

(Rev 12-12)

California Department of Education
Improvement and Accountability Division

**Elementary and Secondary Education Act
Corrective Action
LEA PLAN Signature Page and Assurances**

Corrective Action 6 Plan Information:

Name of Local Educational Agency (LEA): Central Union High School District

County/District Code: 13-63115

Dates of Plan Duration (a three- to five-year plan): 4/17/2013 through 6/30/2017

Date of Local Governing Board Approval: April 16, 2013

District Contact Information:

District Superintendent: C. Thomas, Budde Ph.D.

Address: 351 Ross Avenue

City: El Centro

Zip code: 92243

Phone: 760-336-4500

Fax: 760-353-3606

Certification: (Retain original signatures on file in the district office.)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected programs, and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. Copies of all waivers will remain on file. I certify that original signatures for this Corrective Action 6 Improvement Plan are on file in the district office.

C. Thomas Budde

April 16, 2013

Printed or typed name of Superintendent

Date

Signature of Superintendent

Steve Walker

April 16, 2013

Printed or typed name of Board President

Date

Signature of Board President

Assurances

To assure the LEA's eligibility for funds included in this Plan, the Superintendent attests to compliance with all of the following statements by the signature on the cover page.

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. 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. The public agency, non-profit private agency, institutions, 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 the enforcement of any obligations imposed by law of agencies, institutions, organizations, and other recipients responsible for carrying out each program; and 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 (SEA), 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 submit such reports to the SEA (which shall make the reports available to the Governor) as the Secretary of the SEA and Secretary may require to enable the SEA and Secretary to perform their duties under each such program; and maintain such records, provide such information, and afford such access to the records as the SEA (after consultation with the Governor) or the Secretary may reasonably require to carry out the SEA'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 reserve at least one percent of the allocation to carry out ESEA Section 1118, Parent Involvement, including promoting family literacy and parenting skills. The LEA then will set aside an amount for parental involvement of parents of private school children, based on the proportion of private school children from low-income families residing in Title I attendance areas. The LEA will then distribute at least 95 percent of the remainder to its public schools, leaving the balance of the reserved funds for parental involvement activities at the LEA level.
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.

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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, paraprofessionals, and Professional Development (PD).
 22. Inform eligible schools of the LEA'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 LEA, with the SEA 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 LEA in addressing major factors that have significantly affected student achievement at the school.
 24. Ensure, through incentives for voluntary transfers, the provision of PD, 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 10 percent of their Title I funds to provide PD (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 an LEA 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 LEA 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 PD 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 PD as defined in Section 9101 (34).

Title III

35. 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.
36. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for Limited-English Proficient (LEP) subgroups making AYP.
37. The LEA is complying with Section 3302 prior to, and throughout, each school year.
38. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
39. The LEA has based its proposed plan on scientifically based research on teaching limited-English proficient students.
40. The LEA ensures that the programs will enable students to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
41. 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 V, Part A

42. 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.
43. The LEA will comply with this Part A, including the provisions of Section 5142 concerning the participation of children enrolled in private nonprofit schools.
44. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
45. The LEA will annually evaluate the programs carried out under this Part A, and that evaluation:
 - Will be used to make decisions about appropriate changes in programs for the subsequent year

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- 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
- Will be submitted to the SEA at the time and in the manner requested by the SEA.

Additional LEA Plan Assurances

46. 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 LEA, 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).

GOAL 1A: Proficiency in Reading/Language Arts

Our needs assessment of student proficiency in English/Language Arts (ELA) indicates that CUHSD has increased the proportion of students scoring Advanced or Proficient on the CST by 10% in the period 2008-2012. Still, less than half (46%) of students scored Proficient or Advanced in 2012. Nearly one-in-four (23%) scored Below Basic or Far Below Basic in ELA in 2012. Based on these needs assessment findings, our district three-year **GOAL** is to increase the percentage of students scoring Proficient or Advanced in ELA I to 60% or higher, and to reduce the proportion scoring Far Below Basic or Below Basic in ELA to at least 15% by June 2016.

STRATEGY Standards-aligned assessments

Ensure that classroom instruction in English Language Arts is standards-aligned and utilizing common scope & sequence and assessments

ACTION STEP English Language Arts Curriculum & Assessment Team

Convene ELA Curriculum and Assessment Team, reconfigured to include administrators and resource teachers, to research SBAC assessments, and to develop and/or refine district benchmarks used to monitor student and school progress in ELA.

Start-End Dates 08/05/2013 - 06/30/2015 Budgeted \$17,456.00

ACTION STEP Summative Assessments

Develop CCSS aligned common summative assessments that will replace existing benchmarks as part of the transition to CCSS.

Start-End Dates 08/05/2013 - 06/30/2015

TASK: CCSS/SBAC- aligned Summative Quarterly Assessments Due 6/30/2015

Develop CCSS/SBAC-aligned summative quarterly assessments for each grade level.

