

Local Educational Agency Plan

No Child Left Behind Act of 2001 Wiseburn School District



LEA Plan Information:

Name of Local Educational Agency (LEA): Wiseburn School District

County/District Code: 19-65169

Dates of Plan Duration (should be five-year plan): 10/1/2009 - 10/1/2012

Date of Local Governing Board Approval:

District Superintendent: Dr. Tom Johnstone

Address: 13530 Aviation Blvd.

City: Hawthorne Zip Code: 90250

Phone: 310 643 3025 Fax: 310 643 7659

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

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

Dr. Tom Johnstone

Printed or typed name of Superintendent Date Signature of Superintendent

Nelson Martinez

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

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Recommendations

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

District Governing Board Members

Member Name	Contact Information	Review Date	Represents
Dennis Curtis		1/24/2012	
Susan Andriacchi		1/24/2012	
Nelson Martinez		1/24/2012	
Roger Banuelos		1/24/2012	
Israel Mora		1/24/2012	

Teachers

Parents

Community Committee

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PROGRAMS CHECKLIST

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

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

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

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DISTRICT BUDGET FOR FEDERAL PROGRAMS

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	\$0.00	\$134,955.00	\$114,712.00	85.00%
Title II, Part A, Subpart 2, Improving Teacher Quality	\$0.00	\$43,439.00	\$0.00	0.00%
Title II, Part D, Enhancing Education Through Technology	\$0.00	\$691.00	\$0.00	0.00%
Title III, Limited English Proficient	\$0.00	\$25,000.00	\$25,000.00	100.00%
Title IV, Part A, Safe and Drug-Free Schools and Communities	\$0.00	\$4,902.00	\$1,000.00	20.39%
	\$0.00	\$208,987.00	\$140,712.00	0.67%

DISTRICT BUDGET FOR STATE PROGRAMS

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA - Limited English Proficient	\$0.00	\$174,515.00	\$143,338.00	82.13%
	\$0.00	\$174,515.00	\$143,338.00	0.82%

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District Profile

LEA Vision / Mission Statement

The Mission of the Wiseburn School District is to provide a safe, orderly environment focused on the academic, social, and physical needs of the whole child while emphasizing community participation. To meet the challenges of the technological and complex world of the 21st Century, Wiseburn students will acquire the skills necessary to become capable lifelong learners and productive citizens.

Demographic & Learning Environment Results

The Wiseburn School District (K - 8) serves students from western Hawthorne and the surrounding unincorporated areas of Los Angeles County (Del Aire and Wiseburn). About 50% of the District is located in the city of El Segundo which is home to numerous employers. These employers include many aerospace, high tech, communication, and entertainment companies. The area's climate and proximity to cultural and sporting events also make it a highly desirable Los Angeles County location. Wiseburn is immediately south of Los Angeles International Airport and one and one-half miles east of the Pacific Ocean. It is bordered by the 105 Freeway on the north and divided by the 405 Freeway running north/south. In addition to the air and auto transportation infrastructure, the Green Line Metro rail traverses the District bringing workers to various employment centers. The District boundaries approximately extend between Sepulveda Blvd. on the west, Marine Ave. on the south, Imperial Highway on the north and Inglewood Ave. on the east.

With approximately 2,550 students enrolled in four schools, the District is one of the few remaining small school districts in Los Angeles County. The district has also founded two independent K-12 Charter Schools, Da Vinci Science and Da Vinci Design which serve an additional 1100 students. In recent years the District enrollment, which at its peak exceeded 3,000 pupils before dropping to a low of 1,100, has been growing again as resident student enrollment increases are supplemented by pupils granted interdistrict permits. Currently the ethnic composition of the student body is: White 15%, Hispanic 54%, Black 20%, and Asian/Pacific Islander/Filipino 7%, reflective of current California demographics. Diversity with balance, is one of Wiseburn's greatest strengths in preparing graduates for life in the "real" California. Being both small and urban, Wiseburn offers a unique combination of a "family atmosphere" in an opportunity-rich setting.

District staff consists of eight administrative employees, 120 certificated (111.9 FTE) and 34 full-time classified employees, supplemented by many part-time classified employees (82.5 FTE total classified). The annual budget is approximately \$17 million. In March 1997, Wiseburn voters overwhelmingly (82%) approved over \$14 million in bonds to improve school facilities. Two additional bonds were passed in 2000 and 2007 to complete a rebuilding of all the school sites at a total cost of \$82 million. The first of the brand new sites, Anza Elementary School was completed in 2003. The new Dana Middle School campus opened in 2007, followed by the opening of the new Cabrillo campus in 2009. A renovation of Burnett school which includes a new wing of classrooms, media center and multi-purpose room was completed in 2010; a multi-purpose room is also scheduled to open in 2013 In November of 2010, Wiseburn voters again passed a general obligation bond (76% passing rate) for 87 million dollars to build a high school facility for a future Wiseburn High School. The community has been pursuing the goal of creating a unified K-12 Wiseburn School District for over a decade. Presently, Wiseburn students have an additional high school option through the Da Vinci Charter Schools which are chartered through the Wiseburn School District.

There is a well deserved reputation for educational excellence within the Wiseburn School District. The perception of both parents and anyone familiar with the District's high reputation, is one of a district that successfully offers a personalized learning process; a process focused on mastery of both basic and 21st Century skills within a positive, safe, and orderly learning environment. Acquisition of skills needed to compete in a global economy is a major goal that the district strives to instill in its student population. The staff is dedicated to maintaining high academic standards for students, and continuing the tradition of pride in the Wiseburn District as we continue on our second century of successful service.

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Additional Background Information

This area is left intentionally blank.

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Areas of Analysis

Analyze Student Performance

Local Measures of Student Performance

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

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

The Wiseburn School District uses the Datawise system for analyzing local measures of student performance. Students in grades 1-5 take benchmark assessments at the end of each trimester for Language Arts using the Houghton Mifflin Summative Tests. Results are analyzed individually for students and by class/grade level according to standards. Teachers are able to determine instructional needs of students based on these data. Students in grades 6-8 take benchmark tests at the end of each quarter for Language Arts using the Holt summative tests. Middle school students also use the Datawise system for Science formative testing. Both elementary and middle school teachers are analyzing assessment tools in new textbook series for mathematics which will become a part of the Datawise system in the future. The Common Core Transition Committee has been created to provide a thoughtful and collaborative means of transition to the Common Core Standards and related assessment implications.

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Student Performance

Strengths

English/Language Arts:

The Leadership Team noted the following during the analysis of 2011 CST data for ELA:

Overall growth of 4 points between 2009 and 2011.

One year overall growth was .5 points.

One year growth was positive in 3 out of 7 grade levels (2nd, 7th, 8th had gains between 6 and 14 points. Grades 3 and 5 were flat, grades 4 and 6 had declines between 6 and 12).

Gains were apparent across all sub-groups (African-American, Hispanic, White, EL, Socio-economically disadvantaged) over each of the past two years. African-American and whites had steady gains (3 and 3) while Hispanics had a 6 point increase followed by a 0 point increase over the past two years.

73% of 4th and 7th graders were at or above proficiency on the Writing Applications sub-test on the 2009 California Standards Test(CST). In 2011 Wiseburn students scored a 81% proficiency rate in Writing Applications.

Math:

The Leadership Team noted the following during the analysis of 2011 CST data for Math:

Overall growth of 12 points between 2009 and 2011 (2-7 only).

One year overall growth of 5 points (2-7 only).

One year growth was positive in 4 out of 6 grade levels (from 7-11 points of growth).

One year growth in Algebra improved from 29 to 49 % proficient or advanced Gains were apparent across all sub-groups (African-American, Hispanic, White, EL, Socio-economically disadvantaged) over each of the past two years.

Sub-Group Performance:

The four-year combined, API Growth scores for 2008, 2009, 2010, and 2011 are as follows:

Districtwide +77 points
African American +96 points
Hispanic or Latino +77 points
White +93 points
Socioeconomically Disadvantaged +70 points
English Learners +67 points
Students with Disabilities +117 points

These results indicate continued growth across all significant sub-groups in Wiseburn.

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Areas of Need

English/Language Arts:

The limited growth of .5% from 2010 to 2011 in ELA is a concern for the Leadership Team. The area of English Language Arts will be the major focus during 2012 with an emphasis on the shift to the Common Core Standards.

Math:

This area showed significant growth in 2011. Continued focus is indicated for the implementation of HSP Math at the elementary level and the CMAST reform effort at the middle school level.

Sub-Group Performance:

English Language Learners achieved an API score of 796 which is 70 points lower than the district score of 866. Although English Language Learner scores continue to improve, and are now keeping pace with district overall growth, this is still an area that merits ongoing focus.

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Conclusions

Wiseburn Annual Goals 2011-12

English/Language Arts (approved by District Leadership Team 8/25/11)

Wiseburn students will improve overall proficiency on the California Standards Test for ELA from 72% to 80% by 2012. This goal will be met through the continued focus on Word Analysis/Vocabulary and Reading Comprehension. Teachers will also review curriculum and instruction for ELA based on the Common Core Standards

Mathematics (approved by District Leadership Team 8/25/11)

Wiseburn students in grades 2-7 will improve overall proficiency on the California Standards Test for Math from 68% to 75% by 2012. This goal will be met through a continued focus on fractions/decimals/percents and measurement/geometry. The district will continue to develop the HSP Math series at the elementary level, including online support.

Wiseburn Algebra students will improve overall proficiency on the California Standards Test for Algebra from 49% to 60% by 2012. This goal will be met through a continued focus on Algebra/Functions at all grade levels. The district will continue working with MAST at the middle school level and explore the program at the upper elementary levels.

English Language Learner Sub-Group Performance (approved by the DELAC 12/7/11)

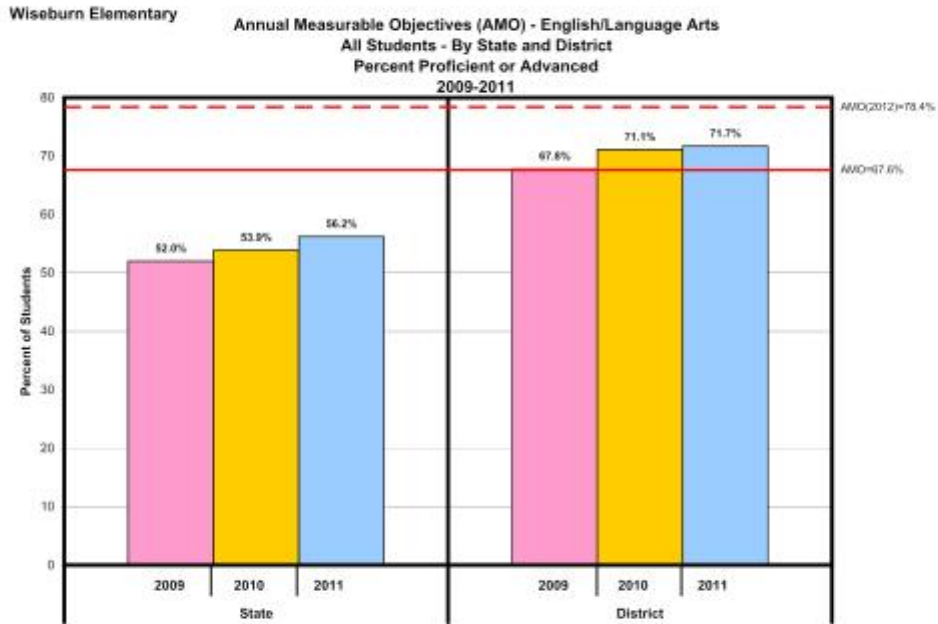
Close the achievement gap that exists for English Language Learners by raising overall ELL proficiency levels from 54% to at least 60% in ELA as measured by the California Standards Test. This goal will be met by continuing the Wiseburn English Language Learner Initiative.

At the launch of the English Language Learner Initiative in 2009, Wiseburn set the following goal: district API score for English Language Learners will increase from 728 in 2008 to 800 in 2012. In 2011, Wiseburn is well on the way to meeting this goal for English Language Learners with an API score of 796.

