☑	Family and Community Collaboration	ATODV	K-12
	Media Literacy and Advocacy		
☑	Mentoring	ATODV	K-12
	Peer-Helping and Peer Leaders		
	Positive Alternatives		
☑	School Policies	ATODV	K-12
☑	Service-Learning/Community Service		9-12
☑	Student Assistance Programs		K-12
☑	Tobacco-Use Cessation	T	K-12

Check	Activities	Program ATODV Focus	Target Grade Levels
☑	Youth Development Caring Schools Caring Classrooms	ATODV	K-12
	Other Activities		

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

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

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Not Applicable						

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 primary research-validated prevention programs currently being implemented in the Garden Grove Unified School District (GGUSD) are Positive Action (PA) in kindergarten through grade five, Botvin's Life Skills Training (LST) in grades six through eight and Project Towards No Drug Abuse (PTND) in grades 9-12 health. These programs were Board adopted in 2004, and the district will continue to support the implementation of these primary prevention programs for the purposes of substance abuse prevention. The current primary prevention programs were selected through a consultation process involving parents, teachers, site administrators, and district personnel. A consultation group studied prevention research, analyzed data on research based programs, and analyzed existing data such as the district's California Healthy Kids Survey (CHKS) data, suspension, expulsion, discipline committee referrals, and SARB information. The consultation group was asked to discuss the results of the data as well as contribute to the overall understanding of prevention needs prior to beginning the selection process.

The LST program was selected for the middle grade span (6-8). The consultation group cited several reasons for their selection. 1) Longitudinal studies indicated that youth who participated in LST reported lower rates of initiation in a variety of risky behaviors. Since Garden Grove Unified District is an urban setting with a highly diverse demographic, the consultation group felt that LST had the strongest set of research studies in similarly urban and diverse settings. Follow-up studies provided evidence for the durability of these effects. 2) The findings of studies assessing the efficacy of the LST approach indicate that it can reduce tobacco, alcohol, and marijuana use by up to 87% in middle school students (Botvin et al., 1995). 3) LST has been selected for prevention excellence by a number of reputable organizations. 4) LST contained a reasonable number and length of sessions, which could be incorporated into a sixth grade elementary class schedule, seventh grade physical education classes, and eighth grade science classes. 5) Engaging activities were built into the lesson plans. The teaching techniques include demonstration, behavioral rehearsal, feedback and reinforcement, and use of a student workbook. 6) Each lesson was clearly scripted for the teacher, with key objectives, vocabulary, and "points to make" being clearly identified.

The PTND program was selected for the high school grade span (9-12). The consultation group cited several reasons for their selection. 1) The research studies showed positive results in students from diverse backgrounds and at-risk youth. Data from CHKS, as well as community reports from parents and law enforcement, have identified the district's continuation high school as a high priority. PTND was shown to be effective amongst at-risk youth, including those in a continuation high school setting. 2) Research on PTND has been shown to be most successful when led by a health educator, which aligned with the intent of the district to have the program implemented by the high school PE/health teacher (Sussman, Dent, and Stacy, 2002). 3) After a closer review of the program materials, the consultation members rated PTND above others in having high-interest materials for high school students. 4) The PTND program contained a combination of motivational activities, social skills training, and decision-making components. 5) Interactive teaching strategies and student engagement were also key factors in the decision. 6) The lesson length and number of sessions was felt to be appropriate for implementation within the high school class.

Positive Action has met the standards for effectiveness as designated by the California Healthy Kids Resource Center for Research-Validated programs. Both LST and PTND are also science-based prevention programs that meet the principles of effectiveness as designated by the California Healthy Kids Resource Center for Research-Validated programs, University of Colorado, Center for the Study and Prevention of Violence Blueprint Model programs, and The National Registry of Evidence-Based Programs and Practices (NREPP).

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.

During years where the District received funding through Title IV and/or TUPE, the California Healthy Kids Survey (CHKS) was administered biennially in grades 5, 7, 9, and 11. The District last conducted the CHKS in the Spring of 2014. The District plans to schedule the next administration for Spring 2017. The data is provided to school administrators and becomes part of the needs assessment necessary for the development of the Safe School Plan, which is then incorporated into the Single School Plan for Student Achievement (SPSA). The Safe Schools Plan includes objectives and activities around school climate (Component 1: People and Programs) and physical environment (Component 2: Places). The District evaluates district-wide CHKS data and identifies patterns and issues that require additional focus and attention. The District may present specific needs to administrators and develop resources and parent or student presentations around topics of interest. For example, anti-bullying programs and cyberbullying/ internet safety parent and student presentations have been implemented for selected schools, as determined by needs.

We will continue evaluating data from attendance (including tardies and truancies), suspension, expulsions, and after school programs to stay apprised of subtle changes in usage and attitude issues around alcohol, tobacco, other drugs, and violence (ATODV). We will continue to collaborate with the Boys and Girls Clubs of Garden Grove, the Santa Ana and Garden Grove Police Departments, and District Attorney to provide information about ATODV and to assist in identifying other ATODV related needs of students, parents, and families. The Office of Special Education and Student Services compiles summary data in many areas related to ATODV for the annual Consolidated Application. This data is also shared with multiple departments and reviewed. Evaluation of ATODV data is also a part of the regular Safety Partnership meetings and shared with other district parent committees.

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 program. 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.

Data will be shared annually with parent groups such as the School Site Council (SSC), and English Learner Advisory Committee (ELAC), District Parent Task Force, District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), administrators, school staff, and students. Parent education for the community will be based on the outcomes of the District CHKS data and student/parent identified needs.

1. The California Healthy Kids Survey (CHKS) is administered biennially in grades 5, 7, 9, and 11. The District last conducted the CHKS in the Spring 2014. The District also administers the Strategic Plan survey to all students in grades 3-12, staff, and parents. The Strategic Plan survey was initiated in Spring 2015 and will be administered annually.
2. Data will be collected yearly to evaluate results. The data will be analyzed by a team of staff members from K-12 Educational Services, K-6 and 7-12 Instruction, and Student Services. A written report of each school and the District will be prepared and presented to the Superintendent, Elementary and Secondary Assistant Superintendents, Special Education Assistant Superintendent, Director of K-12 Educational Services, Director of Special Education and Student Services. Based upon the results, recommended programs will also be shared with all principals.
3. Information will be reported to District administrators, school principals, and staff once the CHKS data is available, which typically is the Fall of the following the CHKS administration.
4. Ongoing parent meetings at both the site and District level are part of the culture of the GGUSD. These events will be one of the vehicles to publicly report the progress toward attainment of our performance goals. Schools select topics for parent meetings based on site needs, as determined by the data.
5. The District Parent Task Force (PTF) is convened three times annually. The Department of K-12 Educational Services requests a parent representative from each school in the district, whose responsibility will be to share information back at the site level. All site administrators are also invited to participate. Many sites also invite school community liaisons to attend alongside the parent. The PTF provides the District an opportunity to publically share SDFSC program performance measures. The PTF also provides input into district policies, programs, and plans. Meetings are typically held in December, February, and April.
6. The District's Parent and Community Outreach office organizes annual parent presentations around the topic such as "risky behaviors," "drug awareness," and/or "bullying, cyberbullying, and internet safety." These presentations will include an overview of District data related to SDFSC measures, such as CHKS data. A panel of experts presents on the topic and parents are provided an opportunity to engage in discussion. These presentations occur four times per year, typically in November, January, March, and May.

