



Central Union High School District

Local Educational Agency Plan

No Child Left Behind Act of 2001



2014-15 Progress Report

Board Review: October 13, 2015

County/District Code: 13-63115

Dates of Plan Duration: April 2013 through June 2017

Date of Local Board Approval: April 15, 2013

Summary of the District’s Progress Towards the Implementation of the LEA Plan Strategies and Actions

CUHSD has successfully implemented many of the actions outlined in the plan. Several action steps are in progress consistent with the timeline, while others have necessitated extension of timelines in response to a need for additional time. In some cases, the implementation has been modified or updated based on an assessment of the effectiveness of the action. All action steps support the seven goals and fifteen strategies identified below. A detailed report of the progress made in addressing step is included on the pages that follow.

GOAL 1A: Proficiency in Reading/Language Arts

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

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

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

GOAL 1B: Proficiency in Mathematics

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

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

GOAL 1C: Proficiency for High Priority Students

STRATEGY: 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.

STRATEGY: 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.

GOAL 1D: Effective Teaching and Administration

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. **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

STRATEGY: Teacher Collaboration Time - Provide regular opportunities for data-based collaboration for all teachers..

STRATEGY: 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.

GOAL 1E: Involvement, Implementing, Monitoring

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.

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

STRATEGY: Parent and Community Involvement - Involve and engage staff, parents, and community groups in academic improvement strategies.

GOAL 1F: Support for Schools in Corrective Action

STRATEGY: District Support for PI Year 3 School - Provide differentiated support to Southwest High School based on its Year 3 Program Improvement status.

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 STEPS	TASKS	IMPLEMENTATION TIMELINE	PROGRESS MONITORING & EVALUATION
GOAL 1A: Proficiency in Reading/Language Arts			
STRATEGY: Ensure that classroom instruction in English Language Arts is standards-aligned and utilizing common scope & sequence and assessments			
Convene ELA Curriculum and Assessment Team (ECAT), 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.	Identify team members and establish a schedule of meetings.	08/05/2013 - 06/30/2015 <i>Revised Timeline:</i> Ongoing	The ECAT is established and continues to meet on a regular basis. The team includes content area leads from each grade level, resource staff, and administrators. The ECAT discusses and provides direction in the areas of CCSS curricular alignment, pacing, instructional resources, professional development, and assessment. A schedule of meetings for 2015-16 has been developed.
Develop CCSS aligned common summative assessments that will replace existing benchmarks as part of the transition to CCSS.	1. Develop CCSS/SBAC-aligned summative quarterly assessments for each grade level. 2. Develop common study guides for summative assessments that are authorized for use by all content-area teachers. 3. Collect and analyze assessment results for the purposes of driving instruction and evaluating program effectiveness.	08/05/2013 - 06/30/2015 1. 6/30/2015 2. 6/30/2015 3. 5/31/2016	New summative assessments, which are CCSS aligned, were created in 2013-14, and an analysis by content teams of results occurred on a quarterly basis. Throughout the 2014-15 school year, teachers worked together to refine assessments to better address learning targets and ensure reliability as valid tools for measuring student performance. This work will continue in 2015-16.
Develop a set of frequent formative assessments that measure learning "along the way" and provide the basis for identifying topics and students in need of re-teaching.	1. Develop 10-12 common formative assessments aligned to the CCSS/SBAC which will be administered periodically and will identify students in need of reteaching.	08/05/2013 - 06/30/2015 <i>Revised Timeline:</i> Ongoing	Teams have included a common writing task in each of their realigned units. The tasks include writing summaries (9-10) and rhetorical précis (11-12), as well as writing text-based arguments, informational essays, and narrative essays. Teachers use common rubrics to give feedback to students. Teachers have worked to develop common expectations for the close reading skill of annotation. A focus for content teams is the refinement and/or development of common formative assessments, including but not limited to, the CAASPP Interim Assessments.
STRATEGY: Ensure that every student in every classroom has standards aligned core ELA instructional materials.			
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.	1. 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. 2. Determine the role and responsibilities of a Curriculum Specialist 3. Advertise and select a Curriculum Specialist from within or from outside the LEA as needed.	07/29/2013 - 06/30/2014 1. 5/31/2013 2. 5/31/2013 3. 8/01/2013 <i>Revised Timeline:</i> Ongoing	An ELA Instructional Coach provides support to teachers throughout the district. The CUHS Program Improvement Resource Teacher possesses expertise in the area of Language Arts based on her previous experience as an English teacher and as the ICOE Secondary Literacy Specialist. She contributes to districtwide professional development and support for literacy across the curriculum. The Supervisor of Instruction and EL Programs is also a literacy expert, with a special focus on effective strategies for English learners. She co-facilitates the curricular improvement efforts of the ELA and ELD programs. The district will again be contracting with ICOE for additional ELA curricular support.

ACTION STEPS	TASKS	IMPLEMENTATION TIMELINE	PROGRESS MONITORING & EVALUATION
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.	<ol style="list-style-type: none"> 1. Research available CCSS bridge materials. 2. Convene teachers to evaluate and participate in the selection of CCSS bridge materials 3. Budget for, and order CCSS bridge materials. 4. Research, evaluate and select new non-bridge CCSS materials 	<p>09/15/2013 - 6/15/2014</p> <ol style="list-style-type: none"> 1. 5/15/2013 2. 5/31/2013 3. 7/19/2013 4. 5/30/2014 <p>Revised Timeline: 5/30/2016</p>	<p>Initial review of publishers' offerings revealed that few had developed appropriate CCSS aligned ELA bridging materials. An analysis of the Expository Reading and Writing Course for 12th grade led to a decision to fully adopt the program for ongoing implementation at that grade level. Kindles were selected as a technological solution for instructional delivery and were distributed to all seniors beginning in fall 2014-15.</p> <p>Selected ERWC modules developed for grades 9-11 were determined to best meet the needs for CCSS bridging purposes. All ELA staff completed ERWC certification training. The implementation of the four modules in grades 9-11 during 2013-14 was not entirely successful as students found some of the topics to be uninteresting, and teachers felt that there were far too many activities, which were overly time consuming. For 2014-15, the number of modules was reduced and the activities streamlined. Additional CCSS aligned activities, and a greater emphasis on other writing strategies (such as <i>Six Traits</i>) were incorporated to better meet the needs and interests of students.</p> <p>A demonstration of the HMH <i>Collections</i> program was provided to all English teachers in spring 2014. Evaluation of other publishers' materials continued in 2014-15 led by English Department Chairs. A plan for review of materials has been developed. The goal is to identify appropriate grade 9-11 materials early in the year for possible mid-year piloting.</p>
STRATEGY: Ensure that classroom instruction in ELA and ELD is standards-aligned and utilizing common scope and sequence.			
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.	<ol style="list-style-type: none"> 1. Develop Pacing Guides for all grade levels 9-12. 2. Present Pacing Guides to content-area teams and ELA departments for feedback and refining 	<p>09/15/2013 - 6/15/2014</p> <ol style="list-style-type: none"> 4. 8/30/2013 5. 8/30/2013 <p>Revised Timeline: Ongoing</p>	Content leaders at each site work collaboratively to support the work of Content Teams. All teams had multiple opportunities to meet during the 14-15 school year. In addition to the seven district-wide collaboration Wednesday meetings, opportunity for teachers to be compensated for work during summer to refine curriculum guides. Teams have developed and shared guides and resources with all members via Google Drive. Work to embed Common Core based learning targets continues.
Implement and monitor the use of academic language and close analytic reading of text as key instructional strategies employed in the classroom.	1. Appropriately match research-based strategies to the TASK: delineated in the CCSS-aligned study guides and assessments.	09/15/2014 - 6/15/2015	Annotation has been identified as a key indicator of students' engaged in reading closely. The English Curriculum and Assessment Team (ECAT) worked together to develop Close Reading Guidelines to share with all departments. Close Reading has become a part of CUHSD's Common Language of Instruction and is one focus during

