

**No Child Left Behind Act of 2001**  
**LOCAL EDUCATIONAL AGENCY PLAN**

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

LEA Plan Information:

Name of Local Educational Agency (LEA): **Santa Maria Joint Union High School District**

County/District Code: **4269310**

Dates of Plan Duration (should be five-year plan): **April, 2010 – April, 2015**

Date of Local Governing Board Approval: **April 21, 2010**

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District Superintendent: **Doug Kimberly, Ed.D**

Address: **2560 Skyway Drive**

City: **Santa Maria, CA**

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Fax: **(805) 928-9916**

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.

Doug Kimberly, Ed.D

04/19/10



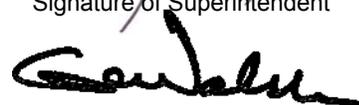
Printed or typed name of Superintendent

Date

Signature of Superintendent

Jerry Walsh, Ph.D

04/21/10



Printed or typed name of Board President

Date

Signature of Board President

## Amended Rubric for Evaluating PI Yr 3 LEA Plan Revisions

Required Elements	LEA Plan – Page Reference(s)
<b>Instructional Materials: Mathematics</b>	
1. The plan addresses district-wide implementation of State Board of Education standards-aligned grades 9-12 core and intervention materials in mathematics:	
<ul style="list-style-type: none"> <li>▪ Identifies SBE-adopted core programs currently in place and describes current levels of adoption</li> </ul>	Goal 1: pages 20 and 31 (C 1)
<ul style="list-style-type: none"> <li>▪ Describes intervention materials currently in place for students working below grade level, including SBE-adopted materials for students working two or more 2 years below grade level</li> </ul>	Goal 1: page 20 page 38 (c and d) page 39 (c)
<ul style="list-style-type: none"> <li>▪ Describes materials for English learners and students with disabilities (e.g., ancillary materials and strategies to help students access the curriculum)</li> </ul>	Goal 1: pages 20 and 31 (C 1) Goal 2: page 52-53
2. The plan incorporates the recommendations of the DAIT ( <i>Write N/A if there are no DAIT recommendations in this area.</i> )	Goal 1: page 38 c, c.1, c.2 Goal 1: page 39 c Additional Recommendation: page 65 #3
<b>Instructional Materials: English-Language Arts (ELA)</b>	
1. The plan addresses district-wide implementation of State Board of Education (SBE)-adopted <i>grades 9-12 core and intervention materials in ELA</i>	
<ul style="list-style-type: none"> <li>▪ Identifies <b>SBE-adopted</b> core programs currently in place and describes current levels of adoption</li> </ul>	Goal 1: pages 20 and 31 (C 1)
<ul style="list-style-type: none"> <li>▪ Describes intervention materials for students performing below grade level, including SBE-adopted materials for students working two or more 2 years below grade level</li> </ul>	Goal 1: page 38 a-b page 39 a-b
<ul style="list-style-type: none"> <li>▪ Describes materials for English learners and students with disabilities (e.g., ancillary materials and strategies to help students access the curriculum)</li> </ul>	Goal 1: pages 20 and 31 (C 1) Goal 2: pages 48-40 #2
2. The plan incorporates the recommendations of the DAIT ( <i>Write N/A if there are no DAIT recommendations in this area.</i> )	Goal 1: page 38 b Additional Recommendation: page 65 #3

Required Elements	LEA Plan – Page References
<b>Professional Development for Teachers</b>	
1. The plan prioritizes the professional development needs of all mathematics teachers:	
<ul style="list-style-type: none"> <li>▪ Documents the percent of mathematics teachers who have completed materials-based professional development in the curriculum adopted by the district</li> </ul>	Page 25 a
<ul style="list-style-type: none"> <li>▪ Documents schedule to provide <i>materials-based professional development, including the use of effective instructional strategies</i> in the curriculum adopted by the district, to all mathematics teachers who have not yet received this training.</li> </ul>	Page 60, #3a
2. The plan prioritizes the professional development needs of all ELA teachers:	
<ul style="list-style-type: none"> <li>▪ Documents the percent of ELA teachers who have completed <i>materials-based professional development</i> in the curriculum adopted by the district</li> </ul>	Page 25 a
<ul style="list-style-type: none"> <li>▪ Documents steps to provide <i>materials-based professional development, including the use of effective instructional strategies</i>, to all ELA teachers who have not yet received this training.</li> </ul>	Page 60, #3b
3. The plan incorporates the recommendations of the DAIT ( <i>Write N/A if there are no DAIT recommendations in this area.</i> )	N/A
<b>Professional Development for Administrators</b>	
1. The plan addresses the professional development needs of all administrators:	
<ul style="list-style-type: none"> <li>▪ Documents percent of administrators who have completed <i>materials-based administrator training</i> in the most recent curricula adopted by the district</li> </ul>	Page 25 b
<ul style="list-style-type: none"> <li>▪ Documents steps to provide materials-based administrator training, including the use of effective instructional strategies, for all administrators who have not completed this training.</li> </ul>	Page 58 2a
<ul style="list-style-type: none"> <li>▪ Documents steps to provide administrators with training on the implementation of strategies for English learners, including Specially Designed Academic Instruction in English (SDAIE), and English Language Development (ELD) programs.</li> </ul>	Page 25 b Page 59 2f Page 55-56
<ul style="list-style-type: none"> <li>▪ Documents steps to provide administrators with training on the implementation of programs for students with disabilities, e.g., Response to Intervention (Rtl)</li> </ul>	Page 25 b Page 59 2b
2. The plan incorporates the recommendations of the DAIT ( <i>Write N/A if there are no DAIT recommendations in this area.</i> )	N/A

Required Elements	LEA Plan – Page References
<b>Focus on High Priority Students</b>	
1. The plan addresses the fundamental learning needs of English learners:	
<ul style="list-style-type: none"> <li>▪ Documents district policies for assessing, placing in, and exiting English learners from ELD programs.</li> </ul>	Pages 41-43 (Goal 2: A 1 – A 2)
<ul style="list-style-type: none"> <li>▪ Documents instructional delivery strategies that render content comprehensible to students learning English (e.g., SDAIE)</li> </ul>	Pages 47-49 (Goal 2: B 2) – for ELA Pages 51-54 (Goal 2: B 3) – for Math, Science, and Social Science
2. The plan addresses the fundamental learning needs of students with disabilities:	
<ul style="list-style-type: none"> <li>▪ Documents presence of or actions taken to provide support for general and special education teachers delivering specialized instruction to students with disabilities</li> </ul>	Pages 40-41 (#4)
<ul style="list-style-type: none"> <li>▪ Documents presence of, or actions taken to create, collaboration among general education and special education teachers by grade level or program</li> </ul>	Pages 40-41 (#5)
3. The plan addresses the fundamental learning needs of other high priority students:	
<ul style="list-style-type: none"> <li>▪ Documents presence of, or plans to provide, SBE-adopted intervention programs, offered as separate, extended-period classes, for all students requiring intensive intervention in reading/English-language arts and/or mathematics</li> </ul>	Page 38 (2a) Page 39 (3a) Page 39 (3c)
<ul style="list-style-type: none"> <li>▪ Documents presence of, or plans to provide, transitional and support classes for students requiring strategic intervention in reading/English-language arts and/or mathematics</li> </ul>	Page 38 (2b) Page 38 (2c-d)
3. The plan incorporates the recommendations of the DAIT <i>(Write N/A if there are no DAIT recommendations in this area.)</i>	Goal 1: page 38 b, c, c.1, c.2 Goal 1: page 39 c
<b>School in Corrective Action (PI Year 3)</b>	N/A
<b>Schools in Restructuring (PI Year 4)</b>	N/A

**Additional DAIT Recommendations:** In accordance with *EC* Section 52059(e), a DAIT is required to assess the needs of an LEA in each of the seven areas listed below and to make recommendations in any area it determines to be in need of improvement. In the table below, indicate whether the DAIT report of findings includes recommendations in one or more areas and whether the revised LEA Plan documents steps to adopt the recommendations. ***Each assigned DAIT was also asked to comment on LEA readiness to engage in reform, defined as district leadership in each of the seven areas of DAIT work and evidence of coherent school-level strategies to improve student performance.***

DAIT Standards	Area addressed in DAIT recommendations	LEA Plan documents steps to adopt DAIT recommendation
<b>Governance</b>		
<b>Alignment of curriculum, instruction, and assessments to state standards</b>	<p><i>Page 65</i></p> <ol style="list-style-type: none"> <li>1. <b>Bell Schedules:</b> The DAIT team strongly recommends that due to (a) difficulties in offering targeted interventions, (b) 2-semester gap issues, (c) gaps in timing between coursework and high-stakes assessments, and (d) intra-district mobility, the district should carefully consider utilizing a bell schedule districtwide that will ensure year-long contacts with students taking into consideration individual campus needs and/or initiatives, such as Panther Forum.</li> <li>2. <b>Instructional Minutes / Time with Students:</b> In light of the current flexibility allowed by the State in the number of required instructional days, the DAIT team strongly recommends that instructional time with students is aligned with the goals of the LEA Plan and that activities outside of these goals be limited.</li> <li>3. <b>Instructional Materials:</b> The DAIT team strongly recommends that as new textbooks are adopted, the district will ensure that like courses throughout the district adopt the same textbooks. This will promote efficacy and efficiency concerning training, CFAs, pacing, and collaboration around instruction, and will provide greater continuity for students due to the high mobility rate between schools within the district.</li> </ol>	<ol style="list-style-type: none"> <li>1. The District has agreed to discuss this item with the SMJUHSD Faculty Association and Curriculum Council.</li> <li>2. The District has agreed to work with principals to ensure maximum use of instructional time.</li> <li>3. The District has agreed to begin discussing this item with Curriculum Council when textbook funding becomes available.</li> </ol>

<b>Fiscal operations</b>				
<b>Parent and community involvement</b>				
<b>Human resources</b>	<p><i>Page 65</i></p> <p>4. <b>Classroom Observations:</b> In numerous interviews, the DAIT reviewers were informed that the Collective Bargaining Agreement prohibits classroom observations, other than those being conducted for formal evaluations. We reviewed the Collective Bargaining Agreement and did not find language that would prohibit classroom observations. We strongly suggest that the District work with the SMJUHSD Faculty Association to provide clarity.</p>	<p>4. The District has agreed to discuss this item with the SMJUHSD Faculty Association and Curriculum Council.</p>		
<b>Data systems and achievement monitoring</b>				
<b>Professional development</b>				
<b><i>District capacity to engage in district-level reform and coherent school improvement strategies</i></b>		<table border="1"> <tr> <td style="text-align: center;"><i>— Cited in DAIT report</i></td> <td style="text-align: center;"><i>X Not cited in DAIT report Page 65</i></td> </tr> </table>	<i>— Cited in DAIT report</i>	<i>X Not cited in DAIT report Page 65</i>
<i>— Cited in DAIT report</i>	<i>X Not cited in DAIT report Page 65</i>			

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**Part I: Programs and Budgets**  
**FEDERAL AND STATE PROGRAMS CHECKLIST**

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

## 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	37,296	1,343,225	979,869	71%*
Title I, Part B, Even Start				
Title I, Part C, Migrant Education		301,465	144,417	48%
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	95,238	303,894	239,026	60%
Title II, Part D, Enhancing Education Through Technology	8,476	12,526	21,002	100%
Title III, Limited English Proficient	45,439	159,300	89,003	43%
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities	27,211	25,753	46,905	89%
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education	TIER III: SWEPT			
Career Technical Education	0	181,457	181,457	100%
McKinney-Vento Homeless Education				
IDEA, Special Education	0	998,193	1,938,318	100%
21 <sup>st</sup> Century Comm. Learning Centers				
Other (describe)				
<b>TOTAL</b>	<b>\$ 213,660</b>	<b>\$ 3,325,813</b>	<b>\$ 3,529,539</b>	

\*\*Does not include required set-asides for professional development of \$268,646 due to PI status.

## DISTRICT BUDGET FOR STATE PROGRAMS

Categories	Prior Year District Carryovers (\$)	Current Year District Entitlements (\$)	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	530,748	402,455	933,203	100%**
EIA – Limited English Proficient	263,965	446,745	464,124	65%**
State Migrant Education				
School and Library Improvement Block Grant	TIER III: SWEPT			
Child Development Programs				
Educational Equity				
Gifted and Talented Education	TIER III: SWEPT			
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)	TIER III: SWEPT			
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe) Pupil Retention Block Grant	TIER III: SWEPT			
<b>TOTAL</b>	<b>\$ 794,713</b>	<b>\$ 849,200</b>	<b>\$ 1,397,327</b>	

\*\*In the past, EIA funds were solely designated as EIA/LEP funds and were allocated to the sites. The sites were not fully utilizing the funding. The reallocation of a portion of the EIA funds this year to EIA/SCE to provide intervention classes has resulted in more productive utilization of the funds.

## PART II: THE PLAN

### A. DISTRICT INFORMATION

#### MISSION STATEMENT

The Santa Maria Joint Union High School District (SMJUHSD) mission is to provide all students with an enriching high school experience that strives to enhance students' natural abilities, to promote the development of new capabilities, and to encourage the lifelong pursuit of wisdom and harmony as productive individuals in the community.

#### DISTRICT PROFILE

SMJUHSD is located in northern Santa Barbara County. The District covers an area of 660 square miles and serves 7,610 students in 3 comprehensive high schools (Ernest Righetti High School; Pioneer Valley High School; and Santa Maria High School), and one continuation school (Delta High School). According to the 2009 CBEDS report, the enrollment of the comprehensive high schools ranges from 2,254 to 2,674, and the enrollment of the continuation school is 239. The oldest school will soon hold its 117<sup>th</sup> commencement, and the newest school opened its doors just over five years ago. SMJUHSD students matriculate from five different elementary districts in northern Santa Barbara County, seven junior high schools and three K-8 schools.

The major ethnicities represented in the District are Hispanic and White. According to the 2009 CBEDS report, the ethnic distribution is as follows:

Hispanic .....	67.9%
White .....	20.1%
Asian .....	1.7%
Black/African American .....	1.3%
Other, Multiple, or None Reported .....	9%

The 2009-10 R-30 report reflects that approximately 22% of the District's student population is made up of English Learners, with another 31% reported as being reclassified English Learners. Spanish is the native language of approximately 93% of identified English Learners; however, 23 additional languages were identified.

The District measures the poverty level of students by using Free and Reduced Lunch data. According to the 2009-10 Consolidated Application, Part 1, 52% of District students are identified as using Free and Reduced Lunch, with school percentages listed as follows: Ernest Righetti High School (30%); Pioneer Valley High School (62%); Santa Maria High School (69%); and Delta High School (52%).

Approximately 363 (4.8%) of the District's students are served by Individual Education Plans (IEPs), and approximately 45 (.6%) of the District's students are served by 504 plans.

Districtwide, nearly 5% of students are enrolled in Independent Study programs, and approximately 1% participate in the Alternative Education Home School Program.

### B. LEA PLAN DEVELOPMENT PROCESS

#### 1. Introduction

In November 2009, the State Board of Education (SBE) identified SMJUHSD as a Year 3 Program Improvement (PI) district. In accordance with the No Child Left Behind Act (NCLB) and the California Education Code, a district advancing to PI Year 3 is subject to at least one of seven federal sanctions. SMJUHSD was assigned Corrective Action 6, which requires the District to (a) institute and fully implement standards-aligned English-language arts and mathematics curriculum, (b) fully implement standards-aligned English-language arts and mathematics intervention materials, and (c) ensure that teachers and administrators receive professional development that is research-based and offers substantial promise of improving educational achievement. As a part of the sanction, the SBE also required the District to:

- conduct an extensive analysis of student performance and current educational practices

- conduct an extensive analysis of district capacity regarding
  - governance
  - alignment of curriculum, instruction, and assessments to state standards
  - fiscal operations
  - parent and community involvement
  - human resources
  - data systems and achievement monitoring
  - professional development
- seek input and advice from staff, advisory committees, and community members
- develop performance goals that are research-based and derived from performance data
- create an LEA Plan that identifies measurable objectives and action steps that will lead to improved student achievement and performance

SMJUHSD was also sanctioned for not having met all of its Title III Annual Measurable Achievement Objectives (AMAOs) for English Learners for four consecutive years. As a Title III Year 4 district, SMJUHSD is required to develop a Title III Improvement Plan Addendum (IPA). The IPA and will be submitted to the California Department of Education (CDE) as a separate document and will be incorporated into Goal 2 of this LEA Plan.

This comprehensive LEA Plan will be evaluated by the CDE, and when approved, must be implemented with fidelity by SMJUHSD. The SBE will require the district to conduct quarterly progress reports concerning the implementation of this LEA Plan.

## 2. Methodology

SMJUHSD contracted with the Santa Barbara County Office of Education (SBCEO) to: (a) facilitate the collaborative process of developing the LEA Plan, (b) conduct a district capacity study, and (c) facilitate the collaborative process of developing the Title III IPA. The District expanded the scope of the LEA Plan beyond the required ELA and mathematics curricular areas to include all departments. The District expanded the scope to ensure an inclusive, comprehensive, cross-curricular approach to the work of Program Improvement.

To collaborate on the development of the LEA Plan, the District reconvened the District/School Leadership Team (DSLTL) initiated two years ago to create the LEA Plan Addendum. Additional teachers in other core areas outside of English/language arts, English Language Development, and special education also joined the DSLTL. A Title III Subcommittee was also assembled to focus specifically on the performance and needs of English Learners. Listed below are the individuals who participated in the collaborative development of the LEA Plan and the Title III IPA.

