

Local Educational Agency Plan

No Child Left Behind Act of 2001 Santa Barbara Unified School District



LEA Plan Information:

Name of Local Educational Agency (LEA): Santa Barbara Unified School District
County/District Code: 42-69278
Dates of Plan Duration (should be five-year plan): 7/1/2011 - 7/1/2016
Date of Local Governing Board Approval: 6/28/2011

District Superintendent: Dr. J. Brian Sarvis

Address: 720 Santa Barbara St.

City: Santa Barbara Zip Code: 93101

Phone: (805) 963-4338 Fax:

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

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

Dr. J. Brian Sarvis

Printed or typed name of Superintendent Date Signature of Superintendent

Annette Cordero

Printed or typed name of Board President Date Signature of Board President

Local Educational Agency Plan

Recommendations

The LEA consulted with the following groups in the development of the LEA Plan to the extent required under the Federal law governing each program included in the LEA Plan.

District Governing Board Members

Member Name	Contact Information	Review Date	Represents
Kate Parker	kparker@sbsdk12.org	6/28/2011	Member
Susan Christol Deacon	sdeacon@sbsdk12.org	6/28/2011	Vice President
S. Monique Limon	limon4sbschools@gmail.com	6/28/2011	Member
Annette Cordero	acordero@sbsdk12.org	6/28/2011	President
H. Edward Heron	edheron@cox.net	6/28/2011	Member

Teachers 2/23/2011

Parents 5/26/2011

Community Committee 5/26/2011

Local Educational Agency Plan

PROGRAMS CHECKLIST

Checkmarks indicate all applicable programs operated by the LEA or utilized in this plan.

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

Local Educational Agency Plan

State Programs	
	School Improvement
	School Safety and Violence Prevention Act (AB 1113)
	Child Development Programs
	EIA - State Compensatory Education
	Gifted and Talented Education
	Educational Equity
	Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)
	EIA - Limited English Proficient
	Tenth Grade Counseling
X	CBET
	Immediate Intervention/Underperforming School Program (II/USP)
	Tobacco Use Prevention Education (Prop. 99)
	State Migrant Education
X	EIA - Limited English Proficient
	Healthy Start

Local Educational Agency Plan

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	\$0.00	\$1,984,695.00	\$1,382,614.00	69.66%
Title II Part D	\$0.00	\$28,545.00	\$18,545.00	64.96%
Title II, Part A, Subpart 2, Improving Teacher Quality	\$0.00	\$589,889.00	\$589,889.00	100.00%
Title III Immigrant	\$0.00	\$51,538.00	\$51,538.00	100.00%
Title III, Limited English Proficient	\$0.00	\$397,408.00	\$397,408.00	100.00%
	\$0.00	\$3,052,075.00	\$2,439,994.00	0.80%

DISTRICT BUDGET FOR STATE PROGRAMS

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
CBET	\$0.00	\$34,000.00	\$17,000.00	50.00%
EIA - Limited English Proficient	\$0.00	\$2,369,059.00	\$2,265,459.00	95.62%
	\$0.00	\$2,403,059.00	\$2,282,459.00	0.95%

Local Educational Agency Plan

District Profile

LEA Vision / Mission Statement

The mission of the Santa Barbara School Districts is to ensure the educational success of all students through high expectations and a commitment to excellence and to empower them to reach their full potential as responsible, ethical, and productive citizens in a diverse and changing world.

Core Beliefs and Commitments

1. We believe that the achievement of the District's mission is a shared responsibility requiring the cooperation and commitment of students, parents, staff, board members, and the community.
2. We will ensure academic excellence by providing quality educational programs with all staff members focused on continually improving student achievement.
3. We will effectively and transparently manage our financial and human resources to support our educational goals.
4. We will maintain safe and orderly school environments for all students and employees.
5. We will promote a culture of mutual trust and respect among students, parents, staff, and community members.
6. We value student and staff diversity in our schools and classrooms and will promote equal access across all educational programs and activities.

Demographic & Learning Environment Results

Demographics:

Based on October 2010 CalPads

32% English Learner

3% Immigrant (fewer than two years in the US)

0% Migrant Identified (We have been zero percent migrant for two years)

45% Socio-Economically Disadvantaged

11% Special Education

15% GATE Identified

<http://www.sbsdk12.org/schools/profile/index.shtml>

<http://www.sbsdk12.org/schools/index.shtml>

Additional Background Information

Local Educational Agency Plan

Areas of Analysis

Analyze Student Performance

Local Measures of Student Performance

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

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

- 1) Principals receive CST data from the district through DataQuest at the CDE, Aeries and Edusoft to identify areas of strengths and areas of need. The principals then present the schools' strengths and areas of need to the staff, department chairs, leadership team members, School Site Council, ELAC, PTA, and other interested school and community groups.
- 2) The principal meets with individual grade levels, and departments to discuss strengths and areas of need to develop a plan for best practices to address student needs.
- 3) All teachers at sites create a data seating chart with CST data, EL information, ADEPT scores, and other pertinent information. This chart is used to guide instruction, plan lessons, differentiate, and group students by EL level. In addition, teachers use data (benchmarks, CSTs, ADEPT, CELDT, formative assessment, etc.) to diagnose and plan instruction.
- 4) Revision and refinement of Response to Instruction & Intervention (RTII), and Pyramid of Intervention model to ensure that at risk students attain grade level proficiency as measured by district benchmarks and CSTs.

Local Educational Agency Plan

Student Performance

Strengths

Reading language arts: In 2009, we purchased READ 180, System 44 to support students who are not proficient in RLA. In 2010, we developed a hybrid READ 180/Core Curriculum for students who are transitioning out of READ 180. In 2011, we have purchased English 3D for grades 7-10 who are still struggling readers and long term English learners.

1. Grade level benchmarks (K-12).
2. Ongoing training on Edusoft data management so that teachers can use data to inform instruction with a part-time Dedicated Manager.
3. AVID instructional strategies training (grades 4-12).
4. AVID critical reading and writing professional development (grades 4-12).
5. Ongoing training modeled on SB 472 for READ 180 and RLA, math adoptions.
6. DIBELS as a district-wide elementary assessment and monitoring tool .
7. Scholastic Reading Inventory is a district-wide assessment and monitoring tool (grades 4-12).
8. Ongoing work with Kate Kinsella on structured academic conversations, and explicit vocabulary instruction (grades 3-12).
9. Ongoing Early Reading Writing Curriculum (CSU module training).
10. Career Technical Education pathways integrate literacy and numeracy concepts in their curricula.
11. Elementary science in order to build the language inquiry, which will support RLA and math.

Math: In 2008, we purchased new adoptions for math. For grades K-6 we purchased enVision math through Pearson Scott Foresman. For grades 7-12 we purchased Algebra/Geometry through Holt, Rinehart, Winston, 2008, and CPM for 8th grade algebra.

1. Ongoing professional development on the new adoptions.
2. Strong dedicated teachers

Elementary teachers

1. Benchmarks Elementary -ALS benchmarks three times a year
2. Teachers meet in PLCs to monitor textbook embedded formative assessments.

Secondary teachers

1. Teacher-developed district-wide quarterly benchmarks given to secondary students in Pre-Algebra and Algebra, including EL students
2. PLCs and District Academic Coherence Teams (ACT) looking at benchmark data to help drive instruction.
3. Alignment of mathematics course pathways across the secondary district for Pre-Algebra through Algebra 3-4.
4. Alignment of mathematics course content and standards across the secondary district for all courses through Algebra 1-2.

Technology: All students in the Santa Barbara district have a SBCEO Portal Logins and passwords to use both at school and home. Computers for Families offer free computers to all students in 4th - 6th grade who do not have a computer as well as discounted internet service. Free training is offered to the families with this service.

Local Educational Agency Plan

Areas of Need

1. Continued professional development in reading language arts: explicit vocabulary, writing, comprehension, language usage (grammar & mechanics).
2. Continued training in new curriculum/adoption materials.
3. Continued emphasis on grade level meetings (PLC) at all sites and professional development in the PLC model.
4. Continued refinement of benchmarks and use of data to inform instruction.
5. Monitoring of curriculum implementation to be done by principals and district through review of data and evaluation of instruction program.
6. Continued math: Training in new curriculum/adoption materials requires support for teachers in SB 472 and planning for implementation.
7. Monitoring of curriculum implementation to be done by principals and district through review of data and evaluation of instruction program.
8. Retaining and rehiring qualified secondary math teachers.

Conclusions

Given the need for monitoring of the instructional programs at both, site and district-wide levels, district-wide grade level PLCs need to be implemented to review and refine curriculum based on assessment data and discussion regarding best practices on a regular basis.

Local Educational Agency Plan

Analyze LEP Programs

Analyze LEP Programs

Strengths

All teachers have appropriate credentials to teach English learners.

Ongoing professional development support English Learner Access to the core including:

1. AVID ELL instructional strategies
2. Kinsella structured academic conversations, instructional routines, explicit vocabulary
3. Elementary teachers have been trained on the Focused Approach to teaching English Learners (Susana Dutro model).
4. READ 180 training, 3D (Kinsella Strategic Curriculum)
5. Carousel of Ideas training (K-6)

EL students have 30 minutes a day of ELD.

English learners are monitored using CELDT, ADEPT & SRI in elementary, and SRI and CELDT in secondary. These data analyzed and disaggregated so each teacher can use the data to inform instruction.

Curriculum

1. Full implementation of READ 180 for all students FFB and BB on CST ELA
2. Transition classes for students exiting READ 180, English 9/10 Intensive, English 7-10 Strategic
3. Vocabulary development as measured on mid-year benchmark in grades 7-12
4. Response to Literature and Analysis as measured on mid-year benchmark in grades 7-12
5. Fully defined RLA and math pathways for EL students to graduate ready for college.

Parents

1. DELAC representatives from each school site
2. Teleparent communication regarding attendance, state testing, parent informational meetings
3. Parent education classes for parents of adolescents
4. CBET classes for Spanish-speaking families in English and technology
5. Community partnerships for equity and family support services in education and family services
6. Family liaison services supported by counseling department and community partners

Areas of Need

1. Principals need to continue to monitor the implementation of ELD, READ 180 and the use of data to inform instruction.
2. Continue to train teachers on effective use of Edusoft.
3. Continue to monitor and train teachers how to effectively use data to inform their instruction.
4. Principals monitor the master schedule to assure fidelity to defined pathways in RLA and math.

Conclusions

SBUSD has two research-based systematic ELD programs that are being implemented across grade levels. We are poised to make great strides in achievement with our English learners.

Local Educational Agency Plan

Analyze Educational Practices, PD, Staffing, & Parental Involvement

Educational Practices

Strengths

1. AVID (grades 4-6)
2. Systematic ELD
3. Edusoft training and support
4. ELD, READ 180, and literacy strategies support (TOSA, Consultant, Kinsella)
5. International Center for Leadership in Education, planning for implementation of the Common Core State Standards.

Areas of Need

1. Continued support and training for district initiatives and instructional programs. Monitoring and reporting feedback needs to be supported.
2. Communication about County and District Professional Development opportunities.
3. VPSS training for non-HQ teachers
4. Need to continue aligning curriculum to the Common Core State Standards

Conclusions

Our test scores are steadily increasing in RLA and math because we have followed our 5-year district initiatives and instructional strategic plan for training and support of our teachers.

For full graduation, the focus needs to remain on classroom instruction and the teacher relationships with students, rigorous curriculum, strong focused instruction and ongoing professional development and monitoring for fidelity.

Local Educational Agency Plan

Professional Development

Strengths

1. Standards-Aligned Instructional Leadership completed in 2010 (District administrators, principals, teacher leaders)
2. International Center for Leadership in Education's Leadership for the Common Core Plan 6/2011
3. AVID District (grades 4-12), all secondary schools are certified.
4. Foundational Science Training (K-6) beginning with K Foundational training in 2011 and continuing in 2012 with grades 1, 3 & 5, in 2013 grades 2, 4 & 6.
5. SB 472 for all teachers in Math (K-6), and pre-algebra, algebra, geometry grades 7-12
6. Professional development opportunities through district-wide Professional Development Month (6/6-6/16):
 - Brain Research with Janet Zadina
 - ELL Strategies with Kate Kinsella
 - Critical Reading with Jonathan LeMaster
 - Writing Transition Plans in SEIS
 - Note-taking and Academic Discussions
 - Time to Teach with Scott Purdy
 - Nspire Training
 - AVID Elective Teacher - Curriculum writing PLC
 - Moodle/Portal
 - READ 180
 - Interactive Whiteboard
 - iPad: A Tool for Teaching Literacy and Democratizing Technology
 - Google docs, wiki, blogs
 - K Foundational Science Training

Areas of Need

Continued support and training for district initiatives and instructional programs. Monitoring and reporting feedback needs to be supported. Using the "Needs Survey," from the Center for International Leadership to determine what professional development is needed. Continue to provide, and monitor outcomes from the evaluation tool for all professional development offered. Allow time for planning and integration of professional development during staff meetings and PLCs.

Conclusions

In order for district initiatives and instructional programs to be effective, we need to continue to follow the strategic plan for training and support.

Local Educational Agency Plan

Staffing

Strengths

99.7% of all teachers are HQT

Areas of Need

Due to the fiscal crisis and district teachers on leave, the challenge is retaining effective and highly qualified teachers who are hired on temporary teaching contracts.

Conclusions

Site administration and district office need to monitor for compliance.

Parental & Community Involvement

Strengths

Parent and community involvement opportunities:

1. CBET classes
2. ELACs
3. DELAC
4. School Site Council
5. Character Education
6. No Place for Hate
7. Back-to-School Night
8. Too Good For Drugs
9. PTA/PTO
10. Parent/Teacher Conferences

Areas of Need

Need for consistency in communication for all groups listed above (state, district, and school site).
Need for consistency/broader outreach to under-represented parent groups.

Conclusions

We need to continue to work on our parent education, parental involvement, compliance, and community outreach efforts.

Local Educational Agency Plan

Support Services & Resources

Strengths

Extended day to support at-risk students in accessing the core. Extended year and summer school to support at-risk students in achieving proficiency. Family Services Agency, and Youth Services counselors to assist students socially and emotionally. Healthy Start advocates help with early years support and access of community services. CBET provides English classes for parents. Sites may have Instructional Assistants to provide support to at-risk students. Response to Intervention (RTI) model programs supporting at-risk students.

Areas of Need

Training for systematic implementation of RTII model, Pyramid of Intervention model. Method and monitoring of RTII/ Pyramid of Intervention model at both district and site levels.

Conclusions

Work towards implementation of the common district-wide framework of the RTII/Pyramid of Intervention model.

Local Educational Agency Plan

Analyze Teacher Quality / Professional Development

Teacher Quality

Strengths

Professional Development: Standards-Aligned Instructional Leadership (District administration, principals, teacher leaders), Just Communities (District management, principals), AVID (grades 4-12), Report Card Training (grades K-6), professional development opportunities through district-wide PD week (grades K-12, variety of classes offered), science training, On-going curriculum adoption training (SB 472), and technology training (SBCEO Portal, CTAP).

Areas of Need

1. Continued support and training for district initiatives and instructional programs, to be determined by using the "Needs Survey."
2. Monitoring and reporting feedback needs to be supported. Provide "Evaluation" of all professional development offered.
3. Allow time for planning and integration of professional development "content" during staff meetings and PLCs.

Conclusions

In order for district initiatives and instructional programs to be effective, a strategic and consistent plan for training and support must be in place. In addition, an effective and reliable means of monitoring and reporting of professional development needs to be in place to determine effectiveness of training and hiring.

Local Educational Agency Plan

Reading Proficiency by 2013-14

Goal Statement

Students who are at-risk for not reaching grade level standards will meet grade level standards by the end of sixth grade. In addition, every student is reading at grade level within four years of entering the district through rigorous early literacy instruction and by monitoring targeted interventions.

Monitoring Plan

Students will be monitored using SAM, READ 180 evaluation instrument, benchmarks in Edusoft and end of the year API, AYP.

Area of Analysis Associated with this Goal: Student Performance

Given the need for monitoring of the instructional programs at both, site and district-wide levels, district-wide grade level PLCs need to be implemented to review and refine curriculum based on assessment data and discussion regarding best practices on a regular basis.