Attachments

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Wiseburn AYP 2011

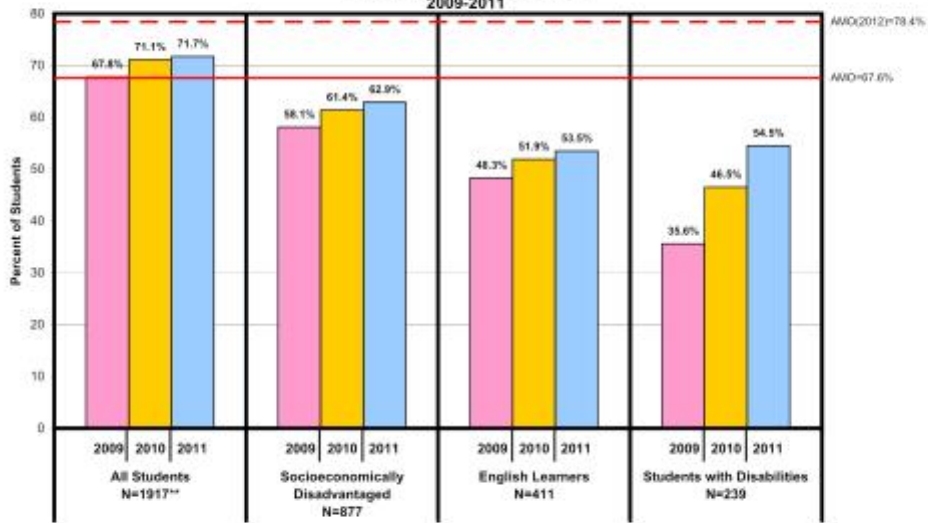


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Wiseburn Elementary

Annual Measurable Objectives (AMO) - English/Language Arts
Subgroups* - By Special Needs
Percent Proficient or Advanced
2009-2011



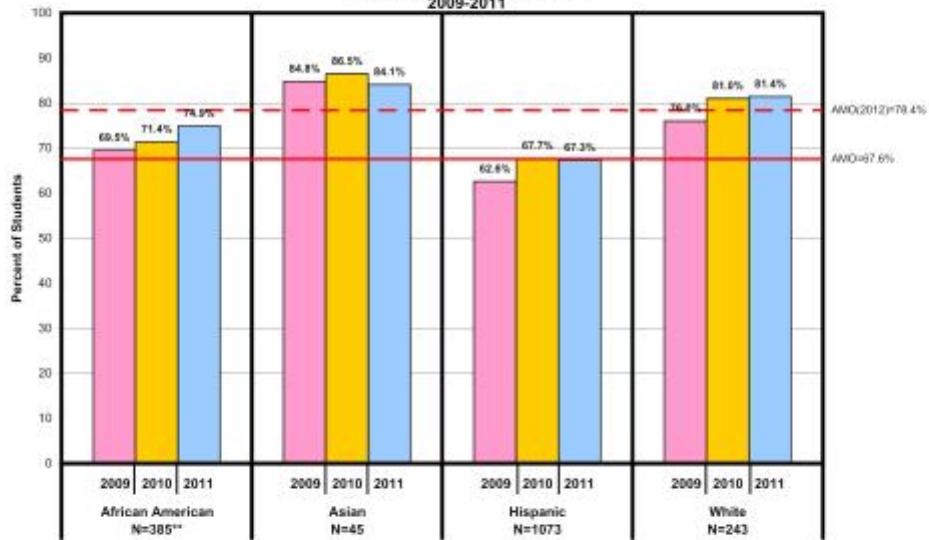
*Subgroups less than 11 are not reported.
**N=2011 Number listed.

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Wiseburn Elementary

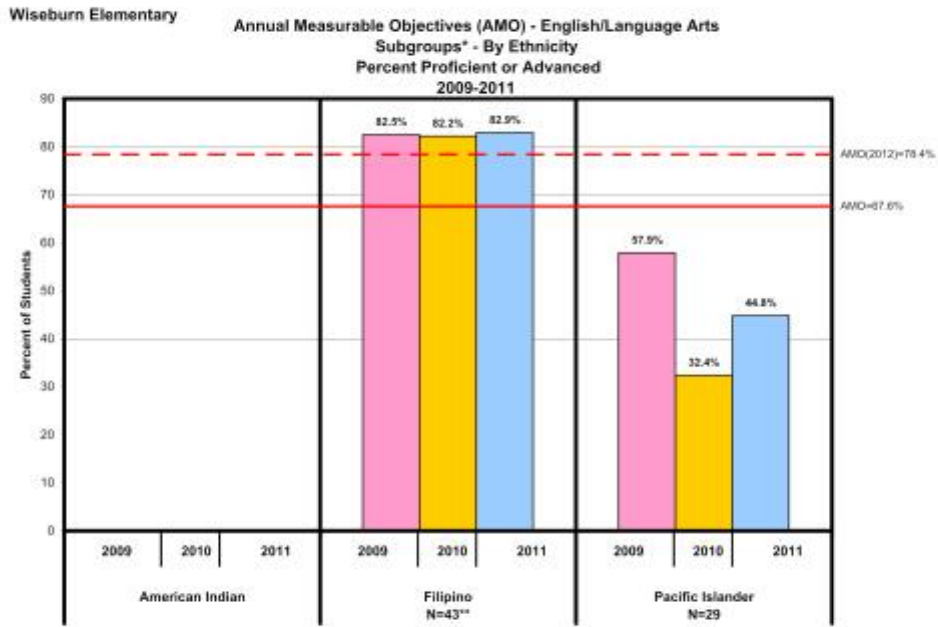
Annual Measurable Objectives (AMO) - English/Language Arts
Subgroups* - By Ethnicity
Percent Proficient or Advanced
2009-2011



*Subgroups less than 11 are not reported.
**N=2011 Number listed.

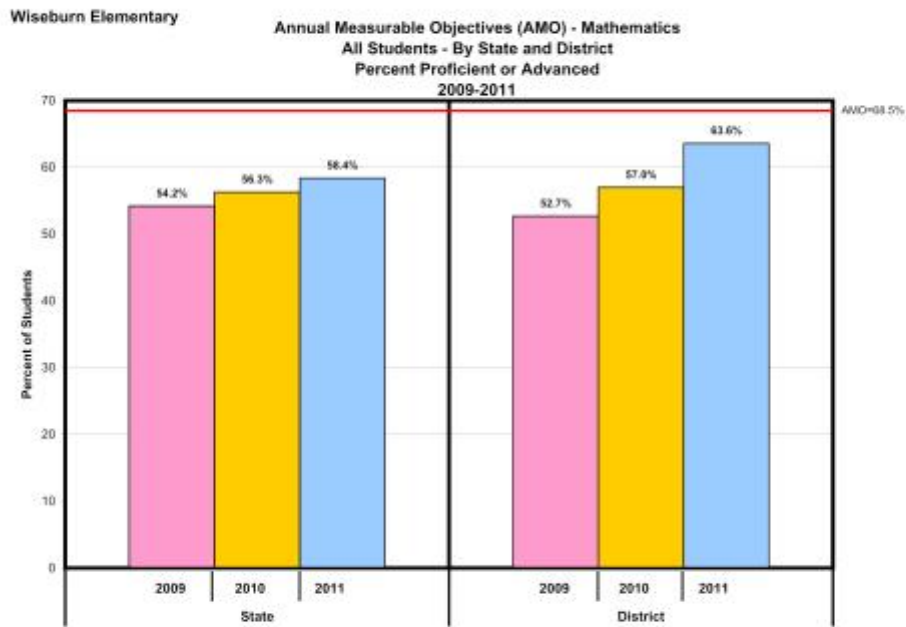
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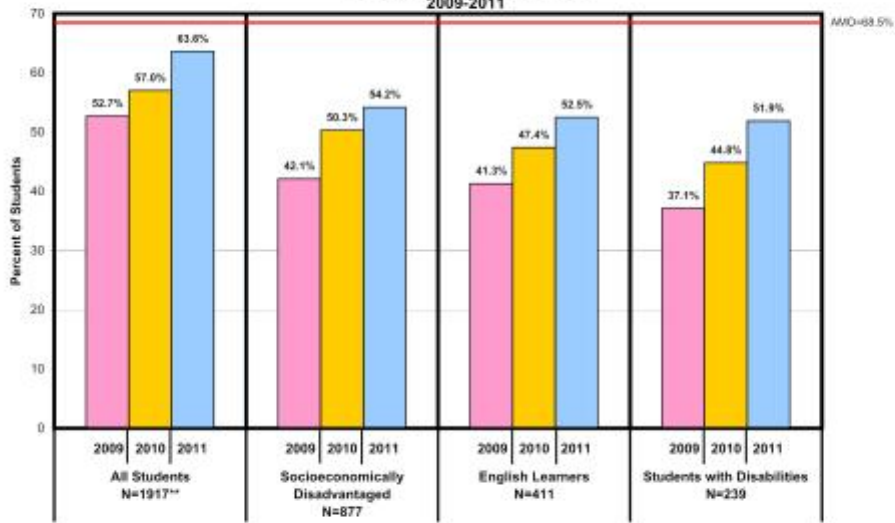


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Wiseburn Elementary

Annual Measurable Objectives (AMO) - Mathematics
Subgroups* - By Special Needs
Percent Proficient or Advanced
2009-2011



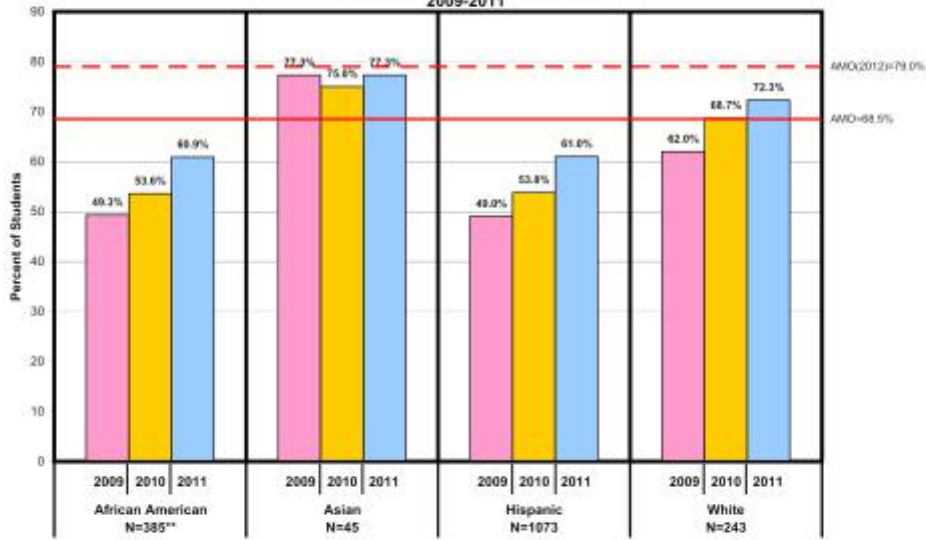
*Subgroups less than 11 are not reported.
**N=2011 Number tested.

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Wiseburn Elementary

Annual Measurable Objectives (AMO) - Mathematics
Subgroups* - By Ethnicity
Percent Proficient or Advanced
2009-2011



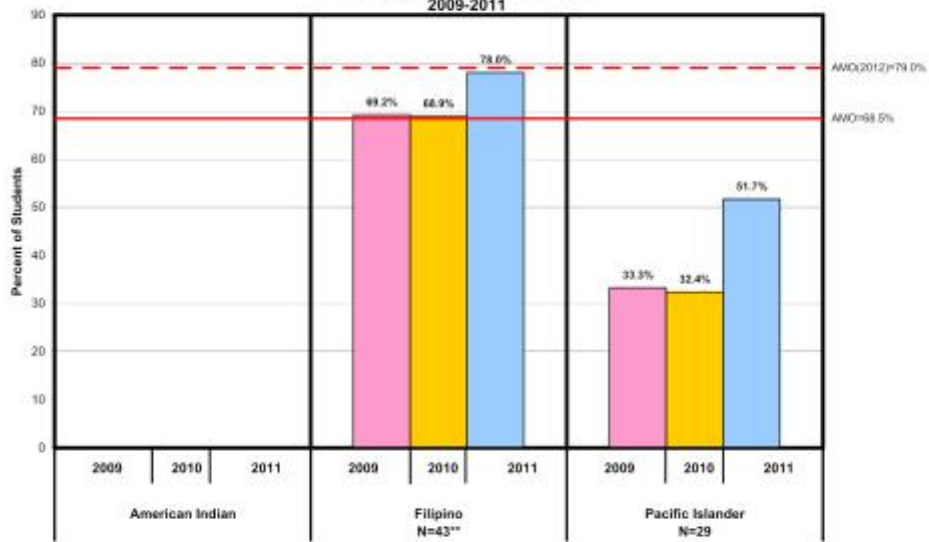
*Subgroups less than 11 are not reported.
**N=2011 Number listed.