TASK: Common Study Guides Due 6/30/2015

Develop common study guides for summative assessments that are authorized for use by all content-area teachers.

TASK: Data Analysis Due 5/31/2016

Collect and analyze assessment results for the purposes of driving instruction and evaluating program effectiveness.

ACTION STEP Formative Assessments

Develop a set of more frequent (at least monthly) formative assessments that measure learning "along the way" and can provide the basis for identifying topics and students in need of re-teaching.

Start-End Dates 08/05/2013 - 06/30/2015

TASK: SBAC-aligned Common Formative Assessment Due 5/29/2015

Develop 10-12 common formative assessments aligned to the CCSS/SBAC which will be administered periodically and will identify students in need of reteaching.

STRATEGY Instructional Materials

Ensure that every student in every classroom has standards aligned core ELA instructional materials.

GOAL 1A: Proficiency in Reading/Language Arts (cont'd)

ACTION STEP Assistance in Transition to CCSS

Secure the services of an ELA curriculum expert (hire curriculum specialist or contract with external consultant) to assist with consistent implementation of common course scope and sequence in ELA and ELD, including selection of "bridge" materials to begin implementation of CCSS for ELA.

Start-End Dates 07/29/2013 - 06/30/2014 Budgeted \$201,000.00

TASK: Roles of Current Staff

Due 5/31/2013

Evaluate current staff to determine roles and responsibilities in order to determine the need for hiring a specialist from within or from outside the organization.

TASK: Develop Responsibilities for Curriculum Specialist

Due 5/31/2013

Determine the role and responsibilities of a Curriculum Specialist

TASK: Employ as Needed

Due 8/1/2013

Advertise and select a Curriculum Specialist from within or from outside the LEA as needed.

ACTION STEP Commonality and Coherence of Materials

Ensure that all course-alike teachers in ELA and ELD utilize common standards-based materials and supplemental resources as part of the transition toward more coherent and common pacing of instructional delivery.

Start-End Dates 09/15/2013 - 06/15/2014 Budgeted \$250,000.00

TASK: CCSS Bridge Materials

Due 5/15/2013

Research available CCSS bridge materials.

TASK: Select CCSS Bridge Materials

Due 5/31/2013

Convene teachers to evaluate and participate in the selection of CCSS bridge materials.

TASK: Purchase Materials

Due 7/19/2013

Budget for, and order CCSS bridge materials.

TASK: CCSS-aligned Non-bridge materials

Due 5/30/2014

Research, evaluate and select new non-bridge CCSS materials

STRATEGY Standards-aligned Instruction

Ensure that classroom instruction in ELA and ELD is standards-aligned and utilizing common scope and sequence.

ACTION STEP Common Pacing Guides

Convene representatives from each school to develop and/or refine course pacing guides to ensure standards alignment and common scope and sequence for all English and ELD core courses.

Start-End Dates 09/15/2013 - 06/15/2014

Timeline Notes: This effort will be initiated based upon CCSS "bridge" materials. Process will need to be revisited following adoption of long term instructional materials.

TASK: ELA Pacing Guides

Due 8/30/2013

Develop Pacing Guides for all grade levels 9-12.

TASK: Refine Pacing Guides

Due 8/30/2013

Present Pacing Guides to content-area teams and ELA departments for feedback and refining.

GOAL 1A: Proficiency in Reading/Language Arts (cont'd)

ACTION STEP Research-based instructional strategies

Implement and monitor the use of academic language and close analytic reading of text as key instructional strategies employed in the classroom.

Start-End Dates 09/15/2014 - 06/15/2015

TASK: Research-based Strategies

Due 8/30/2013

Appropriately match research-based strategies to the **TASK:** delineated in the CCSS-aligned study guides and assessments.

ACTION STEP Writing across the Curriculum

Expand student practice of writing, especially short responses to prompts developed in core academic subject areas.

Start-End Dates 09/15/2014 - 06/15/2015

TASK: Research-based Writing Strategies

Due 8/30/2013

Select research-based writing strategies that can be used across the curriculum and match them appropriately to the **TASK:** delineated in the CCSS/SBAC-aligned Pacing Guides and Assessments

GOAL 1B: Proficiency in Mathematics

Our needs assessment of student proficiency in Mathematics indicates that CUHSD has increased the proportion of students scoring Advanced or Proficient in Algebra I CST by 15% and Geometry by 21% in the period 2008-2012. Still, only 26% of Algebra students and 34% of Geometry students scored Proficient or Advanced in 2012. Nearly half (44%) scored Below Basic or Far Below Basic in Algebra I in 2012 and more than one-in-four (29%) scored Below Basic or Far Below Basic in Geometry in 2012.

Based on these needs assessment findings, our district three-year **GOAL** is to increase the percentage of students scoring Proficient or Advanced to 40% or higher in Algebra I and 50% or higher in Geometry, and to reduce the proportion scoring Far Below Basic or Below Basic in Algebra I to at least 25% in Algebra and 15% in Geometry by June 2016.