Description of Specific Actions to Improve Education Practice in Reading

Alignment of instruction with content standards

Alignment of curriculum and assessments with content standards

District Level:

1. ICLE Plan for implementing the Common Core
2. Principals receive ongoing training on curriculum standards: how to coach, supervise and evaluate teachers on the use standards-based curriculum and how to use data from common assessments to guide, adjust or differentiate instruction.
3. The LEAP Committee will meet in PLCs to continue to develop and define a process to evaluate reading and the progress of English learners using data from Edusoft.
4. Support AVID elementary, AVID electives and AVID training workshops in order to infuse best instructional practices into the core curriculum.
5. Focus on Structured Academic Conversations, explicit vocabulary development, Academic Language Development, expository reading, and expository writing in classes with LEP students and students who have not achieved proficiency level on the CST.
6. Using Edusoft, administrators will lead the process of implementing common assessments that measure mastery of standards-based content (standards-based end-of-course exams for core subjects).
7. PI schools will use models of best instructional practices (Intervention model) as the year 4 restructuring model.
8. CPM Monitoring – coordinators will oversee the LEA revisions, compliance monitoring, as well as communicate compliance regulations to staff and administrators.

Tasks

1. The ELD program uses the state adopted programs selected for use by our District. ELD classes will use best instructional practices to ensure that students acquire English proficiency in five years or less.
2. All textbooks and supplemental materials are standards aligned.
3. Benchmark assessments are used to evaluate the progress of at-risk readers, and English learners. This data will be used to inform instruction.
4. All new teachers will participate in BTSA.

Measures

1. Student Achievement data.
2. Data from Edusoft on usage by school, by grade level or department.
3. Fidelity to implementation of PD calendar and 5 year professional development plan.
4. Safe Schools survey results.
5. TOSA menu and Calendar of site services.
6. SB 472 sign-in sheets.
7. SSC, ELAC, DLAC agendas and minutes.

Local Educational Agency Plan

People Assigned

LEAP Team, principals, teachers, School Site Councils (SSC), ELACs, DELAC.

Start Date - End Date

7/14/2011 - 6/30/2012

Funding Source	Description	Cost
EIA - Limited English Proficient	Site support Teacher tutors, class size reduction, instructional assistants.	\$740,114.00
EIA - Limited English Proficient	TOSA EL Compliance, Carousel of Ideas	\$60,000.00
Title I, Part A	Site level Teacher tutors, instructional assistants, hourly support	\$333,127.00
Title I, Part A	TOSA READ 180, English 3D, CSU Modules	\$30,000.00
Title I, Part A	Administrative oversight	\$133,616.00
Title III, Limited English Proficient	Site support for hourly, teacher tutors, Americorps, etc.	\$84,000.00

Use of standards-aligned instructional materials and strategies

Use of instructional strategies

1. Standards-based supplementary instructional materials and AVID and Kate Kinsella strategies to accelerate acquisition of academic vocabulary.
2. Standards-based supplementary instructional materials and AVID strategies are used to increase the use of expository text and expository writing strategies.
3. Teachers will regularly examine student work samples at course-specific meetings to ensure that students are mastering grade level standards and to inform their teaching of the standards.
4. Teachers will inform students of the standards being taught.
5. Students who score below 325 on ELA CST must be placed in an intervention class. Exceptions can be made based upon teacher recommendation or a reading comprehension cluster score higher than 50%.

Tasks

1. Develop a protocol for gauging implementation of AVID strategies in secondary RLA and ELD classroom.
2. Ongoing PLC professional development at all sites.
3. Monitoring of curriculum implementation by site administrator(s). Protocol needs to be developed for curriculum walk-through.
4. District-wide communication, information system for documents, accountability for receiving information and distribution of documents available at www.sbsdk12.org/curriculum

Measures

1. Copies of site curriculum check-in sheet
2. Copies of five-year plan, pacing guides, calendars
3. PLC training agendas/meetings and minutes
4. Principal walk-through schedule (specific to curriculum - protocol)
5. All staff will be able to access district email and intranet both on and off site.

People Assigned

LEAP Team, principals, teachers, School Site Councils (SSC), ELACs, DELAC

Start Date - End Date

7/13/2011 - 6/30/2012

Funding Source	Description	Cost
EIA - Limited English Proficient	Other inservice	\$64,306.00
EIA - Limited English Proficient	Contracted Services for Professional Development	\$150,639.00
Title I, Part A	Materials, Technology, supplies	\$83,631.00

Local Educational Agency Plan

Extended learning time

Implementation of strategic support and interventions

Interventions relate to time beyond school day

Schools will offer matrix of intervention options for providing extended learning time beyond the regular school day/year that reflects benchmark, strategic, and intensive interventions.

District level:

1. SBUSD will support collaborations with after school community-based programs and school programs offered at every site.
2. The District will offer summer school mathematics, RLA, and ELD classes for at-risk students.
3. The Special Education Department will provide guidance and expectations that SWD (Students with Disabilities) will receive SPED instruction that is sufficient to meet their IEP goals and does not result in scheduling conflicts with their participation in appropriate general education ELA or mathematics curriculum.

Site-level:

1. Each site will develop a matrix of interventions including extended learning time, which will be submitted to the Associate Superintendent annually by November 1.
2. Some sites offer a post-kinder summer school program.
3. Some sites offer a year round schedule that has a maximum break of four weeks, and includes intersession learning opportunities.
4. The high schools will offer summer school language and reading classes for students at-risk of not passing CAHSEE and for completion of READ 180 workshops.
5. School sites will offer during, before and/or after school tutorials or homework centers.
6. Inform students about the opportunities students have to work with teachers beyond the school day.
7. School sites may offer extended class time during the school day to support students below proficiency.

Tasks

1. Share the matrix of interventions with all sites. Sites will then develop their own matrix of interventions which will include extended learning time.
2. District and site administrator collaborate with after school programs to ensure that the programs provide academic support.
3. All staff at sites will use pacing guides and calendars by site start dates which will include extended learning time plan.
4. Collaboration between classroom teacher and special education teacher to assure there are no schedule conflicts.
6. Each teacher/grade level will submit a schedule to site principal which incorporates the RLA time requirements.
7. Evaluate effectiveness of extended time programs.
8. Ensure that information about extended time programs are distributed to all students, families, and staff.
9. Explore options for developing an academic program for Saturday School.

Measures

1. Site matrix
2. Collaboration meetings/agendas and minutes with after school programs
3. Pacing guides, calendars, extended learning plans, teacher/grade level schedules
4. Copies of teacher seating charts
5. Collaboration meetings/agendas and minutes with teachers and special education departments

People Assigned

LEAP Team, principals, teachers, School Site Councils (SSC), ELACs, and DELAC

Start Date - End Date

7/14/2011 - 6/30/2012

Local Educational Agency Plan

Funding Source	Description	Cost
EIA - Limited English Proficient	Interventions before school, after school, intersession	\$420,400.00
Title I, Part A	Interventions before school, after school, summer, and intersession	\$30,000.00

Increased access to technology

Access to technology as a tool for learning

District level

1. Provide librarian technicians at each elementary site. Credentialed librarians at each secondary site facilitate library time access to on-line learning.
2. All sites, except charter schools, will work towards obtaining universal access to the internet, RLA apps and other emerging technologies.
3. The District will update the district technology plan during summer 2011. This plan will include maintenance of technology hardware and wireless access within two years.
4. The District will implement the Santa Barbara Unified School District Technology Plan.
5. The SBUSD has content area links to the district web site, which will include information on grade level standards, common assessments, pacing calendars and curriculum resources that will be accessible both on and off campus. www.sbsdk12.org/curriculum
6. The SBUSD provides access to SBCEO Portal and Audiovisual services including staff, student and parent training.

Site-level

1. Classrooms run Internet on computers, tablets, Apple TV, Smartboard, and other emerging technologies.
2. Teachers instruct students in technology, including Internet safety, apps, word processing, presentation software, appropriate instructional apps, software, and the use of the web as a learning resource.
3. Sites will purchase hardware, apps, software, and multimedia enrichment programs, and infrastructure support.

Tasks

1. Professional development on technology resources and classroom implementation.
2. Review site technology "needs survey" for both hardware and professional development assessment for planning.
3. Share technology plan with all staff at all sites.
4. Continually update www.sbsdk12.org/curriculum with current pacing guides, calendars, assessments, links, etc.
5. Continue training in SBCEO portal resources for teachers, students, and parents.
6. Continuing training on emerging technologies like iPads, tablets, "clickers" and digital learning opportunities.

Measures

1. Agendas and minutes from professional development
2. "Needs survey" results and action plan
3. Technology plan for the district and sites
4. Relevance of web page www.sbsdk12.org/curriculum
5. Agendas, sign-ins, and minutes from Portal trainings, Aeries, iPad, Smartboard, Apple TV, Edusoft and like trainings.

People Assigned

LEAP Team, Director of Research and Technology, principals, teachers, School Site Councils (SSC), ELACs, and DELAC).

Start Date - End Date

7/14/2011 - 6/30/2012

Local Educational Agency Plan

Funding Source	Description	Cost
Title II Part D	Technology Professional Development	\$18,545.00

Staff development and professional collaboration aligned with standards-based instructional materials

Professional learning

1. The District will provide its teachers with a model specifically devoted to reading instruction for students who score basic or below on the CST.
2. ELD and core content teachers will participate in district-wide professional development (Kinsella, LeMaster, READ 180, AVID) that will emphasize strategies for supporting English learners' progress through the State ELD benchmarks to mastery of the standards.
3. New teachers will participate in BTSA with activities that focus on the use of standards-based reading materials.
4. The SB 472 training in the Board adopted programs will be provided in conjunction with the publisher for new teachers (fewer than 5 years in the District).
5. Training is available for the following: Data Teams and RTII.
6. All school sites administer the Needs Assessment Survey.

Tasks

1. The District provides training throughout the school year (Jonathan LeMaster, Kate Kinsella, READ 180, Teach Like a Champion, and AVID).
2. Track participation
3. Evaluate the needs assessment survey

Measures

Sign-in sheets
Evaluation

People Assigned

LEAP Team, principals, teachers, School Site Councils (SSC), ELACs, and DELAC.

Start Date - End Date

7/13/2011 - 6/30/2012

Funding Source	Description	Cost
Title I, Part A	Literacy Professional Development and teacher collaboration	\$234,849.00

Involvement of staff, parents, and community

Local Educational Agency Plan

1. School staff members will maintain a Site Council with student, staff, parent, and community representatives. Each Site Council receives reports on overall student assessment results in reading and in collaboration with site administrators communicates the results to the entire school community. Site Councils discuss strategies to evaluate and enhance school reading programs.
2. The Parent Advisory Committee meets a minimum of 5 times a year to discuss district-wide achievement concerns.
3. The District will send each parent his/her student's individual State assessment results. Parents will receive their student's individual assessment results along with an explanation about how to interpret such data.
4. Parents of English learners will receive initial, annual, waiver and reclassification program notifications.
5. Initial primary language assessment results will be sent to parents.
6. Parent meetings (DELAC, ELAC, SSC) will be held regularly.
7. Back-to-School Nights will be held so that parents can meet with teachers and learn about the curriculum.
8. LEA Plan available on SBSD website; SPSA also available.
9. EL Master Plan available on SBSD website.
10. District Spanish translator/interpreter available for school sites.

Tasks

1. Increase School Site Council training in order to develop a means by which SSCs use data to evaluate and enhance existing reading program.
2. A quarterly newsletter article will be distributed by sites in which stakeholders are advised of student performance on district-wide benchmark assessments in reading.

Measures

1. Compliance will be monitored by attendance at parent conferences and sign-in sheets at, Back to School Night, EPAC, ELAC, SSC.
2. Agendas and minutes
3. Brochure
4. Matrix

People Assigned

LEAP Team, principals, teachers, parents, School Site Councils (SSC), and ELACs.

Start Date - End Date

7/14/2011 - 6/30/2012

Funding Source	Description	Cost
CBET	CBET	\$17,000.00
Title I, Part A	Title I Parent Outreach Activities	\$11,090.00

Auxiliary services for students and parents

Auxiliary services for students and parents (including transition from preschool, elementary, and middle school)

Local Educational Agency Plan

District level:

1. Nurses and health assistants provide physical/mental health services.
2. District supports articulation meetings between pre-school, elementary and secondary schools.
3. Student Assignment Agendas purchased for all 4th-6th grade students.
4. AVID training will be provided to all 4-6 grade teachers.
5. AVID Liaison will support and monitor implementation of AVID strategies.
6. Supplemental Educational Services (Required under NCLB)
7. Choice Transportation from PI school to non-PI school (Required under NCLB)
8. Services for homeless students

Site-level:

1. Family Service Agency and Youth Services school-based counselors provide social-emotional counseling to students/families.
2. Healthy Start Family Advocates provide school and community resources to families.
3. Childcare, translation, and interpretation are provided at parent meetings.
4. Dental, vision and hearing screening is provided at all sites.
5. Unity Shoppe and Operation School Bell provides food, shoes, clothing, and school supplies.
6. Lions Club provides reading glasses for students in need.
7. AVID Elementary Training has been and will continue to be provided to all 4-6 grade teachers and elementary AVID strategies incorporated into classroom practices.

Tasks

1. Continue to support and monitor auxillary services.

Measures

1. Monitor sign-in sheets for health assistants.
2. Sign-in sheets from transition meetings.
3. Copies of invoices for agendas.
4. Track training of 4-12 grade teachers in AVID to ensure that all are trained.
6. Supplemental Educational Services (Required under NCLB)
7. Choice Transportation from PI school to non-PI school (Required under NCLB)
8. Services for homeless students

People Assigned

LEAP Team, principals, Director of Student Services, teachers, School Site Councils (SSC), ELACs and DELAC.

Start Date - End Date

7/14/2011 - 6/30/2012

Funding Source	Description	Cost
Title I, Part A	Supplemental Education Services NCLB required set aside	\$74,426.00
Title I, Part A	Homeless Support Services NCLB required set aside	\$6,788.00
Title I, Part A	Choice Transportation NCLB required set aside	\$49,117.00

Monitoring program effectiveness

Local Educational Agency Plan

District level:

1. Board and District administration support the Elementary and Secondary Education Act.
2. SBUSD will ensure that each site has a school-wide assessment plan that is based on the instructional programs in place and is strictly adhered to, including, but not limited to, the California Standards Test (CST) and CELDT.
3. Principals meet regularly to monitor data for targeted student subgroups as indicated by the state API and NCLB AYP, including CELDT tests, ALS, SRI, ADEPT, District benchmarks and AMAO results.
4. The 5 Year Professional Development Plan includes an extensive plan for training and support in areas related to standards, assessment, curriculum, interventions, and English learners. Taken together and working in concert, this plan represents a coordinated approach to addressing the needs of our lowest-achieving students.
5. SBUSD will work with the sites to provide SB 472 training, or a training based on this content, to instructional tutors and assistants during the same time period as it is being offered to the teachers, as per the 5 Year PD Plan.
6. SBUSD will administer an ELA common benchmark assessment three times per year and reflects the grade level essential standards and provide an assessment calendar which gives a testing window.
7. SBUSD will continue to provide Edusoft data management system and training in its use. The system will allow EL students and students with disabilities results to be disaggregated so that their progress, and their "response to interventions" can be closely monitored and adjustments in their educational programs made.
8. Vertical teaming will coordinate appropriate placement testing for advanced, core, and intervention programs and for EL and SPED support.
9. SBUSD will coordinate quarterly PLC articulation meetings each year, which will include topics on essential standards, assessments, and student interventions.
10. All new teachers participate in the Beginning Teacher Support and Assessment Program (BTSA), which includes topics on monitoring student progress.

Site-level:

1. The sites will focus on strengthening the core instructional program and integrating standards across the curriculum, as reflected on their SPSA.
2. The sites will ensure that highly qualified intervention staff provide auxiliary services to lowest performing student groups (Basic and below).
3. Each site has an RTII or Pyramid of Interventions based on local resources to be in alignment with the district matrix.

Tasks

1. Articulation and coherence district-wide of RTII/Pyramid of Intervention models as well as professional development and training for staff.
2. Support for implementation of Edusoft (using data to guide instruction, reports, etc.).
3. Creation of Academic Coherence Team/Common Core State Standards Alignment Team to monitor and review district benchmark assessments, align curriculum to CCSS, develop rubrics, assessments, and report card (elementary).

Measures

1. Sign-in sheets from cross grade level articulation meetings and agendas.
2. Sign-in sheets from the Edusoft training and agendas.
3. Sign-in sheets from the Academic Coherence Team and copies of the completed assessments from Edusoft.
4. Copy of the District assessment plan and calendar.
5. Copy of the 5 Year Professional Development Plan.
6. Sign-in sheets from the SB 472 trainings for RLA and intervention Program READ 180.
7. Copies of the RTII/Pyramid models.

People Assigned

LEAP Team, principals, teachers, School Site Councils (SSC), ELACs and DELAC.