### **DSLTL COMMITTEE MEMBERS**

Tami Barnum	Administrative Assistant/Parent
Maria Baro	Math Teacher
Diane Bennett	Assistant Superintendent, Business
Kathy Bennett	Special Education Teacher, Department Chair
Amy Calvert	English Teacher
Eva Cedillo	Parent
Tina Christen	Director of Special Education
Wanda Curry	English/ELD Teacher
Patty Fraire	Guidance Technician/Parent
Kathy Frazier	Assistant Superintendent, Curriculum & Instruction
Lori Frias	Parent
Mark Goodman	Special Education Teacher, SMJUHSD Faculty Association President
Tanya Guiremand	English Teacher, Department Chair
Craig Huseth	Principal
Doug Kimberly	Superintendent
Gary Knuckles	Special Education Teacher, Department Chair
Annette MacCuish	English Teacher, Department Chair
Shayne MacCuish	Special Education Teacher, Department Chair
Glynda Maddaleno	English Teacher
Ellen Miller	English/ELD Teacher
Steve Molina	Principal

Jeff Monteiro	Social Science Teacher, Department Chair
Cathleen Petty	English Teacher, Department Chair
Esther Prieto-Chavez	Principal/Director of Alternative Education
Kathy Pritchard	Director of English Learner and Migrant Education Programs
Martha Ramos	Parent
Victoria Richardson	Math Teacher
Dee Ringstead	Principal
John Robertson	Assistant Superintendent, Human Resources
John Rucker	Science Teacher, Department Chair
Kris Tingstrom	Math Teacher, Department Chair

### TITLE III SUBCOMMITTEE

Beth Bronkey	English Teacher
Tina Christen	Director of Special Education
Geri Coats	English Teacher
Wanda Curry	English/ELD Teacher Specialist
Kathy Frazier	Assistant Superintendent, Curriculum & Instruction
Alejandra Fulton	ELD Teacher Specialist
Tanya Guiremand	English Teacher, Department Chair
Craig Huseth	Principal
Kim Karamitsos	ELD Teacher
Kristen Kent	Science Teacher
Bill Killian	Social Science Teacher, Department Chair
Annette MacCuish	English Teacher, Department Chair
Connie McGuire	Community Liaison Specialist
Ellen Miller	English/ELD Teacher
Steve Molina	Principal
Esther Prieto-Chavez	Principal/ Director of Alternative Education
Kathy Pritchard	Director of English Learner and Migrant Education Programs
Caren Ray	Social Science/World History Teacher
Dee Ringstead	Principal
Kyle Shaffer	Math Teacher

During a series of collaborative meetings, the DSLT and/or Title III Subcommittee carefully reviewed and analyzed the following data, and identified key findings for the development of the LEA Plan and Title III Improvement Plan Addendum.

- District Assistance Survey (DAS) results
- Academic Program Survey (APS) results – specific to ELA and Mathematics
- SBCEO-developed “History/Social Science Survey” results
- SBCEO-developed “Science Survey” results
- SBCEO-developed “Other Department Survey” results
- SBCEO-developed “Counselor Survey” results
- English Learner Subgroup Self Assessment (ELSSA) results
- Inventory of Services and Supports (ISS) results
- Student achievement results (district, school, and subgroup): CST, AYP, API, CELDT, AMAOs
- Student performance results (district, school, and subgroup): A-G rates, graduation rates, credit recovery lists, D & F lists, Sophomores with 2-semester gaps, expulsions, suspensions, independent study, study hall enrollment, etc.
- SBCEO developed survey results: teacher, student, and parent
- Administrative interviews: Superintendent; Assistant Superintendent of Curriculum and Instruction; Assistant Superintendent of Business; Director of Special Education; Director of English Learner and Migrant Education; and Principals
- District and site documents, such as master schedules, records from collaborative grade level/department meetings, IEPs, SSC, ELAC and DELAC minutes, credential records, professional development documentation, Consolidation Application, compliance review findings, etc.
- District and site plans, such as the LEA Plan Addendum, SPSAs, Title III Plan, and QEIA Plan
- District and site budgets

- Classroom observation results

## C. NEEDS ASSESSMENT RESULTS

### 1. Analysis of Student Performance Based on State Assessments

#### a. Average Yearly Progress (AYP)

The NCLB Act of 2001 requires the CDE to annually review the performance of each district receiving Title I, Part A, funds. A district is identified for PI when, for each of two consecutive years, the district:

- Does not make AYP in the same content area (ELA or mathematics) **AND** does not meet AYP criteria in the same content area **OR**
- Does not make AYP on the same indicator (API or graduation rate for high school students)

Santa Maria Joint Union High School District was identified for Year 3 of Program Improvement because the Socioeconomically Disadvantaged subgroup did not meet ELA targets two years in a row, and the Students with Disabilities subgroup did not meet ELA and Mathematics targets two years in a row. The English Learner subgroup met ELA targets in 2006-07 and 2008-09 through the Safe Harbor provision (see key below); however, the target requirement was not met in 2007-08. Districtwide, most subgroups have been successful in meeting required proficiency levels in mathematics.

#### English/Language Arts

Districtwide and Subgroups	2006-07 (Target = 22.3%)		2007-08 (Target = 33.4%)		2008-09 (Target = 44.5%)	
	% Adv/Prof	Met AYP	% Adv/Prof	Met AYP	% Adv/Prof	Met AYP
Districtwide	40.7%	YES	45.3%	YES	44.1%	YES Y2
Hispanic or Latino	30.8%	YES	35.5%	YES	35.8%	NO
White	63.6%	YES	72.0%	YES	65.1%	YES
Socioeconomically Disadvantaged	28.3%	YES	30.9%	NO	33.5%	NO
English Learners	15.7%	YES SH	22.1%	NO	29.1%	YES SH
Students with Disabilities	16.0%	NO	13.9%	NO	17.7%	NO

#### Mathematics

Districtwide and Subgroups	2006-07 (Target = 20.9%)		2007-08 (Target = 32.2%)		2008-09 (Target = 43.5%)	
	% Adv/Prof	Met AYP	% Adv/Prof	Met AYP	% Adv/Prof	Met AYP
Districtwide	50.0%	YES	53.6%	YES	56.9%	YES
Hispanic or Latino	44.8%	YES	46.3%	YES	52.2%	YES
White	61.9%	YES	69.9%	YES	67.1%	YES
Socioeconomically Disadvantaged	43.1%	YES	44.3%	YES	49.5%	YES
English Learners	36.7%	YES	39.1%	YES	51.0%	YES
Students with Disabilities	16.2%	YES AJ	15.2%	NO	18.9%	NO

**NOTE:** Yellow highlights indicate instances in which Alternative Methods were used to calculate AYP (please see below).

**SH** = NCLB contains a “safe harbor” provision for meeting Annual Measurable Objectives (AMOs). Safe harbor is an alternate method of meeting the AMOs. Specifically, if a school, an LEA, or a subgroup does not meet its AMO criteria in either or both content areas and shows progress in moving students from scoring below the proficient level to the proficient level or above on the assessments, AYP may be achieved if certain conditions are met.

**Y2** = Passed by using a 2-year average.

**AJ** = Adjustment for students with disabilities: If a school or LEA did not make AYP in mathematics in 2007 solely due to its students with disabilities subgroup not making the Annual Measurable Objectives (AMOs), 20 percentage points were added to the school's or LEA's percent proficient in mathematics for this subgroup.

**b. Academic Performance Index (API)**

An API is calculated for schools, districts, and numerically significant subgroups for the purpose of measuring academic performance and growth. The API is a single number, ranging from 200 to 1000, which reflects performance level based on statewide testing results. The API is calculated by converting a student's performance on statewide assessments in multiple content areas into points on the API scale. These points are then averaged across all students and all tests.

For three years in a row, SMJUHS D has met the districtwide API target established by the CDE. Although Districtwide targets were met during the 2008-09 school year, two significant subgroups did not make required API growth: Filipino and Students with Disabilities.

	2006 Base	2007 Growth	06-07 Growth	2007 Base	2008 Growth	07-08 Growth	2008 Base	2009 Growth	08-09 Growth
Districtwide	669	680	11	680	692	12	692	704	12
Hispanic or Latino	631	645	14	645	659	14	659	674	15
White	744	756	12	756	769	13	769	784	15
Filipino	741	737	-4	737	760	23	760	740	-20
Socioeconomically Disadvantaged	624	633	9	633	650	17	650	666	16
English Learners	565	610	45	610	625	15	625	654	29
Students with Disabilities	430	451	21	453	493	40	493	492	-1

All three comprehensive high schools met their schoolwide API growth targets during the 2008-09 school year. Each school had at least one significant subgroup that did not meet the growth target, and the Students with Disabilities subgroup target was not met at any of the schools during 2008-09. It should be noted that two significant subgroups at Santa Maria HS made substantial growth during the 2008-09 school year: English Learners (+38) and Socioeconomically Disadvantaged (+21).

**c. California High School Exit Examination (CAHSEE)**

The primary purpose of the CAHSEE is to significantly improve pupil achievement in public high schools and to ensure that pupils who graduate from public high schools can demonstrate grade level competency in reading, writing, and mathematics. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages districts to give these students the attention and resources needed to help them achieve these skills during their high school years. The CAHSEE has two parts: English-language arts (ELA) and mathematics. ELA addresses state content standards through grade ten and Mathematics addresses state standards in grades six and seven and Algebra I. The table below reflects the 10<sup>th</sup> grade pass rates for 2008-09, but does not reflect the number of times a student attempted the CAHSEE before passing.

	Subject	Tested or Passing	All Students	Students with Disabilities (SWD)	English Learners (EL)	Redesignated Fluent-English (RFEP)	Socio-economically Disadv. (SED)	Not socio-economically Disadvantaged
Districtwide	ELA	# Tested % Passed	1,855 75%	128 30%	376 27%	540 92%	1,167 68%	652 88%
	Math	# Tested % Passed	1,860 81%	129 40%	375 54%	540 94%	1,168 77%	657 89%
Pioneer Valley High School	ELA	# Tested % Passed	633 75%	40 35%	126 27%	217 92%	446 72%	177 83%
	Math	# Tested % Passed	634 80%	40 45%	125 52%	218 94%	444 77%	181 87%
Ernest Righetti High School	ELA	# Tested % Passed	602 84%	48 33%	50 30%	85 88%	196 69%	387 92%
	Math	# Tested % Passed	604 84%	48 38%	50 46%	84 88%	197 72%	388 91%
Santa Maria High School	ELA	# Tested % Passed	612 67%	39 21%	197 25%	236 92%	522 65%	83 80%
	Math	# Tested % Passed	614 79%	40 35%	197 58%	236 97%	524 78%	83 86%

NOTE: To protect privacy, test information is not provided when 10 or fewer students take the test. Delta High School is not listed for this reason.

Districtwide, 75% of students passed the CAHSEE ELA test in 10<sup>th</sup> grade, compared to 80% for Santa Barbara County and 79% at the state level. Districtwide, 81% of students passed the CAHSEE Math test, compared to 82% for Santa Barbara County and 80% for the state.

SMJUHSD offers a variety of CAHSEE preparation courses to assist students in passing the exam.

d. **California English Language Development Test:**

The following table reflects the percentage of English Learners, by grade, scoring at the "Overall" performance level on the 2008-09 annual assessment. The overall scale score is calculated by giving equal weight to the domain scale scores for listening, speaking, reading, and writing.

As reflected in the table, the majority of English Learners have tested at the "Intermediate" level of proficiency. This is not uncommon, but it does require the provision of specific and targeted instruction designed to assist English Learners in reaching proficiency as rapidly as possible.

	Grade				
	9	10	11	12	Total
Advanced	3%	1%	3%	7%	4%
Early Advanced	24%	21%	28%	30%	26%
Intermediate	42%	45%	42%	34%	41%
Early Intermediate	19%	20%	13%	10%	16%
Beginning	11%	13%	14%	18%	14%

e. **Annual Measurable Achievement Objectives (AMAOs)**

Under the federal Elementary and Secondary Schools Act (ESEA) Title III Accountability system, states must hold districts accountable for increasing the development and attainment of English proficiency of ELs. Title III requires that districts meet three Annual Measurable Achievement Objectives (AMAOs). AMAO 3 is also part of Title I Accountability for Adequate Yearly Progress (AYP).

For AMAO 1, ELs must show annual growth based on their previous CELDT score. The goal is for ELs to move from one CELDT level to the next. The target for 2008-09 was 51.6%. The district did not meet this target because only 40.4% of the 1,605 annual CELDT takers made yearly growth.

For AMAO 2, English proficiency is defined as students attaining Early Advanced (CELDT level 4) or Advanced (CELDT level 5) on the CELDT Overall. The 2008-2009 target for this AMAO was 30.6%. The district score for AMAO 2 was 18.2%, missing the AMAO 2 target by 12.4%.

The table below reflects the AMAO results specific to the 2008-09 school year.

<b>AMAO 1 - Percent of Students Making Annual Progress in Learning English</b>	
Number of 2008 Annual CELDT Takers	1,605
Number/Percent with Required Prior CELDT Scores	1,605 / 100%
Percent in Cohort Meeting Annual Growth Target	40.4%
2008-09 Target	51.6%
<b>Met Target for AMAO 1</b>	<b>No</b>
<b>AMAO 2 - Percent of Students Attaining English Proficiency on CELDT</b>	
Number of 2008 Annual CELDT Takers in Cohort	977
Percent in Cohort Attaining English Proficient Level	18.2%
2008-09 Target	30.6%
<b>Met Target for AMAO 2</b>	<b>No</b>
<b>AMAO 3 - Adequate Yearly Progress for English Learner Subgroup</b>	
<b>ENGLISH/LANGUAGE ARTS</b>	
Met Participation Rate for English Learner Subgroup	Yes
Met Percent Proficient or Above for English Learner Subgroup	Yes
<b>MATHEMATICS</b>	
Met Participation Rate for English Learner Subgroup	Yes
Met Percent Proficient or Above for English Learner Subgroup	Yes
<b>Met Target for AMAO 3</b>	<b>Yes</b>
<b>Number of Consecutive Years Not Meeting AMAOs</b>	<b>4</b>

The tables below reflect a longitudinal view of California AMAO target requirements and SMJUHSD rates of attainment for AMAOs 1 and 2. SMJUHSD was identified for Title III Year 4 because AMAOs 1 and 2 have not been met for four consecutive years.

AMAO 1			
2005/06	2006/07	2007/08	2008/09
State Target: 52.0% SMJUHSD: Not met*	State Target: 48.7% SMJUHSD: <b>40.5%</b>	State Target: 50.1% SMJUHSD: <b>41.4%</b>	State Target: 51.6% SMJUHSD: <b>40.4%</b>

AMAO 2			
2005/06	2006/07	2007/08	2008/09
State Target: 31.4% SMJUHSD: Not met*	State Target: 27.2% <b>SMJUHSD: 21.5%</b>	State Target: 28.9% <b>SMJUHSD: 22.4%</b>	State Target: 30.6% <b>SMJUHSD: 18.2%</b>

\* Specific scores are not posted for 2005/06, only "met" or "not met"

## 2. Analysis of Student Academic Performance Based on District Indicators

Common Formative Assessments have been developed for most courses; however, the CFAs are not administered according to a common timeline, and not all teachers are administering the assessments nor utilizing the assessment results.

### a. Graduation Rates as Measured by AYP / 2007-08 (this is the most current information available on the CDE DataQuest website)

	Drop-outs Gr.9 (04-05)	Drop-outs Gr.10 (05-06)	Drop-outs Gr.11 (06-07)	Drop-outs Gr.12 (07-08)	Drop-outs Gr.9 - Gr.12	Grade 12 Grads (07-08)	Grad Rate
SMJUHSD	43	40	54	70	207	1,347	86.7%
Delta	0	2	11	10	23	83	78.3%
Ernest Righetti	8	11	9	4	32	483	93.8%
Pioneer Valley	26	7	22	15	70	478	87.2%
Santa Maria	9	20	12	41	82	303	78.7%
County Total	56	50	197	509	812	4,126	83.6%
State Total	10,447	10,177	22,045	50,217	92,886	376,393	80.2%

### b. Percentage of Graduates with UC/CSU Required Courses / 2008-09

The number of SMJUHSD twelfth-grade graduates completing all of the courses required for University of California (UC) and/or California State University (CSU) entrance with a grade of "C" or better are listed in the table below. This percentage is significantly below that of Santa Barbara County, with 26% of students meeting UC/CSU coursework requirements and California, with 27% of students meeting UC/CSU coursework requirements.

	Ernest Righetti	Santa Maria	Pioneer Valley	Delta	District Total
# Students Meeting A-G	142	45	112	0	299
Enrollment	614	537	609	181	1,941
% Meeting A-G	23%	8%	18%	0%	15%

**c. Number of Students Deficient in Credits / 2008-09 Year End**

The following table reflects the number of students who were deficient in credits, by grade, during the 2008-09 school year. In order for these students to make up enough credits to be on track for graduation, they would have to enroll in concurrent classes or utilize another option, such as On Track Credit Recovery (Plato).