ACTION STEPS	TASKS	IMPLEMENTATION TIMELINE	PROGRESS MONITORING & EVALUATION
			Learning Walks. In 14-15, teachers strived to increase the volume and complexity of the texts the students encountered.
Expand student practice of writing, especially short responses to prompts developed in core academic subject areas.	1. 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	09/15/2014 - 6/15/2015	IMPLEMENTED CONSISTENT WITH TIMELINE: During 2014-15, there was a continued focus on summary/précis writing and writing text-based arguments. Content teams implemented the use of rubrics that had been aligned to the Common Core Standards. Implementation of the 6+1 Traits of Writing was less sporadic, as teams continued to evaluate whether that framework was robust enough for the demands of the Common Core. Grade 9 teachers recommitted to introducing the language of the 6+1 Traits as a foundation for writing at the secondary level.
GOAL 1B: Proficiency in Mathematics			
STRATEGY: Ensure that classroom instruction in Mathematics is standards-aligned and utilizing common scope & sequence and assessments.			
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.	1. Develop pacing guides for Algebra I, Algebra II and Geometry. 2. Present Pacing Guides to Math content-area teams for feedback and refining.	09/15/2013 - 6/15/2014 1. 6/30/2014 2. 6/30/2014 <i>Revised Timeline:</i> Ongoing	The MCAT is established and continues to meet on a regular basis. The team includes content area leads from each major math content area, resource staff, and administrators. The MCAT discusses and provides direction in the areas of CCSS curricular alignment, pacing, instructional resources, professional development, and assessment. A tentative schedule of meetings for 2015-16 has been developed. Pacing guides have been created for most content areas, but continue to be refined and updated.
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.	1. Provide training in the Eight Mathematical Practices. 2. Monitor implementation in the classroom	09/15/2014 - 6/15/2015 <i>Revised Timeline:</i> Ongoing	Introductory training in the Eight Mathematical Practices was provided during 2013-14. Discussion among math content teams occurred throughout last year as teachers grappled with ensuring that Practices were addressed across all units of instruction. Most teachers are currently at the “awareness” level and have posters identifying the practices posted in classrooms. Continued professional development in conjunction with systematic implementation of CCSS aligned curriculum is necessary for making needed instructional shifts.
Convene representatives from each high school to develop and/or refine district benchmarks used to monitor student and school progress in Mathematics.	1. 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. 2. Develop CCSS aligned common summative	08/01/2013 - 6/30/2015 1. 5/29/2015 2. 5/29/2015 3. 5/31/2016	Summative assessments that are CCSS aligned have been created, and an analysis of results continues to occur on a quarterly basis, and serve as the basis of conversation regarding best practices in instruction. For the 2014-15 school year, a teacher leader was released for a period each day to focus on refining and developing both summative and formative assessments. Content teams will

ACTION STEPS	TASKS	IMPLEMENTATION TIMELINE	PROGRESS MONITORING & EVALUATION
	<p>assessments that will replace existing benchmarks as part of the transition to CCSS.</p> <p>3. Collect and analyze assessment results for the purposes of driving instruction and evaluating program effectiveness.</p>		<p>work together to evaluate and provide feedback about assessments and make adjustments as needed in an effort to better address learning targets and ensure reliability as valid tools for measuring student performance.</p>
STRATEGY: Ensure that every student in every classroom has standards aligned core Mathematics instructional materials.			
<p>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.</p>	<ol style="list-style-type: none"> 1. Establish a committee to determine adequacy of existing materials and if necessary, evaluate new materials that are Common Core aligned. 2. Select and purchase supplemental CCSS aligned "bridge" materials to support the transition from current state standards to Common Core. 3. Research, evaluate, and select CCSS "non-bridge" materials. 	<p>08/05/2013 – 5/29/2015</p> <ol style="list-style-type: none"> 1. 6/15/2014 2. 6/28/2013 3. 5/29/2015 <p>Revised Timeline: 4/30/2016</p>	<p>Initial review of publishers' offerings revealed that there were very limited options for appropriate CCSS aligned Math bridging materials. An early analysis of the Houghton Mifflin Harcourt resources led to a decision to fully adopt the <i>Explorations in Core Math</i> program for Algebra I, Geometry and Algebra II as transitional instructional materials. While these consumable materials include valuable student practice activities, teachers found them lacking in instructional components. Online access to the pre-existing HMH core math program helped to fill in gaps.</p> <p>In 2014-15, Algebra II and Geometry classrooms continued to use the <i>Explorations</i> bridge materials. Algebra I teachers chose not to continue with <i>Explorations</i> and opted to use resources that were developed/compiled by the Central PLC team, which are available online as Google Docs. Some teachers integrated components of the Math Visions Project (MVP) lessons into their curriculum. MVP, a comprehensive integrated math program, is available online at no cost. Six teachers who participated in intensive MVP training shared new knowledge and skills with peers. While transition from a traditionally sequenced program to an integrated program was discussed in depth, the majority of teachers indicated a preference to continue with the traditional sequence.</p> <p>A plan and timeline for evaluating CCSS aligned instructional materials has been developed with the expectation that a recommendation for adoption by the Board will be submitted in early spring of 2016.</p>
<p>Secure the services of a curriculum expert (contract with external consultant) to assist with consistent implementation of common course scope and sequence in Mathematics,</p>	<ol style="list-style-type: none"> 1. Determine the role and responsibilities of a Curriculum Specialist 2. Advertise and select a Math Curriculum Specialist 	<p>08/05/2013 - 6/15/2014</p> <p>Revised Timeline: Ongoing</p>	<p>In August 2013 a new Instructional Coach specializing in Science & Math was hired. She provided significant support with assessments, curriculum alignment and pacing. Upon leaving the district, the district has advertised unsuccessfully for a suitable replacement. The district will continue its search.</p>