Start Date - End Date

7/14/2011 - 6/30/2012

Local Educational Agency Plan

Funding Source	Description	Cost
Title I, Part A	Collaboration at the District Level	\$20,000.00

Targeting services and programs to lowest-performing student groups

The academic Pyramid of Interventions addresses the needs of all learners below proficient on the ELA CST.

District Level:

1. SBUSD's LEAP team assists in the following actions:
2. The district will review intervention materials that address the domains of ELA and the needs of advanced, benchmark, strategic, and intensive students.
3. The Pyramid of Intervention reflects the criteria for placement into an intervention, a plan for monitoring progress, exit criteria, and indicators of success that can be used to evaluate the impact of the intervention on student learning.
4. SBUSD will ensure sites use specific instructional strategies to help long-term ELs meet all criteria for reclassification to fluent-English proficient (FEP) status (Kinsella, LeMaster, READ 180, AVID).
5. SBUSD will review and recommend for approval Single School Plans, which specifically target resources (time, people and funds) towards the lowest-performing student groups.
6. At all non-charter PI sites, SBUSD will implement READ 180 for program 5 for students in grades 4-6 who are reading more than two years below grade level, as determined by multiple measures (such as: CST ELA scores and SRI).
7. SBUSD has implemented an intensive intervention reading program (program 5), READ 180, System 44, English Intensive, English Strategic (3D).

Tasks

1. The matrix of interventions will continue to be shared with staff.
2. Each site will have a RFEP committee that will monitor all RFEPs and reclassify ELs that meet all criteria for RFEP status.
3. Staff will begin implementation of program 5 intensive ELA program fall 2009.
4. Training for READ 180, System 44, and English 3D is offered annually.

Measures

1. RFEP committee sign-ins and monitoring documents from sites.
2. Sign-in sheets from SB 472 trainings.
3. Copy of pyramid of interventions and matrix of interventions.

People Assigned

LEAP Team, principals, teachers, School Site Councils (SSC), ELACs and DELAC.

Start Date - End Date

7/14/2011 - 6/30/2012

Funding Source	Description	Cost
EIA - Limited English Proficient	Intervention for EL Students	\$100,000.00
Title III Immigrant	TOSA to support Immigrant students	\$51,538.00

Any additional services tied to student academic needs

On-going monitoring of student progress

Tasks

Local Educational Agency Plan

Measures

People Assigned

Start Date - End Date

7/14/2012 - 6/30/2012

Local Educational Agency Plan

Mathematics Proficiency by 2013-14

Goal Statement

All students will meet UC/CSU math eligibility criteria using the secondary math pathway developed by the math Academic Coherence Team (ACT) and LEAP Team.

All teachers K-6 have completed SB 472. All 7-8th and algebra teachers have completed SB 472.

Teachers will use benchmark data in PLCs to improve instructional delivery.

Teachers will use enVision curriculum embedded benchmarks to inform instruction.

Monitoring Plan

SB 472 sign ins (120 teachers will complete by the end of summer 2009)

PLC master schedule from each school

PLC minutes

ACT and LEAP teams will monitor the success of students moving from grade to grade and will continue to refine the benchmark test so that they can quickly act on areas where students struggle. Teachers will continue to refine pedagogical practices so that they can more effectively support students pass algebra, then continue on to meet UC/CSU eligibility rates

Area of Analysis Associated with this Goal: Student Performance

Given the need for monitoring of the instructional programs at both, site and district-wide levels, district-wide grade level PLCs need to be implemented to review and refine curriculum based on assessment data and discussion regarding best practices on a regular basis.

Description of Specific Actions to Improve Education Practice in Mathematics

Use of standards-aligned instructional materials and strategies.

Use of instructional strategies.

District level

1. The SBUSD 5 year Professional Development Plan supports mathematics achievement and numeracy development.
2. The district has provided SB 472 training for all K-6 teachers for the 2008 math adoption and training for grades 7, 8 and high school algebra.
3. Vertical teams coordinate appropriate placement testing for advanced, core, and intervention programs and for EL and SPED support.
4. ACT math, LEAP and grade level teams monitor benchmark data.
5. SPED students will receive equal access to core and intervention programs. Current practices will be reviewed to ensure that SWD and intensive intervention students are receiving a coherent mathematics program that provides access to grade-level standards while addressing their specific learning goals.

Site level:

1. Grade levels, math departments implement the mathematics curriculum in a consistent and coherent manner.
2. The site professional development plans (release time) support achievement in mathematics.
3. Grade level/Departmental teams will design flexible groupings schedules that ensure all students have access to core mathematics curriculum while providing appropriate additional instructional time for strategic and intensive intervention.
4. Teachers will regularly examine student work samples and assessment data in Professional Learning Communities to ensure that students are mastering course-specific standards and to inform their teaching of the standards.
5. Professional development will focus on learning theory, teaching strategies, curriculum alignment, and differentiation techniques to help all students succeed in grade level Math courses.
6. Teachers will explicitly inform students of the standards and/or objectives being taught for every lesson.
7. Special education teachers are an integral member of these teams. Principals monitor through meeting minutes and attendance at some meetings.

Local Educational Agency Plan

Tasks

1. Schools will implement district pacing guide and benchmark assessment calendar.
2. Training in Edusoft will continue for analysis of benchmark data to guide instruction in math.
3. Develop and/or revise common assessments to address the standards
4. Teachers will administer common assessments
5. Teachers will collect and analyze student work and assessment data
6. Teacher will use PLC time to develop re-teaching strategies based on assessment data
7. Teachers will develop student check off list of standards proficiency

Measures

1. Agendas/sign-in sheets at PLCs and ACTs
2. Sign-in sheets at SB 472 math trainings
3. Pacing guides for grade levels and District benchmark calendar
<http://www.sbsdk12.org/curriculum/benchmark/calendar.shtml>
http://www.sbsdk12.org/curriculum/curr/curr_assmt_rubrics/index.shtml
4. Sign-in sheets for Edusoft training
5. Agendas and sign-in sheet for SPED /general education articulation meetings

People Assigned

LEAP Team, ACT, principals, teachers, ACT, LEAP Team, School Site Councils (SSC), Special Education, ELACs and DELAC.

Start Date - End Date

7/14/2011 - 6/30/2012

Funding Source	Description	Cost
EIA - Limited English Proficient	Site level Teacher tutors, hourly support, extended learning time, Americorps, etc	\$330,000.00
Title I, Part A	Administrative set aside	\$133,616.00
Title III, Limited English Proficient	Site level support for EL students in math, extended time, hourly, instructional assistants,	\$291,838.00

Alignment of instruction with content standards.

Alignment of curriculum and assessments with content standards.

All teachers at every school site will use a standards-based report card.

District Level

1. The district has provided Edusoft data management system.
2. The district has distributed benchmark common assessments calendar for 2011 – 2012 school year.
3. The district has adopted ALS as the common benchmark assessments for elementary RLA, elementary math and secondary RLA. Secondary math developed benchmarks through the ACT. These assessments will be linked to the essential standards listed on the report cards. The district will distribute an assessment calendar and guidelines for integration of assessments with standards based reporting in 2011-2012.

Site Level

1. Grade level teams will align common formative (curriculum embedded) assessments with the pacing calendar and standards- based report card.

Local Educational Agency Plan

Tasks

1. Consider the results from Needs Assessment Survey to determine what needs to be considered in both site planning and district planning (professional development, curriculum, resources, etc.).
2. Communicate and review Guidance Document with all staff of the district.
3. Communicate results of the PI Academic Program Survey to all district staff.
4. Continue to provide the Edusoft data management system and training in its use, which is linked to the report cards and instruction.
5. Provide pacing guides (Core and Intensive) as well as benchmark assessment calendar to all sites and staff.
6. Continue work on standards-based report card.
7. Assessment Coherence Team will meet to select and refine benchmark assessments.

Measures

1. Agendas from site staff meetings showing review of Guidance Document and PI Academic Program Survey.
2. Agenda from EPC, LEAP, staff meetings to show review of Effective Schools Survey.
3. Sign-in sheets from Edusoft training.
4. Copies of pacing guides and benchmark assessment calendar.
5. Sign-in sheets from Assessment Coherence Team and Edusoft print-outs of benchmark assessments.
6. Sign-in sheets from Report Card Committee

People Assigned

LEAP Team, ACT, principals, teachers, School Site Councils (SSC), Special ELACs, and DELAC.

Start Date - End Date

7/14/2011 - 6/30/2012

Funding Source	Description	Cost
Title I, Part A	Other inservice	\$55,000.00
Title I, Part A	Materials, technology, supplies	\$122,372.00
Title I, Part A	Contracted Services for Professional Development	\$100,000.00
Title III, Limited English Proficient	Materials, technology support for EI students	\$21,570.00

Extended learning times.

Implementation of strategic support and interventions.

Local Educational Agency Plan

Interventions relate to time beyond school day

Schools will offer matrix of intervention options for providing extended learning time beyond the regular school day/year that reflects benchmark, strategic, and intensive interventions.

District level:

1. SBUSD will support collaborations with after school community-based programs and school programs offered at every site.
2. The District will offer summer school mathematics, RLA, and ELD classes for at-risk students.
3. The Special Education Department will provide guidance and expectations that SWD (Students with Disabilities) will receive SPED instruction that is sufficient to meet their IEP goals and does not result in scheduling conflicts with their participation in appropriate general education ELA or mathematics curriculum.

Site-level:

1. Each site will develop a matrix of interventions, including extended learning time, which will be submitted to the Associate Superintendent annually by November 1.
2. Some sites offer a post-kinder summer school program.
3. Some sites offer a year round schedule that has a maximum break of four weeks, and includes intersession learning opportunities.
4. The high schools will offer summer school language and reading classes for students at-risk of not passing CAHSEE and for completion of algebra ABC sequence.
5. School sites will offer during, before and/or after school tutorials or homework centers.
6. Inform students about the opportunities students have to work with teachers beyond the school day.
7. School sites may offer extended class time during the school day to support students below proficiency.

Tasks

1. Share the matrix of interventions with all sites. Sites will then develop their own matrix of interventions which will include extended learning time.
2. District and site administrator collaborate with after school programs to ensure that the programs provide academic support.
3. All staff at sites will use pacing guides and calendars by site start dates which will include extended learning time plan.
4. Collaboration between classroom teacher and special education teacher to assure there are no schedule conflicts.
6. Each teacher/grade level will submit a schedule to the site principal which incorporates the math time requirements.
7. Evaluate effectiveness of extended time programs.
8. Ensure that information about extended time programs are distributed to all students, families, and staff.
9. Explore options for developing an academic program for Saturday School.

Measures

1. Site matrix
2. Collaboration meetings/agendas and minutes with after school programs
3. Pacing guides, calendars, extended learning plans, teacher/grade level schedules
4. Copies of teacher seating charts
5. Collaboration meetings/agendas and minutes with teachers and special education departments

People Assigned

LEAP Team, ACT, principals, teachers, School Site Councils (SSC), Special Education, ELACs and DELAC.

Start Date - End Date

7/14/2011 - 6/30/2012

Local Educational Agency Plan

Funding Source	Description	Cost
EIA - Limited English Proficient	Interventions for at risk math students before school, after school, summer school, intersession	\$400,000.00
Title I, Part A	Interventions for at risk math students before school, after school, summer school, intersession	\$30,000.00

Increased access to technology.

Access to technology as a tool for learning.

District level

1. Provide librarian technicians at each elementary site. Credentialed librarians at each secondary site facilitate library time access to on-line learning
2. All sites, except charter schools, will work towards obtaining universal access to the internet, math apps, other emerging technologies.
3. The District will update the district technology plan during summer 2011. This plan will include maintenance of technology hardware and wireless access within two years.
4. The District will implement the Santa Barbara Unified School District Technology Plan.
5. The SBUSD has content area links to the district web site, which will include information on grade level standards, common assessments, pacing calendars and curriculum resources that will be accessible both on and off campus.
www.sbsdk12.org/curriculum
6. The SBUSD provides access to SBCEO Portal and Audiovisual services including staff, student and parent training.

Site-level

1. Classrooms run Internet on computers, tablets, Apple TV, Smartboard, T1 Inspire, and other emerging technologies.
2. Teachers instruct students in technology, including Internet safety, apps, appropriate instructional software, and the use of the web as a learning resource.
3. Sites will purchase hardware, apps, software, and multimedia enrichment programs, and infrastructure support.

Tasks

1. Teachers instruct students in technology including internet safety, apps, word processing, presentation software, appropriate instructional software, and the use of the web as a learning resource.
2. Sites will purchase hardware, apps, software, and multimedia enrichment programs, and infrastructure support.

Measures

1. Professional development on technology resources and classroom implementation.
2. Review site technology "needs survey" for both hardware and professional development assessment for planning.
3. Share technology plan with all staff at all sites.
4. Continually update www.sbsdk12.org/curriculum with current pacing guides, calendars, assessments, links, etc.
5. Continue training in SBCEO portal resources for teachers, students, and parents.
6. Continuing training on emerging technologies like iPads, tablets, "clickers", T1 Inspire, and other digital learning opportunities.

People Assigned

LEAP Team, principals, teachers, School Site Councils (SSC), Site technology committees, ELACs and DELAC.

Start Date - End Date

7/14/2011 - 6/30/2012

Local Educational Agency Plan

Funding Source	Description	Cost
Title II Part D	Technology PD	\$10,000.00

Staff development and professional collaboration aligned with standards-based instructional materials.

Professional learning.

1. The District will provide its teachers with a model specifically devoted to reading instruction for students who score basic or below on the CST.
2. ELD and core content teachers will participate in district-wide professional development (Kinsella, LeMaster, READ 180, AVID) that will emphasize strategies for supporting English learners' progress through the State ELD benchmarks to mastery of the standards.
3. New teachers will participate in BTSA, with activities that focus on the use of standards-based reading materials.
4. The SB 472 training in the Board adopted programs will be provided in conjunction with the publisher for new teachers (fewer than 5 years in the District).
5. Training is available for the following: Data Teams and RTII.
6. All school sites administer the Needs Assessment Survey.

Tasks

1. The District provides training throughout the school year (Jonathan LeMaster, Kate Kinsella, Teach Like a Champion, AVID, ACT).
2. Track participation
3. Evaluate the needs assessment survey

Measures

1. Sign-in sheets from SB 472 trainings.
2. Copy of district calendar.
3. Sign-in sheets from all meetings.

People Assigned

LEAP Team, ACT, principals, teachers, School Site Councils (SSC), ELACs and DELAC.

Start Date - End Date

7/14/2011 - 6/30/2012

Funding Source	Description	Cost
Title I, Part A	Professional development, Academic Coherence Team PLC, collaboration	\$50,000.00

Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents).

Local Educational Agency Plan

1. School staff members will maintain a Site Council with student, staff, parent, and community representatives. Each Site Council receives reports on overall student assessment results in math, and, in collaboration with site administrators, communicates the results to the entire school community. Site Councils discuss strategies to evaluate and enhance school math programs.
2. The Parent Advisory Committee meets a minimum of 5 times a year to discuss district-wide achievement concerns.
3. The District will send each parent his/her student's individual State assessment results. Parents will receive their student's individual assessment results along with an explanation about how to interpret such data.
4. Parents of English learners will receive initial, annual, waiver and reclassification program notifications.
5. Initial primary language assessment results will be sent to parents.
6. Parent meetings (DELAC, ELAC, SSC) will be held regularly.
7. Back-to-School Nights will be held so that parents can meet with teachers and learn about the curriculum.
8. LEA Plan available on SBUSD website; SPSA also available
9. EL Master Plan available on SBUSD website
10. District Spanish translator/interpreter available for school sites.

Tasks

1. Increase School Site Council training in order to develop a means by which SSCs use data to evaluate and enhance existing supplemental math programs
2. A quarterly newsletter article will be distributed by sites in which stakeholders are advised of student performance on district-wide benchmark assessments in math

Measures

1. Compliance will be monitored by attendance at parent conferences and sign-in sheets at Back to School Night, EPAC, ELAC, SSC.
2. Brochure
3. Matrix

People Assigned

LEAP Team, principals, teachers, School Site Councils (SSC), ELACs and DELAC.

Start Date - End Date

7/14/2011 - 6/30/2012

Funding Source	Description	Cost
CBET	CBET	\$17,000.00
Title I, Part A	Parent involvement	\$10,000.00

Auxiliary services for students and parents (including transition from preschool, elementary, and middle school).