	Ernest Righetti	Santa Maria	Pioneer Valley	Delta	District Total	District Enrollment	% Deficient
Freshman	194	273	246		713	1,872	38%
Sophomore	223	288	276	12	799	1,786	45%
Junior	159	246	206	78	689	1,656	42%
Senior	26	48	34	29	137	1,722	8%
TOTAL	602	855	762	119	2,338	7,036	33%

**d. Failing Grades:**

The following table indicates the total number of failing grades received by SMJUHS students during the 2008-09 school year. The DSLT analyzed failing grades for two school years broken out by grade level, subject area, and for English Learners. Several discussions were held at DSLT meetings concerning instructional support and grading practices, and action steps have been written into this Plan to address the issue of failing grades.

	Ernest Righetti	Santa Maria	Pioneer Valley	Delta	District Total
Grade 9	687	897	903		2,487
Grade 10	613	809	878		2,300
Grade 11	731	847	923	9	2,510
Grade 12	364	662	520	112	1,658
Grade 13 (5 <sup>th</sup> Year Seniors)	32	132	82	82	328
TOTAL	2,427	3,347	3,306	203	9,283

Of the students listed above, the following were ELs or Redesignated Fluent English Proficient (RFEP):

English Learners	345	1,599	945	31	2,920
Redesignated Fluent English Proficient	93	253	232	26	2087

When comparing failure rates between English Learners and English Only (EO) students, it is evident that the percentage of English Learners who fail courses is significantly higher proportionately than the failure rate of non-English Learners, indicating a need for enhanced understanding and usage of effective EL instructional strategies and the need for increased supports, such as tutoring.

School	# of ELs	% of ELs to Total Population	% of ELs Receiving Fs
Ernest Righetti HS	185	7.7%	40.0%
Santa Maria HS	803	32.7%	46.2%
Pioneer Valley HS	492	22.8%	42.0%
Delta HS	49	18.2%	76.0%

**e. Two Semester Gaps in Classes Among Spring 2010 Sophomores**

SMJUHSD teachers have been given authority via the Collective Bargaining Agreement to vote every two years on the bell schedule to implement at each school. For this reason, there is inconsistent practice among the three comprehensive schools, with one offering a traditional bell schedule and two offering modified block bell schedules. A situation of 2-semester gaps can occur with the modified block schedule. A recommendation has been written by SBCEO to address this issue. The tables below reflect the number of Sophomores with a 2-semester gap in instructional coursework.

**English**

Ernest Righetti	Santa Maria	Pioneer Valley	Delta	TOTAL
12	128	158	2	300

**Mathematics**

Ernest Righetti	Santa Maria	Pioneer Valley	Delta	TOTAL
12	156	143	1	312

**f. Data Summary**

Upon careful review, analysis and discussion of data identified in this section, the DSLT identified several preliminary findings:

- There is a need to enhance the classroom usage of research-based instructional strategies.
- An improved placement system is needed to appropriately identifying students for intervention.
- There is a need to provide more frequent and targeted intervention, a need to monitor individual students, and a need to monitor intervention programs.
- An improved scheduling system is needed to ensure that students will not receive a 2-semester gap in instruction.
- More discussion needs to be held districtwide about failing grades. Among specific questions posed by the DSLT: “Why are so many students failing? Do we need improved progress monitoring? How does instruction impact learning? What can we do differently?”
- There is a need to review grading practices (e.g., grading practices that reflect student learning, make-up policies, synchronization and calibration of grading practices, rubrics)
- There is a need to review credit recovery options (e.g., other opportunities, alternative routes).
- There is a need to review graduation requirements.
- There is a need to identify upgrade additional courses for possible A-G approval and seek approval for courses to become A-G approved.
- There is a need to consider allowing students to “challenge” classes by taking a test to earn credit (e.g., Health, etc.), thereby providing greater opportunity for students to take A-G courses.

3. ANALYSIS OF CURRENT PRACTICES

1. SBE-Approved Core Programs Currently In Place

- The table below reflects SBE-approved materials in use by SMJUHS D schools. Our analysis indicates that textbooks are used consistently; however, ancillary materials are not used consistently. Intervention and ELD programs are identified in the table below, and when intervention programs are not available, a note is provided.

	English/Language Arts	Mathematics
Ernest Righetti	Prentice Hall Literature 2004 Norton Intro to Literature 2005 South Western 1999 Language 2009 (Intensive Intervention) High Point 2004 (Intensive Intervention and ELD)	Prentice Hall 2004 McDougal Littell 2001 Houghton Mifflin 1992 McDougal Littell 2003 Thomson 2005 McGraw Hill 2008 Amsco 2006  Note: Math Intervention has not been adopted
Pioneer Valley	Prentice Hall Literature 2004 Norton Intro to Literature 2005 South Western 1999 SRA Reach 2002 (Intensive Intervention) High Point 2004 (Intensive Intervention and ELD)	Prentice Hall 2004 McDougal Littell 2001 Houghton Mifflin 1992 McDougal Littell 2003 Thomson 2005 McGraw Hill 2008 Amsco 2006  Note: Math Intervention has not been adopted
Santa Maria	Prentice Hall Literature 2004 Norton Intro to Literature 2005 South Western 1999 High Point 2004 (Intensive Intervention and ELD) SRA Reach 2002 (Intensive Intervention)	Prentice Hall 2004 McDougal Littell 2001 CPM Educational Program 2002 Interactive Mathematics Prog. 2000 Amsco 2006 Thomson 2005 McGraw Hill 2008 McDougal Littell 2003 Houghton Mifflin 1992  Note: Math Intervention has not been adopted
Delta	Prentice Hall Literature 2004 Prentice Hall Literature, Gold 2004 Prentice Hall Literature 2002 Holt, Rinehart 1994 Harcourt, Brace, Jovanovich 1995	McDougal Littell 2001 Holt, Rinehart 1992 McDougal Littell 2001  Note: Math Intervention has not been adopted

2. **State Surveys:** The state has developed four tools, which together present a large picture of the instructional programs in a school and district and the degree of coherence and effectiveness of these programs. They also assess the capacity of the district to build and support districtwide coherence, and the capacity of the district to provide support services to English Learners and Students with Disabilities beyond the basic instructional program.

- a. **District Assistance Survey (DAS):** This survey is designed to assess district capacity to support a coherent instructional program at all schools and for all students. The DAS was administered to the DSLT. The following are findings from the DSLT; district and site administrator interviews verified the findings.

- Schools do a good job of protecting instructional time.
- There are inconsistent bell schedules among the three comprehensive schools, with one offering a traditional bell schedule and two offering modified block schedules. The modified blocks are creating identified instructional issues. According to PVHS APS results, “the block schedule being implemented is not conducive to the needs of all students.” The SMHS APS reports that “students only have ELD and ELA classes for half the year, and sometimes there is a year-and-a-half gap between core subject instruction. The exceptions are ELD 1 and the Freshman Academy.”
- Administrators do not visit classrooms regularly, largely due to issues associated with the Collective Bargaining Agreement. The DSLT discussed that it would be very helpful for administrators to visit and observe in classrooms.
- The District does not *require* regular collection and analysis of CFAs, although it does *support* the administration and utilization of CFAs.
- There is evidence that many departments and teachers do not use CFAs and/or curriculum guides.
- There is a need to develop CFAs in subjects that do not have them, and there is a need to allow teachers to refine existing CFAs.
- There is limited evidence that the district has supported teachers in learning and using data-driven, research-based instructional strategies over the years, and structured follow-up support has been minimal.
- Strategic and Intensive interventions need to be prioritized at the district level, and programs need to be monitored and reviewed.
- High priority students are often not provided with strategic or intensive intervention courses. Access seems to depend on the type of schedule being implemented at the school (i.e., block vs. non-block).
- There is limited evidence that strategic and intensive programs are monitored.
- There is evidence that the majority of administrators are knowledgeable of state content standards.

**b. Academic Program Survey (APS):** This instrument is organized around the nine essential program components (EPCs) found to be associated with improved student achievement in underperforming schools. Since the APS is specific to ELA and Mathematics, SBCEO designed similar survey instruments to assist teachers in other subject areas in analyzing their practices. SBCEO also developed a counselor survey as a part of this process. The surveys were conducted districtwide, all staff members participated in the process, and the sessions were facilitated by district and site certificated and classified administrators who were trained by SBCEO.

All survey results have been carefully reviewed and will be utilized by the District in future planning. Listed below are the major findings for the four core instructional programs.

ELA: Strengths	ELA: Areas for Growth
<ul style="list-style-type: none"> <li>• Strong collaboration</li> <li>• Curriculum calendars are in place</li> <li>• Identification of students for placement into classes is improving</li> <li>• Instructional strategies seem to be common across district</li> <li>• All four schools have intervention programs</li> <li>• A high level of collaboration exists among Department Chairs</li> <li>• Special Education &amp; English departments collaborate well</li> <li>• 2 of 4 sites have “coaches / support”</li> <li>• Majority of teachers are highly trained</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty of moving students when necessary (schedule issues)</li> <li>• Lack of strategic courses</li> <li>• Need to use collaboration time better</li> <li>• Lack of strong documentation / evidence of success</li> <li>• Placement needs to be refined</li> <li>• Delta needs to provide ELD</li> <li>• Reading Intervention curriculum is site specific</li> <li>• Edusoft – frustrations with Technology, rosters, etc.</li> <li>• Services need to improve for English Learners who are in Special Education</li> <li>• Specialists and coaches are needed</li> </ul>

<p style="text-align: center;"><b>Mathematics: Strengths</b></p> <ul style="list-style-type: none"> <li>• General placement procedures</li> <li>• All schools are using some form of CFAs (although they are site specific, not districtwide)</li> <li>• Strategic support classes exist, but they are limited</li> </ul>	<p style="text-align: center;"><b>Mathematics: Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Differentiated instruction evidence is lacking</li> <li>• We are not using districtwide (common) CFAs.</li> <li>• Strategic support courses need to be increased and enhanced</li> <li>• Use of data to drive learning</li> <li>• Focus professional development on best practices, data, ELs, and differentiated instruction.</li> </ul>
<p style="text-align: center;"><b>Science: Strengths</b></p> <ul style="list-style-type: none"> <li>• Variety of instructional methods used</li> <li>• Use of Technology</li> <li>• Use of supplemental resources</li> <li>• CST scores are rising</li> </ul>	<p style="text-align: center;"><b>Science: Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Need additional Edusoft training</li> <li>• CFAs for Chemistry, Physics, etc.</li> <li>• Academic Vocabulary training</li> <li>• Differentiated instruction training</li> <li>• Technology training</li> <li>• Identification of EL &amp; Special Education students in classes</li> </ul>
<p style="text-align: center;"><b>Social Science: Strengths</b></p> <ul style="list-style-type: none"> <li>• Standards-based curriculum</li> <li>• Pacing guides &amp; CFAs</li> <li>• Academic Vocabulary</li> <li>• Technology is used regularly and innovatively to enhance learning</li> <li>• Writing &amp; critical thinking are emphasized</li> <li>• Advanced Placement offerings</li> </ul>	<p style="text-align: center;"><b>Social Science: Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Interventions for struggling students</li> </ul>

- c. Inventory of Services and Supports (ISS):** The ISS is a needs assessment tool designed to help a district assess its programs and services for SWDs. The ISS provides a targeted and in-depth analysis of program elements that can guide actions for increased student achievement results for students with disabilities. The ISS was conducted with all special education teachers in the district working in school groups. The following are survey results, combined with program analysis results provided by SBCEO.

Alternative Assessment

Currently 1.1% of SMJUHSD students are assessed using an alternative assessment, either California Alternate Performance Assessment (CAPA) or California Modified Assessment (CMA), and this percentage is far below the allowable 3%. Specifically, 0.8% of students are being tested with the CAPA, and 0.3% are being tested with the CMA.

Least Restrictive Environment

CDE standard: For Resource Specialist Program (RSP), less than 43% of students should be out of general education classes more than 1 or two periods per day. For Special Day Class (SDC), less than 21% of students should be out of general education classes more than 3 or 4 periods per day.

- Districtwide: A large majority of students with IEPs (80%) of SWDs are out of general education classes more than 1 or 2 periods per day and close to half (47%) of the students with IEPs are out of general education classes more than 3 or 4 periods per day.
- Pioneer Valley High: The most significant issue exists at this site. 89% of students are out of general education classes more than 1 or 2 periods and more than half (62%) are out of general education classes more than 3 or 4 periods per day.
- Santa Maria High: 81% of students are out of general education classes more than 1 or 2 periods, and 47% are out of general education classes more than 3 or 4 periods per day.
- Righetti: 70% of students are out of general education classes more than 1 or 2 periods, and 31% are out of general education classes more than 3 or 4 periods per day.
- Survey results matched these findings: SDC students are not provided adequate access to core classes, and minimal opportunity for access to elective classes and only if there is aide support.

### Individual Education Plans (IEPs)

CDE Standard: The district must ensure that IEP goals and objectives are designed so that all students with disabilities can progress toward grade level standards.

CDE Standard: The district must ensure that students with disabilities are succeeding in grade level ELA and Math core (with the use of identified accommodations, modifications and assistive Technology, as outlined in the IEP).

- For students who took the CST, approximately 32% of the goals written are aligned with grade level standards.
- Goals are most often written to meet ability level, not grade level standards
- There has not been a focus in staff development on writing goals that are working toward grade level standards or instruction that address grade level instruction
- There are few accommodations/assistive Technology considerations written into IEPs, so it is unclear if the needed supplementary aids or services are being considered or used (out of the 661 students with IEPs, only 90 students have assistive Technology supports and from looking at present levels of students, it appears that many more would benefit)
- STAR test results: ELA: 17.7% proficient or advanced (target = 44.5%); Math: 19% proficient or advanced (target = 43.5%)

### Communication / Collaboration

- Special education teachers responded that there is good collaboration and support between special education teachers.
- Special education teachers responded that there is not much collaboration between general and special education teachers except on a case-by-case basis.
- Special education teachers do not believe that there is sufficient communication from district or site level administration regarding vision, staff development, feedback, and assistance. Special education teachers would like more ongoing communication.
- Special education teachers would like more support from site level administration regarding special education issues. They are asking for support in including students in general education classes, having general education teachers attend IEP meetings, making sure suspensions follow special education considerations, and working toward grade level standards.
- There is evidence that different campuses have different rules and attitudes with respect to special education services and support.

- e. **English Learner Subgroup Self Assessment (ELSSA):** The ELSSA is a district-level assessment tool that focuses exclusively on the needs of English Learners. The ELSSA assists the LEA in identifying the root causes for academic underachievement among ELs based on an analysis of AMAOs results and sets direction for improving services for these students.

The Title III Subcommittee utilized the ELSSA to carefully analyze AMAO data, and the following conclusions were reached:

#### **AMAO 1**

- There is a need for consistent identification and placement of incoming English Learners into ELD courses across the district
- There is a need for consistent implementation of the ELD curriculum
- There is a need for training in Systematic English Language Development
- Criteria for providing ELD in mainstream English courses needs to be clearly defined, implemented and monitored
- Formative assessments need to be utilized on an ongoing basis to monitor the progress of ELs in ELD
- Language objectives need to be implemented in core instruction
- There is a need to enhance the usage of structured academic discourse as an instructional strategy
- EL language proficiency data needs to be more readily accessible to teachers
- There is a need to enhance teacher access to Aeries

#### **AMAO 2**

##### **ELA**

- There is a need to enhance monitoring and placement into and exit from intensive intervention in ELA
- There is a need to enhance the use of research-based strategies in ELA and ELD to support ELs through proficiency levels on CELDT
- There is a need to enhance progress monitoring of ELs
- There is a need to enhance the usage of research-based strategies to support and scaffold learning in core content areas
- There is a need to enhance EL specific professional development structures and opportunities for teachers and administrators

##### **MATH**

- There is a need to enhance the utilization of ancillary materials designed for ELs
- There is a need to enhance the usage of SDAIE strategies to ensure that ELs have meaningful access to grade appropriate core curriculum
- There is a need to provide greater information to teachers concerning the ELs and RFEPs they are teaching
- There is a need to enhance monitoring and support systems for ELs scoring below the proficient level on math CSTs to ensure support and interventions as needed to reach proficiency
- There is a need to enhance the monitoring of RFEP for two years after reclassification

#### **AMAO 3**

- There is a need to enhance SDAIE strategies for ELs in ELA to ensure that ELs have meaningful access to grade appropriate core curriculum
- There is a need to provide strategic and/or intensive interventions to identified ELs at the Intermediate level, in addition to ELD

- There is a need to enhance information provided to teachers and counselors about how to support the academic progress of long term ELs who are achieving below grade level performance in ELA
  - There is a need to enhance interventions and support to assist ELs in passing the CAHSEE
  - There is a need to align Reading Improvement and Linguistics courses in the District
3. **Teacher Surveys Results:** In addition to the above referenced surveys, a series of web-based surveys were created and posted by SBCEO. There was a high degree of voluntary response to the teacher survey.
- 73% of teachers responded that students spend a lot of time “working individually” in class.
  - There is limited use of “discussing / debating ideas with other students” as an instructional strategy.
  - The survey reflects that principals know what is happening in the classrooms. Teachers on the DLST discussed a desire to have principals in the classrooms more. Administrators on the DSLT discussed a desire to be able to get into classrooms more in order to help teachers collaborate, share great practices, pair people up for classroom observations, etc.
  - There is a high level of teacher encouragement for high achieving students
  - There is a need for greater collaboration time to focus on data.
  - One third of the teachers responded that they do not feel respected by leadership.
  - There is evidence of disconnect between college-going expectations and teachers who “talk” with students about college.
  - There is limited communication with parents about what students are working on in class.
  - 37% of teachers responded that enhanced follow-up and communication by Counselors and Guidance Technicians would be beneficial.
4. **Highly Qualified Teachers and Professional Development:**
- Districts with less than 100% highly qualified teachers (HQT) in core academic subjects and that fail to make Adequate Yearly Progress (AYP) for three consecutive years are placed in “Compliance Monitoring, Interventions, and Sanctions (CMIS) Level C.” CMIS Level C districts are required to enter into an agreement with the CDE consisting of a Memorandum of Understanding, a Budget Agreement, and Non-Complaint Teacher Action Plan. SMJUHS is currently identified as CMIS Level C, and is operating under an approved plan to increase the percentage of HQT each year and maintain highly qualified teachers and principals.
- a. Teachers currently trained in adopted programs
- 0% of the mathematics teachers have completed SB 472 materials-based professional development in the curriculum adopted by the district.
  - 80% of ELA teachers have completed materials-based professional development in the curriculum adopted by the district.
- b. Administrators currently trained in adopted programs (rubric asks for this)
- 100% of administrators have completed *materials-based administrator training* in the most recent mathematics curricula.
  - 100% of administrators have completed *materials-based administrator training* in the most recent ELA curricula.
  - 100% of administrators have completed training in on the implementation of strategies for English learners, including Specially Designed Academic Instruction in English (SDAIE), and English Language Development (ELD) programs.
  - 100% of administrators have completed training on the implementation of programs for students with disabilities, e.g., Response to Intervention (RTI).