STRATEGY Standards-aligned Instruction & Assessment

Ensure that classroom instruction in Mathematics is standards-aligned and utilizing common scope & sequence and assessments.

ACTION STEP Common Pacing Guides

Convene content area representatives from each school to form a Math Curriculum and Assessment Team (MCAT). The MCAT will develop and/or refine course pacing guides to ensure standards alignment and common scope and sequence for all Algebra I, Geometry, and Algebra II courses.

Start-End Dates 09/15/2013 - 06/15/2014

Budgeted \$9,584.00

TASK: Math Pacing Guides

Due 6/30/2014

Develop pacing guides for Algebra I, Algebra II and Geometry.

TASK: Refine Pacing Guides

Due 6/30/2014

Present Pacing Guides to Math content-area teams for feedback and refining.

GOAL 1B: Proficiency in Mathematics (cont'd)

ACTION STEP Research-based Instructional Strategies

Implement and monitor the use of the CCSS Eight Mathematical Practice Standards, especially Modeling (applications and real-life contexts) and Discourse (critique and justification of reasoning) as key instructional strategies employed in the classroom.

Start-End Dates 09/15/2014 - 06/15/2015

ACTION STEP Common Assessments

Convene representatives from each high school to develop and/or refine district benchmarks used to monitor student and school progress in Mathematics.

Start-End Dates 08/01/2013 - 06/30/2015 Budgeted \$2,640.00

TASK: Formative Assessment

Due 5/29/2015

Develop a set of more frequent (at least monthly) formative assessments that are CCSS/SBAC aligned and can provide the basis for identifying topics and students in need of re-teaching.

TASK: Summative Assessments

Due 5/29/2015

Develop CCSS aligned common summative assessments that will replace existing benchmarks as part of the transition to CCSS.

TASK: Data Analysis

Due 5/31/2016

Collect and analyze assessment results for the purposes of driving instruction and evaluating program effectiveness.

STRATEGY Instructional Materials

Ensure that every student in every classroom has standards aligned core Mathematics instructional materials.

ACTION STEP Commonality and Coherence of Materials

Ensure that all course-alike teachers in Mathematics utilize common standards-based materials and supplemental resources as part of the transition toward more coherent and common pacing of instructional delivery.

Start-End Dates 08/05/2013 - 09/15/2014 Budgeted \$50,000.00

TASK: Determine Adequacy of Materials

Due 6/15/2014

Establish a committee to determine adequacy of existing materials and if necessary, evaluate new materials that are Common Core aligned.

TASK: CCSS Transitional Materials

Due 6/28/2013

Select and purchase supplemental CCSS aligned "bridge" materials to support the transition from current state standards to Common Core.

TASK: CCSS Long Term Materials

Due 5/29/2015

Research, evaluate, and select CCSS "non-bridge" materials.

ACTION STEP Assistance in transition to CCSS

Secure the services of a curriculum expert (contract with external consultant) to assist with consistent implementation of common course scope and sequence in Mathematics, including selection of "bridge" materials to begin implementation of CCSS for High School Math.

Start-End Dates 08/05/2013 - 06/15/2014 Budgeted \$42,000.00

GOAL 1B: Proficiency in Mathematics (cont'd)

- TASK: Develop Responsibilities for a Math Specialist** Due 1/1/0001
Determine the role and responsibilities of a Curriculum Specialist
- TASK: Curriculum Specialist** Due 8/1/2013
Advertise and select a Math Curriculum Specialist

GOAL 1C: Proficiency for High Priority Students

Our needs assessment of the achievement gap (expressed as Adequate Yearly Progress) for English Learners indicates that the achievement gap has increased from 12% to 29% from 2008 to 2012. Similarly, the EL achievement gap in Math has increased from 6% to 21% in the same time period. On the Academic Performance Index, the district overall has improved 63 points since 2007, compared to only 19 points for EL students. Based on these needs assessment findings, our district three-year **GOAL** is to close the EL achievement gap to no more than 15% (AYP) and no more than 25 points (API) by June 2016.

STRATEGY ELA Intervention and Extended Learning Time

Ensure that every student working below grade level in English/Language Arts, including EL, SWD, and any other student not meeting standards, is provided with strategic or intensive intervention, including appropriate intervention materials and extended learning time.

ACTION STEP Reading Intervention

Institute an intervention support class (e.g., Read 180) for low level readers, defined as students scoring FBB or BB on previous years' CST score.

Start-End Dates 08/12/2013 - 06/15/2014 Budgeted \$51,000.00

TASK: Identify Students Due 8/5/2013

Students who score FBB/BB on the previous year's CST will be identified to be tested for reading intervention.

TASK: Exit Criteria Due 5/31/2013

Determine and establish exit criteria from interventions.

TASK: Assessments Due 5/30/2014

Administer and monitor formative assessments for appropriate placement and progress.