Local Educational Agency Plan

District level:

1. Nurses and health assistants provide physical/mental health services.
2. District supports articulation meetings between pre-school, elementary and secondary schools.
3. Kindergarten Curriculum Council is in the process of writing curricula for Transitional Kindergarten program to be implemented fall 2012. The K Council has already aligned their curriculum, rubrics, assessments and report cards to the Common Core State Standards. So, we are in a good position to determine how to best serve Transitional K students in the fall. The Pre-School Director and Curriculum Director attended the LACOE, May 4th, TK planning meeting. And, we are using the guidance on the TK site www.tkcalifornia.org.
4. Student Assignment Agendas purchased for all 4th-6th grade students.
5. AVID training will be provided to all 4-6 grade teachers.
6. AVID Liaison will support and monitor implementation of AVID strategies.
7. Supplemental Educational Services (Required under NCLB)
8. Services for homeless students

Site-level:

1. Family Service Agency and YSS school-based counselors provide social-emotional counseling to students/families.
2. Healthy Start Family Advocates provide school and community resources to families.
3. Childcare, translation and interpretation are provided at parent meetings.
4. Dental, vision and hearing screening is provided at all sites.
5. Unity Shoppe and Operation School Bell provides food, shoes, clothing, and school supplies.
6. Lions Club provides reading glasses for students in need.
7. AVID Elementary Training has been and will continue to be provided to all 4-6 grade teachers and elementary AVID strategies incorporated into classroom practices.

Tasks

Continued support and monitoring.

Measures

1. Monitor sign-in sheets for health assistants.
2. Sign-in sheets from transition meetings pre-K to K.
3. Monitor progress of Transitional K curriculum development, and plan for implementation.
4. Sign-in sheet from transition meetings
5. Copies of invoices
6. Track training of 4-6 grade teachers in AVID to ensure that all are trained.
7. Supplemental Educational Services (Required under NCLB)
8. Services for homeless students

People Assigned

LEAP Team, Director of Student Services, principals, teachers, School Site Councils (SSC), ELACs, and DELAC.

Start Date - End Date

7/14/2011 - 6/30/2012

Funding Source	Description	Cost
Title I, Part A	Choice Transportation	\$49,117.00
Title I, Part A	Supplemental Education Services NCLB required set aside	\$148,852.00
Title I, Part A	Homeless Support Services NCLB required set aside	\$13,575.00

Monitoring program effectiveness.

Local Educational Agency Plan

District level:

1. Board and District administration support the Elementary and Secondary Education Act.
2. SBUSD will ensure that each site has a school-wide assessment plan that is based on the instructional programs in place and is strictly adhered to, including, but not limited to, the California Standards Test (CST) and CELDT.
3. Principals meet regularly to monitor data for targeted student subgroups as indicated by the state API and NCLB AYP, including CELDT tests, ALS, SRI, ADEPT, District benchmarks and AMAO results.
4. The 5 Year Professional Development Plan includes an extensive plan for training and support in areas related to standards, assessment, curriculum, interventions, and English learners. Taken together and working in concert, this plan represents a coordinated approach to addressing the needs of our lowest achieving students.
5. SBUSD will work with the sites to provide SB 472 training, or a training based on this content to instructional tutors and assistants during the same time period as it is being offered to the teachers, as per the 5 Year PD Plan.
6. SBUSD will administer an ELA common benchmark assessment three times per year and reflects the grade level essential standards, and provide an assessment calendar which gives a testing window.
7. SBUSD will continue to provide EDUSOFT data management system and training in its use. The system will allow EL students and students with disabilities results to be disaggregated so that their progress, and their "response to interventions" can be closely monitored and adjustments in their educational programs made.
8. Vertical teaming will coordinate appropriate placement testing for advanced, core, and intervention programs and for EL and SPED support.
9. SBUSD will coordinate quarterly PLC articulation meetings each year, which will include topics on essential standards, assessments, and student interventions.
10. All new teachers participate in the Beginning Teacher Support and Assessment Program (BTSA), which includes topics on monitoring student progress.

Site-level:

1. The sites will focus on strengthening the core instructional program and integrating standards across the curriculum, as reflected on their SPSA.
2. The sites will ensure that highly qualified intervention staff provide auxiliary services to lowest performing student groups (Basic and below).
3. Each site has an RTII or Pyramid of Interventions" based on local resources to be in alignment with the district matrix.

Tasks

1. Articulation and coherence district-wide of RTI models as well as Professional development and training for staff.
2. Support for elementary implementation of Edusoft (using data to guide instruction, reports, etc.).
3. Creation of Academic Coherence Team (extension of Assessment Committee) to monitor and review district benchmark assessments.

Measures

1. Sign-in sheets from cross grade level articulation meetings and agendas.
2. Sign-in sheets from the Edusoft training and agendas.
3. Sign-in sheets from the Academic Coherence Team and copies of the completed assessments from Edusoft.
4. Copy of the District assessment plan and calendar.
5. Copy of the 5 Year Professional Development Plan.
6. Sign-in sheets from the SB 472 trainings for enVision math.
7. Copies of the RTI models.

People Assigned

LEAP Team, principals, teachers, School Site Councils (SSC), ELACs, and DELAC.

Start Date - End Date

7/14/2011 - 6/30/2012

Local Educational Agency Plan

Funding Source	Description	Cost
Title I, Part A	Collaboration	\$20,000.00

Targeting services and programs to lowest-performing student groups.

The academic Pyramid of Interventions addresses the needs of all learners below proficient on the ELA CST.

District Level

SBUSD's LEAP team assists in the following actions:

1. The district will review intervention materials that address the domains of math and the needs of advanced, benchmark, strategic, and intensive students.
2. The Pyramid of Intervention reflects the criteria for placement into an intervention, a plan for monitoring progress, exit criteria, and indicators of success that can be used to evaluate the impact of the intervention on student learning.
3. SBUSD will ensure sites use specific instructional strategies to help long-term ELs meet all criteria for reclassification to fluent-English proficient (RFEP) status (Kinsella, LeMaster, AVID, Bill Jacobs, SBCEO).
4. SBUSD will review and recommend for approval Single School Plans, which specifically target resources (time, people and funds) towards the lowest performing student groups.

Site-level

1. Some classroom teachers at various sites have participated in high quality professional development in collaboration with the math department at U.C.S.B. This professional development will continue to be offered to all teachers in June 2011. SBUSD will continue to offer high quality mathematics professional development during 2011-2012 to lowest performing student groups to focus on strengthening the core instructional program and integrating standards across the curriculum.
2. Site level PLC use data to inform and modify instruction.

Tasks

1. The matrix of interventions will continue to be shared with staff.
2. Each site will have a RFEP committee that will monitor all RFEPs and reclassify ELs that meet all criteria for RFEP status.

Measures

1. RFEP committee sign-ins and monitoring documents from sites.
2. Sign-in sheets from SB 472 trainings.
3. Copy of pyramid of interventions and matrix of interventions.

People Assigned

LEAP Team, principals, teachers, School Site Councils (SSC), Special Education, ELACs and DELAC.

Start Date - End Date

7/14/2011 - 6/30/2012

Funding Source	Description	Cost
EIA - Limited English Proficient	Pyramid of intervention	\$100,000.00
Title I, Part A	Pyramid of Interventions for at risk students	\$47,109.00

Any additional services tied to student academic needs.

On-going monitoring of student progress.

N/A

Local Educational Agency Plan

Tasks

N/A

Measures

N/A

People Assigned

N/A

Start Date - End Date

7/14/2011 - 6/30/2012

Local Educational Agency Plan

LEP Students Proficient in Reading/Language Arts and Mathematics

Goal Statement

In grades 4-12, where READ 180 is implemented, English learners will receive instruction for a minimum of 90 minutes a day.

In grades K-6, students receive 30 minutes of ELD. Students are grouped by ADEPT (A Developmental Proficiency Test) or CELDT (California English Language Development test) level. Students will gain at least one CELDT proficiency level per year.

Monitoring Plan

Data from District Benchmarks, ADEPT and READ 180 data management system, Scholastic Reading Inventory (SRI) will be used by teachers and administrators to inform and adjust instruction

Area of Analysis Associated with this Goal: Analyze LEP Programs

SBUSD has two research-based systematic ELD programs that are being implemented across grade levels. We are poised to make great strides in achievement with our English learners.

Description of Planned Improvements in Programs for LEP Students and Immigrants

Develop programs and activities; Direct sub-grant funds; Accountability plan; Parent and community participation.

(Per Sec. 3116(b) of NCLB, this Plan must include the following: a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: · meeting the annual measurable achievement objectives described in Section 3122; · making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); · annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); d. Describe how the LEA will promote parental and community participation in LEP programs.

1a. The Santa Barbara Unified School District currently provides the following basic instructional services to students identified as English Learner (EL) students:

1. Structured English Immersion (SEI): K-6 EL students who score (CELDT levels 1-3) receive daily instruction in Systematic ELD using Carousel of Ideas, Let's Go Learn and/or READ 180, and have access to core content subjects through SDAIE and differentiated instruction. ELD instruction focuses on the four domains, is targeted to the students' levels of proficiency in English, and is based on the ELD standards. Emphasis is based on using Dutro's framework for Systematic ELC, and Kinsella's Structured Academic Conversation and vocabulary protocols. Core content instruction is based on state grade level standards, and teachers utilize appropriate strategies to assure access to grade-level standards. Teachers of both ELD and SDAIE content courses have the appropriate state authorizations.
2. English Language Mainstream (ELM): K-6 students who score (CELDT Levels 4-5) receive daily instruction in Systematic ELD targeted to their language proficiency needs, and grade-level instruction in the core content areas. SDAIE and differentiated instruction strategies continue to be used in the ELM program. Teachers who work with EL students in the ELM program possess appropriate state authorizations.
3. EL Special Education students have an IEP in place that incorporates linguistically appropriate goals and an appropriately differentiated program that addresses their language needs.

Title III funds will support the Santa Barbara Unified School District's English Learner Master plan for intensifying language acquisition and recouping academic deficits for English learners through:

1. Site implementation of supplemental regular school day intervention strategies including the hiring of qualified staff to support small group and one-on-one tutoring as well as before and after school tutorials and/or classes; to purchase supplementary, research based, English Language Development/English Language Arts materials
2. Some sites have implemented newcomer classes (intermediate grades), partial day clustering or reduced regular

Local Educational Agency Plan

classroom teacher/student ratio through the hiring of qualified teachers.

3. The Director of Research, Evaluation and Technology will hold regular meetings with site principals to discuss district and site level EL interim and annual data.
4. The district has developed a long-term plan that details the process to learn English, the expected annual growth based on Systematic ELD benchmarks, ADEPT and CELDT levels to be met for students at each level of English proficiency. The district will provide a form for teachers to use to monitor and evaluate student performance based on the Open Court or HOLT, SRI and ADEPT benchmarks. Interim (every 12 weeks) core ELA and mathematics benchmarks and monitoring will be tied to English proficiency levels and time in program.
5. The Associate Superintendent and the Director of Research, Evaluation and Technology will analyze reports to determine progress towards the agreed upon annual benchmarks. Principals will modify school plans to address any significant shortfalls in expected student performance.
6. The Associate Superintendent and the Director of Research Evaluation and Technology, will meet regularly with principals to analyze benchmark assessments, state assessments, and student progress toward improving language and academic instruction for EL students
7. SBUSD administrators, along with site principals will meet to analyze the site specific data and determine if EL students met their annual yearly progress goal (based on length of time in the district's language program). SBUSD will evaluate the effectiveness of the intervention models implemented at school sites to determine those that have the best results with EL students.
8. The Director of Research, Evaluation and Technology makes an annual report to the Board of Education on the language and academic progress of the students in the district.
9. Site ELD Liaisons, and secondary curriculum assistant principals will meet monthly with the District ELD Teacher On Special Assignment (TOSA, or the Director of Curriculum and Categorical Programs to review and monitor the LEA Plan and the progress of EL students).

At the school sites:

1. All EL student records (testing, copies of letters to parents, grades, etc.) are kept in a yellow language development folder. This folder is updated yearly, and accompanies the student as he/she changes schools. At secondary sites the principal or designee will maintain an organizational chart that delineates the responsibilities for monitoring compliance with Title III and Title I for English learners.
2. An EL reclassification committee is established at each site. Grade-level or departmental subcommittees meet two times per year to discuss EL student progress and reclassification. The EL reclassification committee meets annually to consider subcommittee recommendations and evaluate assessment information.
3. At each site the principal or designee gathers and monitors EL student records, coordinates EL testing, advises teachers about EL student placement and groupings, monitors EL student progress and is a liaison for the teachers and the EL committee.
4. Sites report EL progress using District Benchmarks, SRI or ADEPT three times yearly to the SBUSD Associate Superintendent or designee that documents the language and academic progress of each EL student towards core academic benchmarks. Information from these reports is used to determine the need for specific, targeted interventions. These reports are evaluated at the district level in order to monitor EL student progress.
5. Principals will conduct walk-throughs using a district observation tool to monitor teacher use of site selected key instructional strategies to support English learners.
6. All schools currently have written parent involvement components of their Single Plan for Student Achievement and EL parents are involved in developing the Plans. All schools with at least 21 English learners, on an annual basis, will have a properly constituted English Learner Advisory Committee (ELAC) that carries out its functions according to the California Education Code. Each school has at least one parent representative on the SBUSD English Learner Advisory Committee (DELAC). ELAC leadership training is provided by the principals and designees through annual meetings and ongoing meetings as necessary as well as a guide to ELAC responsibilities developed by the district as a component of the English Learner Master Plan, and provided to principals. DELAC training is provided to members on an annual basis. Adult literacy and ELD classes are provided for parents and community members through the Community Based English Tutoring (CBET) Program at the majority of elementary district schools and at several secondary schools. Santa Barbara City College has a partnership program that provides Adult Education English classes to parents and community members.

Title III (General and/or Categorical) funds will:

1. Provide oral and written translation for parents who receive individual student assessment results and program descriptions.
2. Provide oral translation for advisory meetings and parent conferences at both the district and site levels.
3. Provide oral translation at Board of Education meetings.
4. Provide written translations of all district and site materials for parents.

Local Educational Agency Plan

5. Hire staff to make phone calls to parents and to provide childcare.

1b. The SBUSD has set the following annual goals for EL students in the area of ELD, reading/language arts and math. ELD growth is measured by the CELDT and ADEPT assessments; reading/language arts and math are measured by the state standards-based assessments, CSTs.

The SBUSD has set the following interim goals for English learners that will be monitored each trimester:

1. ELD: Progress on ELD benchmarks are measured through curriculum-embedded assessments and/or ADEPT at least two times per year.
2. ELA: Progress in English Language Arts is monitored through ALS benchmarks reported on the report card.

The SBUSD uses Title III funds to support EL students meet these measurable objectives by:

1. Training teachers in Systematic ELD instruction, ADEPT, AVID, Kinsella and LeMaster Critical Reading and Writing
2. Using a district-wide system (Edusoft) for collecting and providing data to schools and individual teachers on progress towards interim (trimester /semester) ELD, reading/language arts and math benchmarks.
3. Providing diversity awareness and equity awareness training.

1c. SBUSD leadership is prepared to provide principals and teachers with assistance and guidance to fully utilize ELD Standards, students' proficiency levels and grade level standards to increase the rigor of classroom instruction. Increased rigor will contribute to EL students meeting annual API, AYP and AMAO targets. The SBUSD is committed to monitoring the academic achievement of its EL students in the subject areas of ELD, ELA and math. To ensure that EL students are making satisfactory progress towards the interim and annual goals stated earlier, the SBUSD employs the following monitoring process:

At the district level:

SBUSD and school sites have developed an English Learner Master Plan that describes roles and responsibilities for district and school site staff responsible for implementing the district's English Learner Program. The Plan is reviewed annually by the LEAP Committee and shared at all sites.