## 5. Parent Involvement

- a. **Parent Surveys:** In addition to the above referenced surveys, a series of web-based surveys were created by SBCEO and posted for volunteer responses. There was a high degree of response to the teacher and parent surveys, and less participation among students.
  - There is evidence that parents want more communication and assistance from the district and schools; a large percentage of parents requested help in knowing how to support their kids
  - There is evidence that the schools need to enhance responsiveness to parents, including timely responses to phone calls
  - There is evidence that students want to be encouraged to go to college
  - There is evidence that students want to be involved in community service
  - There were numerous references from both parents and students to inconsistent rules with respect to discipline, grades, etc.
- b. SBCEO noted the following
  - All sites provide complete and thorough Parent/Student Handbooks
  - All three comprehensive high schools offer extensive website information for parents

## 4. Focus Areas for the LEA Plan:

When analyzing current data and practices in order to determine focus areas for improvement, it is critical that research-based effective practices are utilized as a benchmark. Listed below are the CDE-identified assumptions about effective district and school practices.

### Assumptions about district-level effectiveness

At the district level, it is critical that every district must have:

- A shared vision that begins at the top of the system and can be seen throughout the system. This vision reflects a commitment to the academic achievement of all students and is supported through district resources and supports, including appropriate interventions, supplemental materials, additional learning time, additional diagnostic and support resources, ongoing monitoring, and careful program evaluation to ensure that interventions and other critical educational programs are working.
- Well planned systems to support schools around effective and rigorous implementation of the State Board of Education (SBE)-adopted/standard-aligned instructional programs.
- A coherent district-wide professional development plan focused on the implementation of the LEA-adopted instructional materials and on the analysis of data to inform instruction.
- A robust data system that provides timely and useful formative and summative assessment data to inform instruction and improve learning.

### Assumptions about school-level effectiveness

- High quality “first instruction” is pivotal. This includes teachers’ knowledge about the California standards and their focus on delivering effective subject-specific teaching, learning, and assessment activities in ways that promote mastery of the standards.
- Not all students progress at the same rate; some need additional support and interventions. A tiered approach to intervention, described in the frameworks and recently-posted CDE descriptions of Response to Intervention (RtI), includes three levels:
  - Benchmark (or early) interventions for students who are satisfactorily achieving grade-level standards, but who on occasion may require additional assistance and support for particular standards and concepts.
  - Strategic interventions for students no more than two years below grade-level standards. Strategic students are supported both within and beyond the basic core

program through additional instructional time and differentiated instructional materials.

- Intensive interventions for students who are working more than two years below grade level. These students have the greatest need and are usually at high risk for retention or later failure to meet proficiency standards on the California Standards Tests (CST) and the California High School Exit Exam (CAHEE). Intensive intervention is typically delivered as accelerated replacement or support curriculum.
- SWDs should participate in the core program as much as possible. However, if students are not academically successful in the core program, strategic or intensive support should be available to them.
- By definition, ELs require English-language support in order to be fully successful in the core curriculum. Their reading, writing, listening and speaking skills in both English and their primary language must be carefully assessed in order to provide appropriate English-Language Development support.
- “High priority students” is a generic term that describes students who need additional support to meet grade-level standards. The term includes a wide range of students whose needs have not been met due to challenging academic, social, or life circumstances. The first steps in addressing their needs are proper assessments and careful attention to their instructional setting.

The DSLT worked extensively to analyze and evaluate SMJUHSD data and practices compared against the CDE-identified assumptions about effective practice. The following is a detailed description of focus areas identified by the DSLT for inclusion in the LEA Plan:

1. Continue to develop a student-focused culture of collaboration
  - a. Districtwide, schoolwide, department-wide
  - b. Student-focused
  - c. Clear expectations for outcomes
  - d. Focus on learning vs. teaching
  - e. Communicate a clear and consistent message that student learning is the mission
  - f. Establish clear expectations for PLC collaboration time
2. Create cohesive alignment between the LEA Plan, Title II, Title III, SPSAs, QEIA and WASC plans
  - a. Carefully review the LEA Plan with Curriculum Council, Administrative Council, School Site Councils (SSC), English Learner Advisory Councils (ELAC), District English Learner Advisory Council (DELAC), and the Quality Education Investment Act (QEIA) committee, to ensure continuity between the plans with respect to goals, actions and budgets
  - b. Create a quarterly monitoring system to evaluate the implementation and effectiveness of the action steps outlined in the LEA Plan
  - c. Create a structure for communicating the results of the quarterly monitoring system with stakeholders
3. Enhance instructional practices, provide consistent expectations, increase rigor
  - a. CFAs (complete, refine, implement consistently)
  - b. Study and share best practices; enhance continuity in implementation of strategies
  - c. Ensure consistent implementation of SDAIE strategies
  - d. Focus on higher order thinking skills
  - e. Use data to more effectively drive instructional change and practice
  - f. Enhance consistency of curriculum across the district
  - g. Enhance consistency grading policies and weights across the district; give reasonable opportunities to make up grades and or work; base grades on demonstrated knowledge of essential standards
  - h. Provide increased opportunities for targeted professional development

4. Provide greater opportunities for all students to excel
  - a. Improve instructional schedules to allow additional support, expand learning opportunities and enhance continuity of instruction
  - b. Identify and seek approval of more A-G courses
  - c. Review and enhance career pathways
  - d. Review and enhance alternative education
  - e. Review and enhance Advanced Placement course offerings
  - f. Review and enhance Freshman and Sophomore Academies
5. Review and enhance student placement practices; improve practices for monitoring progress in coursework and toward graduation
  - a. Counseling and guidance – collaborate to determine possible enhancements to the system
  - b. Determine how administrators and teachers can work with counselors and guidance technicians to create a schoolwide approach to guidance and monitoring
  - c. Study hall – determine solutions to the placement of students into study hall for extended periods while waiting for course scheduling
6. Continue to develop the Pyramid of Interventions at all schools to include learning and behavior supports
  - a. Provide proactive interventions / preventions (e.g., systematized tutoring, “mandatorials”, etc.)
  - b. Evaluate current interventions to determine efficacy and sufficiency
  - c. Create entrance & exit criteria for academic interventions
  - d. Enhance identification of and supports for “intentional non-learners”
7. Enhance communication systems and structures
  - a. Schoolwide and districtwide
  - b. With parents as partners
  - c. With students

The Title III Subcommittee identified the following focus areas for English Learners:

8. All English Learners have access to appropriate English Language Development: All English Learners will have access to the instructional strategies, based on scientifically-based research, to improve English language proficiency.
9. All English Learners have access to appropriate English Language Arts Instruction: All English Learners will have access to an appropriate reading/language arts curriculum based on their assessed needs and to all curricular materials with appropriate modifications targeted to the students’ English Language proficiency level and academic skill. When the students are within two performance levels of their grade level standard, they should have access to the core curriculum with strategic support.
10. All English Learners have Access to Appropriate Core Instruction: All English Learners will have access to an appropriate core curriculum based on their assessed needs and to all curricular materials with appropriate modifications targeted to the students’ English Language proficiency level and academic skill. When the students are within two performance levels of their grade level standard, they should have access to the core curriculum with strategic support.
11. Professional development includes research-based strategies to improve English Learner attainment of English language proficiency and achievement in English-language arts and mathematics.

**Performance Goals** – In 2002, California’s State Board of Education adopted Performance Goals that must serve as the overarching goals addressed LEA Plans. They are:

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

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

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

Goal # 4: All students will graduate from high school.

## Goals & Action Steps

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

DLST Identified Focus Areas that address this goal:

- Focus Area # 1: Continue to develop a student-focused culture of collaboration
- Focus Area # 2: Create cohesive alignment between the LEA Plan, Title II, Title III, SPSAs, QEIA and WASC plans.
- Focus Area # 3: Enhance instructional practices, provide consistent expectations, increase rigor
- Focus Area # 6: Continue to develop the Pyramid of Interventions at all schools to provide learning and behavior supports
- Focus Area # 7: Enhance communication systems and structures

ACTION STEPS	Persons Responsible	Timeline	Evaluation Measurement	Related Expenditures and Estimated Costs	Funding Source
<b>A. CULTURE AND BELIEFS</b>					
1. The District and sites will develop a systematic process in which educators work together interdependently to analyze and to impact their professional practice in order to achieve improved results for students, departments and schools.	Administrative Cabinet Curriculum Council	September 2010, ongoing	Meeting Agendas Applicable Minutes Applicable Protocols	n/a	n/a
2. The District and sites will work to collaboratively identify and communicate common goals and a clear focused instructional direction in support of student learning.	Administrative Cabinet Curriculum Council	September 2010, ongoing	Common Goals	n/a	n/a
3. The District and sites will actively facilitate a collegial and collaborative culture among all professionals within the district.	Administrators Curriculum Council Teachers' Association	Ongoing	Meeting agendas Staff survey	n/a	n/a
4. The District and sites will work together to establish systematic safety nets for students to ensure that all students maximize their learning potential.	Administrators Curriculum Council	Ongoing	Successful implementation of LEA Plan action steps		
5. The District and sites will enhance efforts to support the Board goal of "open and transparent communication and collaboration" by engaging parents as partners through a	Administrator Teachers	Ongoing	Parent surveys Student surveys	n/a	n/a

ACTION STEPS	Persons Responsible	Timeline	Evaluation Measurement	Related Expenditures and Estimated Costs	Funding Source
<p>multitude of communication vehicles and through greater access to schools (e.g., community outreach, district, school and staff web pages, automated messaging systems, written communication, participation in school events and enhanced responsiveness).</p>	<p>Counseling and guidance staff Established district &amp; site parent committees</p>				
<b>B. ALIGNMENT BETWEEN PROGRAM PLANS</b>					
<p>1. The District will ensure that the LEA Plan is carefully reviewed with applicable councils and committees (e.g., DSLT, Cabinet, Superintendent/Cabinet/Principals, SSCs, ELAC/DELAC, Curriculum Council, QEIA committee) to ensure that all of the plans focus on student learning, and to create continuity between the plans with respect to goals, actions and budgets.</p>	<p>Superintendent Asst. Supt, C &amp; I Director of Special Educ Director of EL and Migrant Ed Principals</p>	<p>Aug 2010 - ongoing</p>	<p>Minutes &amp; Agendas</p>	<p>n/a</p>	<p>n/a</p>
<p>2. The District will create a quarterly monitoring system to evaluate the implementation and effectiveness of the action steps outlined in the LEA Plan.</p>	<p>Asst Supt, C &amp; I</p>	<p>January April July October</p>	<p>LEA Plan Monitoring Document</p>	<p>\$5,000 (25 DSLT members; approx 50 days of release time)</p>	<p>Title I</p>
<p>3. The District will create a structure for communicating the results of the quarterly monitoring system with the Board of Trustees and the stakeholders delineated in B.1 above.</p>	<p>Asst Supt, C &amp; I</p>	<p>Board Rpts: Quarterly Annual</p>	<p>BoardLine (for Quarterly) Board Minutes (Annual)</p>	<p>n/a</p>	<p>n/a</p>
<b>C. CORE PROGRAM – FIRST LEVEL INSTRUCTION</b>					
<p>1. <b>INSTRUCTIONAL MATERIALS:</b> All core curriculum teachers will implement a standards-aligned program of instruction utilizing current standards-based, SBE-approved instructional materials including ancillaries, software and technology for all students assigned to their classes, including identified English Learners and Students with Disabilities. As soon as financially feasible, the District will adopt and purchase updated textbooks for ELA and mathematics for those subjects with outdated publication dates.</p>	<p>Site Admin</p>	<p>Ongoing</p>	<p>Classroom observations</p>	<p>n/a</p>	<p>n/a</p>
<p>2. <b>IDENTIFICATION OF ESSENTIAL LEARNING:</b> Teachers, site and district leaders with subject matter</p>	<p>Asst Supt, C &amp; I Site Admin</p>	<p>Ongoing (starting</p>	<p>CFA Development/ Refinements</p>	<p>Summer Committee Work</p>	<p>Title I PD</p>

ACTION STEPS	Persons Responsible	Timeline	Evaluation Measurement	Related Expenditures and Estimated Costs	Funding Source
<p>expertise will identify and agree upon the most essential standards-based learning outcomes for core courses (e.g., “What is it we want all students to know and be able to do as a result of this course?”) The following resources will be utilized when identifying essential learning: CA Content Standards, Common Core State Standards (still in draft form), Curriculum Frameworks, and CST blueprints.</p>	Curriculum Council	with ELA & Math first; moving on to other core subjects)	Curriculum Calendars	<ul style="list-style-type: none"> <li>– ELA: 120 hrs (\$2,400)</li> <li>– Math: 240 hrs (\$4,800)</li> </ul>	Title II
<p>3. <b>INSTRUCTIONAL STRATEGIES:</b> Teachers, site and district leaders will work collaboratively to study and implement research-based instructional strategies that will improve student achievement. Emphasis will be given to instructional strategies that promote higher order/critical thinking skills, academic vocabulary, SDAIE strategies, Marzano’s instructional strategies and the effective use of Technology to enhance student learning.</p>	Asst Supt, C & I Curriculum Council DSLTT	Ongoing	Curriculum Council Minutes DSLTT Minutes	n/a	n/a
<p>a. A structure will be agreed upon by teachers, site and district leaders to facilitate teacher observation of focus strategies in classrooms. Teachers will assist one another with the implementation and application of these strategies.</p>	Asst Supt, C & I Asst Supt, HR Principals Curriculum Council	August 2010 – ongoing	Non-evaluative classroom walkthrough protocol	\$6,000 (subs for walkthroughs)	Title I Title II Title III (Dist/Site)
<p>b. A structure will be agreed upon by teachers, site and district leaders that will facilitate teachers schoolwide and/or districtwide to share their expertise and experience in implementing agreed-upon research-based strategies (e.g., district and school trainings, department meetings, collaboration time, and/or structured observations).</p>	Asst Supt, C & I Principals Curriculum Council	January 2011 - Ongoing	Professional Development Agendas Sign In Sheets Minutes	Costs included in PD (Goal 3)	n/a
<p>4. <b>COMMON FORMATIVE ASSESSMENTS (CFAs):</b> The district will continue with districtwide development and refinement of core CFAs. Guided by district leadership, emphasis will be placed on ensuring that teachers have greater input into the development and ongoing refinement of CFAs, and greater emphasis will be placed on effective utilization of CFA results.</p>	Asst Supt, C & I Curriculum Council	June 2010 – ongoing (based on a cycle)	CFA Development/Refinements	See B #2	See B #2
<p>a. <u>Established</u> CFAs will be reviewed by teacher, site and district leaders with subject matter expertise to ensure that they measure the identified essential</p>	Asst Supt, C & I Curriculum Council	June 2010 – ongoing (based on	CFA Development/Refinements	See B #2	See B #2