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Wiseburn Elementary

Annual Measurable Objectives (AMO) - Mathematics
Subgroups* - By Ethnicity
Percent Proficient or Advanced
2009-2011



*Subgroups less than 11 are not reported.
**N=2011 Number tested.

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Analyze LEP Programs

Analyze LEP Programs

Strengths

The Title III results for Wiseburn show that Annual Measurable Achievement Objectives were met with 71.9% of ELD students making annual progress in learning English. (AMAO 1)

The percent of students attaining proficiency on the CELDT was 37.4 for the Less Than Five Year Cohort and 56.1% for the Five-years or More Cohort, which met the NCLB goal for 2010-11. (AMAO 2)

The Adequate Yearly Progress for the English Learner Subgroup for English/Language Arts improved from 51.9 to 53.5% proficient which did not meet the NCLB Goal. (AMAO 3)

The Adequate Yearly Progress for the English Learner Subgroup for Math improved from 47.4 to 52.5% proficient which met the NCLB Goal through Safe Harbor guidelines. (AMAO 3)

Title III accountability goals for the Wiseburn School District have not been met for 2011 in the area ELA for AMAO 3.

Areas of Need

The 2011 API score for English Learners is 796, while the district score for all students is 866. Although the gap is continuing to close, this is still a vital area of need.

Conclusions

Continue both core and intervention programs for ELL students to provide support towards full proficiency in both Math and ELA. Continue to provide funding for the re-designed program for ELD students that allows more time for ELD instruction, literacy, math skills, and study skills. Provide a safety net of support for students not yet proficient.

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Analyze Educational Practices, PD, Staffing, & Parental Involvement

Educational Practices

Strengths

Learning Environment

The learning environment of Wiseburn supports the goal of excellence for all students in promoting high academic standards and equal access to this curriculum. It describes the support services designed to ensure that each student actively participates and the early intervention strategies or special resources available necessary for student success. Standards of academic performance that are in alignment with the California State Content Standards have been adopted and all teachers, specialists, support staff and administrators believe in the ability of every student to be successful in school.

The Wiseburn School District curriculum includes language arts, mathematics, science, history-social science, physical education, as well as visual and performing arts. The elementary school program addresses the child as active, intellectually curious, and eager to learn about the world and the people in it. The elementary curriculum is designed to relate to the students' developmental stages, yet acknowledges that children develop at different rates, so classroom environments are structured to accommodate the natural curiosity of students. Their need to be active is recognized and addressed by the integration of activity-based learning into all areas of the school program. Teaching and learning at the middle school level is designed to take advantage of adolescents' heightened curiosities about themselves and the world in which they live. Exploratory, elective, and co-curricular programs at the middle level provide opportunities for all students to explore and develop wide ranges of interests and abilities.

Students learn content beyond factual knowledge of ideas, concepts, and issues, using complex thinking and communication skills such as analysis, interpretation, synthesis, evaluation, problem solving, and application to real-life. Wherever possible, activities are authentic, real-life simulations, hands-on, collaborative, and open-ended. Because the program engages students in meaningful, activity-based instruction that allows them to investigate topics in depth, extended blocks of learning time may be required. Classroom schedules may reflect the need for extended blocks of time to accomplish these goals.

Sequential and Integrated Curriculum

All staff members help students experience a clear, organized, sequential progression in their learning from grade to grade so that students will understand how what they learn prepares them for middle school, secondary school and beyond. The goals and objectives of Wiseburn's written curriculum clearly define rigorous content, consistent with professional and community standards. The curriculum emphasizes enabling students to apply what they learn. Teachers look to the interrelatedness of knowledge and concepts to provide more powerful learning experiences for students by taking advantage of the natural connections across the disciplines and grade levels. Teachers meet frequently within and across grade levels and disciplines as well as with instructional support staff to plan and discuss what they are doing and how to coordinate instruction. Selection of instructional materials, the design of lessons and assignments, as well as the determination of the scope and focus of assessment are coordinated and aligned with the knowledge, skills, and values defined in the goals and objectives of the Wiseburn written curriculum. The sequence of instruction received by the student reflects a progressive shift in emphasis from basic-skills-centered instruction to basic-skills within the content and application-centered instruction. Most recently, the Common Core Transition Committee has been formed to create a thoughtful and collaborative transition to the California Common Core Standards.

Wiseburn has high expectations for what students learn, reflected by a schoolwide belief that all students can learn. High academic standards and a belief that every student in the school should be operating at a level of challenge permeate the discussions in the school of student progress, decisions about placement, and the implication of those decisions. Timely and regular opportunities are available for parents, teachers, guidance staff, and students to confer about students' progress, choices, and the possible consequences of their decisions.

Instructional Practices

Teachers, support staff, administrators, and parents share the responsibility of ensuring that every child succeeds in

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mastering a high-quality curriculum. All students have access to this curriculum, yet teachers acknowledge that students may be at different developmental stages and that some may take longer or need different approaches to succeed. There is a maximum use of time for instruction, free from interruption, and students are actively engaged in learning activities where their interest in the subjects being learned is evident.

Instruction is teacher-directed yet student-centered, with a variety of teaching strategies and materials matched to both the content to be learned and the needs and strengths of students. Teachers use a variety of instructional practices and flexible grouping arrangements that are appropriate to the structure and substance of what they are teaching. Students' exposure to new concepts and skills is initiated through direct-instruction from the teacher, but then adapted to meet the developmental characteristics of all students, such as students' need to learn in challenging ways, to engage in activity-based learning, and to construct new knowledge that builds on existing knowledge.

Students' daily work is at a level of difficulty which both challenges them to learn and grow as well as provide experiences of success and competence in learning. Students are coached by the teacher as they practice and apply previously learned material. Teachers encourage and guide students to think and communicate about what they are learning. There is timely teacher response to student work to verify comprehension, especially during early practice of new skills. Learning time is extended through regular homework, which is integral to the learning task and which challenges students to apply what they have learned.

The entire school staff reinforces high academic standards and expectations for all students through school policies and procedures. For example, the schedule of the school day is a product of professional collaboration and reflects consensus among staff, students, and parents that academic achievement is the school's highest priority.

Areas of Need

The amount of support from district level employees in the area of Curriculum and Instruction is limited. Over the past several years a variety of models for leadership in this area have been attempted. Budget constraints have been a major factor.

Conclusions

Continue the strong focus on a standards-based instructional program with a transition process to the California Common Core Standards. Increase and solidify the support for Curriculum and Instruction at the district level, including funding for the position of a Director of Curriculum and Instruction. In 2010 this had been specifically identified as a School Board Goal.

Professional Development

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Strengths

The Wiseburn School District has focused on the development of professional learning communities to analyze student data for individualized learning and informed instructional decision making. The Leadership Team for the district includes administrators, grade level teacher leaders, and department teacher leaders. Each year, this group analyzes student results from a variety of measures and develops goals at the district, site, and grade level. Staff development days are designed around the analysis of data, the development of content based assessments, and the delivery of instruction for students at all levels and skills. All certificated employees are highly qualified and appropriately assigned in their teaching duties. All new teachers are provided training and support through the BTSA Program. Professional Development activities have included training in Response to Intervention, Professional Learning Communities, Middle School Math training (CMAST), Technology, SDAIE Strategies, Differentiated Instruction, and English Language Learner Authorization through CTEL.

Areas of Need

Based on the annual Professional Development Needs Assessment, teachers report a need for training in motivation theory, classroom management, Differentiated Instruction, integration of Technology, Modification/Accommodation of curriculum, and the development of a grading system that reflects goals for learning.

Conclusions

The knowledge and skills of the Wiseburn certificated and classified staff are an enormous asset to the district. At the heart of a true learning community are the caring people that make informed and wise decisions. Over the next three years Wiseburn professional development will include:

1. Annual Development and monitoring of SMART goals for the district and at each school site. Local and state assessments will be created/used to determine student achievement.
2. District leadership in the development of clear and consistent grading practices that reflect goals for learning, including clarification of accommodations/modifications for special needs students.
3. Continue BTSA support for first and second year teachers.
4. Provide training for classified employees in areas appropriate to their daily work (ie. Autism Training for special education aides, custodial workshops).
5. Provide training to help close the achievement gap for our English Language Learners and all other subgroups.
6. Promote collegiality and a positive work environment that promotes a focus on student results and a willingness to take risks to improve student achievement through professional learning community activities at each school site and district-wide.
7. Conduct the Common Core Transition Committee and related staff development activities for all teachers in preparation for the California Common Core Standards for ELA and Math.

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Staffing

Strengths

All teachers in the Wiseburn School District are considered highly qualified according to the standards set forth in No Child Left Behind. All instructional aides working at Title I schools are also considered highly qualified through an AA degree or the appropriate supplemental training. All teachers are now also qualified with their CTET requirements and are eligible to work with ELL students.

Areas of Need

Maintain only highly qualified personnel for the Wiseburn School District.

Conclusions

Continue to hire only highly qualified personnel for the Wiseburn School District.

Parental & Community Involvement

Strengths

Based on parental surveys for Site Councils and for Bond elections, there is an extremely high degree of satisfaction with Wiseburn Schools. Parents formally participate in school leadership through School Site Councils, English Language Advisory Councils(ELAC/DELAC), PTA, Wiseburn Education Foundation, and the GATE Advisory Committee. Principals report between 85-90% participation by parents at Open House, Back to School Night, parent conferences, and student-led conferences. Parents and community participate in school activities such as Rock Around the Block, Jog-a-thons, Reading Celebrations, Spooktacular, and other major events. At the middle school, parents and students can access student grades and information through Power School Parent.

Areas of Need

A formal communications system for immediate emergency notification has been implemented. Policies and procedures for the system need to be put in place. No district-wide system is in place for the electronic distribution of information. Two schools have been successfully implementing a weekly email newsletter to parents. There is presently no method for on-line payment for the purchase of student meals by parents.

Conclusions

There is a need to improve the level of formal communication through electronic means.

1. Coordinate the emergency notification system that includes messages through the phone, email, and text messaging. This system can also be coordinated with attendance reporting and food services.
2. Initiate a district-wide standard for a non-emergency email notification system for district and sites which will allow for a reduction in paper/ink.
3. Coordinate and create a consistent format for district and school parent newsletters and information.
4. Implement an on-line payment system for parents for the purchase of student meals.

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Support Services & Resources

Strengths

The Wiseburn School District participates in a variety of inter-district collaboratives that provide support for our small district. These partnerships include Beginning Teacher Support and Assessment, Beachfront Consortium for consolidated programs, Southwest SELPA and others. We make extensive use of resources from the L.A. County Office of Education.

Areas of Need

Being a small district, we are lacking in district level personnel to oversee the many educational initiatives in which we are involved.

Conclusions

Continue to rely on on LACOE support and cooperation with other school districts. Identify permanent funding stream for increased district level support staff.

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Analyze Teacher Quality / Professional Development

Teacher Quality

Strengths

Annual assessment information is analyzed and presented to district administrators who in turn take the information to their staffs and School Site Councils, as part of the ongoing conversation "to understand and use data to improve classroom practice as well as students' learning". An annual needs assessment is distributed to identify areas of growth and potential focus for each year. Based upon the results of the achievement data, needs assessment, and current district goals, professional development concepts are identified and prioritized through the work of the District Leadership Team. Collectively this group identifies learning goals for each year to provide teachers, administrators and paraprofessionals with training from "scientifically-based research that has shown evidence of increasing student academic achievement" (NCLB). Additional areas of concentration may emerge such as technology, classroom management, or the learning styles of students with special needs. Activities are coordinated through Title II as well as other Federal, State, and local programs as noted by the funding source column on the budget page which follows. The "substantial, measurable and positive impact on student achievement is monitored annually" and presented to the School Board to eliminate the achievement gap noted for any subgroup of students as well as continued districtwide progress.