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 District defines the highest need students as:
~ Students who are receiving Title I services;
~ Students receiving Special Education services;
~ Students receiving McKinney-Vento services;
~ Students who are foster youth;
~ Students who are English Learners;
~ Students who are truants;
~ Students with mental health needs;
~ Students who have been referred to discipline committee;
~Students who are performing below standards; and/or
~Students who are not meeting annual expected growth in academic measures.

The following services are funded for students with the greatest needs:
1. Community Outreach workers for high-risk families and truant students.
2. Saturday School Programs for students cited for ATOD use on campus, and or other discipline problems.
3. A referral system to the Truancy Reduction Center (TRC), Family Youth Outreach Program (FYOP), other counseling and support system, or other community agencies such as the Family Resource Centers (FRCs).
4. School-based counseling services are provided at all K-12 schools through a district-wide referral system. A minimum of three hours of weekly counseling services are provided. Schools with greater needs are able to request additional hours.
5. The Parent and Community Outreach office that provides parent support, training and assistance, and referrals to parents who have concerns about their children and are reaching out for help. The Parent and Community Outreach office also provide support for schools requesting additional support for parent outreach or parent presentations based on identified needs.
6. Identification and intervention services from school psychologists and counselors as well as community-based organizations.
7. After-school programs in partnership with the Boys & Girls Clubs of Garden Grove. Student referrals are based on a set of at-risk criteria. These programs focus on academic tutoring, mentoring, and opportunities to participate in non-academic, creative, and athletic activities.
8. Schools offer Summer Bridge programs, which may target specific areas of personal success, such as school connectedness and motivation, in addition to academic success.

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.

Staff members from the Parent and Community Outreach Office and the Office of Special Education and Student Services work on the implementation of supplemental programs. These employees are all highly qualified and experienced in working with at-risk youth and substance/tobacco users. The role of these staff members is to provide supplemental services for at-risk youth. District and Site personnel with specific areas of expertise are recruited to present information to students, parents, teachers, and administrators related to SDFSC topics of interest.

Appropriate members from other funded programs will be asked to participate as members of the various SDFSC committees, such as the Safety Partnership Committee and the District Parent Task Force. Staff members from Student Services and/or Parent and Community Outreach will represent the District and participate on community committees in order to better coordinate district and community efforts.

The SDFSC programs are coordinated with Title I programs, McKinney-Vento programs, After School Education and Safety (ASES), After School Safety and Enrichment for Teens (ASSETs), Truancy Reduction Center (TRC), Alternative Suspension Classroom (ASC), and various program and services offered through community-based organizations.

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.

Regular communication begins with the mailing of annual parent rights notification in the District Student/Parent Handbook at the start of every new school year. ATODV information is disseminated through this handbook. Other parent communications and opportunities for parent involvement are provided through annual Open House, Back to School Night, parent workshops/trainings, and Community Meetings.

Throughout the year, parent education opportunities and district-wide parent and community outreach meetings address SDFSC issues. For each Parent & Community Outreach Meeting, the District invites community partners to display information about their services in a resource fair setting. Topics for these Parent & Community Outreach Meetings are determined through an analysis of CHKS data and parent needs assessments and surveys.

In addition, parents are involved in our District at many levels. Communication and collaboration are evident at all levels in such groups as PTA/PTO, Boys & Girls Clubs of Garden Grove (BGCGG), School Site Council (SSC), English Learner Advisory Committee (ELAC), Community Advisory Committee (CAC), District English Learner Advisory Committee (DELAC), District Parent Task Force, and Booster Groups. Regularly scheduled meetings are held at schools and the District Office. School and District newsletters provide important information to parents. Information regarding the state/federal requirements is provided through parent meetings at school sites, community outreach efforts, and parent education programs.

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.

GGUSD is not currently receiving TUPE funds.

Approximately 50 pregnant and parenting teens participate in the Lincoln Continuation High School Teen Mother Program (TMP), while additional pregnant minors choose to continue at their comprehensive high school. The TMP has strong collaborative support from community and regional agencies such as the Orange County Health Care Agency, Tobacco Use Prevention Program (TUPP), the Boys and Girls Clubs of Garden Grove (BGCGG), Family and Youth Outreach Program (FYOP), Access to Resources for Children's Health, Education, and Support (ARCHES), Children's Hospital of Orange County Partnership, Community Services Program, Inc. (CSP), American Lung Association, University of California Irvine, Soroptomist of Garden Grove, the Providence Agency, La Familia, March of Dimes, and Children's Hospital of Orange County's Mobile Unit. Teen parents and pregnant minors in the program expressed their interest and support for primary tobacco prevention, intervention, and cessation programs. The students are concerned about their infant's exposure to the harmful effects of tobacco and are concerned about other drugs that are available in their community. In discussion with the students, school nurse, teachers, and site administrator, the following activities have been prioritized:
1. Continually assess needs for supplemental instructional materials related to tobacco-prevention and health.
2. Establish a series of school-wide activities that may include cessation services, motivational speakers, and incentives to encourage pregnant minors and minor parents to maintain a healthy lifestyle for themselves and their children.
3. Refer students to the school nurse for assessment of smoking status and referrals to cessation classes at their site, FYOP, or home school.
4. Reasons for referrals to services are listed below:

Tobacco-Use Prevention Education

Reason(s) for Referral

· General tobacco-use prevention education

· Tobacco-use intervention program

· Perinatal and related support services

· Outreach services and assessment of smoking status

· Individualized counseling and/or advocacy services

· Motivation

· Cessation services

· Maintenance of a healthy lifestyle

· Follow up assessment

· Maintenance and relapse prevention services

· Concerns about tobacco-use of family members

· Concerns about the effects of tobacco-use on child(ren)

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section104420 [b][3])

Position/Title	Full time equivalent
N/A: Not currently receiving TUPE funds	

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

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA's efforts to ensure that all students have equal access to Advanced Placement (AP) opportunities.