ACTION STEPS	Persons Responsible	Timeline	Evaluation Measurement	Related Expenditures and Estimated Costs	Funding Source
learning for each respective course of study.		a cycle)			
b. CFAs <u>currently under development</u> will be completed and implemented by teacher, site and district leaders with subject matter expertise to ensure that they measure the identified essential learning for each respective course of study.	Asst Supt, C & I Curriculum Council	June 2010 – ongoing (based on a cycle)	CFA Development/ Refinements	See B #2	See B #2
c. CFAs will be created for core subject areas in which they are <u>not currently available</u> . CFAs will be created by teacher, site and district leaders with subject matter expertise, and will measure the agreed upon essential learning for each respective course of study.	Asst Supt, C & I Curriculum Council	June 2010 – ongoing (based on a cycle)	CFA Development/ Refinements	See B #2	See B #2
d. CFAs will be analyzed by teachers throughout the year to ensure that they: 1. measure identified student learning; 2. inform and improve individual and collective instructional practice; 3. provide diagnostic information for reteaching; 4. identify students who need additional time and support for learning (strategic intervention); 5. determine additional timely and systematic interventions that may be needed.	Asst Supt, C & I Curriculum Council	June 2010 – ongoing (based on a cycle)	CFA Development/ Refinements	See B #2	See B #2
e. CFAs will be annually reviewed and refined, if needed, by a districtwide committee	Asst Supt, C & I Curriculum Council	June 2010 – ongoing (based on a cycle)	CFA Development/ Refinements	See B #2	See B #2
5. <b>CURRICULUM CALENDARS (PACING GUIDES):</b> Curriculum Calendars <u>that have already been developed</u> in all curricular areas will be reviewed by teachers and administrators with subject matter expertise to determine if they provide the appropriate amount of time for the instruction of a unit of study. Teachers and administrators will agree on the dates that CFAs will be administered. Pacing on a day-to-day basis will be left to the discretion of each teacher, but all teachers will be expected to administer the CFA within a common window.	Asst Supt, C & I Curriculum Council	June 2010 – ongoing (based on a cycle)	Curriculum Calendar Development/ Refinements	Costs included in B #2	See B #2

ACTION STEPS	Persons Responsible	Timeline	Evaluation Measurement	Related Expenditures and Estimated Costs	Funding Source
<p>a. Teachers and administrators with subject matter expertise will collaborate to develop Curriculum Calendars for core classes that <u>do not currently have</u> them in place. Common testing windows for CFAs will be identified, and although pacing on a day-to-day basis will be left to the discretion of each teacher; all teachers will be expected to administer the CFA within a common window identified on the Curriculum Calendars.</p>	Asst Supt, C & I Curriculum Council	June 2010 – ongoing (based on a cycle)	Curriculum Calendar Development/ Refinements	Costs included in B #2	See B #2
<p>b. Curriculum Calendars will be monitored to ensure that CFAs are administered according to the identified window period.</p>	Department Chairs/Teacher representatives	According to Curriculum Calendars	CFA Completion	n/a	n/a
<p><b>6. GRADING PRACTICES:</b> Shared grading tenets will be developed that realistically, fairly, and consistently communicate student learning of essential standards.</p> <p>a. The district will create opportunities for collaboration among teachers and administrators to review research and best practices concerning grading practices <i>in highly effective schools</i>. Teachers and administrators will <u>research and discuss</u>:</p> <ul style="list-style-type: none"> <li>• grading practices that reflect student learning of essential standards</li> <li>• make-up policies</li> <li>• synchronization and calibration of grading practices</li> <li>• rubrics and/or grading profiles</li> </ul>	Asst Supt, C & I Site Admin Curriculum Council Selected Teachers	2011-12	Tenets	\$3,500 (release time and/or summer committee work)	Title II
<p>b. When grading tenets are agreed upon, departments will collaborate to determine how grading practices would need to be modified in specific courses of instruction.</p>	Asst Supt, C & I Director of Spec Educ Director of EL / Migrant Ed Site Admin	2011-12	Meeting Minutes	n/a	n/a

ACTION STEPS	Persons Responsible	Timeline	Evaluation Measurement	Related Expenditures and Estimated Costs	Funding Source
<p><b>7. DATA ANALYSIS and COLLABORATION</b></p> <p>a. The district will work with school administrators to provide department chairs, PLC leaders, and teachers with training on how to facilitate effective collaboration meetings that focus on:</p> <ul style="list-style-type: none"> <li>▪ expectations for student achievement</li> <li>▪ strengths and gaps in student achievement</li> <li>▪ instructional strategies for reteaching</li> <li>▪ identifying students in need of additional assistance for strategic support, and</li> <li>▪ identifying interventions for students with critical needs</li> </ul>	Asst. Supt, C & I	August 2010	Agenda / Minutes	Included in PD Costs	n/a
<p>b. District and site administrators will continue to support regularly-scheduled PLC meetings and support effective data discussions to include:</p> <ul style="list-style-type: none"> <li>▪ CST results</li> <li>▪ CAHSEE results</li> <li>▪ CELDT results</li> <li>▪ CFA results</li> <li>▪ Progress monitoring results</li> <li>▪ Identification of students for support</li> <li>▪ Grades</li> <li>▪ A-G attainment</li> <li>▪ Collage acceptance</li> </ul>	Site Admin Dept. Chairs/ Teacher representatives	Ongoing	Meeting Agendas	n/a	n/a
<p>c. District and school staff will evaluate whether data software is being utilized to its potential by:</p> <ol style="list-style-type: none"> <li>1. determining whether the hardware is in functional, in good operating order, and easily accessible to all core departments</li> <li>2. isolating and addressing any logistical or Technical issues associated with data software</li> <li>3. implementing solutions to class and student roster update concerns</li> <li>4. continue to provide in-depth training for site administrators, department chairs, PLC leaders, and faculty on how to create and align assessments with standards and run reports</li> </ol>	Asst Supt, C & I Director of Information Systems Dept Chairs/ Teacher representatives Ad Hoc Committee	June 2010 – ongoing	Minutes	\$1,500	Title I

ACTION STEPS	Persons Responsible	Timeline	Evaluation Measurement	Related Expenditures and Estimated Costs	Funding Source
(particularly item analysis) 5. determining which teachers need initial training and ensuring that training is provided					
8. The District will continue to articulate with feeder districts to align curricular offerings and enhance student learning.	Asst Supt, C & I Director of EL / Migrant Ed Director of Spec Educ Site Admin	Ongoing	Agendas	\$900 (possible substitute teacher costs)	Title II
<b>D. INTERVENTIONS / PYRAMID OF INTERVENTIONS / RESPONSE TO INTERVENTION</b>					
1. District and school staffs will continue to review and refine the Pyramid of Interventions (Rtl), including learning and behavior supports. The Pyramid will include interventions that are proactive and preventive (e.g., systematized tutoring, “mandatorials”, etc.) and will include a structure for “intentional non-learners.” The Pyramid will reflect a “failure is not an option” philosophy.	Director of EL / Migrant Ed Director of Spec Educ Site Admin (in collaboration with Asst Supt, C & I)	Ongoing	Completed Pyramid of Interventions	Rtl training \$4,000 substitute costs (40 release days) Consultant(s) \$3,000	Title I
a. District and school staffs will work collaboratively to conduct an evaluation of current math and ELA intervention courses offered in the district to determine their effectiveness in moving students toward grade level standards and to determine whether they are viable pathways in moving students toward college and career readiness. Evaluation results will be shared districtwide. Evaluation information will be used to share practices, discuss program effectiveness, assist with Response to Intervention decisions, student placement and modification of their placement, and inform the selection of future intervention program adoptions.	Asst Supt, C & I Director of EL / Migrant Ed Director of Spec Educ Site Admin	2010-11	Student Assessment Data Program Evaluation Documentation	Costs included in D1	Title I

ACTION STEPS	Persons Responsible	Timeline	Evaluation Measurement	Related Expenditures and Estimated Costs	Funding Source
b. District and school staffs will work collaboratively to create consistent and comparable entrance & exit criteria for all intervention programs throughout the district (e.g., CST results, placement tests, CFAs, CELDT results, etc.).	Asst Supt, C & I Director of EL / Migrant Ed Director of Spec Educ Site Admin	2010-11	Entrance and Exit Criteria	Costs included in D1	Title I
c. District and school staffs will work collaboratively to determine the best structure for implementing progress monitoring, identify which specific students should be monitored, specify tools for measuring academic performance and ongoing growth and determine who should be involved in the process.	Asst Supt, C & I Director of EL / Migrant Ed Director of Spec Educ Site Admin	2010-11	Program Monitoring Protocol	Costs included in D1	Title I
d. District and school staffs will routinely monitor individual student progress to examine student achievement.	Asst Supt, C & I Director of EL / Migrant Ed Director of Spec Educ Site Admin	According to agreed upon timeline in "c"	Documentation of student progress	Costs included in D1	Title I
e. District and school staffs will conduct routine evaluations of intervention programs to ensure efficacy. These program evaluations will be analyzed and communicated, and results will be used to make program modifications, when needed.	Asst Supt, C & I Director of EL / Migrant Ed Director of Spec Educ Site Admin	Ongoing extension of "a" above	Student Assessment Data Program Evaluation Documentation	Costs included in D1	Title I
2. <b>STRATEGIC INTERVENTION:</b> Students, including English Learners and students with disabilities, who are working 1-2 years below grade level standards will be properly identified as needing strategic intervention based on the use of identified entrance and exit criteria (see 1.b above). Ongoing progress monitoring will be conducted (see 1.c above) to ensure that students are meeting their learning goals.	Site Admin	Ongoing	Program monitoring documents Student schedules	n/a	n/a

ACTION STEPS	Persons Responsible	Timeline	Evaluation Measurement	Related Expenditures and Estimated Costs	Funding Source
<p>a. <b>ELA: Strategic / Additional Class for “High-Priority” Students:</b> Students identified as needing an additional course of strategic support for pre/re-teaching concepts and skills taught in the grade-level English nine and ten courses will be provided the appropriate course. Targeted differentiated instruction will be provided through the use of core ancillary materials and research-based methods.</p>	<p>Asst Supt, C &amp; I Director of EL / Migrant Ed Director of Spec Educ Site Admin</p>	<p>2010-11: Planning year 2011-12: Implement</p>	<p>Master Schedules Student Schedules</p>	<p>Cost of implementation TBD</p>	<p>TBD</p>
<p>b. <b>ELA: Strategic Support within the core class:</b> For 9<sup>th</sup> &amp; 10<sup>th</sup> grade students in need of strategic support who are not enrolled in an extra period, targeted differentiated instruction will be provided through the use of core ancillary materials and research-based methods.</p>	<p>Site Admin Dept Chairs/ Teacher representatives</p>	<p>Ongoing</p>	<p>Classroom Observations</p>	<p>n/a</p>	<p>n/a</p>
<p>c. <b>Math: Transition Course for High-Priority Students:</b> Students identified as needing support through a strategic period to pre/re-teach concepts and skills taught in the grade-level Algebra 1 course will be provided the <u>appropriate</u> transition course in addition to the Algebra 1 course. The content of the transition course must directly reflect and provide access to Algebra 1 content. In this course, students receive ongoing, interactive, engaging instruction to build understanding of Algebra 1 concepts. This course is not designed to practice skills in isolation, nor is it intended to be as an independent, computer-based program. The pre/re-teaching must help students solidify and connect Algebra 1 concepts and skills. Ideally, the transition course will be taught by the student’s Algebra 1 teacher; however, an acceptable alternative would be another teacher who is currently teaching Algebra 1.</p>	<p>Asst Supt, C &amp; I Director of EL / Migrant Ed Director of Spec Educ Site Admin</p>	<p>August 2010</p>	<p>Master Schedules Student Schedules</p>	<p>n/a</p>	<p>n/a</p>
<p>c.1 Due to the variation of course offerings among the high schools, the District will work with the department chairs to identify common courses and curricular pathways.</p>	<p>Asst Supt, C &amp; I Site Admin Curriculum Council</p>	<p>Begin in May 2010</p>	<p>Course offerings Pathway documentation</p>	<p>n/a</p>	<p>n/a</p>
<p>c.2 The District will consult with SBCEO to study curricular alignment, common pathways and approaches to Algebra.</p>	<p>Asst Supt, C &amp; I Site Admin Curric Council</p>	<p>Begin in May 2010</p>	<p>Course offerings Pathway documentation</p>	<p>Costs TBD</p>	<p>TBD</p>

ACTION STEPS	Persons Responsible	Timeline	Evaluation Measurement	Related Expenditures and Estimated Costs	Funding Source
d. <b>Math: Strategic Support within the core class:</b> Students in need of strategic support who are not enrolled in an extra period will be provided with targeted differentiated instruction using adopted ancillary materials and research-based methods.	Site Admin Dept Chairs/ Teacher representatives	Ongoing	Classroom observations	n/a	n/a
3. <b>INTENSIVE INTERVENTION:</b> Students, including English Learners and students with disabilities, will be properly identified as needing intensive intervention based on specific cut points for entry and exit and careful analysis of achievement data demonstrating that they are working <u>more than 2 years below grade level standards.</u>	Site Admin	Ongoing	Program monitoring documents Student schedules	n/a	n/a
a. <b>ELA: Instructional Minutes:</b> Reading intensive intervention currently varies at each school. Site administrators will work with teachers, counselors, and guidance Technicians to determine how to implement multi-period, stand-alone intensive intervention courses that are designed to accelerate students' successful reentry into the grade level core within two years or less.	Asst Supt, C & I Site Admin Dept Chairs/ Teacher representatives Pyramid of Intervention Committee	2010-11	Master Schedules	n/a	n/a
a.1 Explore options for maximizing course offerings to include intervention in the A or Z period at the block schedule schools.	Site Admin Dept Chairs/ Teacher representatives	August 2010	Master Schedule	n/a	n/a
b. <b>ELA: Instructional Materials:</b> Reading intervention curriculum is provided at all three comprehensive high schools, with <i>SRA Reach</i> being implemented at PVHS and SMHS, and <i>Language!</i> being implemented at ERHS.	Asst Supt, C & I Site Admin Dept Chairs/ Teacher representatives Pyramid of Intervention Committee	2010-11	Master Schedules	TBD	TBD
c. <b>Math: Intensive Intervention – Algebra Readiness:</b> Intensive intervention for mathematics should be considered a Tier III intervention available to a limited percentage of students for whom a preponderance of evidence indicates that a year of intensive <u>acceleration</u> is necessary. Such Algebra Readiness courses should embody the content and principles described in Chapter 10 and Appendix E of the	Asst Supt, C & I Site Admin Dept Chairs/ Teacher representatives	2010-11: Plan/Pilot 2011-12: Implement	Master Schedules	TBD	TBD

ACTION STEPS	Persons Responsible	Timeline	Evaluation Measurement	Related Expenditures and Estimated Costs	Funding Source
California Mathematics Framework.					
d. <b>Instructional Strategies:</b> The district will ensure that teachers implement targeted instruction for <u>intensive</u> level students who are working more than 2 years below grade level standards, including identified English Learners and Students with Disabilities, ensuring the use of focused instructional strategies (e.g., frontloading, systematic and explicit instruction, text comprehension instruction, structured/guided practice, scaffolding, vocabulary and concept development, word walls, active engagement, etc.) in the daily instructional program.	Asst Supt, C & I Site Admin Dept Chairs/ Teacher representatives Pyramid of Intervention Committee	2010-11	Master Schedules	n/a	n/a
<b>E. ENGLISH LEARNERS</b>					
<b>See Goal # 2</b>					
<b>F. STUDENTS WITH DISABILITIES</b>					
1. Site administrators and teachers will receive training focused on the legal requirements for including students in the Least Restrictive Environment (LRE).	Director of Special Educ Admin Cabinet Gen Educ teachers Spec Educ teachers	August 2010, ongoing	Student schedules, Annual Performance Report	n/a	n/a
2. Site administrators and teachers will develop an action plan to increase student involvement in the LRE.	Site Admin Gen Educ teachers Spec Educ teachers	August 2010, ongoing	Student schedules, Master Schedules	n/a	n/a
3. Site administrators and teachers will receive training in special education law and IEP processes to ensure compliance of IEP implementation.	Director of Special Educ Admin Cabinet Gen Educ teachers Spec Educ teachers	August 2010 December 2010	General education participation at IEP meeting	Cost of subs at \$90 per day	Special Ed fund
4. Site administrators and teachers will receive training on the purpose and elements of the IEP (including goals and	Director of Special Educ	August 2010	General ed participation at IEP meeting	Cost of subs at \$90 per day	Special Ed fund

ACTION STEPS	Persons Responsible	Timeline	Evaluation Measurement	Related Expenditures and Estimated Costs	Funding Source
program accommodations), strategies for teaching students with diverse needs, curriculum modifications, assessment (including the use of modified report cards), effective use of instructional assistants, and behavioral supports.	Admin Cabinet Gen Educ teachers Spec Educ teachers	December 2010	Modifications to curriculum Grading procedures		
5. The Director of Special Education will work with site administrators and special education and general education teachers to develop a collaboration model that includes an implementation schedule. This model will emphasize collaboration between special education teachers with expertise in particular subject areas and methodology and general education teachers in order to allow special education students to receive instruction in the least restrictive environment. This collaboration model will include both training and consultation and co-teaching with special education teachers and general education teachers.	Director of Special Educ Admin Cabinet Gen Educ teachers Spec Educ teachers	August 2010 December 2010	Implementation of collaboration model	Cost of subs at \$90 per day	Special Ed fund
6. The Director of Special Education will routinely assess program compliance with state targets, provide feedback, guidance, and ongoing staff development to site administrators who will work with their staffs to ensure that state required targets are met districtwide.	Director of Special Education	August 2010, ongoing	Annual Performance Report Class schedules	n/a	n/a
7. District and site administrators, special education teachers/support staff, and general education staff will receive training on the alternative assessments to CSTs, including an analysis of prior year's data and the use of CMA checklists. Currently 1.1% of SMJUHSD students are assessed using an alternative assessment (0.8% with CAPA and 0.3% with CMA), and this percentage is far below the allowable 3%.	Director of Special Educ Admin Cabinet Gen Educ teachers Spec Educ teachers	August 2010 December 2010	IEPs	n/a	n/a