ACTION STEPS	TASKS	IMPLEMENTATION TIMELINE	PROGRESS MONITORING & EVALUATION
including selection of "bridge" materials to begin implementation of CCSS for High School Math.			<p>During 2014-15 a release period for a math staff department chair was granted. The focus of his work was on refining and /or creating CCSS aligned formative and summative assessments.</p> <p>Additional support services were provided by ICOE Mathematics Coordinator, Walter Lewis.</p>
GOAL 1C: Proficiency for High Priority Students			
STRATEGY: 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.			
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.	<ol style="list-style-type: none"> 1. Students who score FBB/BB on the previous year's CST will be identified to be tested for reading intervention. 2. Determine and establish exit criteria from interventions. 3. Administer and monitor formative assessments for appropriate placement and progress. 4. Ensure consistency in curriculum and pacing (i.e. overall program implementation) for intervention course. 5. Provide counseling for students not progressing and determine reasons for non-progression. Parent conferences will be held twice annually. 	<p>08/12/2013 - 6/15/2014</p> <ol style="list-style-type: none"> 1. 8/05/2013 2. 5/31/2013 3. 5/30/2014 4. 5/30/2014 5. 5/30/2014 	<p>IMPLEMENTED CONSISTENT WITH TIMELINE.</p> <p>An intensive intervention ELA course, Writing and Reading for Academic Proficiency (WRAP), was implemented at SHS in fall 2012 and at CUHS in fall 2013. The course serves ELs who are significantly below grade level in reading, and utilizes the highly acclaimed <i>Read 180</i> program as the foundation of its curriculum. The program is highly structured, assessments are embedded, and progress is continually monitored.</p>
Institute a two-period block of English 10 and a support class focused on high stakes exam preparation for targeted students.	<ol style="list-style-type: none"> 1. Students who are ELs and are true 10th graders will be placed in a 2 hour block of English 10 and support. 2. Develop formative assessments to use in 10th grade support class to determine student progress. 3. Determine and establish exit criteria from support class. 4. Administer and monitor formative assessments for student progress. 5. Ensure consistency in curriculum and pacing for support classes. 	<p>08/12/2013 - 06/15/2014</p> <ol style="list-style-type: none"> 1. 5/31/2013 2. 8/30/2013 3. 5/30/2014 4. 5/30/2014 5. 5/30/2014 	<p>In 2014-15, EL students continued to be supported in the passage of the CAHSEE exam through the inclusion of the 10 Support class. Common formative and summative exams were created and implemented. Exit criteria for the course were determined and communicated to students. Though efforts have been made to reach consistency between the schools, keeping the same teacher for that course at CUHS has resulted in greater achievement levels on CAHSEE at that school.</p>

ACTION STEPS	TASKS	IMPLEMENTATION TIMELINE	PROGRESS MONITORING & EVALUATION
	6. Provide counseling for students not progressing and determine reasons for non-progression. Parent conferences will be held twice annually.		
Provide a support class of Accelerated Language during extended day for LTEL 4-5 and during the regular school day for LTEL 3 students.	<ol style="list-style-type: none"> 1. Identify LTEL 3 - 5 students to be placed in Accelerated Language I (LTEL 3) and Accelerated Language II (LTEL 4-5). 2. Develop formative assessments to use in Accelerated Language I and II courses. 3. Determine and establish exit criteria from Accelerated Language courses. 4. Administer and monitor formative assessments for student progress. Ensure consistency in curriculum and pacing for Accelerated Language courses. 5. Provide counseling for students not progressing and determine reasons for non-progression. Parent conferences will be held twice annually. 	<p>08/12/2013 - 6/15/2014</p> <ol style="list-style-type: none"> 1. 6/28/2013 2. 3/31/2014 3. 8/12/2013 4. 5/30/2014 5. 5/30/2014 <p><i>Revised Timeline: Ongoing</i></p>	<p>Long term English Learners who are L3s continue to be served through the Accelerated Language I (ALI) course, while L4-5 students are supported through the Accelerated Language II (ALII) course.</p> <p>In ALI, students interact and debate about current issues and read and write about informational texts through the English 3D course designed by Dr. Kate Kinsella. In ALII, students are assisted with homework, have access to online interventions, learn AVID strategies for success and Academic Vocabulary through the Academic Vocabulary Toolkit, again, authored by Dr. Kate Kinsella.</p> <p>Conferences with EL students and their parents who have below a 2.0 GPA begin with 12th grade students and work back to 9th grade.</p>
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)	<ol style="list-style-type: none"> 1. Determine available resources. 2. Adapt master schedule to lengthen school day and ensure intervention sections are available during the school day as well. 	<p>08/05/2013 - 5/30/2014</p>	<p>IMPLEMENTED CONSISTENT WITH TIMELINE. Accelerated Language courses for CELDT level 2-3 students have been embedded in the school day. The primary curriculum, English 3D, emphasizes the use of academic oral language. Accelerated Language courses for CELDT Level 3-4 students are offered after school two days a week to further build students' academic language skills.</p>
<p>STRATEGY: 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.</p>			
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).	<ol style="list-style-type: none"> 1. Establish criteria for identifying students in need of Algebra intervention. 2. Enroll students likely to fail Algebra I in an intervention. 3. Allocate funds for targeted intervention for students who are failing Algebra I. 4. Develop formative assessments to use in Algebra I intervention to determine student 	<p>08/05/2013 - 5/30/2014</p> <ol style="list-style-type: none"> 1. 6/28/2013 2. 7/22/2013 3. 5/31/2013 4. 8/06/2013 	<p>With the elimination of CSTs, early placement of students in 9th grade intervention courses presents challenges.</p> <p>At Central Algebra students who do not demonstrate mastery of standards on classroom assessments are assigned to mandatory intervention after school three days a week. Students who demonstrate mastery on standards aligned assessments are able to exit intervention. At Southwest, a plan for an after school intervention for 9th grade student who are failing Algebra I is being</p>