Performance Indicator 5.1 (High School Graduates)				
Activities/Actions	**Students Served**	**Timeline/ Person(s) Involved**	**Benchmarks/ Evaluation**	**Funding Source**
5.1-1 General Guaranteed Services				
1a All students in Garden Grove Unified School District's high schools will complete the four-year Academic plan upon their enrollment.	All students in grades 9-12.	Ongoing/ Counselors, supplemental counselors, administrators, parents.	The District will monitor the graduation rate at each school. Data will also be disaggregated by subgroup.	General Fund, Supplemental Counseling
1b All parents are notified by counselors and/or administrators of the high school graduation requirements and a-g requirements. The "Parent Guide to High School and College Information" is posted to the District website under Parent Resources.	All students in grades 9-12.	Upon entry to high school/ Assistant Superintendent of Secondary Education, Department of 7-12 Instruction, administrators, and counselors.	Information is updated annually. Parents are notified annually.	General Fund
1c Counselors at all high schools are assigned to students. They meet with students on an ongoing basis and assess their progress.	All students in grades 9-12.	Upon entry to high school/ Counselors, administrators	The District and school site will analyze student achievement data related to District Goals.	General Fund
1d The development of career pathways helps students focus on their high school courses with a career focus, determined by the students/ area of interest, strengths, weaknesses, and talents.	All students in grades 9-12.	Ongoing/ Counselors	The District and school site will analyze student achievement data related to District Goals.	General Fund
5.1-2 Progress Monitoring and Early Notification				
2a Notices are sent to parents concerning student progress in meeting high school graduation requirements.	All students in grades 9-12.	Quarterly progress reporting periods/ Counselors, supplemental counselors, teachers	Information sent to parents annually.	General Fund
2b Parent conferences will be arranged with students and parents who are credit deficient or otherwise not on track to graduate. A meeting with the school counselors and/or Student Services may be arranged to consider alternative placement or a plan to earn additional credits.	Students in grades 9-12 who are not on track to graduate.	Quarterly progress reporting periods/ Counselors, supplemental counselors, teachers	Credit deficiency is monitored at the school site. Alternative placement requires District review.	General Fund

Performance Indicator 5.1 (High School Graduates)				
Activities/Actions	**Students Served**	**Timeline/ Person(s) Involved**	**Benchmarks/ Evaluation**	**Funding Source**
2c Parent meetings are held at every high school at least once per year for the parents of 9th (and 10th) grade students who are failing one or more required classes. The counselors/ administrators/ teachers guide parents with useful information on how to help their child get "back on track" in time to pass his/her classes successfully before the end of the semester. Parents receive folders with the following information: 1st quarter grades, graduation status report, transcript, parent portal information, credit recovery classes, summer school opportunities and ROP courses.	At-risk 9th grade students (and 10th grade students) and parents of these students. Students are selected according to their 1st Quarter Grade Report.	End of first quarter/ Counselors, supplemental counselors, administrators, parents.	Semester transcript audits of at-risk students will determine percentage of students back on track to graduate.	Title I
2c Bilingual supplemental counselors in grades 7 through 12 provide support for students who are credit deficient and/or at risk of not graduating. Supplemental counselors meet with principals, assistant principals, counselors, and other school/district staff to share information and determine services to support at-risk students. In addition, supplemental counselors meet with students who have excessive absences, students not attending interventions, make home visits, present parent information sessions, and provide resources for students and families. They will also provide counseling to siblings of identified students in support of the whole family.	At-risk students in grades 7-12	Administrators. Dir. of Alternative Education, Supplemental counselors	Data is reviewed and analyzed through monthly supplemental counselor meetings	Supplemental Counseling
2d The District works with a group of teachers and administrators to develop, monitor, and review secondary grading practices. The District examines current secondary grading practices and alignment with standards-based grading practices, and the subsequent effect on teaching and learning. Lessons learned are built into objectives for professional development.	Students in grades 7-12	Quarterly/ Assistant Superintendent of Secondary Education, Department of 7-12 Instruction and secondary school sites	Ongoing implementation of secondary grading practices is monitored and evaluated by the Office of Secondary Education.	Title I
2e The District will maintain systems to monitor student grades and provide data regarding K-12 grade alignment to student achievement; provide a-g tracking and systems to maximize a-g completion rates; provide tracking of college retention for graduates and disseminate that information to stakeholders.	All students	Ongoing/ Assistant Superintendent of Secondary Education, Department of 7-12 Instruction, secondary school site	Weekly meetings will be held to monitor progress toward program implementation.. Feedback will be obtained through monthly meetings with counselors	Title I
5.1-3 Intervention/ Supplemental Services				
3a Credit Recovery classes are offered at high schools for students needing to make up any of the core classes that they previously failed.	Students needing credit recovery	Fall and Spring Semester/ Counselors, supplemental counselors, administrators.	Credit Recovery data are monitored by the Office of Secondary Education and the Department of 7-12 Instruction.	Title I
3b Summer School opportunities for students who need to make up any core classes.	Students needing to attend Summer School	Every summer/ Department of K-12 Educational Services in coordination with all other District Departments	Summer School data are monitored by the Office of Secondary Education and the Department of 7-12 Instruction.	General Fund