1. SBUSD teachers have access Individual Student Data Profiles (using Edusoft) that shows achievement data over time (three years of California Standards results for reading, language arts and math) to determine English learner placement and to identify interventions needed.
2. SBUSD's program design for the English Learner Program and the program design for Special Education is examined by the district to assure that EL Special Education students have an IEP in place that incorporates linguistically appropriate goals and an appropriately differentiated program that addresses their language needs.
3. The Director of Research, Evaluation and Technology, the Director of Curriculum and Categorical Programs, the ELD TOSA, and the ELD Site Liaisons/ curriculum assistant principals hold regular meetings to discuss district and site level EL interim and annual data. Results will be communicated monthly with the site principals.
4. The expected annual growth based on Systematic ELD benchmarks, SRI, ADEPT and CELDT levels meet state expectations for students at each level of English proficiency. Interim benchmarks and monitoring will be tied to English proficiency levels and time in program.
5. The Associate Superintendent and the Director of Research, Evaluation and Technology will analyze reports to determine progress towards the agreed upon annual benchmarks. Principals will modify school plans to address any significant shortfalls in expected student performance.
6. The Associate Superintendent and the Director of Research Evaluation and Technology, will meet regularly with principals to analyze benchmark assessments, state assessments, and student progress toward improving language and academic instruction for EL students
7. SBUSD administrators will visit each school frequently to monitor the implementation of all programs including the EL programs.
8. SBUSD administrators, along with site principals meet to analyze the site specific data and determine if EL students met their annual yearly progress goal (based on length of time in the district's language program). The SBUSD will evaluate the effectiveness of the intervention models implemented at school sites to determine those that have the best results with EL students.
9. The Director of Research, Evaluation and Technology makes an annual report to the Board of Education on the language and academic progress of the students in the district.

At the school sites:

1. All EL student records (testing, copies of letters to parents, grades, etc.) are kept in a yellow language development folder. This folder is updated yearly, and accompanies the student as he/she changes schools.

Local Educational Agency Plan

2. An EL reclassification committee is established at each site. Grade-level subcommittees meet two times a year to discuss EL student progress and reclassification. The EL reclassification committee meets annually to consider subcommittee recommendations, and evaluate assessment information.
3. At each site the principal gathers and monitors EL student records, coordinates EL testing, advises teachers about EL student placement and groupings, monitors EL student progress and is a liaison for the teachers and the EL committee.
4. Information from interim benchmark reports is used to determine the need for specific, targeted interventions. These reports are evaluated at the district level in order to monitor EL student progress.
5. Principals conduct walk-throughs using the district observation tool to monitor teacher use of site selected key instructional strategies to support English learners.

1d) All schools currently have written parent involvement components of their Single Plan for Student Achievement and EL parents are involved in developing the Plans. All schools with at least 21 English learners, on an annual basis, will have a properly constituted English Learner Advisory Committee (ELAC) that carries out its functions according to Ed Code. Each school has at least one parent representative on the SBUSD English Learner Advisory Committee (DELAC). ELAC leadership training is provided by the principals and designees through annual meetings and ongoing meetings as necessary as well as a guide to ELAC responsibilities developed by the district as a component of the English Learner Master Plan and provided to principals. DELAC training is provided to members on an annual basis. Adult literacy and ELD classes are provided for parents and community members through the Community Based English Tutoring (CBET) Program at the majority of district elementary schools. Select secondary schools provide Adult literacy and ELD classes through a partnership with Santa Barbara City College.

Title III (General and/or Categorical) funds will:

1. Provide oral and written translation for parents who receive individual student assessment results and program descriptions.
2. Provide oral translation for advisory meetings and parent conferences at both the district and site levels.
3. Provide oral translation at Board of Education meetings.
4. Provide written translations of all district and site materials for parents.
5. Hire staff to make phone calls to parents and to provide childcare.

Local Educational Agency Plan

Language instruction based on scientifically-based research.

Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the LEP programs will be determined by the increase in: · English proficiency; and · Academic achievement in the core academic subjects

The SBUSD currently offers at least 30 minutes daily of ELD and SDAIE language instruction in the core academic subjects in its SEI and EL Mainstream programs for EL students. Primary language support for CELDT levels 1-2 is provided as needed. Ongoing monitoring of student progress takes place throughout the year with close attention paid to the achievement of AMAO targets and district AYP goals.

ELD:

Each EL student, upon assessment for language proficiency level, receives daily, targeted instruction in ELD appropriate to his/her level of fluency in English. Teachers at each site level students for ELD instruction based on need, as necessary, with no more than two ELD levels grouped together.

To support EL students in the core ELA curriculum, teachers use front-loading preteaching strategies, flexible grouping, and state approved ELD materials. For ELD instruction, READ 180, Carousel of Ideas materials and Let's Go Learn (or other state approved AB 1802 materials) are used with EL students. Teachers and administrators are provided training in ELD. ELD Teacher on Special Assignment (TOSA) and District Coach provide on-going training and site support for high-quality instruction and monitoring of student progress. In addition, selected sites are implementing "newcomer" programs for English learners in which the students remain with the same teacher for most of the day and receive an intensified language acquisition curriculum.

Each EL student currently receives access to core content through specially designed academic instruction in English (SDAIE) taught by a qualified teacher. Intervention teachers and instructional assistants provide extra student support and targeted assistance.

The effectiveness of the English learner programs will be determined by the increase in English proficiency and academic achievement in the core academic subjects as described in 1c above.

Local Educational Agency Plan

LEP Professional Development.

Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel. a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom.

Title III funds will enhance the current instructional program for EL students by:

1. Professional development by District Coaches train and support teachers of EL students in a formal PLC process which includes how to discuss students' academic progress by looking at samples of student work and on benchmarks assessments using Edusoft reports.
2. Ongoing District and site professional development provides teachers with research scientifically proven methodologies and materials that meet the needs of identified EL students.
3. Training on the use of supplemental reading materials for students at lower levels of fluency supplement state-adopted ELA instructional materials for EL students (Let's Go Learn, Carousel of ideas). A calendar of PD is available online at sbsdk12.org/pd
4. All teachers of English learners will complete SB 472 or the new modified training in READ 180 no later than the fall of the 2011-2012 school year.
7. The format of professional development delivery will use a scientifically based research-supported model that provides professional development sessions over time with interim classroom application. This will be supported by grade level/department collaboration and discussion of best practices.

Title III funds will be used to support the following:

1. On-going professional development (AVID ELL, READ 180, Kinsella, LeMaster, CSU Modules). AVID ELL training provides teachers strategies to deliver curriculum in the content areas. READ 180 training on the L Book which provides specific curricula, and strategies for teaching language to CELDT 1,2,3 students. Kinsella is working with READ 180 teachers, and teachers who will implement 3D curricula set for release this September. The strategies include vocabulary development, structured academic conversation protocols, language routines, and micro writing templates. Kinsella has trained administrators on her walk through protocol, which we have adopted as part of our Title III Year 2 Corrective Action Plan. LeMaster is AVID Literacy training for content area teachers who teach EL students. His strategies provide teachers with routines and protocols for teaching and learning, micro writing templates, and research. Our EL students transition into CSU modules in high school. The strategies in CSU mirror Kinsella's work as she was an original author on this project. This course leads to a 12th grade course developed in conjunction with our local city college, Santa Barbara City College so as to help more EL students enter SBCC in college level English. Our teachers, SBCC and SBUSD train together in CSU modules, and LeMaster as a part of our Cal-Pass initiative so we are delivering content in common ways.
2. District supported coaching provides high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel. It is
 - a. designed to improve the instruction and assessment of LEP children;
 - b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;
 - c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;
 - d. long term effect will result in positive and lasting impact on teacher performance in the classroom.

Upgrade program objectives and instructional strategies.

Upgrade program objectives and instructional strategies.

Check if the LEA meets or plans to meet this requirement

Local Educational Agency Plan

Establish school-site and district-wide continuous improvement processes that examine the academic achievement of students and the programs that contribute to their increased achievement. Evaluate the effectiveness of programs based upon the students' achievement and make modifications as necessary.

To improve the percentage of all students to achieve proficiency in English language arts and math, students will:

- 1) Receive Explicit Vocabulary Development
- 2) Receive Academic Language Development
- 3) Implement targeted instructional strategies (AVID, READ 180, Kinsella, LeMaster, CSU Modules, Focused Approach Systematic ELD)

Provide LEP tutorials, academic and voc-ed, intensified instruction.

Please describe

Check if the LEA meets or plans to meet this requirement

Use READ 180 assessment system, SRI, or ADEPT to identify students for intervention. Deliver specific academic interventions that accelerate the English learners acquisition of English and their ability to be successful in the content areas of English/language arts, mathematics, history/social science and science.

Develop and coordinate programs with other services.

Develop and implement programs that are coordinated with other relevant programs and services.

Check if the LEA meets or plans to meet this requirement

As part of parent involvement and support the district provides CBET classes at the majority of the elementary schools. The class teaches English and strategies to assist their student(s) at home with the core English-Language Arts curriculum. There is a structured program to bring parents into the classrooms as tutors (trained in CBET program) at one of these schools. Schools also provide parenting classes to support parents. At the secondary level selected sites offer parent education courses including Parent Project, Adult literacy courses in partnership with Santa Barbara City College, and PIQE (Parent Institute for Quality Education). Our goal is to incorporate MALDEF (Mexican American Legal Defense and Education Fund) School Partnership Program training in fall 2011 in collaboration with UCSB Early Academic Outreach Program.

Improve the English proficiency and academic performance of LEP children.

Improve the English proficiency and academic performance of LEP children.

Check if the LEA meets or plans to meet this requirement

Local Educational Agency Plan

SBUSD will ensure the following takes place at all sites:

1. Core curriculum benchmarks and pacing guides by grade and proficiency level will be developed that align with the ELD standards and selected curriculum.
2. Systematic implementation of selected and board approved ELD curriculum will be implemented with ongoing support to teachers and monitoring by site administrator (READ 180, System 44, Carousel of Ideas, Let's Go Learn, English Intensive and English 3D).
3. Teacher's use the Focused Approach or Kinsella's explicit vocabulary protocols.
4. Consistent implementation of targeted instructional strategies and techniques will be a district-wide focus (Kinsella, LeMaster, AVID, READ 180 routines).
5. ELD intervention instruction designed to meet the specific needs of each English learner will be provided.
6. ELD TOSA and Coach support and assist teachers instructing ELs in RLA and mathematics.
7. Teachers collaborate to review assessment data and plan instruction for ELs (in RLA and mathematics).
8. Teachers use formative, summative, informal, and formal assessments to determine student mastery of ELD and content standards. Teachers engage in ongoing monitoring of progress and modification of instruction to meet assessed language and content needs. Site budgets fully support the identified needs of ELs.

LEP community programs, family services, parent outreach.

Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – · To improve English language skills of LEP children; and · To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.

Check if the LEA meets or plans to meet this requirement

SBUSD will continue to organize activities to stimulate family participation among English learners around the following areas:

1. Parenting: Assist families with parenting skills and setting home conditions to support children as students. Also, assist schools to better understand families (Parent Project, PIQE).
2. Communicating: Conduct effective communications from school-to-home and from home-to-school about school programs and student progress (MALDEF PSP, PIQE)
3. Volunteering: Organize volunteers and audiences to support the school and students. Provide volunteer opportunities in various locations and at various times (ELAC Training with Padres Unidos).
4. Learning at Home: Involve families with their children on homework and other curriculum-related activities and decisions (site level parent curriculum nights such as science night, CBET).
5. Decision-Making: Include families as participants in school decisions, and develop parent leaders and representatives. Collaborating with the Community: Coordinate resources and services from the community for families, students, and the school, and provide services to the community (ELAC/SSC Training in collaboration with Padres Unidos).

Incorporate technology.

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

Check if the LEA meets or plans to meet this requirement

Local Educational Agency Plan

1. Teachers use current and emerging technology to facilitate instruction as well as provide students with use of technology to be globally competitive.
2. The computer-based Waterford Early Reading Program is in five Title III schools and is a regular part of the reading program.
3. READ 180 has a technology component that is integral to its implementation.
4. Teachers are trained in the use of the internet in classrooms to provide visual resources using the SBCEO Portal.
5. The District provides Portal and audiovisual services and technology support through the Santa Barbara County Education Office Media Services.

Other Title III activities.

Other activities consistent with Title III

n/a

Local Educational Agency Plan

Inform parents of LEP students.

Parents of Limited-English-Proficient students must be notified: The outreach efforts including holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; h. information pertaining to parental rights that includes written guidance detailing + i. the right that parents have to have their child immediately removed from such program upon their request; and + ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; + iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.

Local Educational Agency Plan

The SBUSD informs parents of English learners of each of the following items through the following documents: Initial Parent Notification of Program Placement, Annual Parent Notification of Program Placement, Reclassification Form for English Learners, Parental Exception Waivers Letter, SBUSD Progress Report, and English Language Development (ELD) Standards Monitoring Form.

<http://www.sbsdk12.org/curriculum/forms/index.shtml>

<http://www.sbsdk12.org/plans/index.shtml>

Upon initial language assessment of their child and annually thereafter, parents will receive a written explanation of the following information:

1. The reasons for the identification of their child as EL and in need of services (Home Language Survey response, score on initial CELDT test)
2. The child's level of English proficiency and how it was assessed (explanation of CELDT level, and explanation of CELDT exam), and the status of the student's academic achievement. (For "annual" EL students, the CST and/or other academic information will be recorded).
3. The method of instruction the student will receive (Program description that includes information on time in ELD and materials to be used, subjects to be taught through SDAIE and materials to be used, and authorization of teacher. In addition, benchmarks and yearly goals will be explained so that parents can monitor progress towards these goals.)
4. How this program is designed to meet the needs of the child (design based on CPM requirements, research, past successful experiences)
5. How this program design helps their child learn English (emphasis on ELD component, training of teachers)
6. Specific exit requirements (what are the re-designation criteria) and expected rate of promotion and graduation if student participates in this program. (The average expected time in the EL program is five years.)
7. If the student has a disability, state how the services prescribed by the IEP work together with the program in which the student is enrolled to maximize his/her learning experiences.
8. Parental rights to withdraw from the program (but not the services) and to choose an alternative program.

At each school site, within the first month of school, at a meeting that precedes the Back to School Night meeting, parents will be provided an opportunity to hear a full description of items 1-8 in context of the district/schools programs and services for English learners. When test results are completed, parents receive in writing a complete detailed explanation of their child's scores, the rationale for identification as EL or RFEP, and an explanation of their child's suggested program placement, parents' rights.

Following initial placement, progress is formally evaluated at three intervals during the year, and parents are informed in writing (progress report) of their child's scores and any changes in program or classification. Such a change includes a mid-year advancement for a student's level of ELD instruction or to a more challenging level of academic instruction consistent with the district goal to expedite ELs "catching up" with their English Mainstream program peers.

ELAC (held a minimum of four times a year) and DELAC monthly meetings focus on informing parents about instructional programs and how they can support their child's academic achievement.

Annual parent notification, taking place within 30 days of the beginning of each school year, includes detailed complete program descriptions, options, and parent rights which includes the parents' right to have a child placed in the English mainstream program at any time during the school year.

In addition to parent notification of assessment results and program participation, Title III funds support additional meetings to ensure that English learners are being properly included in all possible school services such as GATE, Honors and Dual Enrollment. When parents participate in these meetings, the meetings may also serve to provide a forum for parents of EL children to share their recommendations for program design and goals.

1. Parental rights to withdraw from the program (but not the services) and to choose an alternative program.

Local Educational Agency Plan

LEA Parent Notification - Failure to Make Progress

LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.

If the district or site fails to make its AYP, all involved parents will be notified of such failure in writing in a language they understand no later than 30 days after such failure occurs. The letter informing parents of such failure will inform them of their option to choose another school within the district.

Assist families and parents to be active in children's education.

Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:

Check if the LEA meets or plans to meet this requirement

Some elementary schools offer Community-Based English Programs at most of the elementary schools. Parent Education and parental involvement programs offer parents the opportunity to participate in and support their students' academic success.

The west-side has a community center that offers parent education, Parent Institute for Quality Education (PIQE), sites offer a variety of parental participation nights so that parents are our school partners. We plan to offer MALDEF Parent School Partnership train the trainer institute in fall in collaboration with UCSB.

Personnel trained to support immigrant children.

Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:

Check if the LEA meets or plans to meet this requirement

A teacher on special assignment (TOSA) provides support to teachers on implementation of ELD curriculum (READ 180, System 44, Carousel of Ideas, Let's Go Learn).

Tutorials, mentoring, counseling for immigrant children & youth.

Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;

Check if the LEA meets or plans to meet this requirement

Schools provide tutorials for students before school, after school and during lunch.

Local Educational Agency Plan

Identify and acquire curriculum, educational software, technologies.

Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:

Check if the LEA meets or plans to meet this requirement

We acquired READ 180 in 2009. READ 180 has a technology based component. The program requires hardware updates. The District is also working with emerging technologies including response "clickers", iPads/tablets, Apple TV, apps for EL students, T1 Inspire, Smartboards, netbooks, computers. There are a variety of apps and programs that support literacy development.

Basic instruction services for immigrant children: supplies, transportation.

Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:

Check if the LEA meets or plans to meet this requirement

n/a

Instruction services to assist achievement (ie, introductions, civics)

Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:

Check if the LEA meets or plans to meet this requirement

n/a

Coordinate activities with other organizations

Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:

Check if the LEA meets or plans to meet this requirement

The same coordination happens with LEP and immigrant students.