ACTION STEPS	TASKS	IMPLEMENTATION TIMELINE	PROGRESS MONITORING & EVALUATION
	<p>progress.</p> <p>5. Determine and establish exit criteria from Algebra I intervention.</p> <p>6. Administer and monitor formative assessments for student progress and intervene when appropriate.</p>	<p>5. 7/01/2013</p> <p>6. 3/14/2014</p>	<p>developed for implementation in second semester.</p> <p>At Southwest, teachers identify and bring in their own students for after school remediation (reteach, retake, replace model) individually.</p>
<p>Integrate more relevance, application, and hands-on learning (including use of instructional technology) into intervention and/or support in Mathematics.</p>	<p>1. Monitor the integration of more relevant, application and hands-on learning in intervention courses in Algebra I.</p>	<p>08/12/2013 - 05/30/2014</p>	<p>Administrators report observing instruction that reflects increased relevance, application and hands-on strategies in mathematics classrooms. More teachers are taking advantage of available professional development opportunities in these areas and are applying what is learned in their classes.</p> <p>Some teacher participated in Math Visions Project (MVP) training during summer in 2014. Some teachers implemented components of the MVP program. Teachers are working collaboratively to develop more performance based tasks for students to complete during the 2015-2016 school year as site and district teams.</p>
<p>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.</p>	<p>1. 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.</p>	<p>05/31/2013 - 6/15/2015</p>	<p>Semester based courses continued to be offered during 2014-15. Although Public Works expressed their opinion that this was a highly effective practice, in discussions among math teachers, the effectiveness is being questioned. As the district aligns curriculum to CCSS, considers new instructional materials, and improves intervention practices, the semester re-start practice will need to be further evaluated. The possibility of limiting semester-based to Algebra I has been proposed.</p>
<p>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)</p>	<p>1. Determine available resources.</p> <p>2. Adapt master schedule to lengthen school day and ensure appropriate sections are available during the school day for intervention.</p>	<p>08/05/2013 - 5/30/2014</p> <p>Revised Timeline: 8/31/2015</p>	<p>At Central after school Algebra intervention is offered for students not passing formative assessments. A Math Support section is offered during the regular day for students in grades 10-12 with a focus on fundamental math skills.</p> <p>At Southwest a meeting for parents of students who were below proficient and struggling to pass the high school exit exam was held early in the year. Saturday “Boot Camps” were offered in order to provide additional support for students who need it. The development of an after-school intervention for students failing Algebra was planned for implementation in fall of 2015.</p>

ACTION STEPS	TASKS	IMPLEMENTATION TIMELINE	PROGRESS MONITORING & EVALUATION
GOAL 1D: Effective Teaching and Administration			
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.			
Provide teachers with in-depth training on the structure, content, and pedagogical implications of the CCSS in ELA.	<ol style="list-style-type: none"> 1. Provide professional development for newly reconfigured Curriculum and Assessment Team on writing a Scope and Sequence and Pacing Guide aligned to CCSS. 2. Provide teachers with on-going professional development and support on the CCSS and implications for effective CCSS-aligned instruction. 3. Provide professional development in the use of CCSS-aligned ELA materials. 	<p>08/05/2013 - 5/29/2015</p> <ol style="list-style-type: none"> 1. 12/31/2013 2. 5/29/2015 3. 8/29/2014 	<p>IMPLEMENTED CONSISTENT WITH THE TIMELINE.</p> <p>All teachers have had numerous opportunities to participate in professional development regarding the CCSS beginning with broad overview training in August 2013. Also offered at that time was more in-depth training regarding close reading, writing strategies, and depth of knowledge. Since that time several ELA teachers participated in CCSS training at ICOE. Collaborative work among content teams have involved ongoing opportunities for work with instructional coaches and the exchange of ideas regarding effective CCSS aligned instructional practices.</p>
Continue to reinforce the use of Explicit Direct Instruction (EDI) as a framework for lesson design in all subject areas.	<ol style="list-style-type: none"> 1. 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. 	<p>09/15/2013 - 6/15/2015</p> <p>5/29/2015</p>	<p>IMPLEMENTED CONSISTENT WITH TIMELINE.</p> <p>Training in Explicit Direct Instruction provided by Data Works consultants was offered at DOHS the past two years. At CUHS & SHS, Instructional Coaches provided ongoing professional development in <i>checking for understanding</i>, <i>learning targets</i> and <i>common language of instruction</i>. Learning Walk observations focused on monitoring and feedback in the implementation of these strategies. Overview training for BTSAs participants was also provided by district staff with more in-depth training offered by ICOE.</p>
Focus training on Common Core State Standards in ELA on promotion of academic language and close analytic reading as key instructional strategies.	<ol style="list-style-type: none"> 1. 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. 	<p>09/15/2013 - 6/15/2014</p> <p>5/30/2014</p> <p><i>Revised Timeline:</i> Ongoing</p>	<p>Close analytic reading is a component of the “Common Language of Instruction” and was included in the training provided as part of the Learning Walk process. Selected ELA teachers participated in the Academic Language Toolkit training provided through ICOE. Content area teachers of English Learners participated in a full day of Academic Language professional development, which combined Kinsella’s vocabulary routines and California Reading and Literature Project’s Close Reading routine.</p>
Provide faculty with additional training on “Six Traits of Writing” so more teachers are equipped to promote writing skill development in all subject areas.	<ol style="list-style-type: none"> 1. 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. 2. 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. 	<p>08/05/2013 - 6/15/2014</p> <ol style="list-style-type: none"> 1. 8/30/2013 2. 5/30/2014 	<p>IMPLEMENTED CONSISTENT WITH TIMELINE.</p> <p>In lieu of the <i>Six Traits of Writing</i> training, Instructional Coaches provided training in <i>Step Up to Writing</i> in spring 2014, which focused specifically on the trait of “organization”.</p>

ACTION STEPS	TASKS	IMPLEMENTATION TIMELINE	PROGRESS MONITORING & EVALUATION
Provide ELD teachers with additional training on Scholastic's English 3D: Academic Language for the Common Core.	<ol style="list-style-type: none"> 1. 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. 2. 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 strategies. 3. 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. 	<p>08/05/2013 - 6/15/2015</p> <ol style="list-style-type: none"> 1. 5/30/2014 2. 5/30/2014 3. 5/30/2014 	<p>IMPLEMENTED CONSISTENT WITH TIMELINE.</p> <p>ELA teachers of EL Program courses participated in either the Academic Language Toolkit or the English 3D initial training during 2013-14.</p> <p>As part of the Learning Walk process classrooms were observed for the use of identified strategies. Through a self-reflective culminating activity, each participant reported their own assessment of effectiveness which was compiled in a shared Google Doc.</p>
<p>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.</p>			
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.	<ol style="list-style-type: none"> 1. Secure the services of a mathematics curriculum expert to contract for on-site professional development in mathematics pedagogy and content. 2. Provide professional development to the Mathematics Curriculum and Assessment Team on writing a Scope and Sequence and Pacing Guide aligned to CCSS. 3. Provide professional development in the use of CCSS-aligned mathematics materials. 4. Provide professional development in the use of hands-on learning methodologies including manipulatives and technology in the classroom 	<p>08/04/2014 - 6/15/2015</p> <ol style="list-style-type: none"> 1. 6/15/2014 2. 12/31/2013 3. 8/29/2014 4. 5/30/2014 <p><i>Revised Timeline:</i> Ongoing</p>	<p>The Instructional Coach for Science/Math worked extensively with the math department throughout 2013-14. Additionally, Walter Lewis, the ICOE Secondary Math Specialist, provided additional training and support during the 2014-15 school year.</p> <p>Because the Instructional Coach returned to the classroom, the district relied more heavily on the services of ICOE during the 2014-15 school year. In addition, a math teacher on staff was allocated release time to focus on developing valid and reliable formative and summative assessment.</p> <p>District and site administration will continue to work with math teachers in identifying professional development needs. Although ICOE does not currently have a person in the position of Secondary Math Coordinator, they have committed to supporting the district in the delivery of appropriate training.</p>
Continue to reinforce the use of Explicit Direct Instruction (EDI) as a framework for lesson design in all subject areas.	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	08/12/2013 - 6/15/2015	<p>IMPLEMENTED CONSISTENT WITH TIMELINE.</p> <p>Training in Explicit Direct Instruction provided by Data Works consultants was offered at DOHS last year and in August of the current year. At CUHS and SHS, Instructional Coaches, provided</p>