Performance Indicator 5.1 (High School Graduates)				
Activities/Actions	**Students Served**	**Timeline/ Person(s) Involved**	**Benchmarks/ Evaluation**	**Funding Source**
3c Intervention teachers and supplementary intervention curriculum materials have been funded to support students who are most at-risk. These teachers and materials have been funded to provide additional intensive supports and effective interventions to help all students meet the state academic standards.	Students with targeted needs based on data	Needs vary by school site/ K-12 Educational Services, Assistant Superintendent of Secondary Education, Administrators	Progress will be monitored by the COSA and Directors of Instruction, in collaboration with the Director of Research and Evaluation.	Title I LCFF
5.1-4 Support Classes				
4a Companion Classes are elective courses that offer support for students concurrently enrolled in a core course by offering preview/review and alternative methods of instruction, such as the use of technology, manipulatives, individualized instruction, and interactive teaching units. Lessons will incorporate strategies to help students become self-regulated learners.	Students requiring additional support	Ongoing/ Counselors, Department of 7-12 Instruction	The Department of 7-12 Instruction monitors program effectiveness on an ongoing basis. Results of the program evaluation are used to guide professional development.	General Fund, Title I
4b Academy Class is designed for students who are considered at-risk due to low performance and GPA (below 2.0). Students receive targeted instruction in self-regulatory skills that include goal setting, monitoring of academic progress in core classes, and development of a student's sense of self. Students enrolled in Academy may also be invited to a Summer Bridge Program at the school.	Selected students (grades 9, 10, 11) at or above the Basic band on the CST and GPA below 2.0	Ongoing/ Counselors, Department of 7-12 Instruction	The Department of 7-12 Instruction monitors program effectiveness on an ongoing basis. Results of the program evaluation are used to guide professional development.	Tutors: Title I
4c Resource Center is an elective course built around three areas of focus: knowledge (academic and self-regulatory skills), motivation, and organization (school culture and personal connectedness). The goal of the curriculum is to increase participation and completion of rigorous a-g classes in order to enhance opportunities in selecting post-secondary educational options.	Selected students in grades 7-12 who are in RSP or M/M programs.	Ongoing/ Counselors, Department of 7-12 Instruction	The Department of 7-12 Instruction monitors program effectiveness on an ongoing basis. Results of the program evaluation are used to guide professional development.	Tutors: Title I
5.1-5 Alternative Programs				
5a The development and implementation of Alternative Programs, including online course options, increases opportunities for students in meeting academic standards and high school graduation requirements. The District provides an alternative course option for students needing to take Health, Civics, and/or Economics.	Students in need of alternative course options.	Semester course/ Assistant Superintendent of Secondary Education, Department of 7-12 Instruction, Department of K-12 Educational Services, Instructional Technology	Data will be monitored by the Assistant Superintendent of Secondary Education, Director of Instructional Technology and COSA at each semester.	Title I
5b Students may choose to repeat a course for "D-Validation" in order to improve a grade in a given course. Based on data, schools offer D-Validation afterschool in person or online and over the summer in person or online. For online coursework, the teachers provide an orientation, proctoring of benchmark assessments, assistance during office hours and before/after school, grading, and online support, etc.	Students needing to repeat a course for D-Validation	Semester course/ Assistant Superintendent of Secondary Education, Department of 7-12 Instruction, Department of K-12 Educational Services, Instructional Technology	Data is evaluated to measure the effectiveness of D-Validation courses.	Title I

Performance Indicator 5.1 (High School Graduates)				
Activities/Actions	**Students Served**	**Timeline/ Person(s) Involved**	**Benchmarks/ Evaluation**	**Funding Source**
5c Regional Occupational Program (ROP) career technical training program classes are available for students needing to earn extra credits and for students interested in technical careers. Career Technical Education (CTE) is a series of courses and programs designed to prepare high school students for successful transition to postsecondary education. CTE courses provide students with an exposure to career choices, allowing them an opportunity to examine the specific skills and qualities needed to be successful in a chosen occupation. CTE courses have a framework designed to support rigorous academic standards using relevant, real world activities and practices that develop a deeper understanding of the concepts presented in the standards. Through participation in CTE courses, students have additional opportunities to complete "a-g" courses that are requirements of the UC and CSU systems.	All students interested in ROP	Semester classes/ Director of ROP/CTE, counselors.	General trends and patterns will be monitored and analyzed each semester.	General Fund ROP/CTE
5d Hare Continuation High School serves students at high risk of dropping out of high school, which allows students to earn credits needed to get back on track for meeting graduation requirements. Students return to their home school when enough credits have been earned.	At-risk students needing to earn credits to be back on track to graduate	Quarterly/ Assistant Superintendent of Secondary Education, Principal of Hare	Reports will be compiled each quarter and analyzed at monthly meetings.	General Fund
5e The Lincoln Adult Education Center provides instruction to students who are age 16 and above that have failed a course in their regular day program or want ROP training. These students are concurrently enrolled in classes at their home school and attend class after school.	Pregnant and parenting teens	Quarterly/ Assistant Superintendent of Secondary Education, Principal of Lincoln	Reports will be compiled each quarter and analyzed at monthly meetings.	General Fund

Performance Indicator 5.2 (Dropouts)				
Activities/Actions	**Students Served**	**Timeline/ Person(s) Involved**	**Benchmarks/ Evaluation**	**Funding Source**
5.2-1 General				
1a Students with high levels of school connectedness and opportunities for meaningful student participation are less likely to drop out of school. Students in District high schools offer many opportunities, such as: academic decathlon, debate teams, intramural sports teams, student government council, student mentoring and leadership programs, etc.	All students	Ongoing/ Assistant Superintendent of Secondary Education, Department of 7-12 Instruction	The California Healthy Kids Survey (CHKS) and California School Climate Survey (CSCS) is administered biennially.	General Fund
1b The District develops, implements, and coordinates student discipline policies and procedures. Student Services provides support to schools, parents, and students in matters of student discipline, including suspension, expulsion, and reinstatement.	All students	Ongoing/ Assistant Superintendent of Secondary Education, Department of 7-12 Instruction, Student Services	Data is collected and reviewed by the Office of Student Services and Office of Secondary Education.	General Fund
5.2-2 Attendance				

Performance Indicator 5.2 (Dropouts)				
Activities/Actions	**Students Served**	**Timeline/ Person(s) Involved**	**Benchmarks/ Evaluation**	**Funding Source**
2a The Truancy Reduction Program assists youth and their families in resolving issues that lead to delinquent and violent behavior and to prevent repeat occurrences within or outside the criminal justice system.	Students with truancy problems	Ongoing/ Assistant Superintendent of Secondary Education, Department of 7-12 Instruction, Student Services	Statistics are reviewed a minimum of once every other month at the District's Safety Partnership Meeting.	General Fund
2b School Attendance Review Board (SARB) is a state mandated diversion process to assist students with attendance and behavior problems. Research has found that attendance in 9th grade is closely correlated to graduation. Attendance is monitored in all grades. The student information system generates reports for schools based on truancy, facilitating identification of students in need of early intervention.	Students who have met the legal definition of "truant"	Ongoing identification, monthly DA meetings/ Student Services, administrators	The Office of Student Services maintains data on attendance and the SARB process. Data is reported to the Office of Secondary Education and site administrators.	General Fund
2c The Outreach Specialists monitor attendance improvement efforts by working closely in consultation with principals, counselors, and staff.	At-risk students with attendance problems	Office of Student Services	Office of Student Services evaluates the activities of the Outreach Specialists.	LCFF
5.2-3 Special Programs				
3a The Special Education Program Supervisors work with special education students at school sites to make sure that their unique needs are met. The IEP process ensures that the education needs of students are met and necessary services are provided. The Program Supervisors facilitate enrollment and attendance at school and act as a bridge between the special services and the school site. Examples of special services may include physical therapy, assisted communication, occupational therapy, etc.	Students receiving special education services	Ongoing/ Assistant Superintendent of Student Services and Special Education	The Assistant Superintendent meets weekly with the Program Supervisors to monitor activities and progress toward goals.	General Fund
3b The McKinney-Vento program provides services and links to resources needed for students of homeless families. The program reduces enrollment barriers and ensures that homeless students are allowed to remain at their school of origin when requested and when feasible.	All students qualified under the McKinney-Vento Homeless Assistance Act.	Weekly meetings, and quarterly collaboration/ Homeless Liaison, Student Services, Department of K-12 Educational Services	The case manager meets weekly with the District Homeless Liaison. Services provided are recorded in student information system. Data is reviewed at quarterly meetings.	McKinney-Vento, Title I Homeless Set-aside
3c The Teen Mother Program (TMP) at Lincoln Continuation High School assists pregnant and parenting students to stay in school, meet their educational goals, and learn parenting skills. The Lincoln TMP program provides services and links pregnant and parenting teens with resources needed to keep them in school.	Pregnant and parenting teens	Ongoing/ Director of Adult Education, Assistant Superintendent of Secondary Education, Office of 7-12 Instruction	Reports will be compiled each quarter and analyzed at monthly meetings.	General Fund
3d Hare Continuation High School serves students at high risk of dropping out of high school. The program allows students to earn credits needed to get back on track to graduate.	Students with credit deficiencies		Reports will be compiled each quarter and analyzed at monthly meetings.	General Fund