TASK: Curriculum Monitoring Due 5/30/2014

Ensure consistency in curriculum and pacing (i.e. overall program implementation) for intervention course offerings.

TASK: Counseling Due 5/30/2014

Provide counseling for students not progressing and determine reasons for non-progression. Parent conferences will be held twice annually.

ACTION STEP 10th Grade ELA Interventions

Institute a two-period block of English 10 and a support class focused on high stakes exam preparation for targeted students.

Start-End Dates 08/12/2013 - 06/15/2014 Budgeted \$60,000.00

GOAL 1C: Proficiency for High Priority Students (cont'd)

- TASK: Identify Students** Due 5/31/2013
Students who are ELs and are true 10th graders will be placed in a 2 hour block of English 10 and support.
- TASK: Formative Assessments** Due 8/30/2013
Develop formative assessments to use in 10th grade support class to determine student progress.
- TASK: Exit Criteria** Due 5/31/2013
Determine and establish exit criteria from support class.
- TASK: Assessments** Due 5/30/2014
Administer and monitor formative assessments for student progress.
- TASK: Curriculum Monitoring** Due 5/30/2014
Ensure consistency in curriculum and pacing for support classes.
- TASK: Counseling** Due 5/30/2014
Provide counseling for students not progressing and determine reasons for non-progression. Parent conferences will be held twice annually.

ACTION STEP English Learner ELA Intervention

Provide a support class of Accelerated Language during extended day for LTEL 4-5 and during the regular school day for LTEL 3 students.

Start-End Dates 08/12/2013 - 06/15/2014 Budgeted \$60,000.00

- TASK: Identify Students** Due 6/28/2013
Identify LTEL 3 - 5 students to be placed in Accelerated Language I (LTEL 3) and Accelerated Language II (LTEL 4-5).
- TASK: Formative Assessments** Due 3/31/2014
Develop formative assessments to use in Accelerated Language I and II courses.
- TASK: Exit Criteria** Due 8/12/2013
Determine and establish exit criteria from Accelerated Language courses.
- TASK: Assessments** Due 5/30/2014
Administer and monitor formative assessments for student progress.
- TASK: Curriculum Monitoring** Due 5/30/2014
Ensure consistency in curriculum and pacing for Accelerated Language courses.
- TASK: Counseling** Due 5/30/2014
Provide counseling for students not progressing and determine reasons for non-progression. Parent conferences will be held twice annually.

ACTION STEP Modify School Master Schedules

Modify high school master schedules to increase intervention/support class options both during the regular school day and in extended learning time (e.g., 7th and 8th period)

Start-End Dates 08/05/2013 - 05/30/2014

- TASK: Resources** Due 6/28/2013
Determine available resources.
- TASK: Adapt Master Schedule** Due 7/22/2013
Adapt master schedule to lengthen school day and ensure intervention sections are available during the school day as well.

GOAL 1C: Proficiency for High Priority Students (cont'd)

STRATEGY Math Intervention and Extended Learning Time

Ensure that every student working below grade level in Mathematics, including EL, SWD, and any other student not meeting standards, is provided with strategic or intensive interventions, including appropriate intervention materials and extended learning time.

ACTION STEP Algebra I Intervention

Enroll 9th grade students who scored FBB or BB on Grade 7 Math CST in an intervention class (either during the school day, 8th period, or after school).

Start-End Dates 08/05/2013 - 05/30/2014 Budgeted \$60,000.00

TASK: Identify Students Due 5/31/2013

Establish criteria for identifying students in need of Algebra intervention.

TASK: Placement Due 5/6/2013

Enroll students likely to fail Algebra I in an intervention.

TASK: Funding Due 7/1/2013

Allocate funds for targeted intervention for students who are failing Algebra I.

TASK: Formative Assessments Due 3/14/2014

Develop formative assessments to use in Algebra I intervention to determine student progress.

TASK: Exit Criteria Due 8/30/2013

Determine and establish exit criteria from Algebra I intervention.

TASK: Assessments Due 5/30/2014

Administer and monitor formative assessments for student progress and intervene when appropriate.

ACTION STEP Pedagogical Focus for Intervention

Integrate more relevance, application, and hands-on learning (including use of instructional technology) into intervention and/or support in Mathematics.

Start-End Dates 08/12/2013 - 05/30/2014

TASK: Monitor Use of Strategies Due 1/6/2014

Monitor the integration of more relevant, application and hands-on learning in intervention courses in Algebra I.

ACTION STEP Semester-Based Algebra I

Institute district-wide opportunities for semester re-start for students who fail the first semester of Algebra I; re-enroll these students in Algebra 1.1 during second semester with augmented extended day (i.e., 8th period or after-school) support.

Start-End Dates 05/31/2013 - 06/15/2015

TASK: Identify Students Due 12/31/2013

At the end of first semester, identify and adjust schedules of students who failed Algebra I and need to be enrolled in Algebra 1.1 second semester.