ACTION STEPS	Persons Involved	Timeline	Evaluation Measurement	Related Expenditures and Estimated Costs	Funding Source
A more precise, district wide identification and placement procedure will be developed for:	EL Director	December 2010	Revised EL placement flow chart to include any changes to criteria for identification and placement in EL programs	Portion of EL director's salary Portion of Asst. Principal Salary	EIA  Gen. Fund
<ul style="list-style-type: none"> <li>• Incoming ninth grade English Learners in order to appropriately place students in ELD courses. This procedure will include curriculum-based placement assessments in the spring of the eighth grade year.</li> </ul>	Asst. Principals of 9 <sup>th</sup> Grade Registration	December 2010	Eighth grade EL students are tested in the spring	Portion of existing staff salary	EIA Gen. Fund
<ul style="list-style-type: none"> <li>• Long-term ELs at CELDT Level 3 and below who have been in U.S. schools for 6 or more years.</li> </ul>	EL Director, APs of Registration, Language Assessors	December 2010	Updated criteria and English Learner Placement Matrix	Portion of EL Director Salary	EIA  Gen. Fund
<ul style="list-style-type: none"> <li>• Refine the district wide entrance and exit criteria for EL students in ELD classes and revise the placement matrix for all EL students to reflect these changes.</li> </ul>	EL Director, Site Admin. ELD Teachers	December 2010	Updated criteria and English Learner Placement Matrix	ELD Collaboration Day Subs. \$1,000	Gen. Fund Title III 2010-11
2. Data/Procedures Required:					
<ul style="list-style-type: none"> <li>• Teachers will have access via Aeries Browser Interface (ABI) to the following student information: <ul style="list-style-type: none"> <li>○ Overall CELDT Scores 1-5</li> <li>○ Domain Scores 1-5</li> <li>○ Length of time in U.S. schools</li> </ul> </li> </ul>	District Tech. Personnel	August 2010 and ongoing	Teacher verification at DSLT Meeting	Portion of Tech. Personnel Salary	Gen. Fund

ACTION STEPS	Persons Involved	Timeline	Evaluation Measurement	Related Expenditures and Estimated Costs	Funding Source
<ul style="list-style-type: none"> <li>• ELD teachers will receive training on how to access language proficiency data to include:               <ul style="list-style-type: none"> <li>○ Overall CELDT Scores 1-5</li> <li>○ Domain Scores 1-5</li> <li>○ Length of time in U.S. schools</li> </ul> </li> </ul>	District Tech. Personnel, EL Director, Site Admin.	August 2010 and ongoing as needed	Training sign in sheets Teacher verification at DSLT meeting	Portion of salaries of current staff  Portion of existing personnel salaries	EIA Gen. Fund  Gen. Fund
<ul style="list-style-type: none"> <li>• When initial ELD diagnostic placement results are administered, ELD teachers will receive rosters with assessment results.</li> </ul>	EL Director, Language Assessors	Fall 2011 and every year thereafter	Electronic copy of rosters sent to teachers	Portion of salaries of existing personnel	EIA
3. Instructional Materials:					
<ul style="list-style-type: none"> <li>• The district will support the piloting of two SBE approved ELD curricula.</li> </ul>	EL Director Selected ELD Teachers	April 19, 2010 – May 28, 2010	Minutes of ELD Collaboration Day Evaluation Discussion of Pilot	Portion of EL Director's Salary  Materials provided without cost from the publishers	EIA  Publishers to pick up cost
<ul style="list-style-type: none"> <li>• The district will purchase and adopt a State Board of Education approved ELD Intervention curriculum.</li> </ul>	EL Director, ELD Teachers Principals	Summer 2010	P.O.s verifying purchase of curriculum  Teacher verification at DSLT meeting	\$49,000	Title III 2009-2010 Funds
<ul style="list-style-type: none"> <li>• New ELD Curriculum will be implemented.</li> </ul>	EL Director and ELD Teachers	Fall 2010	EL Director and Site Administrators' Observation of use in the ELD classrooms	Portion of salary of existing personnel	EIA Gen. Fund

ACTION STEPS	Persons Involved	Timeline	Evaluation Measurement	Related Expenditures and Estimated Costs	Funding Source
4. Instructional Delivery Strategies:					
<p>The district will support and monitor the use of ELD strategies that will strengthen the delivery of the ELD curriculum.</p> <ul style="list-style-type: none"> <li>• ELD Strategies include: <ul style="list-style-type: none"> <li>○ Language objectives will be identified and shared with students at the beginning of each lesson</li> <li>○ Lessons will access and build background knowledge by relating the new learning to students' experiences</li> <li>○ Sentence frames/starters</li> <li>○ Research-based vocabulary instruction</li> <li>○ Structured academic discourse routines/accountable student talk</li> </ul> </li> </ul>	District Admin. Principals Assistant Principals Teacher Leaders	Fall 2010 and ongoing	Formal Observations and Informal Walk-Throughs	Gen. Ed. Function	Gen. Fund
5. Student Achievement Monitoring					
<ul style="list-style-type: none"> <li>• District and school staff will explore the effect of an alternative testing window for CELDT testing that will take place exclusively during the regular school year at a designated pilot site. The purpose of the pilot is to assess if CELDT testing that takes place exclusively during the regular school results in significant growth on AMAO Targets 1 and 2.</li> </ul>	EL Director Language Assessors  Pilot School Administrators and site staff	Fall 2010	Pilot Fall testing at one school site	Portion of existing staff salaries  Hourly language assessors funded in the summer switched to fall testing at the pilot site	EIA  EIA  Gen. Fund
<ul style="list-style-type: none"> <li>• District and school staffs will utilize the core ELD curriculum battery of assessments with fidelity to monitor student progress.</li> </ul>	ELD Teachers EL Director Site Admin.	2010-2011	Edusoft or other data management records	Included in \$49,000 cost of new curriculum	Title III LEP 2009-2010 Funding
<ul style="list-style-type: none"> <li>• District and school staffs will revisit the effectiveness of the core curriculum battery of assessments to determine if they are effective.</li> </ul>	EL Director ELD Teachers	Spring 2011	Minutes of ELD Collaboration Day Discussion	Portion of 1 of the 4 ELD Collaboration Days \$1000	Title III LEP 2010-2011 Funding

ACTION STEPS	Persons Involved	Timeline	Evaluation Measurement	Related Expenditures and Estimated Costs	Funding Source
<ul style="list-style-type: none"> <li>• District and school staffs will continue to monitor English Learner achievement through the use of existing school-based and district wide assessments such as those listed below:               <ul style="list-style-type: none"> <li>○ AIMSweb Fluency Probes or AIMS MAZE Test</li> <li>○ Language! Online Assessment System (LOLA)</li> <li>○ Writing samples</li> <li>○ CFAs</li> </ul> </li> </ul>	Principals and Intervention Teachers	Spring 2010 and on-going	Results of Administration	Costs included in site budgets  Costs included in district and site budgets	Title I Funds/ EIA SCE Funds Gen. Funds
<ul style="list-style-type: none"> <li>• District and school staffs will meet to develop appropriate homework and grading policies that consider linguistic and socio-economic factors for students in ELD courses.</li> </ul>	EL Director Principals ELD Teachers	2011-2012 (in conjunction w/LEAP goals)	ELD Collaboration Day Minutes	Portion of one of the 4 ELD Collaboration Days \$1000	Title III LEP  2010-2011 Funding
<ul style="list-style-type: none"> <li>• District and school staffs will develop and implement procedures for a Four Year English Learner Success Plan that ensures:               <ol style="list-style-type: none"> <li>1. ELs will meet graduation requirements</li> <li>2. ELs are placed in the appropriate electives</li> <li>3. ELs meet language proficiency targets</li> <li>4. Quarterly or bi-annual review of goals and transcripts</li> <li>5. Incentives and recognition for reaching predetermined goals</li> </ol> </li> </ul>	Principals Principals Designee for Creation of the 4 Year Success Plan ELD Teachers Guidance Technicians	Spring 2011	Electronic or paper copies of the 4 year Success Plans	Existing Staff	Gen. Fund Title III LEP
<ul style="list-style-type: none"> <li>• The district will convene a team to review and analyze EL data similar to the data collected for this report:               <ul style="list-style-type: none"> <li>○ AMAO Data</li> <li>○ Redesignation rates</li> <li>○ Credit Deficiency</li> <li>○ Course failure rates</li> <li>○ A-G completion rates</li> <li>○ Truancy rates</li> <li>○ Disciplinary data</li> </ul> </li> </ul>	EL Director Title III Subcommittee ELD Teachers District Tech. Personnel	Annually starting with Winter 2011	Data Graphs and Minutes of Title III Subcommittee Meeting to perform Analysis of Data	Subs for Teachers on the Title III subcommittee  \$1,000	Title III 2011-2012 Funds

ACTION STEPS	Persons Involved	Timeline	Evaluation Measurement	Related Expenditures and Estimated Costs	Funding Source
<b>6. Communication / Collaboration</b>					
<ul style="list-style-type: none"> <li>ELD/ELA teachers will continue to analyze EL student assessment data and determine course placement changes based on the data during <u>school level</u> PLC meetings.</li> </ul>	Principals and Asst. Principals	Minimum 2x per year for proper placement each semester	ELA Dept. Minutes of Collaboration Meetings	Existing Gen. Ed. Staff	Gen. Fund
<ul style="list-style-type: none"> <li>ELD and science, social studies and mathematics teachers will meet periodically to articulate EL student needs across content areas and determine appropriate intervention when students are deemed to need additional support.</li> </ul>	Principals	Two times per year	Minutes of collaboration meetings	Existing Gen. Ed. Staff	Gen. Ed.
<ul style="list-style-type: none"> <li>District wide ELD PLC meetings will continue to be held to share cross-district data for the purpose of sharing best practices.</li> </ul>	Director of EL Programs ELD Teachers	Fall 2010 and every quarter thereafter	Minutes of ELD Teachers' Collaboration Days	Four ELD teacher collaboration days = \$4,000	Title III LEP 2010-2011 Funding
<b>7. Program Monitoring</b>					
<ul style="list-style-type: none"> <li>District and school administrators will participate in formal class visits to ELD classrooms to monitor implementation of ELD curriculum and research-based strategies.</li> </ul>	Director of EL Programs Principals Asst. Principals	2 x per year (fall and spring) starting 2010 and ongoing	EL Observation Protocol	Portion of EL Director's Salary  Portion of Principals and APs Salaries	EIA  Gen. Fund
<b>B. English Language Arts for English Learners</b>					
<b>1. Identification and Placement:</b>					
<p>All students will be placed in ELA courses using the following data:</p> <ul style="list-style-type: none"> <li>CELDT scores</li> <li>ELA Placement Test such as AIMSweb Fluency/ or MAZE Test</li> <li>Writing samples</li> <li>CST scores</li> <li>Length of time in U.S. schools</li> </ul>	Site Data Specialist  Site Administrators Guidance Technicians Intervention Teachers ELA Teachers	Yearly in the spring beginning with Spring 2011	Excel Spreadsheet of Data	Existing Staff	Gen. Fund Title I EIA/SCE EIA/LEP

ACTION STEPS	Persons Involved	Timeline	Evaluation Measurement	Related Expenditures and Estimated Costs	Funding Source
<ul style="list-style-type: none"> <li>District and school staffs will work collaboratively to identify and place ELs who exit the ELD Level 1-3 sequence and who are within 1 performance level of their grade level standard so they will be placed in an A-G approved English course with appropriate in-class academic and linguistic modifications and support.</li> </ul>	Site Administrators  Guidance Technicians  Language Assessors	Yearly in the spring beginning with Spring 2011	Language Assessor review of class placement and electronic report to principals and EL Director	Portion of Lang. Assessor's Salary	Gen. Fund  Gen. Fund. EIA QEIA
<ul style="list-style-type: none"> <li>District and school staffs will work collaboratively to identify and place ELs who exit the ELD Level 1-3 sequence and who are more than one but within two performance levels of their grade level standard so they will be placed in an A-G approved English Course with an additional support class.</li> </ul>	Asst. Principal for Registration	2010-11	Continue with the EL Writing Intervention Shadow Class	\$102,000	Title III
	Guidance Techs ELD Teachers	2011-12	Pilot EL Shadow classes in other curricular areas such as drama, music, art and vocational education classes	Existing Staff	Gen. Fund
<ul style="list-style-type: none"> <li>District and school staffs will work collaboratively to more appropriately identify and place English Learners who exit the ELD Level 1-3 sequence and who are more than two performance levels below their grade level standard in a SBE approved/standards-aligned replacement core intervention curriculum that includes appropriate linguistic support/ELD components.</li> </ul>	ELD Teachers Principals EL Director	End of each semester	Results of progress monitoring and record of student placement in the appropriate intervention curriculum	Existing Intervention Courses	Title I EIA/SCE EIA/LEP
2. Instructional Materials:					
<ul style="list-style-type: none"> <li>All core ELA teachers will continue to implement a standards-aligned program of instruction utilizing the current standards-based SBE-approved instructional materials for all students assigned to their classes, including ancillary materials that support English Learners.</li> </ul>	ELA Teachers Site Admin.	Ongoing	Site Administrators' Observations CFA Data P.O.s for Ancillary Materials	Portion of Salaries  \$17.60 per EL student in mainstream ELA course	Gen Fund  Gen. Fund

ACTION STEPS	Persons Involved	Timeline	Evaluation Measurement	Related Expenditures and Estimated Costs	Funding Source
<ul style="list-style-type: none"> <li>All core ELA teachers will utilize appropriate AB 1802 approved EL supplemental materials in addition to ancillary materials to support English Learners needing additional strategic support.</li> </ul>	ELA Teachers	Ongoing	Site Administrators' Observations	Materials purchased in past with AB 1802 Funds	Past AB 1802 Funding
<ul style="list-style-type: none"> <li>All core intensive intervention teachers will continue to implement a SBE adopted or standards-aligned intensive intervention curriculum for all students assigned to their classes, including ancillary materials that support EL literacy and English proficiency progress.</li> </ul>	ELA Core Intensive Intervention Teachers	Fall to Spring Yearly	Site Administrators' Observations	Intervention Curriculum purchased with site categorical funds	Title I EIA/SCE
3. Instructional Delivery Strategies					
<ul style="list-style-type: none"> <li>Teacher, site and district leaders will work collaboratively to study research-based instructional strategies that will improve student achievement and identify strategies to incorporate into instructional practice. Emphasis will be given to: <ul style="list-style-type: none"> <li>Instructional strategies that promote higher order/critical thinking skills.</li> </ul> </li> <li>SDAIE Strategies that include: <ul style="list-style-type: none"> <li>Language objectives</li> <li>Accessing and building background knowledge</li> <li>Sentence frames/starters</li> <li>Research-based vocabulary instruction</li> <li>Structured academic discourse routines/accountable student talk</li> <li>Graphic organizers</li> <li>Non-linguistic representations</li> </ul> </li> </ul>	District Admin.  Site Administration  Teachers	District and Site Staff Development Plan Calendar	Professional Development Calendar	Categorical Funds  Addressed in the Professional Development section of the LEAP	EIA/LEP EIA/SCE Title I
<ul style="list-style-type: none"> <li>A structure will be agreed upon and utilized that will encourage teachers school-wide and/or district-wide to share their expertise and experience in implementing agreed-upon SDAIE research-based strategies (e.g., district and school trainings, department meetings, collaboration time, and/or structured observations).</li> </ul>	District Administration  DSLIT Team	Fall of 2011	Minutes of DSLIT Meeting/ Title III Subcommittee	Categorical Funds	EIA/LEP EIA/SCE Title I

ACTION STEPS	Persons Involved	Timeline	Evaluation Measurement	Related Expenditures and Estimated Costs	Funding Source
<ul style="list-style-type: none"> <li>As funding becomes available a structure will be agreed upon and utilized to encourage and train teachers to observe SDAIE strategies in action in one another's classrooms, support one another on the implementation of strategies, and collaborate concerning additional applications for these strategies.</li> </ul>	District Administration Principals Teachers	By spring of 2012	Minutes of subcommittee plan	Estimate 50 days of substitute time for observations to take place  \$5,000	Title III  2012-13 Funding
4. Student Achievement Monitoring					
<ul style="list-style-type: none"> <li>District and school staffs will continue to monitor EL achievement through the use of existing school-based and district-wide assessments <b>such as</b> those listed below:               <ul style="list-style-type: none"> <li>CFA's</li> <li>Language! Online Assessment System (LOLA)</li> <li>Writing Samples</li> <li>AIMSweb Fluency Probes or AIMS MAZE tests</li> </ul> </li> </ul>	Site Administrators  Intervention Teachers ELA Teachers	Every 4-6 weeks	Progress Monitoring Results CFA Data on Edusoft Language! Assessment Results Writing Rubric Scores	Same funding as page 32	Site categorical funds: Title I, EIA/SCE
<ul style="list-style-type: none"> <li>District and school staffs will meet to develop appropriate homework and grading policies that consider linguistic and socio-economic factors for ELs in core English courses.</li> </ul>	District Administration and Department Chairs and Teachers in Department  PLC Discussions	2011-12	Revised homework and grading policies	Late Start and Early out Department Collaboration Meetings  Curriculum Council Meetings	Gen. Fund
<ul style="list-style-type: none"> <li>RFEPs will be monitored for two years after redesignation to determine if they need additional support.</li> </ul>	Principal's Designee for RFEP Monitoring	January of each year	Reclassification Monitoring Records	Portion of Existing Staff Member's Salary	Gen. Fund Or EIA/LEP