Performance Indicator 5.3 (Advanced Placement)				
Activities/Actions	**Students Served**	**Timeline/ Person(s) Involved**	**Benchmarks/ Evaluation**	**Funding Source**
Advanced Placement				
1a A variety of AP courses is provided to students. Counselors review student data to identify each student's AP Potential and the overall profile of student. Criteria include parent recommendation, teacher recommendation, PSAT scores, state standardized assessment scores, and GPA. All students are provided equal access to AP courses, following the recommended course sequence. When parents initiate a request for AP course enrollment, counselors or administrators meet with the parent to explain expectations and goals in order to allow parents to make an informed decision.	Students with AP Potential	Ongoing courses/ Counselors, teachers, Assistant Superintendent of Secondary Education, Department of 7-12 Instruction	The District and counselors evaluate the percentage of students taking AP courses. Counselors meet with students and parents to ensure appropriate course placement.	General Fund
1b Student achievement data is monitored on an ongoing basis. Students with a high AP potential are encouraged to take a rigorous course sequence in preparation for college success.	Potential AP students	Ongoing courses/ Counselors, teachers, Assistant Superintendent of Secondary Education, Department of 7-12 Instruction	Counselors meet with students annually and ensure appropriate course placement.	General Fund
1c All students meet with counselors individually to help select courses and to track progress of the 4-year academic plan. The process includes a group orientation and individual appointments for registration. Counselors meet with students for the selection of electives, considering a-g eligibility, where possible.	All students	Ongoing courses/ Counselors, teachers, Assistant Superintendent of Secondary Education, Department of 7-12 Instruction	Counselors meet with students annually and ensure appropriate course placement.	General Fund
1d Parents learn about the importance of college and the benefits of AP coursework and necessity of tracking a-g courses during site and District level parent education programs and parent events. Students and parents are educated about the benefits of AP in earning college credits and how course rigor helps to prepare students for college.	Potential AP students	Ongoing courses/ Counselors, teachers, Parent and Community Outreach	Information is presented within the 10 Education Commandments classes and at other parent presentations.	Parent Education, Title I
1e Teachers are provided high quality training both by the College Board through the AP Summer Institute for all teachers new to AP or new to the course and through District organized trainings.	AP students	Summer Institute and quarterly district training/ Department of 7-12 Instruction	The Department of 7-12 Instruction and GATE office work with AP teachers to provide continued professional development based on needs.	Professional Development, Title II, Part A
1f Selected schools will offer Summer Bridge Program opportunities for English learners entering Advancement Placement (AP) courses. The program focuses on providing strategies to help English learners succeed in AP courses.	AP students who are English learners	Summer, August/ Department of K-12 Educational Services, Department of 7-12 Instruction	Student level data will be monitored at the sites. Counselors will monitor student AP potential.	Title I LCFF
District-wide Programs				
2a The mission of Advancement Via Individual Determination (AVID) is to ensure that all students will succeed in a rigorous curriculum, complete a rigorous college preparatory path, enter mainstream activities of the school,	Students meeting AVID eligibility	Ongoing course/ Counselors, AVID Coordinators, teachers	AVID data is reported and evaluated annually.	Tutors, Title I

Performance Indicator 5.3 (Advanced Placement)				
Activities/Actions	**Students Served**	**Timeline/ Person(s) Involved**	**Benchmarks/ Evaluation**	**Funding Source**
increase their enrollment in four-year colleges, and become educated and responsible participants and leaders in a democratic society. College level tutors to lead tutorials twice per week, which provides content support for students. Students enrolled in AVID are required to enroll in AP courses.				
2b The District provides for the 10th grade administration of the PSAT at all high schools. SAT preparation classes are offered to all high school juniors at a reduced rate. By decreasing the financial barriers to PSAT testing and SAT preparation classes, the District will increase access for students.	10th and 11th grade students	Annual/ Counselors	Counselors will organize the administration of the PSAT and advise students regarding the SAT. Counselors will discuss timelines at monthly meetings.	General Fund Title I

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:
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: ● 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.	All District schools are ranked based on the numbers of students who participate in the Free/Reduced Lunch program. Schools that have more than 35% of their students on free and reduced lunch are eligible for participation in the Title I Program.
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds: ● 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.	All District schools are ranked based on the numbers of students who participate in the Free/Reduced Lunch program. Schools above the 75% poverty level on Free/Reduced Lunch are funded first. After these schools are served, all other participating schools are provided different per student amounts based on K-6, 7-8, and 9-12 grade spans. These grade spans do not exceed the amount allocated to any school above the 75% poverty level.

Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:

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 Office of K-12 Educational Services provides an overview regarding the requirement and regulations of Schoolwide Programs (SWP) annually at K-6, 7-8, and 9-12 Principals' Meetings. In addition, the Department presents additional information throughout the school year, where information related to state and federal programs and budgets is reviewed.
	