ACTION STEPS	TASKS	IMPLEMENTATION TIMELINE	PROGRESS MONITORING & EVALUATION
	EDI components, monitoring by administrators and feedback to teachers.		ongoing professional development in <i>checking for understanding</i> , <i>learning targets</i> and <i>common language of instruction</i> throughout the 2013-14 school year. Learning Walk observations focused on monitoring and feedback in the implementation of these strategies. Overview training for BTSA participants was also provided by coaches in conjunction with training offered by ICOE.
STRATEGY: Teacher Collaboration Time - Provide regular opportunities for data-based collaboration for all teachers.			
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.	Sites will have workshops/book studies on the PLC Model (DuFour), and Administrators will provide training on procedures for collaboration time.	5/30/2014	<p>IMPLEMENTED CONSISTENT WITH TIMELINE.</p> <p>All Department Chairs, Content Leads, district Collaborative Wednesday facilitators and administrators were trained in PLC foundations in September, 2013. On-going support of PLC work was provided throughout the year.</p> <p>Update: The need for refresher training in effective PLC's has been identified, and will be revisited as a PD focus.</p>
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.	Administration will provide workshops for teachers on the effective use of collaboration time, data analysis, unit design, and assessments.	09/15/2013 - 5/31/2017	Collaboration time is allocated on 13 minimum days throughout the year. Three of those dates are specifically designated for collaborative review and analysis of common assessment data. Teachers of the same content also use this time for planning common pacing, classroom activities, and units of instruction. Instructional coaches provided training to all Content Team Leads in effective collaboration techniques. The use of Google Docs for sharing work is being emphasized district-wide. Work in this area will continue over the next three years.
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.	Site administrators will work with Instructional 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.	<p>08/05/2013 - 6/15/2015</p> <p>5/30/2015</p> <p>Revised Timeline: Ongoing</p>	<p>In English, teachers of the same grade level discussed samples of student work during a collaboration meeting last year. Structure and focus in this area needs to be further developed during the current year. Writing rubrics for ERWC and other writing assignments have been created or adopted.</p> <p>Additional work in this area will be a focus of other content areas over the next two years.</p> <p>Administrators serve as facilitators during all Content Team meetings that occur on minimum day Wednesdays.</p>

ACTION STEPS	TASKS	IMPLEMENTATION TIMELINE	PROGRESS MONITORING & EVALUATION
STRATEGY: Provide site-based <u>administrators</u> with professional development tied to supporting and monitoring standards-based instruction, ensuring data-driven school decisions, and assisting in the transition to CCSS.			
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.		08/04/2014 - 6/30/2016	Site and district administrators have participated in a number of professional development activities designed to improve their skills as school leaders, including: -ACSA's Principal Academy -AVID Summer Institute -WASC - NASSP National Conference (SHS) - International Baccalaureate Administrator Training - ASCD DVD Series "Leading Difficult Conversations" Study Group - Book study of <i>Building a Culture of Hope</i> . - Book study of <i>Good to Great</i>
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.		08/05/2013 - 6/15/2015	In addition to training provided within the district by Instructional Coaches, administrators took advantage of a number of opportunities for professional development related to the transition to Common Core Standards, including: -Expository Reading and Writing Course Training -International Baccalaureate Training -High Quality Teaching -California STEM Symposium -English Learners & the California Common Core Standards
Train site administrators on a district-wide classroom walkthrough protocol and provision of feedback to teachers.	1. 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	01/06/2014 - 6/15/2015 5/30/2014	IMPLEMENTED CONSISTENT WITH TIMELINE. In 2013-14 the Data-in-a-Day observation protocol was replaced with the Learning Walk process. All site administrators participated in Learning Walk training provided by Instructional Coaches followed by a day spent observing classrooms and reflecting on teaching practices. Subsequent Learning Walks that took place throughout the year involved teachers observing their peers. Administrators at the sites conducted frequent informal walkthroughs and give appropriate feedback when needed. However, the protocols among the sites vary from school to school. The Supervisor of Instruction and English Learner Programs conducted observations and provided feedback to teachers of EL students.

ACTION STEPS	TASKS	IMPLEMENTATION TIMELINE	PROGRESS MONITORING & EVALUATION
GOAL 1E: Involvement, Implementing, Monitoring			
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.			
Continue to address the issues related to the <i>Aeries</i> student information system. CUHSD will work with Eagle software personnel to correct the problems currently associated with the analytic tool.	<ol style="list-style-type: none"> 1. Site administrative staff will develop data entry protocols. 2. Site administrators will ensure that staff members responsible for data input receive appropriate training that builds capacity around access, analysis, and reporting formats. 	<p>09/15/2013 - 6/15/2014</p> <ol style="list-style-type: none"> 1. 1/31/2014 2. 6/1/2014 	<p>IMPLEMENTED CONSISTENT WITH TIMELINE.</p> <p>After providing extensive professional development and committing significant time and effort toward making <i>Aeries Analytics</i> work as an effective tool for assessment and analysis, it was determined in spring of 2014 that the district needed to transition to another system that was more fully developed and user friendly for teachers. The Board approved acquisition of the Educators Assessment and Data Management System (EADMS), which was introduced during the 2014-15 school year. Training was provided and some teachers piloted the use of the tool. Additional training was provided in August 2015 with the expectation that all commonly administered assessment will use the program for generation and analysis of student results.</p>
Ensure all staff members develop fluency and capacity in data access, analysis, and reporting formats.	<ol style="list-style-type: none"> 1. 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. 2. 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. 	<p>09/15/2013 - 6/15/2014</p>	<p>As indicated above, a transition from Aeries Analytics to the EADMS program has taken place. All teachers have received training.</p> <p>IMPLEMENTED CONSISTENT WITH TIMELINE.</p> <p>The Supervisor of Instruction and Technology position was created and filled in the fall of 2013. Ms. Quijada will continue to facilitate training designed to assist teachers in more effectively accessing and using data to guide instruction.</p>
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.		<p>08/15/2014 - 6/15/2015</p>	<p>Using a districtwide goal-setting form, content teams worked together to establish goals for student performance.</p>
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.		<p>09/01/2014 - 5/31/2016</p>	<p>Discussions about the best methods for tagging students and monitoring progress have taken place. Identifying pre and post measures that can be directly linked to specific interventions has proven to be challenging, and will continue to be evaluated.</p> <p>Monitoring of student performance through grades in core courses after and while attending specific EL support classes is being conducted.</p>