ACTION STEPS	Persons Involved	Timeline	Evaluation Measurement	Related Expenditures and Estimated Costs	Funding Source
5. Communication / Collaboration					
<ul style="list-style-type: none"> <li>• The district will work with school administrators to provide department chairs and/or PLC leaders with training on how to:               <ul style="list-style-type: none"> <li>○ Facilitate effective PLC meetings</li> <li>○ Facilitate discussions around:                   <ul style="list-style-type: none"> <li>▪ Expectations for EL student achievement</li> <li>▪ Strengths and gaps in EL student achievement</li> <li>▪ Classroom observations</li> <li>▪ Data analysis</li> <li>▪ Instructional strategies for re-teaching</li> <li>▪ Identifying students in need of additional assistance for strategic support, and</li> <li>▪ Identifying interventions for students with urgent needs</li> <li>▪ Progress monitoring system</li> </ul> </li> </ul> </li> </ul>	District Administration  School Administrators	Monthly	Dept. Chair Meeting Minutes and Department PLC Meeting Minutes	Portion of existing staff members' salaries	EIA and Gen. Fund
<ul style="list-style-type: none"> <li>• District and school staff will schedule timely opportunities for collaboration meetings specific to addressing the needs of English Learners and provide ongoing support for effective collaborative practices.</li> </ul>	District and School Administrators	Monthly	Minutes of Dept. and staff collaboration meetings	Portion of existing staff members salaries  Teachers to meet during late start or early out collaboration meetings	Gen. Fund and EIA
<ul style="list-style-type: none"> <li>• Edusoft or other data management system.</li> </ul>	District Administration School Administrators Teachers	2010-11	Training Documentation	n/a	n/a

ACTION STEPS	Persons Involved	Timeline	Evaluation Measurement	Related Expenditures and Estimated Costs	Funding Source
<b>C. Core- Mathematics, Science, Social Studies for English Learners</b>					
<b>1. Identification and Placement:</b>					
<ul style="list-style-type: none"> <li>• All incoming 9<sup>th</sup> grade students will take a math placement test               <ul style="list-style-type: none"> <li>○ Cut scores will determine student placement in the appropriate math class: Two Year Algebra, Algebra 1, Geometry, or a more advanced class.</li> </ul> </li> </ul>	Site Administration, Principal, Designee for Placement Testing, Guidance Technicians	Each Spring	Math placement test	Site Budgets	Gen. Fund
<ul style="list-style-type: none"> <li>○ CELDT scores and teacher recommendation will identify the students to be placed in the L2 math class /CLAD certified teacher.</li> </ul>	Admin. in charge of Master Schedule  Guidance Technicians	Each Spring	Placement Spreadsheet with CELDT scores and Teacher Recommendations	Site Budgets	Gen. Fund
<ul style="list-style-type: none"> <li>• ELs who are within one performance level of their grade level standard shall be placed in an approved A-G core mathematics course for their grade level with appropriate in-class linguistic and academic modifications and support.</li> </ul>	CLAD Certified Math Teachers	Fall to Spring Yearly	School Administrators' Observations of appropriate SDAIE and differentiation strategies being implemented in the math classrooms.	Administrators' and Teachers' Salaries	Gen. Fund
<ul style="list-style-type: none"> <li>• ELs who are within two performance levels of their grade level standard shall be placed in an approved A-G core mathematics course appropriate for their linguistic and academic grade level with an additional mathematics support class.</li> </ul>	Admin in charge of registration  Guidance Technicians	Each Semester	Evidence of enrollment in year long math class at Block Schedule Schools  (i.e.. 2 yr. Algebra or 2 periods/Traditional)		Gen. Fund Title I EIA/ SCE

ACTION STEPS	Persons Involved	Timeline	Evaluation Measurement	Related Expenditures and Estimated Costs	Funding Source
<ul style="list-style-type: none"> <li>ELs at Levels 1-3 will be placed in A-G approved science courses with sheltered instruction provided by a CLAD certified teacher in a manner that ensures ELs successfully complete 2 years of Lab Sciences.</li> </ul>	Principals, Admin. in charge of registration, Guidance Technicians, Site Data Specialist	Each Semester	Credit Accrual Data for EL students in the Science Classes	Gen. Ed. Teachers	Gen. Fund
<ul style="list-style-type: none"> <li>ELs at Levels 1-3 will be placed in A-G social science courses with sheltered instruction provided by a CLAD certified teacher in a manner that ensures ELs successfully complete 2 years of social sciences.</li> </ul>	Principals, Admin. In charge of registration, Guidance Technicians, Site Data Specialist	Each Semester	Credit Accrual Data for EL students in the Social Science Classes	Gen. Ed. Teachers	Gen. Fund
<b>2. Data/Procedures Required</b>					
<ul style="list-style-type: none"> <li>Mathematics placement test data</li> <li>CST Scores</li> <li>CELDT Scores</li> <li>Junior High teacher recommendations</li> <li>Periodic PLC analysis of CFA data</li> </ul>	Site Data Specialist, Admin. in charge of registration, Dept. Chairs / Teacher representatives	Each Spring	Spreadsheet with placement data  Edusoft Reports	Existing Staff  Gen. Ed teachers	Gen. Fund  Gen. Fund
<b>3. Instructional Materials</b>					
<ul style="list-style-type: none"> <li>Purchase the most current textbook with ancillary EL support materials for Algebra 1 when funding becomes available.</li> </ul>	District Admin. , Principals, Math Teachers	As funding becomes available	Delivery of new textbooks	To be determined	Gen. Fund

ACTION STEPS	Persons Involved	Timeline	Evaluation Measurement	Related Expenditures and Estimated Costs	Funding Source
<b>4. Instructional Delivery Strategies:</b>					
<ul style="list-style-type: none"> <li>• Teacher, site and district leaders will work collaboratively to study research-based instructional strategies including Marzano’s instructional strategies that will improve student achievement and identify strategies to incorporate into instructional practice. Emphasis will be given to:</li> <li>• Instructional strategies that promote higher order/critical thinking skills.</li> <li>• SDAIE Strategies that include: <ul style="list-style-type: none"> <li>○ Language objectives</li> <li>○ Accessing and building background knowledge</li> <li>○ Sentence Frames/Starters</li> <li>○ Research-based vocabulary instruction</li> <li>○ Structured academic discourse routines/accountable student talk</li> <li>○ Graphic organizers</li> <li>○ Non-linguistic representations</li> </ul> </li> </ul>	District Admin. Principals Asst. Principals Dept. Chairs Teachers	Monthly	Minutes of Dept. PLC Meetings	Existing Gen. Ed Staff	Gen. Fund
<b>5. Monitoring</b>					
<ul style="list-style-type: none"> <li>• Ongoing student progress <ul style="list-style-type: none"> <li>○ Early identification of ELs who received D &amp; F grades by the first progress report to provide additional support.</li> <li>○ Analysis of individual CFA performance</li> <li>○ Progress monitoring</li> </ul> </li> </ul>	Principals, Site Admin., Site Data Specialist, Dept. Chair Teachers	Fifth week of each semester	Minutes of Dept. PLCs	Referral to categorically funded tutorials and interventions	Title I EIA /SCE
<ul style="list-style-type: none"> <li>• For 2 years after reclassification <ul style="list-style-type: none"> <li>○ Early identification of RFEP students who received D &amp; F grades by the first progress report to provide additional support</li> <li>○ Analysis of individual CFA performance.</li> <li>○ Progress monitoring</li> </ul> </li> </ul>	Principals, Site Administrators, Dept. Chairs, Teachers	By the 5 <sup>th</sup> week	Minutes of Dept. PLCs	Referral to categorically funded tutorials and interventions	Title I EIA/ SCE

ACTION STEPS	Persons Involved	Timeline	Evaluation Measurement	Related Expenditures and Estimated Costs	Funding Source
<p>6. Communication/Collaboration</p> <ul style="list-style-type: none"> <li>a. Collaboration structures for math teachers and ELD/ELA teachers</li> <li>b. Regularly scheduled collaboration time for course-specific discussions about EL student performance data and instructional strategies</li> <li>c. Ample time period for regularly scheduled collaboration</li> </ul>	Principals, Site Admin., Dept. Chairs, Teachers	Monthly	Minutes of Dept. PLCs	Gen. Fund Late Start and Early Out Collaboration Days	Gen. Fund
<b>D. Professional Development for Teachers and Administrators of English Learners</b>					
1. ELD					
<ul style="list-style-type: none"> <li>• District will provide ELD teachers with a 3-5 day modified SB472 training in the new district adopted ELD Curriculum.</li> </ul>	EL Director & ELD Teachers	Summer/Fall 2010	Training Agendas and Sign in Sheets	\$10,000	Title III 2010-2011 Funding
<ul style="list-style-type: none"> <li>• District will provide administrators with a 1 day training in the new district adopted ELD Curriculum.</li> </ul>	EL Director & Site Administrators	Summer/Fall 2010	Training Agendas and Sign in Sheets	\$3,000	Title III 2010-2011 Funding
<ul style="list-style-type: none"> <li>• District will train ELD teachers in the effective use of technology software such as Rosetta Stone and ELD Curriculum specific software.</li> </ul>	EL Director ELD Teachers Site Tech Staff	Fall 2010	Training Agenda and Sign in Sheet	\$1000 Rosetta Stone Trainer Subs for teachers \$1000 Supplies \$200	Title III 2010-2011 Funding
<ul style="list-style-type: none"> <li>• District will host English Learner Student Shadowing training for administrators and select Science, Social Science and Mathematics teachers.</li> </ul>	Trainer Dr. Soto-Hinman, EL Director, Select Administrators, Select Teachers	2011-12	Training Agenda and Sign in Sheets	Presenter Cost \$3000 Estimate Cost for 15 Subs \$1500 Supplies \$600	Title III 2011-2012 Funding

ACTION STEPS	Persons Involved	Timeline	Evaluation Measurement	Related Expenditures and Estimated Costs	Funding Source
<ul style="list-style-type: none"> <li>District will study the economic feasibility of developing a coaching plan.</li> </ul>	District Admin. Principals Teacher Leaders	Study to be completed by Spring 2011	Minutes of Study Session	Subcommittee of DSLT to study (6 people) 6 sub days= \$600	Title III 2010-2011 Funding
<ul style="list-style-type: none"> <li>If a coaching plan is economically feasible the district, principals, and teacher leaders will develop a plan.</li> </ul>	District Admin. Principals, Teacher Leaders	Fall 2011	Coaching Plan	Subcommittee to develop plan  6 sub days = \$600	Title III 2011-2012 Funding
<ul style="list-style-type: none"> <li>If a coaching plan is economically feasible the plan developed in Fall of 2011 will be implemented in Fall of 2012.</li> </ul>	District Admin. Principals, Teacher Leaders	Fall 2012	Implementation of Coaching Plan	Potential Cost \$100,000 or more	EIA LEP EIA/SCE
<ul style="list-style-type: none"> <li>When economically feasible teachers will engage in periodic peer observations to support one another in the implementation of ELD strategies.</li> </ul>	District Admin. Principals, Teachers	Estimate Fall of 2012	Teacher Evaluations	Potential cost for 100 sub days = \$10,000	EIA or Title III
2. ELA					
<ul style="list-style-type: none"> <li>The District will develop a multi-year plan for teachers and administrators that covers the following topics at a minimum: <ul style="list-style-type: none"> <li>EL strategies including SDAIE and explicit language instruction</li> <li>Writing strategies</li> <li>Release time for observation of other teachers as funding becomes available</li> <li>Release time for mentoring by master EL teachers to novice EL teachers</li> <li>differentiated instruction for EL students</li> <li>PLCs</li> </ul> </li> </ul>	District Admin. Principals Asst. Principals Teacher Leaders Teachers  Site Admin. Dept. Chairs Teachers	2010-11  2011-12  2012-13 As needed 2011-12 Monthly	Training Logs, Training Materials, Agendas, & Sign In Sheets EWAs for substitutes EWAs for substitutes Minutes of late start or early out collaboration day meetings.	\$5000  \$5000 Estimate 50 days per year= \$5000 \$2000 Gen. Fund	Title III 2010-11 EIA/SCE Title I EIA 2010-11 Gen. Fund

ACTION STEPS	Persons Involved	Timeline	Evaluation Measurement	Related Expenditures and Estimated Costs	Funding Source
3. Math, Science and Social Studies					
<ul style="list-style-type: none"> <li>• The District will develop a multi-year plan for teachers and administrators that covers the following topics at minimum:               <ul style="list-style-type: none"> <li>○ EL strategies including SDAIE and explicit language instruction</li> </ul> </li> </ul>	EL Director Principals	2011	Training materials, Agendas, & sign in sheets	\$5,000	Title III 2010-11 EIA/SCE
<ul style="list-style-type: none"> <li>○ Ongoing professional development and instructional support on research based math instructional strategies</li> </ul>	Math Dept. Chairs Teachers	2012	Training materials, Agendas, & sign in sheets	\$5,000	Title I EIA/SCE
<ul style="list-style-type: none"> <li>○ Release time for observation of other teachers skilled in instructional delivery of EL strategies as funding becomes available.</li> </ul>	Principals Site Adminis- trators	2012	EWAS for substitutes	Estimate 100 days of substitute Release time \$10,000	EIA or Title III 2012- 2013

**PERFORMANCE GOAL 3: By 2005-06, all students will be taught by highly qualified teachers and administrators.**

DLST Identified Focus Areas that address this goal:

- Focus Area # 1: Create a student-focused culture of collaboration
- Focus Area # 2: Improve and enhance instructional practices
- Focus Area # 3: Enhance instructional practices, provide consistent expectations, increase rigor
- Focus Area # 6: Continue to develop the Pyramid of Interventions at all schools to provide learning and behavior supports
- Focus Area # 7: Enhance communication systems and structures

ACTION STEPS	Persons Involved	Timeline	Evaluation Measurement	Related Expenditures and Estimated Costs	Funding Source
<b>A. Title II Plan (CMIS)</b>					
1. Santa Maria High School District was required to enter into an agreement with the California Department of Education because it does not have 100% highly qualified teachers assigned to teach NCLB core academic subjects and has failed to make AYP for three consecutive years. SBCEO reviewed the Plan and conferred with the Assistant Superintendent of Human Resources, who is monitoring the implementation of the Plan to ensure compliance.	Asst Supt. of Human Resources	Ongoing	Title III Plan	Outlined in Title III Plan	Title III
<b>B. DISTRICTWIDE PROFESSIONAL DEVELOPMENT</b>					
1. <b>PROFESSIONAL DEVELOPMENT PLAN:</b> The District will develop a coherent, cohesive, research-based, data-driven multi-year Districtwide Professional Development Plan for administrators and teachers.	Asst Supt C & I Administrative Cabinet Curric Council	June 2010, ongoing	Professional Development Plan	n/a	n/a
2. <b>Professional Development for Administrators:</b> The District Professional Development Plan will include a multi-year plan for administrators based on the California Professional Standards for Educational Leaders (CPSELS) that covers, at a minimum, the following topics:	Asst Supt C & I	July 2010, ongoing	Professional Development Plan	n/a	n/a
a. Training in the most recent Mathematics and ELA curricula. All current principals have received this training. If future principals hired by the district do not have this training, they will either attend the SBCEO Administrative Training Program or equivalent training identified by the District.	Asst Supt C & I Site Admin	As needed	Training Records	Costs TBD, as needed	TBD

b. Training on the implementation of programs for students with disabilities (e.g., Response to Intervention). All current principals have received training on RtI. If future principals hired by the district do not have RtI training, the District will ensure that they will be trained.	Asst Supt C & I Site Admin	As needed	Training Records	Costs TBD, as needed	TBD
c. Training on facilitating data-driven collaborative cultures (e.g., PLCs).	Asst Supt, C & I Director of EL / Migrant Ed Director of Spec Educ	2010-11	Training documentation	n/a	n/a
d. Training on using data to inform decisions and practices.	Asst Supt, C & I Director of EL / Migrant Ed Director of Spec Educ	2010-11	Training documentation	n/a	n/a
e. Training on Edusoft (or another electronic data management system), including the creation of assessments, aligning assessments with standards, and running reports (e.g, item analysis).	Asst Supt, C & I Director of Information Services	2010-11	Training documentation	n/a	n/a
f. Training on the implementation of strategies for English learners, including (SDAIE), and English Language Development (ELD) programs. All current principals have received training on SDAIE and ELD. If future principals hired by the district do not have this training, the District will ensure that they will be trained.	EL Director & Principals	As needed	Training Documentation	EIA/LEP or EIA/SCE Title III	TBD
g. Training specific to Students with Disabilities, including: (a) legal requirements for including students in the Least Restrictive Environment (LRE), (b) special education law and IEP processes, (c) purpose and elements of the IEP (including goals and program accommodations), (d) strategies for teaching students with diverse needs, (e) curriculum modifications, (f) assessment (including alternative assessments to CSTs and the use of modified report cards), (g) effective use of instructional assistants, and (h) behavioral supports. Please see Goal 1, Section F.	See Goal 1, Section F	See Goal 1, Section F	See Goal 1, Section F	See Goal 1, Section F	See Goal 1, Section F