	 Needs Assessment
	 ● All schools conduct a schoolwide annual needs assessment. This information is used for developing the Single Plan for Student Achievement (SPSA).
	 Strategies based on Scientifically-based Research
	 ● The district provides schools with effective methods and instructional strategies based on evidence-based research. These are incorporated into the SPSA.
	 Professional Development
	 ● The District focuses on the recruitment and retention of highly qualified teachers and other staff. The District has implemented systems for identifying coaches and Teachers on Special Assignment to assist teachers, with the goal of developing a culture of ongoing professional development and collegiality.
	 ● The District Goals focus on closing the achievement and opportunity gaps. Schools are provided with professional development to address needs of educationally disadvantaged youth.
	 ● Schools identified as Program Improvement set-aside a minimum of 10% of Title I funds for the purpose of providing high quality professional development for teachers and administrators.
	 Extended Learning
	 ● Schools implement various models for extending learning time for students such as: extended day, summer school, Summer Institute, and before and after school support for targeted students.
	  ● Sites provide targeted interventions through push-in, and before and after-school support for students.
	  ● Schools may implement Summer Early Start Programs for assessment or transition.
	  ● Schools may implement Summer Bridge Programs to provide students with a transition to special programs, such at GATE, AP, AVID, AVID Excel, and Academy.

	Preschool Transition ● Preschool programs coordinate with elementary schools to provide parent education opportunities for transition support. Parents are provided with opportunities to understand kindergarten readiness skills. Parent Involvement ● All Title I schools are required to set-aside a minimum of 1% of Title I funds for parent involvement/parent education strategies. ● Each school develops jointly, with parents, a School Parental Involvement Policy (SPIP) and Home-School Compact. The SPIP describes the schools plans for parent involvement and parent education activities, and is included as part of the school's Single Plan for Student Achievement (SPSA). ● School staff members are trained in and implement the 10 Education Commandments Parent Expectations & Student Achievement (PESA), and 40 Development Assets parent education programs. The District's Parent and Community Outreach Office provides the training and support necessary for schools to organize effective programs.
For Targeted Assistance Schools (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.	Administrators of Targeted Assistance Schools (TAS) are required to meet individually with an administrator in the Office of K-12 Educational Services each year to review the requirements and regulations of TAS. Needs Assessment ● TA Schools conduct an annual needs assessment. This information is used for developing the Single Plan for Student Achievement (SPSA). Strategies based on Scientifically-based Research ● The district provides schools with effective methods and instructional strategies based on scientifically-based research for use at the sites. These are incorporated into the SPSA. TA Schools use information from the needs assessment to determine strategies to provide support for targeted students. ● Strategies implemented at TA Schools minimize removal of children from the regular classroom during regular hours for instruction. Teachers are equipped with strategies to be used within an instructional delivery model (Gradual Release of Responsibility/ Direct Instruction) that assure high quality instruction and support for targeted learners using universal access and differentiated instruction. Professional Development ● The District focuses on the recruitment and retention of highly qualified teachers and other staff. The District has implemented systems for identifying peer coaches and Teachers on Special Assignment to assist teachers, with the goal of developing a culture of ongoing professional development and collegiality. ● The District Goals focus on closing the achievement and opportunity gaps. Schools are provided with professional development to address needs of educationally disadvantaged youth. ● Schools identified as Program Improvement set-aside a minimum of 10% of Title I funds for the purpose of providing high quality professional development for teachers and administrators. Extended Learning ● TA Schools implement various models for extending learning time for students such as: extended day, summer school, summer Academy/Institute, and before and after school support for targeted students. ● TA Schools provide targeted interventions through push-in, and before and after-school support for students.

	● TA Schools may implement Summer Bridge Programs to provide students with a transition to special programs, such as AVID, AVID Excel, and Academy. At TA Schools, Bridge Programs support at-risk students. Parent Involvement ● All Title I schools are required to set-aside a minimum of 1% of Title I funds for parent involvement/parent education strategies. ● Each school develops jointly, with parents, a School Parental Involvement Policy (SPIP) and Home-School Compact. The SPIP describes the schools plans for parent involvement and parent education activities, and is included as part of the school's Single Plan for Student Achievement (SPSA). ● School staff members are trained in and implement the 10 Education Commandments Parent Expectations & Student Achievement (PESA), and 40 Development Assets parent education programs. The District's Parent and Community Outreach Office provides the training and support necessary for schools to organize effective programs.

Additional Mandatory Title I Descriptions
(continued)

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.

	Description of how the LEA is meeting or plans to meet this requirement:

Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:
● 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.
	● Students eligible for services at Targeted Assistance Schools (TAS) are identified by the District, teachers, site administrators, and resource staff at sites based on an analysis of student achievement data and other at-risk factors.
	● The analysis of student data to determine areas of need is supported by the District. The District and school level personnel evaluate multiple, educationally related criteria when identifying students eligible for services. These include, but are not limited to:
	   o SBAC English Language Arts and Mathematics (Grades 3-11)
	   o Other state standardized assessments
	   o CELDT (Grades K-12)
	   o District Benchmarks in core content areas (Grades K-12)
	   o Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (Grades K-3)
	   o District Writing Assessment (Grades 1-12)
	   o Students at-risk of retention (Grades K, 6, 8)
	   o GPA, report card (Grades K-12)
	   o Credit deficiency (Grades 9-12)
	   o Social-emotional needs (Grades K-12)
	● Students who score below grade-level standards on state standardized assessments in English Language Arts and Mathematics are a focus of being at risk.
	● The District utilizes the District Strategic Plan Goal 1A and 1B data to determine students who are making adequate progress toward goals. Students who do not progress one proficiency level per year are identified as at risk.
	● Using multiple, educationally related criteria, students are identified in need of targeted interventions.
	● Teacher and parent input and other developmentally appropriate measures may be used to determine student needs for targeted assistance.

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.	The District's Homeless Liaison provides services by providing families with resources that support the immediate enrollment and attendance of homeless families in school. Services include educational support services, assistance, and referrals in the following areas: ● Tutoring or other instructional support ● Expedited evaluations ● Staff professional development and awareness ● Referrals for medical, dental, and other health services ● Transportation ● Early childhood programs

	● Assistance with participation in school programs ● Before-, after-school, mentoring, summer programs ● Obtaining or transferring records necessary for enrollment ● Parent education related to rights and resources for children ● Coordination between schools and agencies ● Counseling ● Addressing needs related to domestic violence ● Clothing to meet a school requirement ● School supplies ● Referral to other programs and services ● Emergency assistance related to school attendance
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.	Not applicable.