Areas of Need

The elimination of Staff Development Days due to budget constraints will have a negative effect on achieving PD goals due to lack of time for training and collaboration.

Conclusions

Develop creative solutions to find time for training including the use of substitutes, Twilight training, Saturday training, Wednesday staff meetings, and district call-out hours. Coordinate all professional development activities under the umbrella of analysis of student progress for instructional decision-making. Encourage the continued growth of professional learning communities and collaboration to achieve these goals.

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Reading Proficiency by 2013-14

Goal Statement

English/Language Arts (approved by District Leadership Team 8/25/11)

Wiseburn students will improve overall proficiency on the California Standards Test for ELA from 72% to 80% by 2012. This goal will be met through the continued focus on Word Analysis/Vocabulary and Reading Comprehension. Teachers will also review curriculum and instruction for ELA based on the Common Core Standards

Monitoring Plan

Common Core Transition Committee and related all-staff training
District Goal Setting Meetings
Grade Level Meetings
Grade Level Articulation
STAR Results
Benchmark Tests

Area of Analysis Associated with this Goal: Educational Practices

Continue the strong focus on a standards-based instructional program with a transition process to the California Common Core Standards. Increase and solidify the support for Curriculum and Instruction at the district level, including funding for the position of a Director of Curriculum and Instruction. In 2010 this had been specifically identified as a School Board Goal.

Description of Specific Actions to Improve Education Practice in Reading

Alignment of instruction with content standards

Alignment of curriculum and assessments with content standards

All students attending Wiseburn learn the language arts in a full, balanced, and integrated curriculum which is State adopted and aligned to the California Language Arts Standards. The curriculum draws on students' experiences and enables them to gain knowledge while acquiring skills through a planned developmental program from kindergarten through grade eight. Students utilize the K-5 Houghton-Mifflin and the 6-8 Holt-Reinhart language arts series, student-authored texts, and literature selections that are representative of a variety of genres. The processes of listening, speaking, reading, and writing are integrated in a total learning program. All students progress from the early stages of reading with phonemic awareness as an integral part of the program to the use of reading to learn in other content areas. All students receive intensively directed and student-centered instruction which helps them to comprehend, appreciate, and respond to significant literary works.

As part of making meaning, all students draw on prior experiences to make predictions, ask their own questions, and initiate discussions about their interpretations of the text. They read or listen to self-selected works, including student authored text, and works which are representative of a variety of genres. Students share written, dramatic, or graphic responses to the literature they have read or heard. They read, publish, and display both individual and class projects. They develop positive attitudes about themselves and others while becoming aware of values, ethics, customs, and beliefs through a variety of genre and cultural perspectives. Students confront personal, moral, and ethical issues and values presented in literature. They utilize all areas of language arts as tools for clarifying, expressing, and learning new ideas in all curricular subjects. Increasingly complex thinking skills are developed through the language arts across all areas of the curriculum.

Reading

All students, including those with special needs, experience good literature and engage in critical questioning and thinking about the literature. Students learn to read by reading. Beginning readers learn letter/sound correspondence and word order through their interactions with predictable/ repetitive texts and while writing words during drafting. Students develop reading fluency as they develop decoding skills, so they can concentrate on constructing meaning of the text. Students learn decoding in meaningful contexts by the end of second grade, and are supported through supplemental programs as needs are identified. They read in different

Local Educational Agency Plan

contexts for various purposes. They are inspired to interact with the literature, explore and ask important questions, and apply the meanings of the works to their own lives. They synthesize personal experiences with the situations presented in the literature, thereby comprehending and making meaning for themselves. Students learn and use a variety of reading comprehension strategies as they formulate and answer questions about stories written by their peers and by professional authors. Students have many opportunities for extensive independent reading and writing for a variety of purposes and audiences.

Writing

Even in the beginning stages, students understand that reading means interacting with, and deriving meaning from, print. Young children author stories through drawings, wordless text, or dictation and then read their own stories. All students experience writing as a recursive process, which includes prewriting, drafting, responding, revising, editing, and post writing activities. Early in the writing process, students might invent spelling. They are encouraged to develop writing fluency before attending to form and correctness, however, they use a variety of sources for correct spelling, grammar, punctuation, and capitalization. Final products include correct spelling, grammar, punctuation, and capitalization. Students write daily for a variety of purposes, audiences, and topics. Students read and write in many different modes of discourse, focusing on the narrative modes in the primary grades and progressing to the expository modes in the higher grades. They model their writing after examples of quality literature yet develop their own voice as writers and see their finished products read, published, displayed, and recognized. During all stages of the writing process, students talk with each other about their work. They revise their writing using a variety of techniques and are actively involved in evaluating their written work. The conventions of writing--including correct usage, grammar, spelling, punctuation, and capitalization, as well as handwriting are learned through direct instruction and in the context of the writing process.

Listening and Speaking

Students regularly engage in formal and informal oral discussions where each is given opportunities to participate. Students develop effective speaking and critical listening skills through applied oral language activities, including frequent experiences with varied literary works read aloud, storytelling, enactment, and formal as well as informal presentations. Teachers direct student's attention to examples of rich and powerful language and offer opportunities for students to experience and discuss them. Students examine the qualities of effective speech in situations involving various audiences, purposes, or forms. They use appropriate tone, style, and voice when preparing oral and written presentations for intended audiences. They see themselves as orators and storytellers. Students share verbal and written reactions about their readings and writings in both teacher-directed and student-centered activities. They synthesize and integrate their reflections on what they hear and read into their own speaking and writing. Students are given opportunities to engage regularly in oral discussions. Developmental language acquisition approaches are used to assist students in increasing vocabulary and acquiring increasingly complex linguistic skills. Teachers create interesting contexts in which students communicate spontaneously in negotiating and constructing meaning. Student talk is the center of these communicative interactions. They talk and write about the works they have read, analyzing and evaluating specific components as well as creating new aspects. The teacher facilitates the process by initiating discussion, clarifying student meaning, and inviting student elaboration.

Assessments at Wiseburn are all based on content standards. The Datawise assessment system allows for the detailed analysis of student academic results based on standards. Evaluation of students' strengths and progress is systematic and ongoing, and it includes a broad range of assessment methods. Evaluation reflects the purposes of the curriculum and includes: (1) teachers' informal and formal evaluations of students' participation and achievement related to both individual and class objectives, (2) performance assessment with clearly stated criteria for evaluation, and 3) frequent self-assessment and peer critique of writing and speaking activities. Data on students' performance are collected (e.g., by using portfolios of student work, tests, and homework) along with data on the quantity and type of work accomplished. Feedback is provided regularly to students and parents through test scores, rubrics, grades, conferences, peer critiques, awards and other forms of recognition. Teachers regularly use student work to evaluate, adjust, and plan future instruction.

Future directions for English/Language Arts will focus on the transition to the California Common Core Standards. Wiseburn will focus first on ELA and then move on to Math.

Local Educational Agency Plan

Tasks

- 1.1 Initiate Common Core Transition Committee for ELA
- 1.2 Build teacher familiarity with Common Core Standards
- 1.3 Identify areas for revision in implementation of HM English/Language Arts texts.
- 1.4 Revise and Monitor Articulated Writing Program to coordinate with the Common Core Standards.

Measures

STAR Testing
Datawise Local Benchmark Testing
Early Reading Assessment
Wiseburn Writing Assessment

People Assigned

Superintendent
Director of Curriculum and Instruction
Talking Teaching Foundation
Principals
Teachers

Start Date - End Date

1/1/2012 - 12/31/2012

Use of standards-aligned instructional materials and strategies

Use of instructional strategies

Teachers, support staff, administrators, and parents share the responsibility of ensuring that every child succeeds in mastering a high-quality curriculum. All students have access to this curriculum, yet teachers acknowledge that students may be at different developmental stages and that some may take longer or need different approaches to succeed. There is a maximum use of time for instruction, free from interruption, and students are actively engaged in learning activities where their interest in the subjects being learned is evident.

Instruction is teacher-directed yet student-centered, with a variety of teaching strategies and materials matched to both the content to be learned and the needs and strengths of students. Teachers use a variety of instructional practices and flexible grouping arrangements that are appropriate to the structure and substance of what they are teaching. Students' exposure to new concepts and skills is initiated through direct-instruction from the teacher, but then adapted to meet the developmental characteristics of all students, such as students' need to learn in challenging ways, to engage in activity-based learning, and to construct new knowledge that builds on existing knowledge.

Students' daily work is at a level of difficulty which both challenges them to learn and grow as well as provide experiences of success and competence in learning. Students are coached by the teacher as they practice and apply previously learned material. Teachers encourage and guide students to think and communicate about what they are learning. There is timely teacher response to student work to verify comprehension, especially during early practice of new skills. Learning time is extended through regular homework, which is integral to the learning task and which challenges students to apply what they have learned.

The entire school staff reinforces high academic standards and expectations for all students through school policies and procedures. For example, the schedule of the school day is a product of professional collaboration and reflects consensus among staff, students, and parents that academic achievement is the school's highest priority. All instructional materials are selected to conform with California Content Standards.

Tasks

- 2.1 Utilize classroom observations by administrators and mentor teachers to focus on and enhance instructional strategies.

Measures

STAR Testing
BTSA Evaluations
Ed Tech Survey

Local Educational Agency Plan

People Assigned

Principals
 BTSA Mentors
 Tech Mentors

Start Date - End Date

1/1/2012 - 12/31/2012

Extended learning time

Implementation of strategic support and interventions

The Wiseburn School District has been moving towards a Response to Intervention approach to support for students not yet proficient. The district intends to unify the programs of special education support, English Language Development support, and Language Arts Intervention support to provide students with a seamless system for building proficiency skills. The RTI program includes common assessments and a variety of leveled interventions appropriate to the needs of each student.

Tasks

- 3.1 Continue the Re-Design of the ELD program to capitalize on Early-Bird/Late Bird schedules.
- 3.2 Further develop RTI pyramid of intervention for students at each site.
- 3.3 Continue Learning Center model for Special Education Services.
- 4.4 Explore alternative to the Discrepancy Model for assessment for Special Education services.

Measures

Early Reading Assessment
 STAR Testing
 Datawise Benchmark Testing

People Assigned

Superintendent
 Director of Curriculum and Instruction
 Principals
 Special Education Teachers
 ELD Specialists
 Intervention Teachers
 General Education Teachers
 Paraprofessionals

Start Date - End Date

1/1/2012 - 12/31/2012

Funding Source	Description	Cost
Title IV, Part A, Safe and Drug-Free Schools and Communities	Coordination of Homework Heroes Program	\$1,000.00

Increased access to technology

Access to technology as a tool for learning

Over the past decade, Wiseburn schools have undergone a complete transformation. Through state and local funding, one school has been renovated and three schools have been re-built from the ground up. This investment in facilities has allowed for a complete re-wiring of the technology infrastructure across the district. To keep up with training employees, Technology Mentors have been designated at each school site to provide one-to-one and group instruction for certificated and classified employees.

Local Educational Agency Plan

Tasks

- 4.1 Finalize technology upgrades at Burnett and at the District Office.
- 4.2 Utilize technology plan to implement ongoing training for teachers in the area of technology.
- 4.3 Improve internet speed and access through improvements to the Local and Wide Area Networks.
- 4.4 Begin to explore options for student mobile devices to connect with a cloud-based district network.

Measures

Ed Tech Survey

People Assigned

Superintendent
Director of Curriculum and Instruction
Principals
Tech Mentors
Tech Committee

Start Date - End Date

1/1/2012 - 12/31/2012

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

Professional learning

The Wiseburn School District is committed to providing training to administrators, teachers and paraprofessionals that is in alignment with the California Content Standards. Each year a Professional Development Survey is administered to teachers as a needs assessment for future focus areas. Our focus in reading has been on decoding skills, phonemic awareness, and phonics at the primary level. Our focus shifts to comprehension skills in upper elementary and middle school. Writing has also been a major focus with the implementation of the Wiseburn Articulated Writing program and our adoption of Step Up to Writing and Six Traits Writing.

Tasks

- 5.1 Develop PDP (Professional Development Plans) during release time around instructional strategies where appropriate.
- 5.2 Provide training in phonemic awareness and early reading strategies as needed.
- 5.3 Provide training in reading comprehension and classroom implementation strategies.
- 5.4 Provide training in the area of the writing process and classroom implementation strategies though Step Up to Writing and Six Traits Writing.