GOAL 1C: Proficiency for High Priority Students (cont'd)

ACTION STEP Modify School Master Schedules

Modify high school master schedules to increase intervention/support class options both during the regular school day and in extended learning time (e.g., 7th and 8th period)

Start-End Dates 08/05/2013 - 05/30/2014

TASK: Resources

Due 7/1/2013

Determine available resources.

TASK: Adapt Master Schedule

Due 8/5/2013

Adapt master schedule to lengthen school day and ensure appropriate sections are available during the school day for intervention.

GOAL 1D: Effective Teaching and Administration

Our assessment of district needs for continuous improvement of teaching and administration to support student achievement indicates that there is widespread perception that school and district professional development (PD) has been fragmented; PD priorities change without adequate time for faculty to absorb and transfer PD into the classroom, nor is there adequate follow up or monitoring of the effectiveness of PD on changing classroom teaching and learning. Based on these needs assessment findings, our district **GOAL** is to come to consensus on a finite number of key, research-based instructional strategies that will be reinforced and supported over a long-term (at least three years). These strategies will be selected with an eye toward complementing district instructional priorities for improving the achievement of all students, especially EL students and SWD.

STRATEGY ELA Professional Development for Teachers

Provide standards-based professional development to all teachers to deepen implementation of research-based instructional strategies that promote cross-curricular literacy.

ACTION STEP CCSS Training

Provide teachers with in-depth training on the structure, content, and pedagogical implications of the Common Core State Standards in ELA.

Start-End Dates 08/05/2013 - 05/29/2015

Budgeted \$7,040.00

TASK: Curriculum and Assessment Team

Due 12/31/2013

Provide professional development for newly reconfigured Curriculum and Assessment Team on writing a Scope and Sequence and Pacing Guide aligned to CCSS.

TASK: On-going CCSS PD

Due 5/29/2015

Provide teachers with on-going professional development and support on the CCSS and implications for effective CCSS-aligned instruction.

TASK: CCSS-Aligned Materials

Due 8/29/2014

Provide professional development in the use of CCSS-aligned ELA materials.

GOAL 1D: Effective Teaching and Administration (cont'd)**ACTION STEP Explicit Direct Instruction**

Continue to reinforce the use of Explicit Direct Instruction (EDI) as a framework for lesson design in all subject areas.

Start-End Dates 09/15/2013 - 06/15/2014

TASK: On-going Support of EDI

Due 5/29/2015

Provide teachers with on-going support for the use of Explicit Direct Instruction in the areas of lesson design and checking for understanding. Support will include revisiting EDI components, monitoring by administrators and feedback to teachers.

ACTION STEP Academic Language & Reading Training Focus

Focus training on Common Core State Standards in ELA on promotion of academic language and close analytic reading as key instructional strategies.

Start-End Dates 09/15/2013 - 06/15/2014 Budgeted \$20,000.00

TASK: Literacy Consultants

Due 5/30/2014

Investigate possibilities for contracting with renowned literacy consultants (e.g., Kate Kinsella, Doug Fisher) to support the development of academic language and close analytic reading.

ACTION STEP Writing Training Focus

Provide faculty with additional training on "Six Traits of Writing" so more teachers are equipped to promote writing skill development in all subject areas.

Start-End Dates 08/05/2013 - 06/15/2014 Budgeted \$2,480.00

TASK: Writing Strategies for All Departments

Due 8/30/2013

Provide strategies and professional development to teachers in all other departments (non-ELA) on selected writing strategies to increase the academic expression of all students.

TASK: Focus Areas of 6 Traits

Due 5/30/2014

Identify and provide professional development on the Traits of Ideas and Organization from the 6 Traits for focusing student writing in all Non-ELA courses.

ACTION STEP Training to Support English Learners

Provide ELD teachers with additional training on Scholastic's English 3D: Academic Language for the Common Core.

Start-End Dates 08/05/2013 - 06/15/2015 Budgeted \$5,040.00

TASK: Professional Development for EL Teachers

Due 5/30/2014

EL Teachers will attend workshops offered by English 3-D author Kate Kinsella, Literacy Expert Doug Fisher or other experts on strategies for support of English Learners.

TASK: EL Teachers as Experts

Due 5/30/2014

EL Teachers will provide workshops for colleagues on best practices for supporting English Learners with the expectation that all teachers will adopt no fewer than three.

GOAL 1D: Effective Teaching and Administration (cont'd)

TASK: Monitoring

Due 5/30/2014

Resource Teachers will attend professional development on best practices for EL students. They will assist administrators in monitoring the use of the best practices for ELs and provide feedback to classroom teachers.

STRATEGY Math Professional Development for Teachers

Provide standards-based professional development to all teachers to deepen implementation of research-based instructional strategies that promote cross-curricular numeracy.

ACTION STEP CCSS Training

Provide all teachers with in-depth training on the structure, content, and pedagogical implications of the Common Core State Standards in Mathematics, particularly the Eight Mathematical Practice Standards.