ACTION STEPS	TASKS	IMPLEMENTATION TIMELINE	PROGRESS MONITORING & EVALUATION
STRATEGY: Increase articulation of services among educational levels including middle school, high school, and post-secondary partners.			
Hold articulation meetings with area postsecondary institutions (IVC, SDSU, etc.) tied to CCSS transition (i.e., college and career readiness).	Calendar dates and times for meetings with IVC / SDSU representatives for the purpose of analyzing EAP & AccuPlacer results, current Math/English course placement of former CUHSD students, and other applicable student data.	09/15/2013 - 6/15/2017 Ongoing	District and site administrators met last year on several occasions with IVC counselors, administrators, and department chairs. Issues related to student readiness, AccuPlacer results, and concurrent enrollment were discussed. Meetings and discussion with IVC staff occurred, specifically for the purpose of discussing possibilities for offering IVC courses on our campuses. As a result, two IVC courses were offered at SHS during summer 2015. The Assistant Superintendent and ELA teachers met with ELA staff at IVC to discuss placement of students who had scored at the “Ready” or “Conditionally Ready” level on the EAP. District and site administrators, as well as teachers, collaborated in the development of a successful Career Pathways Trust grant. Implementation is currently underway.
Create a specific plan and schedule for holding regular articulation meetings with all feeder middle schools.	<ol style="list-style-type: none"> 1. 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. 2. 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. 	01/15/2014 - 6/15/2016 1. 6/15/2014 2. 6/15/2015 <i>Revised Timeline:</i> Ongoing	Assistant Principals scheduled articulation meetings with feeder districts during 2014-15. Meeting minutes reflect topics of discussion. Data was shared and used for program placement purposes. Feeder middle schools identified 8 th grade students who failed to meet all of the requirements necessary for successful completion of eighth grade. Those students were recommended for participation in a CUHSD summer intervention program.
STRATEGY: Parent and Community Involvement - Involve and engage staff, parents, and community groups in academic improvement strategies.			
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.	Site Administrators, Resource Staff, and Counselors will annually develop a calendar of meetings and develop appropriate agendas.	09/15/2013 - 06/15/2015 Annually thru 6/1/2017	A wide variety of meeting were held at the schools last year that are tailored to specific student groups, including: <ul style="list-style-type: none"> • Migrant Parent Advisory Committee Meetings (6 per year) • English Learner Advisory Committee Meetings (both district and site level) • ELD Parent Meetings at SHS (4 per year. Will also be held at CUHS this year). • Band and Athletic Booster Club Meetings • LCFF Stakeholders Meetings • District Parent Advisory Meeting • School Site Council Meetings

ACTION STEPS	TASKS	IMPLEMENTATION TIMELINE	PROGRESS MONITORING & EVALUATION
			<ul style="list-style-type: none"> Incoming 9th Grade Parent Meeting Title I Parent Meeting Parent Meeting for 11th/12th graders who haven't passed CAHSEE (at SHS)
Implement an automated parent notification system at all schools to send automated messages home and monitor parent-school communication.		09/15/2013 - 06/15/2014	<p>IMPLEMENTED CONSISTENT WITH TIMELINE.</p> <p>The District purchased and began use of the Blackboard Connect System in the fall of 2013. The system is routinely used by administration, teachers, and other staff to inform parents about a wide variety of school events, student attendance, and classroom matters.</p>
Increase interactions with the community at large and promote awareness of high school activities and priorities.	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.	09/15/2013 - 06/15/2015 Annually thru 6/1/2017	<p>The schools employ a variety of methods for informing parents and community about school events. The Blackboard Connect phone dialer system is the primary method used for notifying parents, but the marquees at each site, school and district websites, as well as newspaper ads are also used as communication tools.</p> <p>Performances by music programs, dance, and drama groups occur frequently throughout the year and are generally well attended. Events such as LCFF Stakeholders meetings, bi-annual Career Days, Art Showcases, as well as athletic competitions provide opportunities for the community at large to engage in school activities.</p>
GOAL 1F: Support for Schools in Corrective Action			
STRATEGY: District Support for PI Year 3 School - Provide differentiated support to Southwest High School based on its Year 3 Program Improvement status.			
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.	<ol style="list-style-type: none"> Develop and implement appropriate strategic and intensive intervention programs for English learners and students achieving at below grade level in ELA and math. 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. 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 	08/05/2012 - 06/15/2014	<p>IMPLEMENTED CONSISTENT WITH TIMELINE:</p> <p>A number of intervention services have been developed and are offered at SHS including:</p> <ul style="list-style-type: none"> Accelerated Language I & II (for LTEL students) Writing & Reading for Academic Proficiency (Read 180) Skills for Academic Success (SAS) – after school Summer Connections Program for Incoming 9th Graders Study Island for Algebra I students with skill gaps Walk-in tutoring after school <p>A teacher on special assignment was provided release time to oversee the after school intervention program. Students needing support services are appropriately placed and follow-up meetings for students participating in the program are conducted. The GPA of SAS participants is monitored each quarter, and when necessary SST meetings are held to address concerns related to students</p>

ACTION STEPS	TASKS	IMPLEMENTATION TIMELINE	PROGRESS MONITORING & EVALUATION
	and math and provide additional technology resources to enhance learning.		<p>making insufficient progress.</p> <p>An academy for students repeating 9th grade served 20 students in 2013-14. Success was mixed, despite parent conferences, support classes for English and Math, and site based counseling. It was determined that a modification was needed for the 14-15 academic year during which the academy served 18 students who began their day with a SAS class.</p> <p>UPDATE: After considerable evaluation of the SHS Academy and the Phoenix Rising program, it was determined that reclassified freshmen would be best served in this setting. Initial reports of student progress are very positive.</p>
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	<ol style="list-style-type: none"> 1. Select appropriate research-based instructional materials to address the needs of students reading and writing significantly below grade level. 2. Select appropriate research-based instructional materials to address the needs of Long Term English Learners. 	<p>08/05/2012 - 06/15/2014</p> <ol style="list-style-type: none"> 1. 8/5/2012 2. 8/5/2013 	<p>IMPLEMENTED CONSISTENT WITH TIMELINE.</p> <p>Scholastic's Read 180 was 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" was implemented in 2013-14 using the high school level English 3D program</p>
Appoint an outside expert to advise the school on its progress.	<ol style="list-style-type: none"> 1. Solicit proposals from qualified technical assistance providers. Conduct a selection process that involves all stakeholders. 2. 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. 	<p>01/15/2013 - 06/28/2013</p> <ol style="list-style-type: none"> 1. 1/15/2013 2. 6/28/2013 	<p>IMPLEMENTED CONSISTENT WITH TIMELINE.</p> <p>Public Works Inc. was hired to provide technical assistance to the school. A needs assessment was completed and assistance with the revision of the SPSA was provided.</p>
STRATEGY: District Support for PI Year 4 School - Provide differentiated support to Desert Oasis High School based on its Year 4 Program Improvement status.			
Appoint an outside expert to advise the school on its progress.	<ol style="list-style-type: none"> 1. Solicit proposals from qualified technical assistance providers. Conduct a selection process that involves all stakeholders. 2. 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. 	<p>01/15/2013-06/28/2013</p> <ol style="list-style-type: none"> 1. 1/15/2013 2. 6/28/2013 	<p>IMPLEMENTED CONSISTENT WITH TIMELINE.</p> <p>Public Works Inc. was hired to provide technical assistance to each of the schools. A needs assessment was completed and assistance with the revision of the SPSA was provided</p>