Measures

Professional Development Survey
STAR Testing
Datawise Benchmark Testing
Articulated Writing Assessments
DIBELS Testing

People Assigned

Superintendent
Director of Curriculum and Instruction
Teachers

Start Date - End Date

1/1/2012 - 12/31/2012

Involvement of staff, parents, and community

Local Educational Agency Plan

Parent participation in the learning process is actively solicited. Parents and family members are welcome at the school and are comfortable interacting with faculty and support staff members. All adults at the school value parents' roles in student learning and the contribution they can make to the school program. Parents are involved as advisers and advocates, as well as decision makers in the school governance process. Through ongoing communication, parents are kept well informed of their children's progress and have a clear understanding of their own roles in the educational process. Parents are encouraged to learn techniques that will help them assist in their children's learning in the home environment. Parent Education sessions are coordinated with the district to offer support in working with children at home. Parents who speak only languages other than English are provided with translators to assist with school involvement.

Tasks

- 6.1 School Site Councils will continue to monitor program implementation and effectiveness.
- 6.2 Results of annual needs assessment will be used to modify the existing LEA plan.
- 6.3 Teacher committees will evaluate program implementation and effectiveness.

- 6.4 Parent Education workshops will be conducted on an ongoing basis.

Measures

Professional Development Survey
Site Council Surveys

People Assigned

Principals
Teachers
Parent and Community Leaders

Start Date - End Date

1/1/2012 - 12/31/2012

Auxiliary services for students and parents

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

The Wiseburn School District offers a full range of special programs and services for identified students. The District is committed to providing appropriate high quality services for students with special needs with an emphasis on collaborative and inclusive models including learning centers, early intervention preschool programs, resource specialist programs, and special day classrooms. Physical and intellectual access to information is provided on an equitable basis to students who are learning English, economically disadvantaged, in special education, gifted and talented as well as students of average ability. School scheduling practices allow for student participation in the core curriculum as well as support service programs where needed. Flexible grouping activities give all students opportunities to develop academic skills as well as participate successfully in group processes.

Tasks

- 7.1 Maintain and refine Learning Center Model for special education services.
- 7.2 Explore alternate to discrepancy model for special education assessment.

Measures

IEP Documents
STAR/CMA/CAPA Testing

People Assigned

Director of Psychological and Child Services
Special Education Teachers
Principals
Teachers

Start Date - End Date

2/1/2012 - 12/31/2012

Local Educational Agency Plan

Funding Source	Description	Cost
EIA - Limited English Proficient	Certificated Teachers for English Language learners	\$89,338.00
EIA - Limited English Proficient	Classified/Instructional Aides for English Language Learners	\$54,000.00
EIA - Limited English Proficient	Materials for ELD Students	\$5,000.00
Title I, Part A	Classified/Instructional Aides supporting Title I students	\$94,712.00
Title I, Part A	Certificated Teachers supporting Title I students	\$20,000.00
Title III, Limited English Proficient	Classified/Instructional Aides supporting English Language Learners	\$25,000.00
Title IV, Part A, Safe and Drug-Free Schools and Communities	Materials for Too Good for Drugs/Violence program	\$3,902.00

Monitoring program effectiveness

At the heart of program evaluation is the monitoring of student achievement. Evaluation of students' strengths and progress is systematic and ongoing, and it includes a broad range of assessment methods. Evaluation reflects the purposes of the curriculum and includes: (1) teachers' informal and formal evaluations of students' participation and achievement related to both individual and class objectives, (2) performance assessment with clearly stated criteria for evaluation, and 3) frequent self-assessment and peer critique of writing and speaking activities. Data on students' performance are collected (e.g., by using portfolios of student work, tests, and homework) along with data on the quantity and type of work accomplished. Feedback is provided regularly to students and parents through test scores, rubrics, grades, conferences, peer critiques, awards and other forms of recognition. Teachers regularly use student work to evaluate, adjust, and plan future instruction.

Tasks

- 8.1 Continue to expand use of the Datawise system and other online assessment systems.
- 8.2 Leadership Committee to refine and provide consistency for grading practices among teachers and across schools/departments/grade levels.

Measures

- STAR Testing
- Datawise Benchmark Assessments
- Report Card Data

People Assigned

- Superintendent
- Director of Curriculum and Instruction
- Principals
- Teachers

Start Date - End Date

1/1/2012 - 12/31/2012

Funding Source	Description	Cost
EIA - Limited English Proficient	Centralized Services supporting English Language Learners	\$26,177.00
Title I, Part A	Centralized Services supporting Title 1 students	\$20,243.00

Targeting services and programs to lowest-performing student groups

Local Educational Agency Plan

Utilizing the standards and standardized assessment, a comprehensive analysis of student performance is completed. Each school's staff analyzes the data to determine areas of focus and support to students who scored basic or below. Principals and teachers use the Datawise system to identify students not yet proficient. Students are sorted into groups based on standards-related identified needs. Teachers make instructional decisions based on the direct feedback from student data. District-wide interventions are identified based on this overall assessment of student needs. Parents are involved in this process through parent conferences and notifications of eligibility for specific interventions.

Tasks

- 9.1 Conduct Annual District Leadership Data Review
- 9.2 Principal/teacher review data for present students' intervention needs
- 9.3 Teachers make instructional decisions based on current student data
- 9.4 Students are assigned to intervention programs appropriate to their needs

Measures

STAR Testing
Datawise Benchmark Testing
AR/STAR and DIBELS Testing

People Assigned

Superintendent
Director of Curriculum and Instruction
Principals
Teachers
Intervention Teachers
ELD Specialists
Special Education Teachers

Start Date - End Date

1/1/2012 - 12/31/2012

Any additional services tied to student academic needs

On-going monitoring of student progress

This area is intentionally left blank.

Tasks

This area is intentionally left blank.

Measures

This area is intentionally left blank.

People Assigned

This area is intentionally left blank.

Start Date - End Date

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Local Educational Agency Plan

Mathematics Proficiency by 2013-14

Goal Statement

Mathematics (approved by District Leadership Team 8/25/11)

Wiseburn students in grades 2-7 will improve overall proficiency on the California Standards Test for Math from 68% to 75% by 2012. This goal will be met through a continued focus on fractions/decimals/percents and measurement/geometry. The district will continue to develop the HSP Math series at the elementary level, including online support.

Wiseburn Algebra students will improve overall proficiency on the California Standards Test for Algebra from 49% to 60% by 2012. This goal will be met through a continued focus on Algebra/Functions at all grade levels. The district will continue working with CMAST at the middle school level and explore the program at the upper elementary levels.

Monitoring Plan

- District Goal Setting Meetings
- Grade Level Meetings
- Grade Level Articulation
- STAR Results
- Benchmark Tests

Area of Analysis Associated with this Goal: Educational Practices

Continue the strong focus on a standards-based instructional program with a transition process to the California Common Core Standards. Increase and solidify the support for Curriculum and Instruction at the district level, including funding for the position of a Director of Curriculum and Instruction. In 2010 this had been specifically identified as a School Board Goal.

Description of Specific Actions to Improve Education Practice in Mathematics

Use of standards-aligned instructional materials and strategies.

Use of instructional strategies.

Local Educational Agency Plan

The mathematics curriculum engages students' curiosity and sense of inquiry in a well-defined curriculum that includes number sense, algebra and functions, measurement and geometry, statistics, probability, data analysis, and mathematical reasoning at all grade levels. At the Elementary level students utilize the state approved HSP Math series and at the 6th grade level the McDougal-Littel. Students in 7th and 8th grade are in Pre-Algebra or Algebra using the state approved Prentice-Hall series.

Concepts and skills from all strands are interwoven, reinforced, and extended through lessons and assignments so that students experience mathematics as a cumulative subject. New concepts are studied first in terms of students' concrete experiences. Teachers frequently utilize students' personal, family, or cultural experiences to create the specific context. Manipulatives and other concrete materials are used to enable students to gain direct experience with the underlying principle of each concept. Lessons incorporate and build on skills and concepts previously learned. Students formulate and create mathematical questions and determine what they already know and what they must find out. They make and refine mathematical generalizations as they investigate tasks and problems. Students use a variety of techniques including pictures, diagrams, charts, graphs, spreadsheets, tables, matrices, and physical models.

Teachers implement classroom practices that consistently expect students to think and reason in their mathematical work. All students are taught and understand how to work through the stages of problem solving. Their natural fascination with how puzzling problems are solved is encouraged and used to motivate discussions of strategies and tactics. Students are challenged with both the real world and abstract problems which gradually increase in duration and where students grapple with increasingly complex questions and investigations that require the use of higher-level thinking skills. They are encouraged to be inventive, guess, and estimate. Students are regularly involved in formulating problems and in choosing approaches and strategies for solving the problems. Students decide which of a variety of manipulative materials and technology to use to explore mathematical ideas and to solve problems. All students have access to calculators and computers and decide the most efficient way to calculate a numerical result in a given situation.

The instructional setting is varied and provides students with the opportunity for individual work, small-group, cooperative learning activities, and whole-class participation. Students often interact with one another while they solve mathematical problems. They share approaches, conjectures, difficulties, findings, and evidence with each other while learning to value differing points of view and experiences of others.

Tasks

- 1.1 Continue to implement the new State approved math adoption (K-5).
- 1.2 Identify assessment components for use districtwide and coordinate with Datawise program.
- 1.3 Continue to conduct training for teachers that provide students with skills for success in Algebra.

Measures

STAR Testing
Datawise Benchmark Testing

People Assigned

Superintendent
Director of Curriculum and Instruction
Principals
Teachers

Start Date - End Date

1/1/2012 - 12/31/2012

Alignment of instruction with content standards.

Alignment of curriculum and assessments with content standards.

Local Educational Agency Plan

The curriculum at all levels presents students with connected and accessible mathematical experiences, organized into coherent units around mathematical domains and real life situations. Students learn and use skills and concepts within larger mathematical units and tasks which they explore in depth, over longer periods of time within a grade and from year to year. They explore the interconnections and relationships among mathematical ideas, encountering them in different ways and contexts. Students work on problems and investigations that deal with more than one idea at a time and require them to be responsible for their thinking. Lessons and assignments are structured to emphasize student understanding and ability to use mathematics. Students are comfortable with and proficient in numerical computations. With appropriate use of the calculator, they use computational procedures as tools within the mathematical tasks rather than an end to themselves. They routinely estimate before any calculation and use the most appropriate computational method and tool for each calculation. The tasks require time and deliberation, are frequently open-ended, and more often than not, have multiple solutions. Students understand the structure and logic of mathematics and use their own language and vocabulary to express mathematics.

Tasks

- 2.1 Utilize classroom observations to focus on and enhance instructional strategies.
- 2.2 Provide training in instructional strategies and methodology as appropriate.

Measures

STAR Testing
BTSA Evaluations
Ed Tech Survey

People Assigned

Superintendent
Director of Curriculum and Instruction
Principals
BTSA Mentors
Tech Mentors
Teachers

Start Date - End Date

1/1/2012 - 12/31/2012

Extended learning times.

Implementation of strategic support and interventions.

The Wiseburn School District is in the process of implementation of a Response to Intervention approach to support students not yet proficient. The district is working to unify the programs of special education support, English Language Development support, and Language Arts Intervention support to provide students with a seamless system for building proficiency skills. The RTI program includes common assessments and a variety of leveled interventions appropriate to the needs of each student. In Mathematics students not yet proficient receive additional time for math skills, both in the regular classroom and through extended day learning activities and intervention.

Tasks

- 3.1 Coordinate assessments for new instructional materials with Datawise system.
- 3.2 Refine the RTI pyramid of intervention for students at each site.
- 3.3 Continue and refine Learning Center model for Special Education Services
- 3.4 Integrate the Think Central math system into grades 1-5

Measures

STAR Testing
Datawise Benchmark Testing
Think Central

Local Educational Agency Plan

People Assigned

Superintendent
Director of Curriculum and Instruction
Principals
Teachers

Start Date - End Date

1/1/2012 - 12/31/2012

Increased access to technology.

Access to technology as a tool for learning.