Start-End Dates 08/04/2014 - 06/15/2015 Budgeted \$7,260.00

TASK: External Assistance In Math

Due 6/15/2014

Secure the services of a mathematics curriculum expert to contract for on-site professional development in mathematics pedagogy and content.

TASK: CCSS-Aligned Scope and Sequence

Due 12/31/2013

Provide professional development to the Mathematics Curriculum and Assessment Team on writing a Scope and Sequence and Pacing Guide aligned to CCSS.

TASK: CCSS-Aligned Materials

Due 8/29/2014

Provide professional development in the use of CCSS-aligned mathematics materials.

TASK: Math Manipulatives and Technology

Due 5/30/2014

Provide professional development in the use of hands-on learning methodologies including manipulatives and technology in the classroom.

ACTION STEP Explicit Direct Instruction

Continue to reinforce the use of Explicit Direct Instruction (EDI) as a framework for lesson design in all subject areas.

Start-End Dates 08/12/2013 - 06/15/2014

TASK: On-going Support of EDI

Due 5/29/2015

Provide teachers with on-going support for the use of Explicit Direct Instruction in the areas of lesson design and checking for understanding. Support will include revisiting EDI components, monitoring by administrators and feedback to teachers.

STRATEGY Teacher Collaboration Time

Provide regular opportunities for data-based collaboration for all teachers.

ACTION STEP Structures for Collaboration

Provide faculty with additional guidance on how to organize and facilitate teacher collaboration (whether departmental or course-alike) so that these forums become Professional Learning Communities (PLCs) focused on collective approaches to maximizing student learning.

GOAL 1D: Effective Teaching and Administration (cont'd)

TASK: Study PLC Model

Due 5/30/2014

Sites will have workshops/book studies on the PLC Model (DuFour), and Administrators will provide training on procedures for collaboration time.

ACTION STEP Focus of Collaboration

Provide regular collaboration time among department or course-alike groupings to review summative and formative assessment data, plan common lesson units, and identify topics/content for re-teaching, spiraling, and/or academic intervention.

Start-End Dates 09/15/2013 - 05/31/2017

TASK: Effective Use of Collaboration Time

Due 5/30/2014

Administration will provide workshops for teachers on the effective use of collaboration time, data analysis, unit design, and assessments.

ACTION STEP Student Work Analysis

Focus teacher collaboration on structured analysis of student work (e.g., work tied to an open-ended prompt or scenario-based word problem) with participation of at least one site administrator on at least on a bimonthly basis.

Start-End Dates 08/05/2013 - 06/15/2014

TASK: Develop Rubrics

Due 5/30/2014

Site administrators will work with Academic Coaches and Department Chairs to develop rubrics for the analysis of student work, and administrators will routinely attend meetings where student work is being analyzed.

STRATEGY Professional Development for Administrators

Provide site-based administrators with professional development tied to supporting and monitoring standards-based instruction, ensuring data-driven school decisions, and assisting in the transition to CCSS.

ACTION STEP Leadership Training

Provide site administrators with leadership training offered through Association for Supervision and Curriculum Development (ASCD), National Association of Secondary School Principals (NASSP), and/or other reputable leadership training organizations.

Start-End Dates 08/04/2014 - 06/30/2016 Budgeted \$4,000.00

ACTION STEP CCSS Training

Prioritize site administrators attendance at professional development tied to the transition to CCSS, including (but not limited to): key pedagogical shifts in ELA and Mathematics and support for EL and SWD under Common Core.

Start-End Dates 08/05/2013 - 06/15/2015 Budgeted \$3,500.00

GOAL 1D: Effective Teaching and Administration (cont'd)

ACTION STEP Training on Conducting Classroom Walkthroughs

Train site administrators on a district-wide classroom walkthrough protocol and provision of feedback to teachers.

Start-End Dates 01/06/2014 - 06/15/2015

TASK: Specific Feedback for EL Best Practices

Due 5/30/2014

Administrators will attend professional development on best practices for English Learner students. They will monitor the use of best practices and provide feedback to classroom teachers.

GOAL 1E: Involvement, Implementing, Monitoring

Our needs assessment of program implementation and school community involvement indicates that CUHSD's transition to improved data access and data usage has been challenging for stakeholders at all levels (parent, community, school and district). Based on these needs assessment findings, our district **GOAL** is to provide easy and timely access to data that can be used as information for instructional planning at all levels. By June 2016, CUHSD will become an information-driven district where data is accessible, analyzed and used to identify target student subgroups for instructional support, target areas for possible re-teaching, and measure the effectiveness of instructional interventions.

STRATEGY Program Monitoring

Assess data system quality and improve/increase the use of data by administrators, support staff, teachers, and other stakeholders in order to better monitor the effectiveness of academic programs.

ACTION STEP Improve Data Quality and Access

Continue to address the issues related to the Aeries student information system. CUHSD will work with Eagle software personnel to correct the problems currently associated with the analytic tool.