ACTION STEPS	TASKS	IMPLEMENTATION TIMELINE	PROGRESS MONITORING & EVALUATION
Restructure the instructional delivery system to better address the unique needs of students in a continuation high school setting.	<ol style="list-style-type: none"> 1. Complete the transition from contract-based instruction to direct or computer-based instruction in every classroom. 2. 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. 3. Hire new English and Math teachers. 4. Expand and improve opportunities for online credit recovery in order to increase the number of students fulfilling graduation requirements. 	08/06/2012	<p>IMPLEMENTED CONSISTENT WITH TIMELINE.</p> <p>Contract-based instruction was discontinued. The school day has been extended. New English and math teachers were hired. Online credit recovery opportunities were expanded.</p>


Student Achievement on State Assessments

**California High School Exit Exam (CAHSEE) Results
for Mathematics and English-Language Arts (ELA) by Program for Grade 10**

	School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient Students	Economically Disadvantaged	Not Economically Disadvantaged
2015	Central Union High	# Tested	Math	472	38	85	192	350	110
	Central Union High	Passing	Math	416 (88%)	13 (34%)	56 (66%)	180 (94%)	302 (86%)	103 (94%)
	Central Union High	# Tested	ELA	479	38	89	193	355	111
	Central Union High	Passing	ELA	419 (87%)	14 (37%)	53 (60%)	182 (94%)	306 (86%)	102 (92%)
	Desert Oasis High, Cont.	# Tested	Math	39	3	21	6	35	2
	Desert Oasis High, Cont.	Passing	Math	24 (62%)	-	11 (52%)	5 (83%)	20 (57%)	2 (100%)
	Desert Oasis High, Cont.	# Tested	ELA	38	3	20	8	34	2
	Desert Oasis High, Cont.	Passing	ELA	30 (79%)	-	13 (65%)	8 (100%)	26 (76%)	2 (100%)
	Southwest High	# Tested	Math	443	37	93	172	301	123
	Southwest High	Passing	Math	394 (89%)	10 (27%)	70 (75%)	167 (97%)	264 (88%)	113 (92%)
	Southwest High	# Tested	ELA	447	38	95	170	301	127
	Southwest High	Passing	ELA	369 (83%)	12 (32%)	47 (49%)	161 (95%)	235 (78%)	118 (93%)
2014	Central Union High	# Tested	Math	460	41	94	150	316	132
	Central Union High	Passing	Math	402 (87%)	14 (34%)	59 (63%)	138 (92%)	266 (84%)	124 (94%)
	Central Union High	# Tested	ELA	452	40	90	150	311	129
	Central Union High	Passing	ELA	386 (85%)	18 (45%)	51 (57%)	136 (91%)	259 (83%)	117 (91%)
	Desert Oasis High, Cont.	# Tested	Math	51	8	32	7	39	7
	Desert Oasis High, Cont.	Passing	Math	21 (41%)	-	11 (34%)	-	17 (44%)	-
	Desert Oasis High, Cont.	# Tested	ELA	49	7	31	7	36	7
	Desert Oasis High, Cont.	Passing	ELA	22 (45%)	-	10 (32%)	-	14 (39%)	-
	Southwest High	# Tested	Math	470	42	116	168	320	111
	Southwest High	Passing	Math	392 (83%)	8 (19%)	61 (53%)	163 (97%)	258 (81%)	101 (91%)
	Southwest High	# Tested	ELA	470	41	121	165	322	110
	Southwest High	Passing	ELA	383 (81%)	10 (24%)	53 (44%)	161 (98%)	253 (79%)	100 (91%)

The percentage of students passing was up in both Math and ELA among nearly all subgroup populations. One exception was RFEF students at SHS where there was a slight decrease from 97% to 95% but not considered statistically significant. The other exception is Special Ed students in ELA at Central, however the number of test takers in the subgroup is so small that just a few students have a notable impact on percentage rates, and not outside of the expected norms for variation.

 Areas in which there was increase in percentage rate between 2014 & 2015

 Areas in which there was decrease in percentage rate between 2014 & 2015



2015 Test Results for English Language Arts/Literacy and Mathematics

California Assessment of Student Performance and Progress

ALL Students (Gr. 11)	English Language Arts						
	Percentage of Students at Each Achievement Level						
	Achievement Level	Central	Southwest	Desert	District	County	State
	Standard Exceeded	24%	18%	0%	21%	13%	23%
	Standard Met	43%	36%	27%	39%	27%	33%
	Standard Nearly Met	24%	26%	27%	25%	27%	24%
Standard Not Met	9%	20%	47%	15%	31%	20%	
ALL Students (Gr. 11)	Mathematics						
	Percentage of Students at Each Achievement Level						
	Achievement Level	Central	Southwest	Desert	District	County	State
	Standard Exceeded	2%	6%	0%	4%	4%	11%
	Standard Met	18%	15%	0%	16%	15%	18%
	Standard Nearly Met	34%	26%	0%	29%	27%	25%
Standard Not Met	46%	52%	100%	50%	55%	45%	

In Spring 2015, districts throughout the state officially administered the CAASPP exams for the first time and established baseline data. CUHSD results in English compared favorably with both the County and State. There were some significant variations among the district's schools, however, which staff are currently analyzing and discussing.

The district's results in mathematics were slightly higher than the County, but considerably lower than the State levels. Again, there were measurable differences among the district's schools. Planning for additional professional development and selection of better aligned instructional materials are well underway in an effort to adapt practices which will lead to improved achievement.

CUHSD Student Subgroups (Gr. 11)	English Language Arts						
	Percentage of Students at Each Achievement Level						
	Achievement Level	Economically Disadvantaged	Not Economically Disadvantaged	English Learners >12 mos	Reclassified Fluent Eng. Proficient	Students with Disability	Migrant
	Standard Exceeded	17%	30%	1%	20%	2%	10%
	Standard Met	38%	41%	16%	46%	10%	37%
	Standard Nearly Met	28%	18%	34%	27%	33%	31%
Standard Not Met	18%	11%	50%	6%	55%	22%	
CUHSD Student Subgroups (Gr. 11)	Mathematics						
	Percentage of Students at Each Achievement Level						
	Achievement Level	Economically Disadvantaged	Not Economically Disadvantaged	English Learners >12 mos	Reclassified Fluent Eng. Proficient	Students with Disability	Migrant
	Standard Exceeded	3%	7%	0%	5%	0%	2%
	Standard Met	13%	23%	1%	17%	2%	9%
	Standard Nearly Met	28%	32%	15%	34%	3%	23%
Standard Not Met	56%	38%	84%	44%	95%	66%	

Significant variances in subgroup performance is also clearly noted. Program staff will evaluate support systems and adjust accordingly to address areas of need.