Additional Mandatory Title I Descriptions
(continued)

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement	
	Description of how the LEA is meeting or plans to meet this requirement:
If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following: ● Assistance in developing, revising, and implementing the school plan. ● Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. ● Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. ● Assistance in analyzing and revising the school budget so the school's resources are used effectively.	All schools identified in Program Improvement (PI) status receive technical assistance and guidance from the District. Program Improvement Overview Meeting The Office of K-12 Educational Services annually meets with all administrators and designated office staff of schools identified in PI. Administrators are presented with all information related to PI requirements. School site front office staff members are presented with information regarding how schools enter PI, Public School Choice, and Supplemental Educational Services (as applicable), in order to prepare them for questions from parents and the community. In addition, schools in PI Year 3 and beyond are required to attend additional meetings at the District with their members of the District Site Leadership Team (DSLT). The DSLT collaborates with the District and participates in a strategic inquiry process and assists in making informed decisions around the school action plan. Alignment to District Plan All district and site plans are aligned to our Strategic Plan Goals. The District determines instructional strategies, parent education programs, and professional development initiatives based on an analysis of district and site level data. The District also conducts a needs assessment, which in past years has included the District Assistance Survey, (DAS) Academic Program Survey (APS), English Learner Subgroup Self Assessment (ELSSA), and the Inventory of Services and Supports for Students with Disabilities (ISS). The District also conducts a Strategic Plan Survey with all students in grades 3-12, as well as staff and parents. After a thorough evaluation of data and discussion with District leadership, instructional strategies, parent education programs, and professional development initiatives are embedded within the Local Education Agency (LEA) Plan. Part of the process of developing the LEA Plan also includes a presentation and discussion with the District Advisory Committee (Parent Task Force) and the District English Learner Advisory Committee (DELAC). School Plans The Office of K-12 Educational Services provides assistance in developing and revising the school plan. The schools' Single Plans for Student Achievement (SPSA) are aligned with the District's Strategic Plan Goals. The objectives and activities outlined within the LEA Plan are also organized around the District's Strategic Plan Goals. The school site selects focused activities based on school level data. The Evaluation and Research office assists schools by providing annual data review and guidance in the analysis of student data, which

is presented as part of the site-level Data Analysis Tool. Data is also available disaggregated by subgroup. Administrators receive guidance around appropriate strategies based on specific needs identified in data during individual meetings with the Assistant Superintendent of Elementary or Secondary Education and in whole group Principals' Meetings. A specific focus on the areas that caused a school's identification as PI is discussed. Each school is responsible for involving the School Site Council (SSC) in the process of developing the school plan. The District provides guidance, assistance, resources, and timelines to assist administrators and SSC members in the development and approval of the plan. All plans are also approved by the School Board annually. Implementation of school plans are monitored by the Offices of Elementary and Secondary Education and the Departments of Instruction.

Budget
The Office of K-12 Educational Services works carefully with schools to provide technical assistance with programs and funding. Funds are set aside to assist identified schools in reaching their academic goals and AYP targets. As required in Title I regulations, each PI school will set-aside 10% of Title I funds for professional development, and every Title I school will set-aside a minimum of 1% for parent involvement. The Department of K-12 Educational Services invites school representatives to Categorical Support Meetings for additional support related to categorical funding and programs. In addition, the Department provides information throughout the school year through presentations at Principals' Meetings.

Additional Mandatory Title I Descriptions
(continued)

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."	
	Description of how the LEA is meeting or plans to meet this requirement:
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.	The District generated all required Program Improvement (PI) parent notifications and delivered notices to school sites for distribution. Letters were in an understandable and uniform format, and were available in languages other than English. The California Department of Education's recommended templates were utilized, which provide the necessary information regarding a school's PI status, and specific information related to that status. All parents were informed that they may all apply for choice however, only those who are on free and reduced lunch are eligible for SES. The Public School Choice notification: ● Informed parents that their child is eligible to attend another public school and may receive transportation to the school; ● Identified each public school that parent may select; and ● Included information on the academic achievement of the schools that parents may select. The Supplemental Educational Services notification: ● Explained how parents can obtain SES for their child; ● Identified each approved SES provider within the District or in its general geographic location, including providers that are accessible through technology, such as distance learning; ● Described briefly the services, qualification, and evidence of effectiveness for each provider; ● Indicated providers that are able to serve students with disabilities or LEP students; and ● Included an explanation of benefits of receiving SES. Information regarding Public School Choice and Supplemental Educational Services (SES) was displayed on the District website, under Parent Resources, Special Programs. The information included: ● Beginning with data from the 2007-2008 school year, and for each subsequent school year, the number of students who were eligible for and who participated in the public school choice option and SES; and ● For the current school year, a list of available schools to which students eligible to participate in public school choice may transfer. ● For the current school year, a list of SES providers approved by the State to serve the District and the locations where services are provided. This PI parent notification letter includes why the school is in PI as well as what the school is focusing on for the upcoming year. The Office of K-12 Educational Services provides

	guidance and support to PI schools, each of whom will each organize a parent meeting regarding Title I and PI. Schools will offer interpretation and childcare services, as needed. During these meetings the principal explains the steps the school is taking to address the achievement gap. They discuss the data of all AYP subgroups and plans for professional development, intervention, and site focus. The Single Plan for Student Achievement (SPSA), which explains the strategies that the school is implementing to improve student achievement, is presented to parents. The School Site Council (SSC) is responsible for participating in the development of the SPSA. The SPSA is reviewed and approved annually by the SSC with ELAC advisory.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	Public School Choice To comply with the requirements of NCLB, the District offered all eligible students the option to transfer to a school of choice. The District offered parents the option of at least two schools. In implementing the option to transfer, certain circumstances may have required the District to give priority to the lowest-achieving students from low-income families. The District may have offered choice "early" (i.e., before receiving school AYP calculations from the State) to students in schools that cannot exit Program Improvement. For all other schools, the District sent the PI notification following receipt of the State's notification of PI schools. In either case, parents were allowed at least 14 calendar days after the date of notification to consider options. Transfer applications were available in the school office and at the District office. For "early" choice notifications, transfer decisions were processed prior to the start of the school year. For fall notifications, transfer applications were processed as soon as possible. Parents were notified of transfer decisions by mail. The District provided transportation to the schools of choice. Supplemental Educational Services (SES) The District notified parents of children enrolled at schools in PI Year 2 or above about SES in the fall of each school year. Information was provided to parents in a comprehensive SES brochure, through parent meetings at school sites, and/or promotion though other community-based organizations. Students receiving free and reduced lunch services were eligible for SES. Applications were available at the school office and the District office. All applications received by the District deadline were reviewed for eligibility and are prioritized by district based on objective criteria to determine which students are the lowest achieving and will receive services.