Over the past decade, Wiseburn schools have undergone a complete transformation. Through state and local funding, one school has been renovated and three schools have been re-built from the ground up. This investment in facilities has allowed for a complete re-wiring of the technology infrastructure across the district. To keep up with training employees, Technology Mentors have been designated at each school site to provide one-to-one and group instruction for certificated and classified employees. Technology and computer driven learning tools can be extremely valuable for the teaching of mathematics. The district will continue to explore a variety of options for bringing these learning tools to students.

Tasks

- 4.1 Utilize publisher software and web applications for math intervention.
- 4.2 Refresh teacher laptops for Power School/Datawise implementation with move towards "virtualization".

Measures

Ed Tech Survey
STAR Testing
Datawise Benchmark Testing

People Assigned

Superintendent
Director of Curriculum and Instruction
Principals
Teachers
Information Technology Reps

Start Date - End Date

1/1/2012 - 12/31/2012

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

Professional learning.

The Wiseburn School District is committed to providing training to administrators, teachers and paraprofessionals that is in alignment with the California Content Standards. Each year a Professional Development Survey is administered to teachers as a needs assessment for future focus areas. In Mathematics teachers will be trained in instructional strategies and in general math knowledge.

Tasks

- 5.1 Develop Professional Development Plans around math instructional strategies where appropriate.
- 5.2 Provide training in algebra strategies as needed.
- 5.3 Provide training in problem solving strategies as needed
- 5.4 Participate in CMAST through LMU at Middle School level

Measures

Professional Development Survey
STAR Testing
Datawise Benchmark Testing

Local Educational Agency Plan

People Assigned

Superintendent
Director of Curriculum and Instruction
Principals
CMAST Teacher Leaders
Teachers

Start Date - End Date

1/1/2012 - 12/31/2012

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

Parent participation in the learning process is actively solicited. Parents and family members are welcome at the school and are comfortable interacting with faculty and support staff members. All adults at the school value parents' roles in student learning and the contribution they can make to the school program. Parents are involved as advisers and advocates, as well as decision makers in the school governance process. Through ongoing communication, parents are kept well informed of their children's progress and have a clear understanding of their own roles in the educational process. Parents are encouraged to learn techniques that will help them assist in their children's learning in the home environment. Parent Education sessions are coordinated with the district to offer support in working with children at home. Parents who speak only languages other than English are provided with translators to assist with school involvement. ELD classes are provided to parents on an ongoing basis.

Tasks

- 6.1 School Site Councils will continue to monitor program implementation and effectiveness.
- 6.2 Results of annual needs assessment will be used to modify the existing LEA plan.
- 6.3 Teacher committees will continue to evaluate program implementation and effectiveness.

Measures

Professional Development Survey
Site Council Surveys

People Assigned

Superintendent
Principals
Parent and Community Leaders

Start Date - End Date

1/1/2012 - 12/31/2012

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

The Wiseburn School District offers a full range of special programs and services for identified students. The District is committed to providing appropriate high quality services for students with special needs with an emphasis on collaborative and inclusive models including learning centers, early intervention preschool programs, resource specialist programs, and special day classrooms. Physical and intellectual access to information is provided on an equitable basis to students who are learning English, economically disadvantaged, in special education, gifted and talented as well as students of average ability. School scheduling practices allow for student participation in the core curriculum as well as support service programs where needed. Flexible grouping activities give all students opportunities to develop academic skills as well as participate successfully in group processes.

Tasks

- 7.1 Continue to refine Learning Center Model for special education services.
- 7.2 Explore alternate to discrepancy model for special education assessment.

Measures

IEP Documents
STAR/CMA/CAPA Testing

Local Educational Agency Plan

People Assigned

Director of Psychological and Child Services
Special Education Teachers
Principals
Teachers

Start Date - End Date

1/1/2012 - 12/31/2012

Monitoring program effectiveness.

Evaluation of students' strengths and progress is systematic and ongoing, and it includes a broad range of assessment methods. Evaluation reflects the purposes of the curriculum and includes: (1) teachers' informal and formal evaluations of students' participation and achievement related to both individual and class objectives, (2) performance assessment with clearly stated criteria for evaluation, and 3) frequent self-assessment and peer critique of writing and speaking activities. Data on students' performance are collected (e.g., by using portfolios of student work, tests, and homework) along with data on the quantity and type of work accomplished. Feedback is provided regularly to students and parents through test scores, rubrics, grades, conferences, peer critiques, awards and other forms of recognition. Teachers regularly use student work to evaluate, adjust, and plan future instruction.

Tasks

- 8.1 Continue to expand use of the Datawise system to include recent Mathematics adoption materials.
- 8.2 Provide consistency for grading practices across teachers/schools/departments/grade levels.

Measures

STAR Testing
Datawise Benchmark Testing

People Assigned

Superintendent
Director of Curriculum and Instruction
Principals
Teachers

Start Date - End Date

1/1/2012 - 12/31/2012

Targeting services and programs to lowest-performing student groups.

Utilizing the standards and standardized assessment, a comprehensive analysis of student performance is completed. Each school's staff analyzes the data to determine areas of focus and support to students who scored basic or below. Principals and teachers use the Datawise system to identify students not yet proficient. Students are sorted into groups based on standards-related identified needs. Teachers make instructional decisions based on the direct feedback from student data. District-wide interventions are identified based on this overall assessment of student needs. Parents are involved in this process through parent conferences and notifications of eligibility for specific interventions.

Tasks

- 9.1 Conduct Annual District Leadership Data Review
- 9.2 Principal/teacher review data for present students' intervention needs
- 9.3 Teachers make instructional decisions based on current student data
- 9.4 Students are assigned to intervention programs appropriate to their needs

Measures

STAR Testing
Datawise Benchmark Testing

Local Educational Agency Plan

People Assigned

Superintendent
Director of Curriculum and Instruction
Principals
Teachers
Intervention Teachers
ELD Specialists
Special Education Teachers

Start Date - End Date

1/1/2012 - 12/31/2012

Any additional services tied to student academic needs.

On-going monitoring of student progress.

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Tasks

This area is intentionally left blank.

Measures

This area is intentionally left blank.

People Assigned

This area is intentionally left blank.

Start Date - End Date

This area is intentionally left blank -

Local Educational Agency Plan

LEP Students Proficient in Reading/Language Arts and Mathematics

Goal Statement

English Language Learner Sub-Group Performance (approved by the DELAC 12/7/11)

Close the achievement gap that exists for English Language Learners by raising overall ELL proficiency levels from 54% to at least 60% in ELA as measured by the California Standards Test. This goal will be met by continuing the Wiseburn English Language Learner Initiative.

Monitoring Plan

Student progress on report cards and benchmark testing will provide formative data to review each Trimester/quarter. Each year in the fall, student progress on STAR and CELDT will provide data for district-wide review, including API scores. Each year in the spring, principals will conduct an annual data review for the ELD program.

Area of Analysis Associated with this Goal: Analyze LEP Programs

Continue both core and intervention programs for ELL students to provide support towards full proficiency in both Math and ELA. Continue to provide funding for the re-designed program for ELD students that allows more time for ELD instruction, literacy, math skills, and study skills. Provide a safety net of support for students not yet proficient.

Description of Planned Improvements in Programs for LEP Students and Immigrants

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

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

To better meet the needs of English Language Learners, the Wiseburn School District has re-organized the ELD program. Two certificated teachers are assigned to coordinate the program and provide direct services to students. The CELDT testing program was re-structured to begin during the summer and provide faster feedback to teachers. ELL's participate in before and after school instructional programs, taking advantage of Early Bird and Late Bird schedules.

In 2009-10, the Wiseburn School District undertook a re-structuring of the English Language Development Program at the elementary level. This program was first proposed by the District English Language Advisory Council (DELAC), and was developed with the participation of teachers, parents, and administrators seeking to improve the academic success of English Learners. Central to this program was a significant increase in direct ELD instructional time. This increase was made possible by extending the school day for ELD students. This program structure allows for direct ELD instruction for English Learners without the loss of core academic instructional time in the regular classroom.

All ELD instruction is based on the California Standards for English Language Learners. The material used in ELD includes Avenues and Houghton Mifflin Reading for English Learners. Groupings of students and the level of instruction are based upon the language levels of each student as measured by the California English Language Development Test. The ELD teacher is responsible for building academic connections with the general education teacher for each student.

Local Educational Agency Plan

In grades K-2, English Learners attend school during both Early Bird and Late Bird time (Split Reading time), providing 200 minutes of additional instruction per week. In grades 3-5, students participate in a before-school program that provides 120 minutes per week of additional ELD instruction. The ELD instruction is provided by a credentialed teacher with specific expertise in the area of English language acquisition. The ELD teachers are also responsible for coordinating the services of instructional aides who support student learning in the ELD classroom. Services are also provided to students inside the classroom through scheduled push-in support from the ELD aides and teachers. ELD teachers are also responsible for coordinating all CELDT testing and monitoring the educational progress of each English Learner. This includes regular formal and informal meetings with each classroom teacher to discuss progress and suggest strategies for individual student success. The classroom teacher is responsible for providing English Language support for English Learners and to use Specifically Designed Academic Instruction in English (SDAIE) to present core instruction.

During the first two years of the re-structured ELD program, we were encouraged by many signs of success. Attendance in the ELD program ran higher than 95%, indicating parental buy-in for the program. Parent surveys indicated that parents of ELD students were highly supportive of the new program. Both CELDT and STAR results indicate higher rates of student academic success. During 2010-11, Wiseburn staff continued to refine and improve the English Language Development program. The focus for this year will be to improve communication between the ELD teachers and the classroom teachers. A formal system for meeting to discuss individual ELD student progress will be put in place.

Each English Learner receives a program of instruction in English Language Development (ELD) in order to develop proficiency in English as rapidly and effectively as possible.

Principals are accountable for monitoring the success of EL students at their sites based on annual measurable objectives and progress on STAR and CELDT scores based on the Adequate Yearly Progress expectations of No Child Left Behind.

The District outreach to parents of English Learners includes the following actions:

1. The District sends notice of and holds regular meeting for the purpose of formulating and responding to the parents' recommendations.
2. The District informs the parents how they can be involved in the education of their children and be active participants in assisting their children to:
 - Attain English proficiency
 - Achieve at high levels in core academic subjects
 - Meet challenging state academic standards expected of all students
3. When 15 percent or more of the student population at the school site speak a single primary language other than English, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district are, in addition to being written in English, written in the primary language(s).

Local Educational Agency Plan

Language instruction based on scientifically-based research.

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

The Wiseburn School District is providing services to English Learners to ensure that they are acquiring English language proficiency and recouping any deficits that may have been incurred in other areas of the core curriculum. English Learners will achieve at a proficient level in core academic subjects. All EL students receive an English Language Development program which is based upon research until they are reclassified. Reclassification occurs when a student has demonstrated English language proficiency comparable to that of the district's average native English speakers. In order to develop proficiency in English as rapidly and as effectively as possible, each English Learner receives a scheduled program of instruction in English Language Development that is appropriate for their identified levels of language proficiency. These lessons are based on the English Language Development Standards, adopted by the State of California Board of Education and the Wiseburn School District Board of Trustees. ELD lessons are designed to promote English Learners' acquisition of listening, speaking, reading, and writing skills.

Each English Learner with disabilities is assessed for English Language Development using accommodations, modifications, or alternate assessments for the CELDT if specified in the pupil's Individualized Education Program (IEP) or 504 Plan.

The K-8 English Language Development Program adopted by the State of California Board of Education is embedded in the district adopted English Language Arts curriculum programs: Houghton Mifflin Reading for grades K-5 and Holt Literature and Language Arts for grades 6-8.

The district's adopted supplemental ELD materials are the literature based programs Hampton Brown series "Avenues" and "Into English" (K-5) and "High Point" (6-8). Language Arts teachers are trained to use the correlation guides for their appropriate grade level span. Each of these programs have been certified in California for providing high quality instruction based on scientifically-based research.

Local Educational Agency Plan

LEP Professional Development.

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

The Wiseburn School District will provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.

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

Professional development is provided by the district in the form of inservice training, workshops, and/or conferences to enhance the ability of teachers to understand and use instructional strategies for limited English proficient students. The district participates with neighboring districts to provide ongoing training for teachers and paraprofessionals based on scientifically sound, research demonstrated for effectiveness, in increasing knowledge and skills. The professional development is designed to improve instruction and assessment of LEP children to continually increase their English proficiency. Annual monitoring of the program assures a positive and lasting impact on performance in the classroom.