<p><b>3. Professional Development for Teachers:</b> The District Professional Development Plan will include a multi-year plan for teachers that covers the following topics, at a minimum:</p>					
<p>a. 0% of mathematics teachers have received training in the most recent mathematics curricula. As an interim step prior to adopting new mathematics curriculum, the District will secure training for current teachers (beginning with Algebra 1) to include a series of modules based on the California Mathematics Frameworks, CA Mathematics Standards, and the Common Core Standards. Module topics will include:</p> <ul style="list-style-type: none"> <li>• A balanced mathematics program (conceptual understanding, procedural proficiency, problem solving)</li> <li>• Assessment, data, and intervention</li> <li>• Tracing standards</li> <li>• Three phase instructional model</li> <li>• Universal access</li> <li>• Pacing and planning</li> </ul>	<p>Asst Supt C &amp; I Site Admin Curriculum Council</p>	<p>Beginning 2011-12, according to an agreed upon timeline and as funding becomes available</p>	<p>Training agendas Training records</p>	<p>TBD as needed</p>	<p>Title II Title I EIA</p>
<p>b. 80% of ELA teachers have received training in the most recent ELA curricula. As an interim step prior to adopting new ELA curriculum, the District will secure training for current teachers to include a series of modules based on the California <b>ELA</b> Frameworks, CA <b>ELA</b> Standards, and the Common Core Standards. Module topics will include:</p> <ul style="list-style-type: none"> <li>• Assessment, data, and intervention</li> <li>• Tracing standards</li> <li>• Three phase instructional model</li> <li>• Universal access</li> <li>• Pacing and planning</li> </ul>	<p>Asst Supt C &amp; I Site Admin Curriculum Council</p>	<p>Beginning 2011-12, according to an agreed upon timeline and as funding becomes available</p>	<p>Training agendas Training records</p>	<p>TBD</p>	<p>Title II Title I EIA</p>
<p>c. Training on targeted, differentiated instructional strategies that are research-based and proven to be effective if implemented appropriately (e.g. Marzano, Pickering, etc.).</p>	<p>Asst Supt, C &amp; I Director of EL / Migrant Ed Director of Spec Educ</p>	<p>2010-11, ongoing</p>	<p>Training agendas Sign-in sheets</p>	<p>TBD</p>	<p>Title II Title I EIA</p>
<p>d. Training on how to create and work in effective, data-driven collaborative cultures.</p>	<p>Asst Supt, C &amp; I Director of Information Technology</p>	<p>2010-11, ongoing</p>	<p>Training agendas Sign-in sheets</p>	<p>TBD</p>	<p>Title II Title I EIA</p>

e. Training on using data to inform decisions and practices.	Asst Supt, C & I Director of Information Technology	2010-11, ongoing	Training agendas Sign-in sheets	TBD	Title II Title I EIA
f. Training on Edusoft (or other electronic data management system), including the creation of assessments, aligning assessments with standards, and running reports (e.g, item analysis).	Asst Supt, C & I Director of Information Technology	2010-11, ongoing	Training agendas Sign-in sheets	TBD	Title II Title I EIA
g. Continue to provide training on the design and implementation of a tiered Response to Intervention system of interventions for students in need of additional assistance and support.	Asst Supt, C & I Site Admin Dept Chairs/ Teacher representatives Pyramid of Intervention Committee	Ongoing	Training agendas Sign-in sheets	TBD	Title II Title I EIA
h. Continue to provide training on utilizing Technology to effectively enhance student learning.	Asst Supt, C & I Director of Information Technology Curriculum Council	Ongoing	Training agendas Sign-in sheets	TBD	Title II Title I EIA
i. Training specific to Students with Disabilities, including: (a) legal requirements for including students in the Least Restrictive Environment (LRE), (b) special education law and IEP processes, (c) purpose and elements of the IEP (including goals and program accommodations), (d) strategies for teaching students with diverse needs, (e) curriculum modifications, (f) assessment (including alternative assessments to CSTs and the use of modified report cards), (g) effective use of instructional assistants, and (h) behavioral supports. See Goal 1, Section F.	See Goal 1, Section F	See Goal 1, Section F	See Goal 1, Section F	See Goal 1, Section F	See Goal 1, Section F
j. EL Specific Training – Goal 2, Section D	EL Director ELD Teachers Dist/Site Admin. Principals Site Data Specialist Dept. Chairs/ Teacher Leaders	Goal 2, Section D	Goal 2, Section D	Goal 2, Section D	Goal 2, Section D

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

DLST Identified Focus Areas that address this goal:

- Focus Area # 4: Provide greater opportunities for all students to excel
- Focus Area # 5: Review and enhance student placement practice; improve practices for monitoring progress in coursework and toward graduation

ACTION STEPS	Persons Involved	Timeline	Evaluation Measurement	Related Expenditures and Estimated Costs	Funding Source
<b>A. Increased High School Graduation, Dropout Prevention, A-G Completion and Advanced Placement</b>					
1. District and school administrators will work with department chairs, counselors, guidance Technicians and/or academic coordinator(s) to determine whether master schedules: <ol style="list-style-type: none"> <li>a. provide appropriate and sufficient courses to meet the graduation requirements for all students</li> <li>b. provide appropriate and sufficient strategic and intensive intervention courses for all students in need</li> <li>c. improve timely placement of students to eliminate the assignment of students to study hall for extended periods while waiting for courses</li> </ol>	Administrative Cabinet Site Admin	April 2010, ongoing	Master schedules Student schedules	n/a	n/a
2. Site administrators and teachers will work collaboratively with department chairs, counselors, guidance Technicians, career specialists and/or academic coordinator(s) to develop and refine comprehensive and cohesive programs of service concerning initial enrollment, academic advising, scheduling, post-secondary planning, career awareness student monitoring, and communication.	Administrative Cabinet Site Admin	April 2010, ongoing	"On target for graduation rate" documentation Training records Student surveys Parent surveys	n/a	n/a
3. District and school staffs will work collaboratively to conduct a comprehensive evaluation of current course offerings to ensure all students, including ELs and Students with Disabilities, equal access to A-G pathways, college and career readiness.	Asst Supt, C & I Administrative Cabinet Site Admin	2011-12	A-G enrollment information	n/a	n/a
4. District and school administrators will work with department chairs to identify courses that can be approved to comply with A-G requirements, determine what steps are necessary for approval, and complete the necessary steps.	Asst Supt, C & I Administrative Cabinet Site Admin	Spring 2011	A-G course offering documentation	n/a	n/a

ACTION STEPS	Persons Involved	Timeline	Evaluation Measurement	Related Expenditures and Estimated Costs	Funding Source
5. Maintain and expand, when possible, Advanced Placement (AP) course offerings.	Asst Supt, C & I Site Admin Curriculum Council	As funds become available	AP course documentation	n/a	n/a
a. The District and sites will continue to provide training for current and future Advanced Placement teachers.	Asst Supt, C & I Site Admin Curriculum Council	As funds become available	AP course training documentation	Depending upon course	Title II General Funds
6. Teachers, site and district leaders will continue to research and review credit recovery options to help students complete graduation requirements.	Asst Supt, C & I Director of Alternative Education Site Admin Curriculum Council	Ongoing	Documentation concerning credit recovery options	n/a	n/a
7. Alternative Education a. Increase, enhance, and/or refine practices and procedures for referring, admitting, meeting the needs of alternative education students, and successfully returning, if and when appropriate, students back to the comprehensive high schools.	Administrative Cabinet	Ongoing	Meeting agendas	Once implemented, funding will follow the students	General Funds Categoricals
b. Explore and create Opportunity/Freshman-Sophomore Academies/Alternative Education programs at Delta H.S., or other locations.	Administrative Cabinet Curriculum Council Ad Hoc Committee	April 2010, ongoing	Meeting agendas	Expenses yet TBD	TBD
c. Create an alternative school of choice for all independent study students with a separate CDS code.	Administrative Cabinet Curriculum Council	May 2010	CDS Application	Expenses yet TBD	TBD
d. Improve programs and services for at-risk students at Delta High School to enhance drop-out prevention support and increase graduation rates.	Administrative Cabinet Curriculum Council	Ongoing	Meeting agendas	Once implemented, funding will follow the students	General Funds Categoricals

ACTION STEPS	Persons Involved	Timeline	Evaluation Measurement	Related Expenditures and Estimated Costs	Funding Source
e. Create work experience programs/opportunities available to all eligible high school students in the District.	Director of Alternative Education Asst Supt, C & I	May 2010, ongoing	Board Action	Possible outside grants	TBD (possibly neutral)
f. Identify and implement differentiated graduation requirements for Delta and other alternative education programs in the District.	Administrative Cabinet	June 2010	Board Action	Possible outside grants	TBD (possibly neutral)
g. Explore and identify successful research-based online programs and practices for alternative education students for consideration by the District.	Asst Supt, C & I Director of Information Technology Curriculum Council Designated Admin TBD	July 2010, ongoing	Meeting Agendas Possible Board Action	n/a	TBD (possibly bond funds)
8. School administrators will work with counselors, guidance technicians, academic coordinator(s), and other identified personnel to expand and/or enhance workshops that will help parents in understanding: a. graduation requirements b. what it takes to be UC/CSU ready c. how to navigate the college application process d. and tips for understanding, assisting and parenting adolescents	Site Admin	Ongoing	Parent education announcements Training materials Participation records Parent feedback	Already allocated in SPSAs	Title I, EIA/ SCE

## **Additional DAIT Recommendations:**

Santa Maria Joint Union High School District has a new Superintendent and Assistant Superintendent of Curriculum and Instruction who have worked closely with the Santa Barbara County Education Office consultants throughout the development of this LEA Plan. In addition, the DSLT included an extremely committed group of district and site administrators, teachers, and parents who were methodical in the work of analyzing data and developing appropriate action steps. The DAS was carefully administered and analyzed, an extensive district-level documentation review was conducted, and numerous interviews were held, leading SBCEO consultants to firmly state that SMJUHSD is ready to engage in reform efforts.

An extensive review was conducted of the DAIT Standards, and most of the findings were incorporated throughout LEA Plan. The following are recommendations from the DAIT team (SBCEO) that are not included in the Plan but considered to be critically important to academic improvement efforts.

### **DAIT Standard – Strand B: Alignment of Curriculum, Instruction, and Assessments to State Standards**

1. **Bell Schedules:** The DAIT team strongly recommends that due to (a) difficulties in offering targeted interventions, (b) 2-semester gap issues, (c) gaps in timing between coursework and high-stakes assessments, and (d) intra-district mobility, the district should carefully consider utilizing a bell schedule districtwide that will ensure year-long contacts with students taking into consideration individual campus needs and/or initiatives, such as Panther Forum.

**Note:** The District has agreed to discuss this item with the SMJUHSD Faculty Association and Curriculum Council.

2. **Instructional Minutes / Time with Students:** In light of the current flexibility allowed by the State in the number of required instructional days, the DAIT team strongly recommends that instructional time with students is aligned with the goals of the LEA Plan and that activities outside of these goals be limited.

**Note:** The District has agreed to work with principals to ensure maximum use of instructional time.

3. **Instructional Materials:** The DAIT team strongly recommends that as new textbooks are adopted, the district will ensure that like courses throughout the district adopt the same textbooks. This will promote efficacy and efficiency concerning training, CFAs, pacing, and collaboration around instruction, and will provide greater continuity for students due to the high mobility rate between schools within the district.

**Note:** The District has agreed to begin discussing this item with Curriculum Council when textbook funding becomes available.

### **DAIT Standard – Strand E: Human Resources**

4. **Classroom Observations:** In numerous interviews, the DAIT reviewers were informed that the Collective Bargaining Agreement prohibits classroom observations, other than those being conducted for formal evaluations. We reviewed the Collective Bargaining Agreement and did not find language that would prohibit classroom observations. We strongly suggest that the District work with the SMJUHSD Faculty Association to provide clarity.

**Note:** The District has agreed to discuss this item with the SMJUHSD Faculty Association and Curriculum Council.

**CPM Non-Compliant Items: Title I, Title II, and Title III only**

The district is currently working on the self-study review for the upcoming Cycle D CPM. Non-compliant items from the prior review are included below, along with the resolution dates.

Instrument Name/ Program	Item #	Finding	Resolved/ Non-Resolved	Resolution Date
Title I, Part A and SCE	I-CE 1	The local governing board has not adopted and distributed to parents of participating students a written NCLB compliant parental involvement policy describing how the LEA: a. will involve parents in the joint development of the LEA plan and in the process of school review and improvement; b. will conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy. <b>(NOTE: I-CE 1.b is I-CE 1.e for Cycle D CPM)</b>	Resolved	8/29/08
	V-CE 12	There is no evidence of high-quality and ongoing professional development to improve instruction that enables all students to reach proficiency on state academic content standards. <b>(NOTE: V-CE 34 for Cycle D CPM)</b>	Resolved	8/29/08
	V-CP 14	The LEA has not notified parents if their child has been taught for four or more consecutive weeks by a teacher who is not highly qualified. <b>(NOTE: I-CE 5 for Cycle D CPM)</b>	Resolved	11/30/06
Title II: Improving Teacher Quality	I-ITQ 1	The LEA does not include teachers, paraprofessionals, and parents in the planning of the staff development activities.	Resolved	8/29/08
	IV-ITQ 4	The LEA has not conducted an assessment of the need for professional development as identified by the school staff.	Resolved	8/29/08
	IV-ITQ 6	The staff development program does not have a substantial, measurable, and positive impact on student achievement and is not yet used to eliminate the achievement gap that separates low-income and minority students from other students. <b>(NOTE: V-ITQ 6 for Cycle D CPM)</b>	Resolved	8/29/08
	II-CP 2	The LEA had not implemented and monitored approved LEA plans for Title II, Part A funds.	Resolved	8/29/08
Title III: English Learners	I-EL 2	The SMHS ELAC has not received training intended to assist members in carrying out their legal responsibilities and training has not been planned with full committee member consultation. <b>(NOTE: I-EL 2.f and I-EL 3.b for Cycle D CPM)</b>	Resolved	8/29/08
	I-EL 3	The DELAC has not had the opportunity to advise the governing board on all required tasks. <b>(NOTE: I-EL 3.a for Cycle D CPM)</b> – Development of a district master plan for educational programs and services for ELs that	Resolved	8/29/08

	<p>takes into consideration the SPSA</p> <ul style="list-style-type: none"> <li>- Conducting of a districtwide needs assessment on a school-by-school basis</li> <li>- Establishment of district program, goals, and objectives for programs and services for ELs</li> <li>- Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements</li> <li>- Administration of the annual language census</li> <li>- Review of and comment on the school district's reclassification procedures</li> <li>- Review of and comment on the written notifications required to be sent to parents and guardians</li> </ul>		
V-EL 9	The LEA has not provided professional development designed to improve the instruction and assessment of ELs to specified education teachers assigned to work with students who are both eligible for special education and identified ELs. <b>(Not sure where this is for Cycle D CPM)</b>	Resolved	7/31/06
VI-EL 10	Classroom visits at SMHS demonstrate that students with reasonable fluency are placed in classes providing an alternative program rather than an English language mainstream class. <b>(NOTE: VI-EL9.1 for Cycle D CPM)</b>	Resolved	7/31/06
VII-EL 12	At SMHS, ELs assigned to SDC are not receiving ELD. <b>(NOTE: VII-EL 11.1 for Cycle D CPM)</b>	Resolved	8/29/08
VII-EL 13	At SMHS, ELs are not receiving academic instruction that is designed and implemented to ensure that students meet the district's content and performance standards for their respective grade levels in a reasonable amount of time. <b>(NOTE: VII-EL 12 for Cycle D CPM)</b>	Resolved	8/29/08

## **ASSURANCES**

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

### **GENERAL ASSURANCES**

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

### **TITLE I, PART A**

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1 percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.

14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.

29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

#### **TITLE I, PART D – SUBPART 2**

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

#### **TITLE II, PART A**

34. The LEA, hereby, assures that:

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

#### **TITLE II, PART D**

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
  - Strategies for using technology to improve academic achievement and teacher effectiveness.
  - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
  - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
  - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.

- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
  - A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
  - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
  - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
  - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
  - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
  - Collaboration with adult literacy service providers.
  - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
  - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- 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
  - Is enforcing the operation of such technology protection measure during any use of such computers by minors
  - 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, and
  - Any LEA that *does* receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

### **TITLE III**

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

### **TITLE IV, PART A**

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

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

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

**TITLE IV, PART A, SUBPART 3**

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

**TITLE V, PART A**

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

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

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

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

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

**New LEAP Assurances**

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

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

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

**Other**

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

## SIGNATURE PAGE

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

The superintendent and governing board of the LEA submitting this Plan must sign on behalf of all participants included in the preparation of the Plan. LEAs in Program Improvement Year 3 assigned or required to contract with a District Assistance and Intervention Team (DAIT) must also secure signatures from their DAIT leads.

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Doug Kimberly  
Print Name of Superintendent

  
Signature of Superintendent 04/19/10  
Date

Gerald Walsh  
Print Name of Board President

  
Signature of Board President 04/21/10  
Date

\_\_\_\_\_  
Print Name of District Assistance and Intervention Team (DAIT)

\_\_\_\_\_  
Signature of DAIT Lead           
Date

\_\_\_\_\_  
Print Name of Title III Regional County Office of Education Lead (if applicable)

\_\_\_\_\_  
Signature of Title III Regional  
County Office of Education Lead (if applicable)           
Date

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Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., district assistance and intervention team and/or Title III regional lead.