Start-End Dates 09/15/2013 - 06/15/2014

TASK: Data entry protocols

Due 1/31/2014

Site administrative staff will develop data entry protocols.

TASK: Data entry training

Due 6/1/2014

Site administrators will ensure that staff members responsible for data input receive appropriate training that builds capacity around access, analysis, and reporting formats.

ACTION STEP Build Capacity and Fluency in the Use of Data

Ensure all staff members develop fluency and capacity in data access, analysis, and reporting formats.

Start-End Dates 09/15/2013 - 06/15/2014

Budgeted \$50,000.00

TASK: Aeries.net Training

Due 12/31/2013

Provide additional training on Aeries.net and Analytics for all staff in order to build fluency and capacity around data access, analysis, and reporting formats

GOAL 1E: Involvement, Implementing, Monitoring (cont'd)

TASK: Data and Technology Leadership

Due 8/1/2013

Identify an administrator to oversee districtwide efforts to increase staff capacity to more effectively access and use data to support instruction, with particular emphasis on utilization of the Aeries Analytics tool.

ACTION STEP Collaborate Around Data Analysis

Create data protocols for teacher collaboration that specify how faculty will analyze and use data from assessments for **GOAL**-setting, instructional planning and design of intervention/re-teaching.

Start-End Dates 08/15/2014 - 06/15/2015

ACTION STEP Evaluate Effectiveness

Collect longitudinal data on the effectiveness of curricular innovations and intervention programs/services. Given the multiple programs, strategies, and courses offered, efforts should focus on studying whether or not these different approaches are working and for which types/subgroups of students.

Start-End Dates 09/01/2014 - 05/31/2016

STRATEGY Articulation Among Educational Levels

Increase articulation of services among educational levels including middle school, high school, and post-secondary partners.

ACTION STEP Articulation with Postsecondary Partners

Hold articulation meeting with area postsecondary institutions (IVC, SDSU, etc.) tied to CCSS transition (i.e., college and career readiness).

Start-End Dates 09/15/2014 - 06/15/2015

TASK: Post-Secondary Preparedness

Due 6/15/2014

Calendar dates and times for meetings with Imperial Valley College and SDSU representatives for the purpose of analyzing EAP results, AccuPlacer results, current Math/English course placement of former CUHSD students, and other applicable student data.

ACTION STEP Articulation with Feeder Middle Schools

Create a specific plan and schedule for holding regular articulation meetings with all feeder middle schools.

Start-End Dates 09/15/2014 - 06/15/2016

TASK: Data Sharing

Due 6/15/2014

Assistant Principals will create a calendar to identify meeting dates and/or contact dates to ensure a systematic process for the regular exchange of student-level data from/to feeder middle schools.

TASK: Articulation around Intervention

Due 6/15/2015

Assistant Principals and Counselors will develop a plan for articulation with feeder schools tied to academic intervention. Criteria for 9th grade student placement (based on 8th grade data) in academic intervention programs will be established.

GOAL 1E: Involvement, Implementing, Monitoring (cont'd)

STRATEGY Parent and Community Involvement

Involve and engage staff, parents, and community groups in academic improvement strategies.

ACTION STEP Parent Outreach

Conduct site parent meetings that are tailored to specific student groups, such as grade levels and program participation, in order to improve school-home communication.

Start-End Dates 09/15/2014 - 06/15/2015

TASK: Parent Meeting Planning Due 6/1/2017

Site Administrators, Resource Staff, and Counselors will annually develop a calendar of meetings and develop appropriate agendas.

ACTION STEP Parent Communication

Implement an automated parent notification system at all schools to send automated messages home and monitor parent-school communication.

Start-End Dates 09/15/2013 - 06/15/2014 Budgeted \$8,000.00

ACTION STEP Community Outreach

Increase interactions with the community at large and promote awareness of high school activities and priorities.

Start-End Dates 09/15/2013 - 06/15/2015

TASK: School-based events Due 6/15/2014

Provide ongoing opportunities for the community to participate in school-based events such as performances, school tours and program presentations that highlight educational and extra-curricular offerings.

GOAL 1F: Support for Schools in Corrective Action

Our needs assessment for our Program Improvement Year 3 school, Southwest High School, demonstrates a 3.4 percentage point improvement in ELA and 4.4 percentage point increase in math. However, in ELA the SED subgroup did not keep pace with the total population with an increase of 2.6 percentage points, while the EL subgroup experienced a decrease of .6 percentage points. In Math, the SED and EL subgroups increased by 3.2 percentage points. Our **GOAL** for SHS is to have cumulative increases of 5 percentage points in 2013, 10 percentage points in 2014, and 20 percentage points over 2011 scores overall and for all student subgroups in ELA and Math by August 2015.