Upgrade program objectives and instructional strategies.

Upgrade program objectives and instructional strategies.

Check if the LEA meets or plans to meet this requirement

The Wiseburn School District began the process of upgrading objectives and instructional strategies during the summer of 2009. This has resulted in the re-organization of the ELD program. Ongoing revision to the program is coordinated through the District English Language Advisory Committee, ELD staff and district/site administration.

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

Please describe

Check if the LEA meets or plans to meet this requirement

Local Educational Agency Plan

All English Language Learners participate in either before or after school English Language Development supplemental instruction. This includes a focus on reading and instructional strategies to improve student learning. For elementary students, this instruction takes place four days per week during the early bird or late bird time as an extension of the school day. All ELD students participate in this program until they are re-classified as Fluent English Proficient unless a specific individualized plan is developed by the classroom teacher. All English Learners participate in the core curriculum presented by the classroom teacher.

Develop and coordinate programs with other services.

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

Check if the LEA meets or plans to meet this requirement

The ELD program is coordinated with other programs and services including Title I, Title II, Economic Impact Aid, Reading Intervention, and regular classroom instruction. The coordination takes place between the ELD teachers, site principals, the Director of Curriculum and Instruction, and the Superintendent.

Improve the English proficiency and academic performance of LEP children.

Improve the English proficiency and academic performance of LEP children.

Check if the LEA meets or plans to meet this requirement

The Wiseburn School District improves academic performance of English Language Learners by developing SMART Goals for English Language Arts, Mathematics, and Closing the Achievement Gap. Improvement is measured through the analysis of STAR results and other measures.

LEP community programs, family services, parent outreach.

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

Check if the LEA meets or plans to meet this requirement

The Wiseburn School District assists parents through community liaisons such as our spanish speaking instructional aides and a Tongan community liaison. The district has coordinated participation in the CBET program for English instruction to parents.

Incorporate technology.

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

Check if the LEA meets or plans to meet this requirement

Local Educational Agency Plan

The Wiseburn School District has invested in the development of technological support system that has been built for the 21st century. Students and teachers have access to computers, display equipment, and other technologies to be used within a wireless network. English Language Learners participate in computer based assessments and instructional programs that are embedded into the curriculum such as Lexia, Accelerated Reader, DIBELS, Datawise, and Harcourt Math Online.

Other Title III activities.

Other activities consistent with Title III

The English Language Development program at Wiseburn is consistent with the purposes of the Title III program. Instructional aides that are funded through Title III are responsible for helping students in the classroom and supporting families as a community liaison.

Local Educational Agency Plan

Inform parents of LEP students.

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

To promote parental and community participation in LEP programs the following will occur:

1. LEA informs the parent/s of a LEP student of each of the following (per Sec. 3302 of NCLB):
 - a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;
 - b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;
 - c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;
 - d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;
 - e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
 - f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;
 - g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;

Each child whose home language survey identifies a language other than English spoken at home receives a parent letter which states that in accordance with state and federal laws, all children who come from a home where a language other than English is spoken, must be assessed to determine their level of English proficiency. The parents receive written notification of the results of the test and informs them of the English Language Development (ELD) program. The letter describes the method of instruction within the classroom, how subject areas will be taught, how textbooks will be used and how homework assignments will be provided. These letters are translated into the primary language of the parent. Parent permission is requested for participation and then each year they are informed of their child's progress. Parents are informed of their right to have their child removed upon their request and to be enrolled in another program or method of instruction if available. Additionally at the time of this notification parents are informed about the ways they can become more involved in their child's education and the English Learner Advisory Council (ELAC). Upon potential reclassification, the parents also receive written notification and are asked to attend a meeting in determining the best placement for their child. Reclassified students are monitored for two years. If the child is in need of the program support he/she is readmitted.

Local Educational Agency Plan

LEA Parent Notification - Failure to Make Progress

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

If the Wiseburn School District has not made progress on annual measurable achievement objectives, the District will inform parents/guardians of English Learners of such failure not later than 30 days after such failure occurs.

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

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

Check if the LEA meets or plans to meet this requirement

The Wiseburn School District has coordinated participation in the CBET program for parent education in English.

Personnel trained to support immigrant children.

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

Check if the LEA meets or plans to meet this requirement

Although a very small percentage of our Limited English Proficient students are immigrant children, the district supports training for personnel in providing supports for these students.

Tutorials, mentoring, counseling for immigrant children & youth.

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

Check if the LEA meets or plans to meet this requirement

Wiseburn School District students have participated in tutorials and community based support programs. Family Counseling is provided to families through grants set up at Dana Middle School. Other mentoring programs have been set up for students at all grade levels through the US Coast Guard, Federal Bureau of Investigation, US Air Force, Northrop-Grumman, Boeing, Raytheon, and other community partners.

Local Educational Agency Plan

Identify and acquire curriculum, educational software, technologies.

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

Check if the LEA meets or plans to meet this requirement

Regardless of available state funding, the Wiseburn School District has moved forward with the adoption of new curricular materials. Recently adopted materials include Social Studies, Science, and Math Textbooks, as well as Avenues for English Learners. The next adoption on the calendar is English/Language Arts, however lack of adequate state funding has put this on hold. The district continues to explore new avenues for learning through technology. Recent additions have been made in the use of Accelerated Reader/STAR Assessments and Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Students make use of the Lexia program at the elementary level and Study Island at the middle school level. District teachers continue to use the Datawise system for the creation of standards-based testing and the analysis of state and local benchmark testing.

Basic instruction services for immigrant children: supplies, transportation.

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

Check if the LEA meets or plans to meet this requirement

The Wiseburn School District is committed to providing all necessary basic instructional services for immigrant children and families.

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

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

Check if the LEA meets or plans to meet this requirement

The Wiseburn School District is fortunate to have several local resources available to our students with civic education. Immigrant children are assisted through coordinated mentor programs such as "Homework Heroes" with the US Coast Guard and "Reading Buddies" with the US Air Force.

Coordinate activities with other organizations

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

Check if the LEA meets or plans to meet this requirement

Local Educational Agency Plan

Activities are coordinated for all students, including immigrants, with a variety of community partners including Vistamar School, Loyola Marymount University, Boeing, Northrop-Grumman, Raytheon, and Aerospace Corporation.

Local Educational Agency Plan

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

Goal Statement

Our expectation is that all Wiseburn teachers will be highly qualified. We also expect our teachers to work in ways that support collegiality and develop a professional learning community.

Monitoring Plan

All activities of the professional learning community in Wiseburn will be centered around student achievement. The results of student achievement will be the most significant factor in the measure of effectiveness of our Professional Development Plan.

Area of Analysis Associated with this Goal: Teacher Quality

Develop creative solutions to find time for training including the use of substitutes, Twilight training, Saturday training, Wednesday staff meetings, and district call-out hours. Coordinate all professional development activities under the umbrella of analysis of student progress for instructional decision-making. Encourage the continued growth of professional learning communities and collaboration to achieve these goals.

Description of Planned Improvements for Professional Development

Align PD with State standards.

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

All professional development activities are aligned with California Content Standards and the California Standards for the Teaching Profession. Plans for activities are based on a review of student performance and staff needs. The Wiseburn School District is in the transition process towards implementing the California Common Core Standards.

Tasks

District Leadership Team to review STAR Results and identify District Goals.
School Sites review STAR results and identify Site Goals.
Sites to monitor progress based on Benchmark tests and adjust instruction accordingly.

Measures

Annual STAR Results at the 80% proficient mark for Language Arts and 75% for Math by 2012.
Benchmark tests (HM, Holt, Harcourt, District Writing)

People Assigned

Superintendent
Director of Curriculum and Instruction
Principals
Teacher Leaders
All Teachers

Local Educational Agency Plan

Start Date - End Date

1/1/2012 - 12/31/2012

Based on scientifically-based research.

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

All Wiseburn professional development activities and materials are related to scientifically based research. Our focus on professional learning communities as a means to foster growth in student achievement is grounded in the research of Richard Dufour, Mike Schmoker, and Robert Marzano. Areas of focus include closing the achievement gaps that exist in Wiseburn, ensuring the full implementation of state-adopted material, and providing instruction that is effective, engaging, data-driven, and targeted to meet the individual needs of students. These activities will be conducted within a professional context of trust and collegiality.

Tasks

Conduct Annual Professional Development Needs Survey
Provide Opportunity for feedback through Professional Development Evaluation Forms

Measures

Professional Development Needs Survey
Professional Development Evaluation Forms

People Assigned

Superintendent
Director of Curriculum and Instruction
Director of Psychological and Child Services
Principals
Teachers
Instructional Aides

Start Date - End Date

1/1/2012 - 12/31/2012

Local Educational Agency Plan

Impact on achievement, eliminate the achievement gap.

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

The Wiseburn Leadership Team has selected the ELD sub-group as our focus area for closing the achievement gap. Since 2009, the Wiseburn School District has been implementing a new instructional delivery system which provides additional instructional time for ELD students, while providing the core curriculum. Based on 2011 results, our District API stands at 866 and our ELD sub-group has an API of 796. All other sub-groups in the district have also continued to rise with the overall district population.

Tasks

Wiseburn will continue our district ELD program by assigning two full time certificated teachers to teach and coordinate the program. This re-structuring includes the CELDT testing process, ELD instruction and curriculum, classroom SDAIE strategies, and reading intervention. The teacher leaders also coordinate the work of the ELD instructional aides.

Measures

API scores for ELD and Hispanic sub-groups will pass 800 by 2012.

The passage rate (levels four and five) on the CELDT test will increase from 53% in 2008 to 65% in 2012.

People Assigned

Superintendent
Director of Curriculum and Instruction
Principals
ELD Teachers
ELD Instructional Aides

Start Date - End Date

1/1/2012 - 12/31/2012

Coordinate PD with Federal, State and local PD programs.

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

The Wiseburn School District utilizes federal Title II funds to provide training to staff. Our program had previously been divided up between site administrators, resulting in a fragmented approach. Now the Director of Curriculum and Instruction will oversee all professional development which will result in a more coordinated program. The major focus for PD will include: closing the achievement gap for English Language Learners, building a results based professional learning community for student achievement, providing staff with specific skills and knowledge to best achieve learning goals.

Local Educational Agency Plan

Tasks

Identify areas of focus for staff development

Measures

Professional Development Survey
STAR Results
Professional Development Evaluation Forms

People Assigned

Superintendent
Director of Curriculum and Instruction
Director of Psychological and Child Services
Principals

Start Date - End Date

1/1/2012 - 12/31/2012

Making PD available, ensure needs are met.

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

Professional Development is provided in a variety of formats including on-line, after-school, release time, weekend sessions, summer sessions, institutes, workshops, mentoring, and professional collaboration time. Our goal is to build the expertise and capacity within our district employees and rely on their abilities to work together towards common goals. We often rely on a trainer of trainers model to reach the maximum number of people within the limited means of our district budget. Technology mentors and BTSA mentors provide the one on one training and personal attention that has been most effective for teachers and instructional aides.

Tasks

Coordinate Staff Development plans with Administrative Council
Conduct annual staff development survey

Measures

Professional Development Survey

People Assigned

Superintendent
Director of Curriculum and Instruction
Principals
Teachers
Instructional Aides

Start Date - End Date

1/1/2012 - 12/31/2012

Local Educational Agency Plan

Part D funds, train about technology in education

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

Follow the District Technology Plan goals related to Professional Development and Curriculum:

The Wiseburn School District has current academic content standards in the areas of Language Arts, Math, History/Social Science, Science, and ELD. The standards in each of these content areas are aligned to the respective state content standards. The Technology Committee will map the National Educational Technology Standards (NETS) with existing content standards and provide suggested technology-enriched activities for each grade level and content area.

Student expectations are aligned with content standards written for each grade level and subject area. Based on assessments done locally and statewide, instructional needs are adjusted on an ongoing basis. The schools' Single Plan for Student Achievement Report provides annual updates that include technology usage by students, staff, and parents. By using growth documents from the school sites, the technology plan supports the individual schools' improvement plans.