Local Educational Agency Plan

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

Goal Statement

The Human Resources department will work with principals to assure that all teachers are highly qualified and that new hires are HQT.

Monitoring Plan

Director of Personnel Services will monitor hiring to assure compliance with HQT.

Area of Analysis Associated with this Goal: Teacher Quality

In order for district initiatives and instructional programs to be effective, a strategic and consistent plan for training and support must be in place. In addition, an effective and reliable means of monitoring and reporting of professional development needs to be in place to determine effectiveness of training and hiring.

Local Educational Agency Plan

Description of Planned Improvements for Professional Development

Align PD with State standards.

Please describe how the LEA's professional development activities are aligned with the State's academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards.

The Associate Superintendent, Principals' Council, and Director of Research and Evaluation will conduct yearly professional needs assessment of teachers, as a group, and principals, as a group, in relation to criteria for highly qualified and trends in data on formative and summative assessments of student progress in relation to state content and academic achievement standards.

School and district professional development goals have been created to assist staff to move toward proficiency in standards for all students. A Five Year Professional Development Plan has been developed which delineates district goals and professional development focus areas. The Five Year PD Plan specifies, for each year, coordinated district leadership actions to promote those goals. Focus areas include content standards, implementation of State and common assessments, selection, English learners, adoption and full implementation of new mathematics and ELA curriculum textbooks and development of a "pyramid of interventions". The role of the principal in providing instructional leadership is fully addressed.

Teacher leaders ongoing professional development activities support the classroom teacher's implementation of state reading-language arts content standards through support of effective implementation of the state-adopted standards-aligned instructional materials. Grade level/department team meeting activities focus on individual teacher and grade level team analysis of curriculum-embedded end-of-unit assessments to inform their instruction and to identify students at benchmark, strategic and intensive levels of performance for targeted instructional interventions. State assessments (CST) are analyzed on an annual basis by staff to inform the design of long-term intervention strategies and materials.

The Secondary Curriculum Board (curriculum assistant principals) meets with English, social studies, science, math and ELD chairpersons to determine how sites and the District can support the classroom teacher's implementation of State content standards. Emphasis will be placed on strengthening the focus of department team meeting activities on analysis of: end-of-unit assessments, formative, summative and end-of-term exams to inform instruction and to identify students in need interventions. These chairs will meet quarterly with Director of Research and Technology and the Assistant Superintendent to assess students' progress toward mastery. Data will be used to write SMART goals to provide a model of continuous improvement. State assessments (CST) are analyzed on an annual basis by staff to inform the design of long-term intervention strategies and materials.

Tasks

1. Continued training Edusoft data system to analyze benchmarks is ongoing.
2. The Pyramid of Interventions is shared with all site staff.
3. Continuous monitoring and implementation at all sites of newly adopted materials is done by following pacing guides and benchmark calendars.
4. Monitor implementation of scheduled trainings
5. Continue Curriculum Board with administrative representatives (assistant principal or designee) who coordinate District-level communication. These representatives work with department chairs to facilitate the adoption of curriculum, textbooks, supplementary materials, as well as communicate progress on District-wide initiatives.
6. Monthly meeting calendared before the beginning of the school year.
7. Assess the status of PLCs.
8. Set annual goals for improving student achievement using data to inform instruction.
9. Develop professional development calendar based on goal.

Local Educational Agency Plan

Measures

1. Sign-in sheets from Edusoft training.
2. Monitor teacher use of Edusoft to access data
3. Monitor use of Edusoft data in PLC - PLC minutes
4. Pacing guides and benchmark calendars are collected as evidence.
5. Sign-in sheets from trainings.
6. Walk-through monitoring of District adopted materials.
7. Calendar of Professional Development.
8. PLC minutes
9. LEAP goals

People Assigned

LEAP Team, principals, Associate Superintendent, Dir. of Research and Evaluation and Tech., Principals' Council, TOSA, teachers.

Start Date - End Date

7/14/2011 - 6/30/2012

Funding Source	Description	Cost
Title II, Part A, Subpart 2, Improving Teacher Quality	Professional Development (Including Professional Development Week) Activities - District Initiatives Kinsella, LeMaster, AVID, READ 180, Technology	\$384,889.00
Title II, Part A, Subpart 2, Improving Teacher Quality	Site Determined Professional Development based on SPSA goals	\$105,000.00
Title II, Part A, Subpart 2, Improving Teacher Quality	Elementary Science Professional Development	\$100,000.00

Based on scientifically-based research.

Please describe how the LEA activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement.

The Associate Superintendent, Principals' Council, and Director of Curriculum and Instruction will utilize research-based models for professional development. They will include presentation of theory and practice through workshops presented during the year, Professional Development week in June, and conferences offered. An accountability to use what is learned is a part of the model.

Trainings based on the SB 472 model has been the CDE approved delivery system for professional development directly tied to SBE adopted and Board adopted instructional materials. We will continue to offer training modeled on SB 472 training in mathematics, RLA (core, strategic and intensive adoptions), and science for elementary teachers, teachers and instructional support personnel.

Professional Development week in June will include technology, Kinsella, LeMaster Critical Reading and Writing, brain research, organizational strategies for teachers.

We've contracted with the International Center for Leadership in Education/Scholastic to survey our professional development needs in terms of the Common Core State Standards, develop a plan of action, and work with a leadership team on leading for the Common Core.

Local Educational Agency Plan

Tasks

- 1) On going training in RLA, math, EL Intervention and intensive modeled on SB 472.
- 2) Recruit teachers for Professional Development Week
- 3) Complete International Center for Leadership in Education needs assessment survey

Measures

- 1) Sign-in sheets for all trainings.
- 2) Agendas and minutes of professional development trainings.

People Assigned

pLEAP Team, Principals, Associate Superintendent, Dir. of Research and Evaluation and Tech., Principals' Council, International Center for Leadership in Education consultants, TOSA, teachers.

Start Date - End Date

7/14/2011 - 6/30/2012

Funding Source	Description	Cost
Title I, Part A	Professional Development to Assure Lowest Performing Students are Supported. Contracted Services 10% PD set aside for Title I	\$198,410.00

Impact on achievement, eliminate the achievement gap.

Please describe how the LEA activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as a part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students.

In designing professional development, and the Associate Superintendent Principals' Council, and Director of Research, Evaluation and Technology will concentrate on the degree to which the program meets five key points:

- 1) How well does it focus on students meeting/exceeding key/essential standards through the use of State-adopted/standards-based materials and formative assessments?
- 2) How close to the instructional work of teachers is the professional development situated?
- 3) To what degree is the system built on the strengths and needs of the staff in relation to academic and cultural learning strengths and needs of the student populations in teachers' classrooms?
- 4) How well do selected professional development resources apply to particular under-performing student populations (e.g., English learners, students with disabilities, socio-economically disadvantaged)?
- 5) How well integrated are materials selection and intervention approaches?

The LEA Plan and the SPSA will tie indicators of success with specific measures and targets. This format will provide direct guidance regarding the impact of the action steps towards reaching the specified goals.

The Professional Learning Community (PLC) model, which is being actively supported by the District, focuses on using common assessment data to drive instructional decision-making, including providing a pyramid of interventions that is specifically designed to close achievement gaps.

Local Educational Agency Plan

Tasks

1. Evaluation form of professional development proposal (including 5 steps).
2. Provide additional training on the PLC model at all sites.

Measures

1. Completed evaluation forms.
2. Agendas and minutes of approved professional development.

People Assigned

LEAP Team, principals, Associate Superintendent, Dir. of Research and Evaluation and Tech., Principals' council, TOSA, teachers.

Start Date - End Date

7/14/2011 - 6/30/2012

Funding Source	Description	Cost
EIA - Limited English Proficient	Literacy Professional Learning community	\$3,600.00

Coordinate PD with Federal, State and local PD programs.

Please describe how the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State and local programs.

The Associate Superintendent, Principals' Council, and Director of Curriculum and Categorical Programs will ensure that professional development activities are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards. Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment and understanding of the strengths and needs of the student populations in their classes. Classroom management, interventions, effective instructional strategies and other topics required by funding sources will be addressed within the context of ensuring that all students meet or exceed State content and academic achievement standards. The updated Five Year PD Plan (2008-2014) reflects a high degree of integration and provides a clear road map of yearly progress towards meeting district goals through targeted professional development.

Tasks

1. The Five Year PD plan will be shared with all staff.

Measures

1. Copy of the 5 Year PD plan.

Local Educational Agency Plan

People Assigned

LEAP Team, principals, Associate Superintendent, Dir. of Research and Evaluation and Tech., Principals' Council, TOSA, teachers.

Start Date - End Date

7/14/2011 - 6/30/2012

Making PD available, ensure needs are met.

Please describe the professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:

The format for use of collaboration time focused on coordinating the teaching and assessing of key/essential standards in the strands/subject matter areas of most needed improvement will be refined at sites. The Professional Learning Community (PLC) model is being supported both by the Santa Barbara County Education Office professional development and SBUSD.

Teacher collaboration time will continue to focus on benchmark assessments for key/essential standards, review of student work on those assessments/assignments and planning for revising/reviewing/re-teaching/and moving ahead. Special education teachers will rotate their participation among the teacher collaboration meetings based upon the grade levels of their students.

Professional development will focus on practicing core research-based practices used in the standards-based materials in the strands/subject matter of most needed improvement.

Principals' professional development will combine the leaders' roles in supporting standards implementation, organization and management for continuous improvement, and addressing diverse needs of students, particularly students in the lowest-performing subgroups. Principals meet monthly for the purpose of discussing research articles and the application of those results to site practices. Principals are expected to complete AB 430 Institutes within the first two years in that position, and complete SB 472 Institutes for adoptions not included in Module 1 of AB 430. Principals in their first year of serving at PI Year 3 and beyond are recommended to receive coaching/leadership consultations from qualified experts.

Tasks

1. Development of protocols for teacher PLC collaboration time to review data.
2. Principals will monitor that teachers at site are having collaboration time.

Measures

1. Collaboration PLC protocols.
2. Release-time schedules for PLCs.
3. Student achievement data.

People Assigned

Principals, teachers, support staff, Special Education.

Local Educational Agency Plan

Start Date - End Date

7/14/2011 - 6/30/2012

Part D funds, train about technology in education

Please describe how the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:

EETT will fund training on internet, moodle, portal, microsoft office, Aeries, Edusoft, website development, SmartBoard, and other emerging technologies such as iPads, tablets, irsespond student clickers, etc.

Tasks

1. Training needs to be put into professional development calendar.

Measures

1. Sign-in sheets of teacher attendance.
2. Survey of technology use in classrooms.

People Assigned

Dir. of Research, Evaluation and Technology and teachers.

Start Date - End Date

7/14/2011 - 6/30/2012

Increase access to technology, PD in effective use of technology.

Please describe how students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):

EETT (Enhancing Education through Technology) Plan calls for classes and support scheduled for teachers to learn to use technology integrated into classroom instruction, standards-based instructional software (EDGAR compliant or CLRN approved), web-based curricular units, student research, and student production involving writing and graphics, and teacher-designed distributed practice. By providing training for teachers to make them more comfortable and skilled with the use of technology, students will have more access to learning through technology.

Opportunities to obtain CTAP Certification Levels I, II, III are available.

Portal and Moodle training will be offered throughout the school year by SBCEO.

Local Educational Agency Plan

Tasks

1. Set professional development calendar

Measures

1. Monitor use of technology in classrooms

People Assigned

Teachers and Dir. of Research, Evaluation and Technology.

Start Date - End Date

7/14/2011 - 6/30/2012

Collaboration to plan PD activities and the LEA Plan.

Please describe how the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:

Professional development goals are tied to the Board of Education Focus Goals and target the improvement of teachers' and principals' knowledge and skill, organizational support for improved teaching and learning, teachers' and principals' use of knowledge and skill and student achievement.

SBUSD administrators, teachers, staff and parents have collaborated in the planning of professional development activities and in the preparation of the LEAP through ongoing discussion and needs assessments at Principals' Council, Advisory Council meetings, and DELAC. Principals, leadership team members, and department chairs, prioritize their needs in terms on professional development content, delivery and format.

LEAP committee will use Needs Assessment survey data to inform strategic planning for professional development.

Tasks

1. Review the survey to evaluate the input of stakeholders to determine needs of the district.
2. Revise professional development plan based on needs.

Measures

1. Survey and results.
2. Revised professional development plan based on the needs of the survey.

People Assigned

LEAP Team, principals, Associate Superintendent, Dir. of Curriculum and Categorical Programs, Principals' council, TOSA, teachers, SBCEO Directors, SBUSD Directors, ELACs and DELAC.

Start Date - End Date

7/14/2011 - 6/30/2012

Local Educational Agency Plan

Address different learning styles. Classroom behaviors. Early interventions. Involve parents. Use data and assessments.

Please describe how the LEA will provide training to enable teachers to:

- + Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;
- + Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;
- + Involve parents in their child's education; and
- + Understand and use data and assessments to improve classroom practice and student learning.

Professional development will be provided for strengthening teachers' use of specially-designed academic instruction in English (SDAIE) using AVID strategies, Kinsella's Structured Academic Conversation Protocols, LeMaster Critical Reading & Writing and Researcher strategies.

Teacher collaboration time will focus on joint review of student performance on benchmark assignments/assessments for key/essential standards and planning for addressing diverse student needs (English learners, gifted & honors, at-risk, special education students), behavior management and working with families.

Principals' professional development will combine the leaders' roles in supporting standards implementation, organization and management for continuous improvement with behavior management, working with students' families, and addressing diverse needs of students, particularly students in the lowest performing groups in the district, especially for new principals and, if any, those whose schools do not make AYP.

Professional development will be provided in Systematic ELD by the ELD TOSA. The TOSA will also provide on-going site-based support for implementation of high quality ELD instruction and monitoring of student progress.

Tasks

1. On-going SB training modeled on 472.
2. On-going ELD support through training, Model lessons, site support, teacher collaboration, and staff meetings.
3. On-going training of Edusoft data system to analyze benchmark assessments and CST results.
4. Development of AVID 2011-12 calendar of professional development and liaison meetings.
5. Ongoing work with Kinsella and LeMaster

Measures

- 1) Sign-in sheets from SB 472 training.
- 2) Systematic ELD training site support calendar.
- 3) Sign-in sheets from Edusoft training.
- 4) Sign-in sheets of AVID training/liaison meetings.
- 5) Sign-in sheets Kinsella and LeMaster

People Assigned

LEAP Team, principals, Associate Superintendent, Dir. of Research, Evaluation and Technology, Principals' council, TOSA, teachers.

Start Date - End Date

7/14/2011 - 6/30/2012

Local Educational Agency Plan

Meet the requirements of Section 1119.

Please describe how the LEA will use funds under this subpart to meet the requirements of Section 1119:

Over 99.5 percent of the teachers are HQT.

Tasks

1. On-going training and monitoring.
2. VPSS training for independent studies teachers, special education and charter teachers who do not meet HQT for the sections that they teach.

Measures

1. Hire only HQT status of all teachers
2. Completion of VPSS certifications for non-HQT teachers

People Assigned

LEAP Team, principals, Associate Superintendent, Dir. of Research, Evaluation and Technology, Principals' council, TOSA, and teachers.

Start Date - End Date

7/14/2011 - 6/30/2012

Local Educational Agency Plan

Safe & Drug Free Schools

Goal Statement

The SBUSD intends to do everything possible to secure a conducive environment to learning for all students. A key to accomplishing this goal is to ensure that the prevention programs, Too Good for Drugs for elementary students and Too Good for Drugs and Violence for secondary students, are presented to all students in all classrooms. All school sites will provide students and parents access to information on interventions and resources both within the school community and the local community.

Artifacts of these goals include reductions in suspensions and expulsions due to fighting, weapons or controlled substances; reductions in student behaviors with controlled substances; improved identification and early intervention programs for students at-risk of ATODV behaviors. The data will be analyzed annually and presented for review by the Board of Education. Deficiencies will be specifically addressed and analyzed on a semi-annual basis.

Monitoring Plan

Principals will monitor the implementation ATODV curriculum in classrooms at their school sites. Principals will report completed implementation to the District Office (Student Services Department); reports will include success or weaknesses of the program along with site recommendations to improve future program implementation. Site principals will work closely with district office personnel to ensure that identified needs have been addressed and that students with at-risk behaviors receive appropriate interventions. The Associate Superintendent, and Director of Student Services will monitor suspension, expulsion, substance abuse statistics bi-annually.