Additional Mandatory Title I Descriptions
(continued)

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."	
	Description of how the LEA is meeting or plans to meet this requirement:
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.	The District leadership team meets regularly to engage in long-term planning for district-wide professional development initiatives that will directly impact the instructional core and help schools retain, recruit, and maintain highly qualified teachers, principals, and other staff. Effectiveness of programs and strategies are evaluated for progress, which are measured by the targets described within District Strategic Plan Goals. The Assistant Superintendent of Personnel meets weekly with the Teachers Association (GGEA) to discuss topics, which includes professional development needs as identified by members of the association. The Office of Personnel Services also recruits from local colleges throughout the state. The Departments of K-6 and 7-12 Instruction periodically surveys teachers and principals to determine professional development needs. In addition, Teachers on Special Assignment (TOSAs) working at school sites to provide ongoing teacher coaching and support participate in the decision-making process around professional development needs. This information combined assists in the coordination and the appropriate use of Title I and Title II funds. Since the District is identified for Program Improvement, 10% of the District's Title I allocation is set-aside to address the professional development needs of the District's instructional staff. The District also utilizes Title II funds for the purpose of professional development. The District leadership team has determined specific district-wide professional development priorities intended to support students who are failing or most at-risk and other staff development priorities to increase high quality teaching. Based on these priorities and the availability of funding in Title I and Title II, the District is able to make decisions about the coordination of resources. Program Improvement school sites also set-aside 10% of site Title I funds for the purpose of staff development. School site staff development needs are identified through the site's comprehensive needs assessment and development of the school action plan. Continuous professional development opportunities for teachers, principals, paraprofessionals, support staff, and parents includes: ● Scientifically based instructional strategies with a focus on helping students reach mastery of the State content standards; ● District-adopted, standards-based curriculum and assessments; ● College/career focus and secondary counseling; ● Supplemental instructional materials for identified students; and ● Early Start and Bridge programs.

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.	The District has a Parent and Community Outreach office, which is staffed with bilingual personnel trained in parent involvement, parent education, and parent outreach. The Parent and Community Outreach office provides training and support to school staff and parents. The District trains school staff to implement parent programs: ● Building Relationships Level 1 ● Building Relationships Level 2 ● 10 Education Commandments ● 40 Developmental Assets ● Project Inspire (PIRC) ● HOLA ● Parent Expectations & Student Achievement (PESA) The District organizes parent outreach events: ● Parent & Community Outreach Events (four times annually) ● College Information Nights ● College Fair ● Roadmap to College ● Life After College ● Career Fair ● Summer Resources Fair ● Other events based on community needs The District hosts district-wide governance and advisory meetings: ● Parent Task Force/District Advisory Committee (three times annually) ● District English Learner Advisory Committee (DELAC) ● Community Advisory Committee (CAC) Effective parent engagement strategies: ● Provide meaningful outreach, resources, and services to parents; ● Engage in collaboration efforts with community based organizations; ● Support the school's effort to more fully involve parents in the support of their children's academic success; ● Utilize primary languages to reach families of second language learners; ● Reduce barriers to parental involvement; ● Use local newspaper and radio programs to communicate school and district events and information; ● Provide parent/community workshops on topics such as, how to help children at home, risky behaviors, and high school graduation and college readiness.

Additional Mandatory Title I Descriptions
(continued)

Coordination of Educational Services	
In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as: a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.	The Departments of K-6 and 7-12 Instruction, Special Education, Evaluation and Research and K-12 Educational Services work with administrators and teachers to make sure that program goals are implemented and to ensure continuity of programs. Teachers on Special Assignment (TOSA) work directly with each individual teacher at the school site to ensure that a coordinated and integrated educational program is provided. The TOSAs also work directly with each school administrator and leadership team to ensure that the district programs and identified research-based strategies are being faithfully replicated. The Directors of Instruction and K-12 Educational Services also work with the Office of Personnel Services, GATE, School Readiness and State Pre-school, Visual and Performing Arts, Technology, and Adult Education to make sure that program goals ensure continuity and to eliminate duplication of services. In addition, the interdepartmental District leadership team meets on a regular basis, often weekly, to discuss alignment and articulation. Through articulation between departments, the District is able to increase program effectiveness, reduce fragmentation, and eliminate duplication of services. The common language that permeates all program goals is the District Goals and their focus on not only academic achievement of all students but on all students having post-secondary options.

Part III
Assurances and Attachments

Assurances

Signature Page

Appendix

ASSURANCES

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

GENERAL ASSURANCES

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

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than $500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.

16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

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

TITLE II, PART A

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

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:

    - Strategies for using technology to improve academic achievement and teacher effectiveness.
    - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
    - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
    - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
    - Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
    - A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
    - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
    - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
    - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.

- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
- Collaboration with adult literacy service providers.
- Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
- Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.

37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
    o 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
    o is enforcing the operation of such technology protection measure during any use of such computers by minors; and
    o 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.
    o 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:

  o Allows a teacher to communicate effectively with all students in the class.
  o Allows all students in the class to learn.
  o Has consequences that are fair, and developmentally appropriate.
  o Considers the student and the circumstances of the situation.
  o 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

<u>Gabriela Mafi, Ed.D.</u>
Print Name of Superintendent

_____
Signature of Superintendent

<u>June 21, 2016</u>
Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5.2 **Performance indicator:** The percentage of students who drop out of school:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

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

- Academic Performance Index (API)
  http://www.cde.ca.gov/psaa/api/index.htm

- California Basic Educational Data System (CBEDS)
  http://www.cde.ca.gov/demographics/coord/

- California English Language Development Test (CELDT)
  http://www.cde.ca.gov/statetests/celdt/celdt.html

- California High School Exit Exam (CAHSEE)
  http://www.cde.ca.gov/statetests/cahsee/eval/eval.html

- California Standardized Test (CST)
  http://www.cde.ca.gov/statetests/index.html

- DataQuest
  http://data1.cde.ca.gov/dataquest/

- School Accountability Report Card (SARC)
  http://www.cde.ca.gov/ope/sarc/

- Standardized Testing and Reporting (STAR) Program
  http://www.cde.ca.gov/statetests/star/index.html

APPENDIX C

Science-Based Programs
Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program. A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center: Research-Validated Programs) B: < http://www.colorado.edu/cspv/blueprints/model/overview.html >(University of Colorado: Blueprints) C: < http://modelprograms.samhsa.gov/model_prog.cfm >(Center for Substance Abuse Prevention: Model Programs) D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel) E: < http://www.gettingresults.org/ > (Getting Results)

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

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

Community and Family-based Programs							
	Intended program outcomes and target setting. See research for proven effectiveness						
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E

Community and Family-based Programs							
	Intended program outcomes and target setting. See research for proven effectiveness						
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

Research-based Activities (4115 (a)(1)(C)):
The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

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

APPENDIX E

Promising or Favorable Programs

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

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

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

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

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

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

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D

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