2013-14 & 2014-15 Title III Accountability Reports		
Local Educational Agency (LEA) Level Data		
The Title III Accountability Report indicates the status of each Title III-funded local educational agency (LEA) or consortium in meeting the three annual measurable achievement objectives (AMAOs).		
AMAO 1 - Percentage of ELs Making Annual Progress in Learning English		
	2013-14	2014-15
Number of Annual CELDT Takers	782	755
Number with Required Prior CELDT Scores	782	755
Percentage with Required Prior CELDT Scores	100%	100.00%
Number in Cohort Meeting Annual Growth Target	481	476
Percentage Meeting AMAO 1 in LEA	61.5%	63.00%
Target	59.0%	60.5
Met Target for AMAO 1	Yes	Yes
AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT		
Less than 5 Years Cohort	2013-14	2014-15
Number of 2013-14 English Learners in Cohort	258	281
Number in Cohort Attaining the English Proficient Level	38	45
Percentage in Cohort Attaining the English Proficient Level	14.7%	16.0%
2013-14 Target	22.8%	24.2%
Cohort Met Target	No	No
5 Years or More Cohort		
Number of 2013-14 English Learners in Cohort	628	593
Number in Cohort Attaining the English Proficient Level	319	318
Percentage in Cohort Attaining the English Proficient Level	50.8%	53.6%
Target	49.0%	50.9%
Cohort Met Target	Yes	Yes
Met Targets for AMAO 2	No	No
AMAO 3 - Adequate Yearly Progress for EL Student Group at the LEA Level		
English-Language Arts	2013-14	2014-15
Met Participation Rate for English Learner student group	Yes	Data Not Yet Released by the CDE
Met Percent Proficient or Above for English Learner student group	No	
Mathematics		
Met Participation Rate for English Learner student group	Yes	
Met Percent Proficient or Above for English Learner student group	No	
Met Graduation Rate for English Learner student group	Yes	
Met Targets for AMAO 3	No	

Adequate Yearly Progress

English Language Arts

2013, 2014, 20015- Disaggregated AYP Proficiency Data 10th Grade CAHSEE - score of >380

Central	2013 Target 88.9%				2014 Target 100%				2015 Target 100%			
	Valid Scores	No. At-Above Profic	% At-Above Profic	Met AYP	Valid Scores	No. At-Above Profic	% At-Above Profic	Met AYP	Valid Scores	No. At-Above Profic	% At-Above Profic	Met AYP
Schoolwide	408	233	57.1%	No	426	248	58.2%	No				
Af. Amer/Black	6	x	x	•	9	x	x	•				
Asian/Filipino	2	x	x	•	5	x	x	•				
Latino	387	220	56.8%	No	391	224	57.3%	No				
White	12	9	75.0%	•	19	14	73.7%	•				
SocEcDis	294	153	52.0%	No	303	153	50.5%	No				
English Learner	159	43	27.0%	No	177	63	35.6%	SH				
Stu w/Disability	39	9	23.1%	•	47	9	19.1%	•				

Southwest	2013 Target 88.9%				2014 Target 100%				2015 Target 100%			
	Valid Scores	No. At-Above Profic	% At-Above Profic	Met AYP	Valid Scores	No. At-Above Profic	% At-Above Profic	Met AYP	Valid Scores	No. At-Above Profic	% At-Above Profic	Met AYP
Schoolwide	453	263	58.1%	No	457	263	57.5%	No				
Af. Amer/Black	3	x	x	•	3	x	x	•				
Asian/Filipino	14	12	85.7%	•	9	x	x	•				
Latino	401	222	55.4%	No	411	226	55.0%	No				
White	32	26	81.3%	•	30	24	80.0%	•				
SocEcDis	329	168	51.1%	No	328	175	53.4%	SH				
English Learner	189	52	27.5%	No	200	60	30.0%	No				
Stu w/Disability	39	5	12.8%	•	42	6	14.3%	•				

Data scheduled to be released by CDE in late October.

• Subgroup not numerically significant -A subgroup is defined as numerically significant for percent proficient if it has 100 or more students with valid scores or 50 or more students with valid scores who make up at least 15 percent of the total valid scores
 x - Valid Scores less than 11. Confidentiality concern.

Adequate Yearly Progress

Mathematics

2013, 2014, 2015 - Disaggregated AYP Proficiency Data 10th Grade CAHSEE - score of >380

Central	2013 Target 88.9%				2014 Target 100%				2015 Target 100%			
	Valid Scores	No. At-Above Profic	% At-Above Profic	Met AYP	Valid Scores	No. At-Above Profic	% At-Above Profic	Met AYP	Valid Scores	No. At-Above Profic	% At-Above Profic	Met AYP
Schoolwide	408	269	65.9%	No	430	278	64.7%	No				
Af. Amer/Black	6	x	x	•	9	x	x	•				
Asian/Filipino	2	x	x	•	5	x	x	•				
Latino	387	250	64.6%	No	395	255	64.6%	No				
White	12	11	91.7%	•	19	15	78.9%	•				
SocEcDis	293	180	61.4%	No	306	187	61.1%	No				
English Learner	159	74	46.5%	No	179	90	50.3%	SH				
Stu w/Disability	40	11	27.5%	•	48	13	27.1%	•				

Southwest	2013 Target 88.9%				2014 Target 100%				2015 Target 100%			
	Valid Scores	No. At-Above Profic	% At-Above Profic	Met AYP	Valid Scores	No. At-Above Profic	% At-Above Profic	Met AYP	Valid Scores	No. At-Above Profic	% At-Above Profic	Met AYP
Schoolwide	454	286	63.0%	No	456	291	63.8%	No				
Af. Amer/Black	3	x	x	•	3	x	x	•				
Asian	14	13	92.9%	•	9	x	x	•				
Latino	402	239	59.5%	No	410	253	61.7%	No				
White	32	29	90.6%	•	30	25	83.3%	•				
SocEcDis	330	190	57.6%	No	327	194	59.3%	SH				
English Learner	192	81	42.2%	No	197	81	41.1%	No				
Stu w/Disability	39	10	25.6%	•	43	6	14.0%	•				

Data scheduled to be released by CDE in late October.

• Subgroup not numerically significant - A subgroup is defined as numerically significant for percent proficient if it has 100 or more students with valid scores or 50 or more students with valid scores who make up at least 15 percent of the total valid scores
 x - Valid Scores less than 11. Confidentiality concern.