Area of Analysis Associated with this Goal: Environments Conducive to Learning

Additional training for staff district-wide will increase the use of ATODV strategies as well as implementation. The use of a template for Safe School Plans will assure that all sites have the necessary elements for proper implementation.

Local Educational Agency Plan

Environments Conducive to Learning

Strengths

- 1) CHKS collects data on Alcohol, Tobacco and Other Drug (ATOD) annually. Additional information is gathered on crime incidents, suspension and expulsions, and discipline problems.
- 2) Safe School Plans are reviewed and prepared annually at each site.
- 3) Family Service Agency provides school-based counselors.
- 4) Mentoring partnerships are developed with businesses at various sites.
- 5) A character education program is implemented at each school site.
- 6) Too Good for Drugs, a research-validated curriculum for ATOD, is taught by classroom teachers at every grade level.
- 7) Students have increased normative expectations against use of tobacco and alcohol according to survey results.
- 8) A high percentage of students, 94%, feel safe at school according to survey results.
- 9) Technology labs at each site provide instruction on appropriate use of information from the Internet.

Areas of Need

- 1) Teacher training in strategies for integrating ATOD education into the curriculum needs to be strengthened.
- 2) Additional staff training in anti-bullying and anti-gang strategies for addressing the needs of at-risk students.
- 3) Template for Safe School Plans to be created for 09/10 school year for all school sites to use for uniformity across the district.

Conclusions

Additional training for staff district-wide will increase the use of ATODV strategies as well as implementation. The use of a template for Safe School Plans will assure that all sites have the necessary elements for proper implementation.

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

LEA Activities to support students in environments conducive to learning

Strengths

District Level:

1. All school sites have school plans that outline their vision for a positive learning environment. The plans are based on resiliency factors and are aligned with effective approaches to creating positive learning environments.
2. A district Wellness Committee and Diversity Committee with broad-based membership continues to guide the district in planning and implementing strategies to support an environment conducive to learning.
3. The district has a strongly enforced and well-publicized progressive discipline policy.
4. All schools review and prepare School Crisis Response kits and Safe School Plans on an annual basis.
5. There is a clear set of emergency procedures and opportunities for practicing drills.
6. All elementary schools are closed campuses and employ yard duty and/or noon duty assistants.
7. For School Year 11/12, the Santa Barbara Police Department provides crossing guards at all schools.
8. Several schools have a uniform dress policy and all schools have a dress code policy.
9. Administrators and staff believe that the emotional, psychological, and social needs of students are related to academic achievement.
10. Parents are provided with regular information through the annual parent notification packet, district newsletters, and board reports.

Site Level:

1. School-based counselors provide support with social/emotional issues.

Local Educational Agency Plan

2. Teachers and support staff are knowledgeable about developmental levels of students.
3. Students who attend school regularly rate the school as a place of comfort and safety.
4. A character education program is implemented at every elementary site, incorporated into school wide positive discipline plan, and is included as part of school awards' ceremonies.
5. Healthy Start Family Advocates at Healthy Start link school to community services for families.
6. Comprehensive after school program, AOK, at Healthy Start schools.
7. Health Assistants provide medical intervention and first aid, as well as schedule annual vision/hearing/dental screenings.
8. Schools work in conjunction with the State Child Welfare and Protection Agencies and use their services as needed.
9. Regularly scheduled student study team meetings are held by principals to discuss individual student concerns and to align interventions.
10. Zero Tolerance policy for weapons, violence, discrimination, and bullying.
11. School psychologist collaborates with classroom teachers for students with special needs.
12. School Crisis Response Kits and Safe Schools plans are reviewed and prepared annually.
13. High expectations for behavior and positive reinforcement for good conduct.
14. Parent conferences are held as needed or at a minimum of twice a year.
15. Student handbooks are published annually to clearly communicate school policies, rules and behavior expectations.
16. District wide participation in many community events that foster healthy lifestyle choices; Red Ribbon Week, Kiwanis Kids Club-man county agencies and community-based organizations provide school-based services and activities to our students and their families.
17. After-school tutorials and recreation programs in collaboration with the Santa Barbara Parks and Recreation Department are held daily to assist students and help parents with after-hours child care.

Needs

1. Principals report recommendations for site environmental needs in the annual budget planning; budgeting sometimes adversely affects timely attention to physical repair needs at sites.
2. Nurse and more counselor time for the personal-social-health needs of individual students.
3. Recommend maintenance of reduced class size for more one-to-one and small group opportunities in instruction.
4. District-wide SST format
5. Develop a "needs assessment" to better inform staff of areas of need.

Conclusions

The SBUSD has an extensive network of school- and community-based resources to help its students stay safe and healthy (prevention), understand the short and long term consequences of their behavior (intervention), and has a well-established procedure to immediately respond to behaviors that have not been responsive to interventions (suppression).

All programs are designed to improve the individual student's ability to focus on academic assignments without influence or concern for safety issues that include violence or controlled substances.

Local Educational Agency Plan

Prevention - ATODV

Strengths

District Level:

1. All school sites have plans that outline their vision for a positive environment conducive to learning.
2. There is an active district Wellness Committee & Diversity Committee with a broad-based membership.
3. The district has a consistently enforced and well publicized progressive discipline policy.
4. All schools review and prepare School Crisis Response Kits and Safe School Plans on an annual basis.
5. There is a clear set emergency procedure and opportunities for practicing drills.
6. All elementary schools are closed campuses and employ yard duty and/or noon duty assistants.
7. The Santa Barbara Police Department provides crossing guards at all schools.
8. Several schools have a uniform dress policy and all schools have a dress code policy.
9. Administrators and staff believe that the emotional, psychological, and social needs of students are related to academic achievement.
10. Parents are provided with regular information through the annual parent notification packet, district newsletters, website, and board reports.

Site Level:

1. School-based counselors provide support with social/emotional issues.
2. Teachers and support staff are knowledgeable about developmental levels of students.
3. Students' high attendance rates the school as a place of comfort and safety.
4. A character education program is implemented at every site, incorporated into school wide positive discipline plan, and is included as part of the school awards' ceremonies.
5. Healthy Start Family Advocates at Healthy Start link school to community services for families.
6. Comprehensive after school program, AOK, at Healthy Start schools.
7. Health Assistants provide medical intervention and first aid, as well as schedule annual vision/hearing/dental screenings.
8. Schools work in conjunction with the State Child Welfare and Protection Agencies and use their services as needed.
9. Regularly scheduled student study/success team meetings are held by principals, teachers, support staff, and parents to discuss individual student progress and to align interventions.
10. Zero Tolerance policy for weapons, violence, discrimination, and bullying.
11. School psychologist collaborates with classroom teachers for students with special needs.
12. School Crisis Response Kits and Safe School Plans are reviewed and prepared annually.
13. High expectations for behavior and positive reinforcement for good conduct.
14. Parent conferences are held as needed or at a minimum of twice a year.
15. Student handbooks are published annually to clearly communicate school policies, rules and behavior expectations.
16. SBUSD wide participation in many community events that foster healthy lifestyle choices; Red Ribbon Week, Kiwanis, Kids Club, staff county agencies and community-based organizations to provide school-based services and activities to our students and their families.
17. After-school tutorials and recreation programs collaborate with the Santa Barbara Parks and Recreation Department are held daily to assist students and help parents with after hours child care.

Areas of Need

1. More after school programs for students.
2. A common student parent handbook, with limited pages for site specific information.
3. Additional teacher training for Too Good for Drugs curriculum.
4. The site Safety Plan will be on a template for the 2011-12 school year.

Local Educational Agency Plan

Conclusions

Financial constraints to the district will have an impact on these needs as well as the current strengths. There is a need to continue the work on developing common district guidelines for safe learning environments and drug free schools.

Prevention Program Performance Indicator Baselines & Goals

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance measures from the California Healthy Kids Survey	Baseline data	Biennial Goal (Performance indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5th 3 %	5th 1 %
	7th 9 %	7th 1 %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7th 3 %	7th 3 %
	9th 12 %	9th 5 %
	11th 12 %	11th 5 %
The percentage of students that have used marijuana will decrease biennially by	5th 1 %	5th 1 %
	7th 1 %	7th 1 %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7th 11 %	7th 10 %
	9th 35 %	9th 19 %
	11th 35 %	11th 36 %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by	7th 4 %	7th 2 %
	9th 24 %	9th 2 %
	11th 24 %	11th 2 %
The percentage of students that feel very safe will increase biennially by:	5th 55 %	5th 58 %
	7th 23 %	7th 2 %
	9th 18 %	9th 2 %
	11th 18 %	11th 2 %
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7th 28 %	7th 5 %
	9th 19 %	9th 2 %
	11th 19 %	11th 2 %
Truancy Performance Indicator	Truancy Baseline	Truancy Annual Goal
The percentage of students who have been truant will decrease annually by:	23.8	23.8

Local Educational Agency Plan

Protective Factors Performance Indicator	Protective Factors Baseline Data	Protective Factors Annual Goal
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by	5th 65 %	5th 66 %
	7th 59 %	7th 43 %
	9th 54 %	9th 34 %
	11th 54 %	11th 38 %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by	5th 66 %	5th 71 %
	7th 86 %	7th 64 %
	9th 79 %	9th 50 %
	11th 79 %	11th 47 %
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by	5th 20 %	5th 21 %
	7th 19 %	7th 18 %
	9th 14 %	9th 13 %
	11th 17 %	11th 16 %
The percentage of students that report high levels of school connectedness at their school will increase biennially by	5th 68 %	5th 71 %
	7th 66 %	7th 73 %
	9th 47 %	9th 56 %
	11th 49 %	11th 57 %

Other Performance Indicators		
Performance Measure	Performance Indicator Goal	Baseline Measure
Teacher/Principal records, recommendations from student study team meetings, site reports to district administration	no persistent danger	annual reports, safe school plan

Local Educational Agency Plan

Science Based Programs

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

Name	Program ATODV Focus	Target Grade levels	Target population size	Purchase Date	Staff Training Date	Start Date
Family & Community Collaboration	Absenteeism, truancy and community liaison					
Reconnecting Youth	Personal/Social	7-12	200	Fall 2003		Fall 2003
Friday Night Live, Club Live	TUPE	7-12	1m200	Fall 2003		Fall 2003
AHA!	Bullying/Violence Prevention	7-12	200	Fall 2009		Fall 2009
Peer Assistance/Leadership	Personal/Social	7-12	As referred	Fall 2003	Continuous	Continuous
Too Good For Drugs & Violence	ATODV Prevention	9	ALL	Fall 2005	Fall 2005	Fall 2005
Too Good For Drugs	ATODV Prevention	K-6	All classes	Fall 2005	Fall 2005	Fall 2005
Victory with Honor	Personal Health	7-12	3,000	Annual from CIF	Oct-Mar	Continuous

Research Based Programs

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

Local Educational Agency Plan

Activities	Program ATODV Focus	Target Grade levels
Youth Development, Caring Schools, Caring Classrooms	ADL, Just Communities, Character Counts, professional development around safe, positive school climates	K-12
Other Activities	Anti-bullying and anti-gang presentations to students, staff and parents. ADL, Just Communities, "Every 15 Minutes" (Drunk Driving)	K-12
After School Programs	ASES, A-OK, After school tutorials/enrichment classes, Boys and Girls' Club, Girls' Inc., Santa Barbara Parks and Recreation After School Program and childcare, Child Development School-Age after school program.	K-12
Peer-Helping and Peer Leaders	Big Buddies	K-6
School Policies	Character Education behavioral expectations, Smoke free environments, school activities. Positive Attendance Incentive Programs, Too Good for Drugs (Violence), Life Skills	K-12
Service-Learning/Community Service	Community Service Requirement of 60 hours	9-12
Conflict Mediation/Resolution	Conflict Resolution at selected sites, uniforms required at two sites	K-12
Mentoring	Fighting Back Mentors, Big Brothers, Big Sisters, Link Crew, YSS mentors	4-12
Environmental Strategies	Promotion of sting operations by city officials to curtail sale of tobacco/ alcohol to minors, signage "Tobacco Free" campus, bulletin boards about dangers of tobacco/alcohol, Local dances hosted by YMCA with a drug free emphasis, Safe School Plan by staff, parents, community agencies	K-6
Media Literacy and Advocacy	Santa Barbara News Press, The Independent and some electronic media	K-12
Student Assistance Programs	SUPER (Substance Abuse Prevention Education)	7-12
Family and Community Collaboration	Tobacco use prevention (second-hand smoke), parent/school staff communication, TAPP, ADLF, Daniel Bryant	K-12
Early Intervention and Counseling	Youth Services Counselors	7-12
Positive Alternatives	Youth-serving agencies: YMCA, Scouts, Boys & Girls Club, Girls' Inc. Santa Barbara City Recreation Dept., Fighting Back	K-12

Local Educational Agency Plan

Promising or Favorable Programs & waiver to Adopt

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

Promising Program Name	Program ATODV Focus	Target Grade levels	Target population size	Purchase Date	Staff Training Date

Application for Waiver

Check here if the LEA will submit an Application for Waiver in order to include a Promising or Favorable Program that is not found in the official list. The LEA must demonstrate that the program is legitimately innovative or demonstrates substantial likelihood of success

Local Educational Agency Plan

Description of Planned Improvements for Providing Learning Environments Conducive to Learning

Analysis of Data for Selection of Programs

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

1. The district curriculum for Health Education is supported by the content and approach in Too Good for Drugs, Life Skills, and Too Good for Drugs and Violence.
2. Some incidents of "bullying" and/or harassment are revealed in the CHKS and staff observations. Professional development is ongoing in diversity training and expectations regarding behavior of students.
3. CHKS data for secondary continues show that there is need for support for students who try or abuse alcohol, tobacco, and controlled substances.
4. Elementary and junior high sites will continue to implement the "Character Counts Program" as a system of behavioral expectations and rewards program.
5. Suspension and expulsion data reflect areas of need and are continually analyzed.
6. Twice a year, teachers review Board Policy on harassment/bullying and share information with students.
7. Each site participates in "No Place for Hate" (ADL)- this includes 3 events that promote diversity and equity awareness.
8. Each site posts district produced anti-bullying policy posters.
9. Sites will continue to implement prevention curricula, character education programs and provide access to staff for students in need of social/emotional or behavioral support.

Evaluations and Continuous Improvement, [p49]

Evaluation and Continuous Improvement (4115 (a)(2)(A)): Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

1. Grade level/Departmental level teacher meetings will periodically review, share, and evaluate new program material effectiveness.
2. Grade level/Departmental level teacher meetings will annually evaluate the full TUPE/IV curriculum and recommended refinements, additions, resource needs to the SCC.
3. Principals report site evaluations to the Associate Superintendent/Principals Council for district summary evaluation. Principals include their reports in the annual School Plan for Student Achievement presented to the School Board.
4. The annual School Report Card includes the TUPE/IV evaluation.
5. The County Office Regional Coordinator for TUPE/IV provides periodic reports of successful programs, a variety of resource materials proven effective and a "directory" of available community assets reported helpful to districts.

Local Educational Agency Plan

Use of Results & Public Reporting, [p50]

Use of Results and Public Reporting (4115 (a)(2)(B)):Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation results' availability.

Each School Site Council includes CHKS Survey results as base information for annual planning. Principals include faculty meeting time for reports and evaluation of TUPE/IV activities. Teacher-parent conferences, SST meetings, ELAC, parent education/PTA general meeting agenda, principal's letter and the annual school report card provide reports to parents. District-wide data is presented to School Board and local media provide periodic feature stories. Active consent is required for student participation in fifth grade in CHKS survey. Passive consent parent permission is required for student participation in grades 7, 9 and 11 for the CHKS Survey. The letter requesting this permission explains the provision of reported results to school and community. Safety Committee assists with public awareness and program interpretations. The site Safe School Plan is reviewed and updated annually by the SSC.

Mandatory Safe and Drug Free Schools and Communities, [p50]

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

SDFSC funding has been discontinued. SDFSC previously funded Family Service Agency Counselors and Youth Services Counselors.

Coordinating SDFSC with Other Programs, [p51]

Coordination of All Programs (4114 (d)(2)(A)):Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

Santa Barbara is fortunate to have several highly committed and active tobacco and substance abuse programs. Some receive federal assistance, the California Tobacco Proposition provides significant help, certain community agencies are prominent, e.g. Family Service Agency, YMCA, County Health Department and Fighting Back. The District Student Services Department coordinates with all available resources through several consortia. The County Office Consortium for TUPE/Title IV assists districts to know and link with agencies. The local news media is very helpful.