Our needs assessment for our Program Improvement Year 4 school, Desert Oasis High School, demonstrates a 7.3 percentage point decrease in reading/language arts and 10.1 percentage point increase in math. Our **GOAL** is for DOHS is to have cumulative increases of 10 percentage points in 2013, 15 percentage points in 2014, and 20 percentage points over 2011 scores overall and for all student subgroups by August 2015. It is important to note that the small number of students tested (26) results in more significant swings in percentage point increases/decreases.

GOAL 1F: Support for Schools in Corrective Action (cont'd)

STRATEGY **District Support for PI Year 3 School**

Provide differentiated support to Southwest High School based on its Year 3 Program Improvement status.

ACTION STEP **School Improvement Strategies**

Identify and implement school improvement strategies and methods of instruction that are research-based and address the reasons the school progressed to Year 3 of PI.

Start-End Dates 08/05/2012 - 06/15/2014 Budgeted \$75,200.00

TASK: Effective Intervention Programs In Progress Due 8/12/2013

Develop and implement appropriate strategic and intensive intervention programs for English learners and students achieving at below grade level in ELA and math.

TASK: Intervention Program Supervision Completed Due 8/5/2012

Develop the role and responsibilities of a Teacher on Special Assignment to supervise and monitor the effectiveness of intervention programs. Advertise and select most qualified candidate.

TASK: Addressing the Needs of 9th Grade Repeaters Due 8/12/2013

Pilot an academy program that addresses the needs of freshman repeaters who are behind in credits and off track for graduation. Include intensive support in ELA and math and provide additional technology resources to enhance learning.

ACTION STEP **New Curriculum**

Institute and fully implement strategic and intensive intervention curricula that are founded on scientifically based research and offer substantial promise of improving educational achievement for low-achieving students and enabling the school to make AYP

Start-End Dates 08/05/2012 - 06/15/2014 Budgeted \$30,000.00

Timeline Notes: Scholastic's Read 180 has been selected for students writing/reading significantly below grade level enrolled in the new "Writing and Reading for Academic Proficiency" course. English 3D was selected for LTEL students enrolled in new "Accelerated Language" course (budgeted in Title III plan). A second level of "Accelerated Language" has been proposed for 2013-14. The not-yet-released high school level English 3D program will be evaluated for use as soon as the materials become available.

TASK: Reading/Writing Intervention Curriculum Completed Due 8/5/2012

Select appropriate research-based instructional materials to address the needs of students reading and writing significantly below grade level.

TASK: Academic Language Curriculum for LTELs In Progress Due 8/5/2013

Select appropriate research-based instructional materials to address the needs of Long Term English Learners.

ACTION STEP **Provide Outside Expertise**

Appoint an outside expert to advise the school on its progress.

Start-End Dates 01/15/2013 - 06/28/2013

Timeline Notes: Public Works Inc. was hired to provide technical assistance.

GOAL 1F: Support for Schools in Corrective Action (cont'd)

- TASK: Select Outside Expert** Completed Due 1/15/2013
Solicit proposals from qualified technical assistance providers. Conduct a selection process that involves all stakeholders.
- TASK: Technical Assistance** In Progress Due 6/28/2013
Contract with selected provider to conduct a needs assessment and provide feedback to the school regarding the strengths/weakness and areas of need in its instructional program. Provide technical assistance in areas of identified need.

STRATEGY District Support for PI Year 4 School

Provide differentiated support to Desert Oasis High School based on its Year 4 Program Improvement status.

ACTION STEP Provide Outside Expertise
Appoint an outside expert to advise the school on its progress.
Start-End Dates 01/15/2013 - 06/28/2013

Timeline Notes: Public Works Inc. was hired to provide technical assistance.

- TASK: Select Outside Expert** Completed Due 1/15/2013
Solicit proposals from qualified technical assistance providers. Conduct a selection process that involves all stakeholders.
- TASK: Technical Assistance** In Progress Due 6/28/2013
Contract with selected provider to conduct a needs assessment and provide feedback to the school regarding the strengths/weakness and areas of need in its instructional program. Provide technical assistance in areas of identified need.

ACTION STEP Restructuring
Restructure the instructional delivery system to better address the unique needs of students in a continuation high school setting.
Start-End Dates 08/06/2012 - 05/30/2014 Budgeted \$16,984.00

- TASK: Eliminate Contract Based Instruction** In Progress Due 8/12/2013
Complete the transition from contract-based instruction to direct or computer-based instruction in every classroom.
- TASK: Flexible Scheduling** In Progress Due 8/12/2013
Extend the school day to allow students greater attendance options. Students may be enrolled in additional periods of instruction, while other students may be allowed to come later in the morning. Opportunities for Saturday school will also be offered. C. Budde (LEA) ,
- TASK: Replace ELA and Math Staff** Completed Due 8/13/2012
Hire new English and Mathematics teachers.
- TASK: Credit Recovery** Completed Due 8/13/2012
Expand and improve opportunities for online credit recovery in order to increase the number of students fulfilling graduation requirements.

TOTAL PLAN FUNDS BUDGETED: \$1,033,184.00