Local Educational Agency Plan

Parental Involvement & Notification Procedures, [p51]

Parent Involvement (4115 (a)(1)(e)): Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A - SDFSC program.

The parents receive TUPE curriculum information every fall. Other parent letters from teachers/principal alert parents to preview opportunities for various media planned for instruction. The SSC is responsible for an annual review and update of the Safe School Plan (which includes TUPE evaluation provided by teachers).

Parent permission is requested via passive consent for student participation in CHKS Survey for secondary students and active consent for 5th graders.

Per Board Policy, previews of any media covering sensitive materials are announced for parent viewing. Visiting speakers regarding a potentially controversial issue, are noticed by parent handbooks, site communications, and Teleparent to parents in advance for parental rights to exclude students.

The annual School Report Card, the comprehensive Parents Rights letter sent home the first week of school, the CHKDS Survey parent permission letter, SST meetings, ELAC/DELAC, and general PTA/PTSA/PTO meetings provide various (Title IV) requirements and activities.

TUPE Services for Minors and Minor Parents, [p52]

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460): Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

Referrals to ALPF (TAPP in Santa Barbara Public Health Department) are completed by the district office of Student Services as requested by parents and/or as a follow-up. Videos are provided for parent meetings. The Healthy Start and Youth Services Projects advocate provides and assists materials distributions, translation as needed. Advocacy includes one-to-one discussion regarding student concerns about "second-hand smoke in homes."

Cal Safe Center utilizes TUPE materials in its small group instruction for pregnant minors and student parents.

TUPE Funded Positions, [p53]

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

Tupe Positions

Local Educational Agency Plan

All students will graduate from high school

Goal Statement

Early intervention with at-risk students will enable us to set a goal of 85% pass rate on the CAHSEE in 10th grade on first attempt.

Explore alternative models for credit recovery.

Develop a protocol with administrative oversight for tracking the location of students who are no longer attending school. Protocol will include the reason for leaving, efforts to verify continuing education, and a process by which the student is dis-enrolled appropriately to reflect accurate graduation rates.

Monitoring Plan

CAHSEE Pass Rate: Edusoft reports, LEAP oversight - agenda minutes

Credit recovery: LEAP oversight, Principal council - agenda, minutes

Graduation Rate: Development and implementation of monitoring protocol

Area of Analysis Associated with this Goal: Educational Practices

Our test scores are steadily increasing in RLA and math because we have followed our 5-year district initiatives and instructional strategic plan for training and support of our teachers.

For full graduation, the focus needs to remain on classroom instruction and the teacher relationships with students, rigorous curriculum, strong focused instruction and ongoing professional development and monitoring for fidelity.

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

Performance Indicator: Increase Graduation Rate

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

Increase the percentage of students who graduate from High School.

1. The counseling department monitors academic plans for students that meet academic and graduation requirements.
2. Attendance is monitored and school call-outs are made daily when students have unexcused absences or tardies.
3. The counseling department monitors the credits of all secondary students and informs students of school year and summer school credit recovery opportunities.
4. Progress reports and quarterly report cards are mailed home and indicate if a student is failing or in danger of failing.

Activities/Action

1. Two-period English requirement or READ 180/English 3D, grades 7-10, for EL, SpEd, and struggling readers identified as Basic, BB, or FBB CST scores for ELA.
2. All school sites offer English and/or CAHSEE support classes for Title I students.
3. Targeted Homework support and tutorials outside the school day.
4. Summer school for credit recovery.

Local Educational Agency Plan

Students Served

1. Grades 7-12 are served with access to core content or intensive intervention.
2. Extended time is provided for EL students, SpEd, and struggling readers to work towards proficiency on the English ELD and/or RLA and Math standards.

Tasks

1. Monitor and respond using the Pyramid of Intervention for poor attendance at grade reporting periods.
2. Monitor and respond using the Pyramid of Intervention for low/failing academic achievement at grade reporting periods.
3. Need to partner with community service organizations to connect with and support families with struggling students, e.g. attendance, academic support, family issues.
4. Expand offering of Health Education classes to more 9th and 10th graders.
5. Support programs of outreach workers' education for at-risk students, e.g. drug/alcohol, gangs, mediation, youth programs.

Measures

1. All schools use standards-based, state approved and district adopted textbooks.
2. Quarterly, district-wide benchmarks in RLA and math.
3. Site specific tri-annual assessments for other content areas.
4. Entry level assessments for new students in the secondary district SRI, baseline benchmark.
5. CELDT, CST, STS CST, CAHSEE, and SpEd state testing as required.
6. Benchmark data analysis via Edusoft.

People Assigned

1. School Administrations
2. School Counselors
3. Department Chairs
4. Classroom Teachers
5. Special Education staff
6. LEA Plan and Title I representatives

Start Date - End Date

8/24/2011 - 6/3/2012

Performance Indicator: Decrease Dropout Rate

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

Decrease the percentage of students dropping out of school.

1. Credit recovery via continuation schools, extended learning day, online learning, dual enrollment, tutorials/homework clubs
2. Verify continuing education of non-attending students
3. Inform parents of check-out procedures for students opting for alternative education programs.
4. Provide parents/students enrollment options through Adult Education Step Program.

Local Educational Agency Plan

Activities/Action

1. All schools utilize electronic attendance recordkeeping
2. Teleparent call-out informs parents daily of absences and/or tardies
3. Counseling Dept. meets w/students and families to review class schedules and recommend interventions to support the students (Pyramid of Intervention)
4. CAL Safe Center
5. SST's (Student Study(success) Teams)

Students Served

Grades 7-12

Tasks

1. Partner with community service organizations to connect with and support families with struggling students, e.g. attendance, academic support, family issues.
2. Develop a District Truancy policy to be Board approved
3. Improve communication with law enforcement to re-enroll students who are released from juvenile hall
4. F list and credit checks run at every progress report.

Measures

The District dropout rate averages 11% compared to the state rate of 21%.
The District goal is to decrease the high school dropout rate by 1% a year over the next five years.

People Assigned

1. School Administrations
2. School Counselors
3. Department Chairs
4. Classroom Teachers
5. Special Education staff
6. LEA Plan and Title I representatives
7. Community partners e.g. YSS, CADA, CAL Safe

Start Date - End Date

8/24/2011 - 6/3/2012

Performance Indicator: Ensure Equal Access to AP Classes

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

Ensure all students have equal access to advanced placement (AP) opportunities.

Local Educational Agency Plan

1. All schools offer standards-based, college prep curriculum (jr. high) and A-G approved classes (high school).
2. Extensive AP/IB offerings at each high school.
3. Counselors and teachers recommend students for challenging classes across the content areas.
4. AVID implementation identifies, serves, and supports underrepresented college bound students; 10% of the student population will be enrolled in an AVID elective class.
5. Ongoing effort by administrators, counselors, and teachers to increase representation in Honors and AP.

Activities/Action

1. MESA, UCSB Pathways, Cal-SOAP, counselor-led field trips to colleges
2. student recognition programs based on academic grades, language reclassification, and performance on CST.
3. AP Coordinators identify students for AP/IB courses and organize registration and administration of the exams
4. AP teachers conduct study sessions outside of class-time
5. Academic and leadership clubs
6. Increase number of AVID sections so that 10% of student population is enrolled in an AVID elective class.

Students Served

9-12 grade students

Tasks

1. Conducting parent education nights for parents of underrepresented students about academic opportunities in AP/IB classes
2. Increase communication with underrepresented students to discover ways to increase enrollment in AP/IB classes
3. AVID site team identifies and supports students who have potential for success in AP/IB classes
4. Continue to provide professional development for AP/IB teachers specifically summer institutes.
5. Use only summer institute trained teachers for AP/IB classes
6. Use AP potential data from PSAT
7. Counseling Departments and teachers recommend students for AP/IB classes

Measures

1. Continue to provide professional development for AP/IB teachers specifically summer institutes.
2. Use of only summer institute trained teachers for AP/IB classes
3. Use of AP potential data from PSAT
4. Counseling Departments and teachers recommend students for AP/IB classes
5. AVID site team

People Assigned

1. AP/IB teachers
2. Counseling Department
3. AVID Site Team
4. Administrator in charge

Start Date - End Date

8/24/2011 - 6/3/2012

Local Educational Agency Plan

Identify, rank, select eligible Title I schools. [p 55]

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

Identify one or more of the following options as the low-income measure to identify schools eligible for Title I funding:

- Number of children in families receiving assistance under the CalWorks program**
- Number of children eligible for Free/Reduced Price Lunch programs**
- Number of children ages 5-17 in poverty counted by the most recent census data**
- Number of children eligible to receive assistance under the Medicaid program**

The SBUSD uses Free/Reduced Price Lunch, and USDA Provision 2 as criteria to identify eligibility.

Describe how the low-income measure described above is used to rank and select schools to receive Title I funds

- **All schools with a 75% or above poverty level are funded**
- **All other schools are funded by poverty ranking district wide or by grade span.**

All schools are funded by poverty ranking by grade span.

School-Wide Programs

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

Major test data resources/interpretation and assistance for identifying eligible children is provided by the SBUSD Director of Research, Evaluation and Technology. State and local required test results are disaggregated to aid school staff analysis of needs for improvement. Most elementary schools qualify for school-wide programs.

Local Educational Agency Plan

Targeted Assistance Programs [p57]

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

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

For the targeted assistance school identification of students, staff use a composite of the test results for students in grades 2-10 including CST RLA or math 325 or below, English learners, and Special Education students. Student in grades 11-12 are identified as in need if they have not passed the CAHSEE in ELA and/or math.

Kindergarten students are identified using the Kindergarten Placement test, which includes parent and teacher recommendation. First grade students are identified using the Action Learning System Benchmark, and data from parent-teacher conferences at the conclusion of Kindergarten.

TAS schools focus on effective instructional strategies (AVID Instructional strategies, LeMaster, Teach like a Champion, Kinsella), as well as Brain-researched strategies to support student achievement. which means that the focus of our interventions are in-classroom (Tier I) interventions. Our goal is to minimize removing students from regular classroom instruction.

Schools extend learning time within the school-day, as well as into the summer.

Professional development is aligned to teaching and learning strategies as described above.

Parental involvement strategies will included curriculum based learning, monitoring one's student's progress, MALDEF Parent School Partnership and PIQE.

How to identify the eligible children most in need of services [p58]

Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:

- Identify children who are failing or most at risk of failing to meet the state academic content standards.
- Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades.
- Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.

Whether in a School-wide or a Targeted Assistance School, students receive supplementary assistance for success in the district's core curriculum. Language arts, with emphasis in reading, is the major focus for improvement.

English Learner students are a very significant number of participants. The majority of Title I students are served three or more consecutive years. Some school budgets are sufficient to provide supplemental credentialed teachers to assist the classroom teachers with extra instruction. Some schools certificated instructional assistants working in classrooms daily. Extended learning time is also provided in after school and summer school sessions taught by credentialed teachers. In addition to the emphasis on reading, many Title I students also receive supplementary assistance in mathematics. In all cases, the district curriculum is consistent with the state content standards. Neglected and Homeless Children programs are provided by the County Office of Education as LEA.

Local Educational Agency Plan

The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.

SBUSD contracts with the Santa Barbara County Office of Education to provide comprehensive services for homeless children.

The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.

Santa Barbara County Office of Education provides services to neglected and delinquent students.

Assist low-achieving schools. [p59]

If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following: · Assistance in developing, revising, and implementing the school plan. · Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. · Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. · Assistance in analyzing and revising the school budget so the school's resources are used effectively.

The Board of Education and district administration have set increased achievement for all students as the primary goal for all schools. The Superintendent and all the district office personnel responsible for curriculum and instruction have adopted this goal. Continuous involvement in assessment, analysis of site and district-wide test results and assistance to site staff and School Site Councils for program improvement are the key Centralized Services for the categorical programs.

At least ten percent of the district's Title I allocation is provided for professional development to support student success. The County, state and the Center for Leadership in Education technical assistance will also be utilized.

Public school choice and services. [p60]

Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.

Parents are notified by SBUSD that their child is eligible for public school choice sufficiently in advance of, but no later than 14 calendar days before, the start of the school year for which public school choice is being offered [34 C.F.R. §200.37(b)(4)(iv)].

Eligible students are all students from low-income families who attend Title I schools that are in their second year of school improvement, in corrective action, or in restructuring. Eligibility is not dependent on whether a student is a member of a subgroup that did not make AYP or whether a student is in a grade that takes the statewide assessments required by Section 1111 of the ESEA. Funds available are insufficient to provide SES to each eligible student whose parent requests those services, so SBUSD provides sites a list of eligible students their standardized test scores (CST, CELDT, CAHSEE, ALS) so that each site can give priority to the lowest-achieving eligible students [Section 1116(b)(10)(C); 34 C.F.R. §200.45(d)]. SBUSD uses objective criteria (CST, CAHSEE, CELDT, and Action Learning benchmarks for K-1) to determine which students are the lowest-achieving. Each site in PI determines the focus of services based on the lowest-achieving eligible students in the subject area that resulted in the school being identified for improvement, corrective action, or restructuring. The services are tailored to meet the instructional needs of eligible students in order to increase their academic achievement.

Local Educational Agency Plan

Coordinate Title I with Title II to provide PD. [p61]

Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.

Each School Plan for Student Achievement is developed annually by School Site Councils and provides a comprehensive description for professional development. Staffs are surveyed for their priorities, often involving a sequence of training in successive years.

The district and the board also set priorities based upon annual analysis of test results. Categorical funding is reserved from Title I entitlements and the Title II funds are used for site and district-wide staff development determined by Principals' Council and grade level collaboration (including representation by Non-Public School recipients).

Other categorical programs coordinate with Title I and Title II at sites and for some district activities, i.e. AB825, Title III, Pupil Retention Block Grant. The County Office provides the special supplementary training for new teachers in accordance with state requirements for qualified teachers.

The Superintendent reports planning and conduct of professional development to the Board of Education. Board members often participate in the activities. All support staff are involved in planning, implementation and evaluation.

Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.

The district, in collaboration with community parent groups, has developed training for parents to become involved in DELAC, ELAC, and SSC.

The westside of town in collaboration with private funders has created an evening parent involvement and education center that offers parents job training, PIQE, tutoring, and childcare. We plan to replicate this model in other parts of town by adding the MALDEF Parent School Partnership program to schools not served by the westside project.

Local Educational Agency Plan

Coordination of Educational Services. [p62]

Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as: a. Even Startb. Head Startc. Reading Firstd. Early Reading Firste. Other preschool programsf. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.

All categorical programs are coordinated in each site Single Plan for Student Achievement. Schools do not have identical resources, depending on the eligibility per state regulations. At all schools, however, the primary goal is improvement of student performance according to the Board-adopted, State Board-adopted content standards.

Staff and School Site Councils plan coordination of supplemental categorical services. Annual disaggregated student test scores provide specific targets for improvement. Many students receive additional educational services integrated from several sources, e.g., an EL student can receive supplementary services from a certificated teacher and/or instructional assistant funded by several categorical programs (AB 825, EIA/LEP, Title I).

Homeless and neglected/delinquent youth are served by the county office as LEA. ELs, students with disabilities (having an IEP), immigrant and migrant students are served by district or the county office depending on annual eligibility for grants.

Regardless of eligibility for supplementary resources, special needs students are provided the maximum additional and coordinated services available to the district. Again, the continuous, targeted district goal is to eliminate the achievement gap.

Local Educational Agency Plan

Assurances

ASSURANCES

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

GENERAL ASSURANCES

Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.

(a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.

The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.

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.

The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

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.

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.

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:

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.

If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.

Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds

Local Educational Agency Plan

from Federal, State, and local sources.

Provide technical assistance and support to schoolwide programs.

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.

Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).

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.

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.

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.

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.

Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.

Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.

Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

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).

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.

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.

Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.

Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).

Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an

Local Educational Agency Plan

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

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.

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.

Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

The LEA, hereby, assures that:

The LEA will target funds to schools within the jurisdiction of the local educational agency that:

- (A) have the lowest proportion of highly qualified teachers;
- (B) have the largest average class size; or
- (C) are identified for school improvement under section 1116(b).

The LEA will comply with section 9501 (regarding participation by private school children and teachers).

The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

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

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

Local Educational Agency Plan

due to geographical distances or insufficient resources.

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

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

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

- o has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - o is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - o has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
- o Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38.The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.

39.The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.

40.The LEA is complying with Section 3302 prior to, and throughout, each school year.

41.The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

42.The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.

43.The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

44.The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff,

Local Educational Agency Plan

parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.

47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.

48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:

- Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

Local Educational Agency Plan

New LEAP Assurances

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

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

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

Other

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