Since the development of our last technology plan, Wiseburn faculty and administration have shown significant growth in technology use and skills. Particular growth was seen in the area of professional communication (email), record keeping (PowerSchool/PowerGrade), and the use of productivity tools (word processing, presentations, spreadsheets). Recent increases in skills related to data collection and analysis, online data input, and Web 2.0 tools have been noted in the EdTech Profile. Continued growth in communication, curriculum integration, and assessment of students is expected.

Tasks

Technology Committee will finalize the 2012-15 Technology Plan.
Tech Mentors will provide appropriate training for certificated and classified staff.

Measures

Teachers and students take the Ed Tech Profile each year

People Assigned

Director of Curriculum and Instruction
Tech Mentors
Principals

Start Date - End Date

1/1/2012 - 12/31/2012

Funding Source	Description	Cost
Title II, Part D, Enhancing Education Through Technology	Training for Tech Mentors	\$691.00

Local Educational Agency Plan

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

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

Technology Mentors will provide training to all staff at staff meetings, after school and on Saturdays. Training will include the analysis of student results through Datawise, use of PowerGrade, email, word-processing, spreadsheet, and presentation applications. Teachers and staff will utilize their knowledge in these areas to help students integrate the tools of technology into their standards-based curriculum.

Tasks

Plan for Tech Festival, Tech Twilights, staff meetings and individual training

Measures

Teachers and students take the Ed Tech Profile each year.

People Assigned

Technology Mentors

Start Date - End Date

1/1/2012 - 1/31/2012

Collaboration to plan PD activities and the LEA Plan.

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

Each year teachers complete a Professional Development Survey to provide input to the Administrative Council regarding needs for professional development. Evaluation data from past trainings are reviewed. Teachers and paraprofessionals provide input to principals during staff meetings. Parents participate in this process through Site Council, ELAC, DELAC and GATE committees. For example, parents on the GATE committee have been influential in the development of past trainings in the area of differentiated instruction.

Tasks

Conduct Professional Development Survey
Coordinate parent involvement through committees

Measures

Professional Development Survey
Evaluation of Professional Development Days

Local Educational Agency Plan

People Assigned

Superintendent
Director of Curriculum and Instruction
Principals
Teachers
Paraprofessionals

Start Date - End Date

1/1/2012 - 12/31/2012

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

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

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

The use of data and assessments are a central part of the professional learning community in Wiseburn. Time will continue to be provided for teachers to analyze student academic results and make next step instructional decisions based on that analysis. Teachers use their knowledge of student results to identify students who are not yet proficient and provide specific intervention to promote proficiency. Training to staff will include differentiated instruction and behavior management to ensure that all students are learning.

Tasks

Develop SMART Goals at the District, School, grade level/department, and teacher levels based on student performance on standards.

Measures

STAR Results
HM/Holt Results

People Assigned

Superintendent
Director of Curriculum and Instruction
Principals
Teachers

Start Date - End Date

1/1/2012 - 12/31/2012

Local Educational Agency Plan

Funding Source	Description	Cost
Title II, Part A, Subpart 2, Improving Teacher Quality	Conferences/substitutes/hourly pay for teachers conferences and in-house training for teachers at all sites	\$27,923.00
Title II, Part A, Subpart 2, Improving Teacher Quality	Training for new teachers including substitutes and conferences at all sites	\$9,000.00
Title II, Part A, Subpart 2, Improving Teacher Quality	Centralized Services	\$6,516.00

LEA meets the requirements of NCLB Section 1119.

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

All Wiseburn Teachers are highly qualified based on the requirements of No Child Left Behind. All teachers have their CLAD supplement or appropriate CTEL requirements. All paraprofessionals working in Title I schools are highly qualified through education or through the Paraprofessional Training Assessment Program.

Tasks

All new hires for teachers and paraprofessional must be highly qualified.

Measures

SARC

People Assigned

Superintendent
 Director of Human Resources
 Principals

Start Date - End Date

1/1/2012 - 12/31/2012

Local Educational Agency Plan

Safe & Drug Free Schools

Goal Statement

Wiseburn seventh and fifth grade students will decrease self-reported levels of alcohol and smoking by at least 1% based on the California Healthy Kids Survey.

Students will report an increase in high levels of school connectedness by at least 3% based on the California Healthy Kids Survey.

Monitoring Plan

Students will take the California Healthy Kids Survey every other year. Teachers will document lesson plan implementation of ATODV programs. Principals will monitor teacher implementation of programs.

Area of Analysis Associated with this Goal: Prevention - ATODV

Wiseburn should focus resources on alcohol abuse awareness and smoking awareness, particularly at the middle school level. School Connectedness can be increased through meaningful activities between students and adults at the school.

Local Educational Agency Plan

Environments Conducive to Learning

Strengths

Based on the Healthy Kids Survey there has been an increase at the 7th grade in the number of students reporting feeling very safe at school from 24% in 2004-05 to 42% in 2008-09. Suspension and expulsion rates for students in Wiseburn remain very low indicating a peaceful school environment.

Areas of Need

Based on the Healthy Kids Survey 57% students at the fifth grade level are reporting feeling safe at school all the time. This is a decrease from 71% in 04/05 and 59% in 06/07.

Conclusions

Continue to focus on safety plans and student perceptions of safety through assemblies, activities, and projects.

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

LEA Activities to support students in environments conducive to learning

The focus at Wiseburn is to provide a learning environment that is safe for students. Student behavior expectations are extremely high; the relatively low level of student suspensions indicates that students are choosing to behave in a positive manner. Students in Kindergarten through sixth grade participate in the Too Good for Drugs and Too Good for Violence programs within their regular classroom. At seventh and eighth grade, students participate in Project Alert in their science classes. A school counselor at the middle school and counseling interns at the elementary schools provide support for students and families. At the middle school, students receive instruction in Positive Prevention for HIV/STD prevention. Each of these programs provides students with a chance to make a positive connection with an adult at the school, often beyond the regular classroom teacher. This fits with our goal of building connectedness between the students and the adults at the school.

Local Educational Agency Plan

Prevention - ATODV

Strengths

Based on the Healthy Kids Survey for 2010-11 there very limited use of cigarettes by Wiseburn students in grades surveyed (grades 5). At 5th grade 1% of students reported ever having used cigarettes. 65% of fifth grade students report feeling safe at school all of the time. This is much higher than reported by students about how safe they feel outside of School all of the time (34%).

Areas of Need

Based on the Healthy Kids Survey for 2010-11 6% of students have reported use of alcohol within the past 30 days, which is an dencrease from 12% reported in 2008-09. This was previously an area of need that has improved. At seventh grade 3% of students reported smoking cigarettes within the past 30 days.

Conclusions

Wiseburn should focus resources on alcohol abuse awareness and smoking awareness, particularly at the middle school level. School Connectedness can be increased through meaningful activies between students and adults at the school.

Local Educational Agency Plan

Prevention Program Performance Indicator Baselines & Goals

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance measures from the California Healthy Kids Survey	Baseline data	Biennial Goal (Performance indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5th 1 %	5th 0 %
	7th 5 %	7th 4 %
	<hr/>	
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7th 3 %	7th 2 %
	9th __ %	9th __ %
	11th __ %	11th __ %
<hr/>		
The percentage of students that have used marijuana will decrease biennially by	5th 0 %	5th 0 %
	7th 4 %	7th 3 %
<hr/>		
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7th 5 %	7th 4 %
	9th __ %	9th __ %
	11th __ %	11th __ %
<hr/>		
The percentage of students that have used marijuana within the past 30 days will decrease biennially by	7th 1 %	7th 0 %
	9th __ %	9th __ %
	11th __ %	11th __ %
<hr/>		
The percentage of students that feel very safe will increase biennially by:	5th 65 %	5th 68 %
	7th 42 %	7th 45 %
	9th __ %	9th __ %
	11th __ %	11th __ %
<hr/>		
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7th 16 %	7th 13 %
	9th __ %	9th __ %
	11th __ %	11th __ %
Truancy Performance Indicator	Truancy Baseline	Truancy Annual Goal
The percentage of students who have been truant will decrease annually by:	11	10

Local Educational Agency Plan

Protective Factors Performance Indicator	Protective Factors Baseline Data	Protective Factors Annual Goal
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by	5th 66 %	5th 69 %
	7th 40 %	7th 43 %
	9th __ %	9th __ %
	11th __ %	11th __ %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by	5th 65 %	5th 68 %
	7th 63 %	7th 66 %
	9th __ %	9th __ %
	11th __ %	11th __ %
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by	5th 26 %	5th 29 %
	7th 17 %	7th 20 %
	9th __ %	9th __ %
	11th __ %	11th __ %
The percentage of students that report high levels of school connectedness at their school will increase biennially by	5th 76 %	5th 79 %
	7th 63 %	7th 66 %
	9th __ %	9th __ %
	11th __ %	11th __ %

Local Educational Agency Plan

Science Based Programs

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

Name	Program ATODV Focus	Target Grade levels	Target population size	Purchase Date	Staff Training Date	Start Date
Too Good for Drugs	ATOD	K-6	1711	09/01/04	10/13/04, 10/12/06	11/01/04
Project Alert	ATODV	7-8	562			
Too Good for Violence	V	K-6	1711			

Research Based Programs

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

Activities	Program ATODV Focus	Target Grade levels
Service-Learning/Community Service	ATODV	6-8
Peer-Helping and Peer Leaders	ATODV	6-8
Positive Alternatives	ATODV	K-8
Tobacco-Use Cessation	ATODV	K-8
Family and Community Collaboration	ATODV	K-8
Mentoring	ATODV	K-8
Conflict Mediation/Resolution	ATODV	K-8
Youth Development, Caring Schools, Caring Classrooms	ATODV	K-8
After School Programs	ATODV	K-8
Media Literacy and Advocacy	ATODV	K-8
School Policies	ATODV	K-8
Student Assistance Programs	ATODV	K-8

Local Educational Agency Plan

Promising or Favorable Programs & waiver to Adopt

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

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

Application for Waiver

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

Local Educational Agency Plan

Description of Planned Improvements for Providing Learning Environments Conducive to Learning

Analysis of Data for Selection of Programs

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

A committee was formed to review several programs for Safe and Drug Free Schools and to address violence. Members included teachers and administrators representing elementary and middle school levels. The committee recommended Too Good for Drugs/Violence and Project Alert as programs that would best address building student external assets and internal assets. Wiseburn is focused on building student character through personal reflection positive recognition of good behavior choices. The District supports the efforts of each school site in efforts of Alcohol, Tobacco, Other Drug Use, and Violence Prevention through Red Ribbon Week, classroom programs, parent/family involvement, peer mediation and leadership training, staff development and counseling.

Evaluations and Continuous Improvement, [p49]

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

Each year teachers complete a monitoring sheet to document that they are completing with fidelity all lessons in the the Too Good for Drugs, Too Good for Violence, and/or Project alert. This documentation is coupled with the observations of the school principals to ensure that the lessons are ongoing for students. The California Healthy Kids survey is administered every other year. The results of this survey are used to evaluate the effectiveness of the alcohol, tobacco, other drug, and violence prevention program in Wiseburn.

Use of Results & Public Reporting, [p50]

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

The California Healthy Kids Report is shared with School Site Councils at each school. Principals provide information about the results in newsletters. These results are available for public view on the internet.

Local Educational Agency Plan

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

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

Based on the CHKS results the middle school will be targeted to receive the most funding and resources. Each school will develop unique programs and strategies to address student needs. Teachers will continue to conduct regular evaluations of the program effectiveness for alcohol, tobacco, other drug use and violence prevention. The results are then used in determining the potential program change and information shared with classroom teachers for implementation. Results of the survey are also shared in public session with the school board, administrators, teachers, and parents. Program services are applied across the district but will be targeted to specific school and grade levels as needs emerge.

Coordinating SDFSC with Other Programs, [p51]

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

Funding for each school in the LEA is based upon program definitions and grade level designations. Each school site is given the ability to develop local programs such as Homework Clubs, interventions, assemblies, and support materials for students. The Administrative Council is responsible for coordinating programs and eliminating any duplication of services.

Parental Involvement & Notification Procedures, [p51]

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

Parent volunteers on site and district committees are an essential part of the Wiseburn alcohol, tobacco, other drugs and violence program. Parents provide feedback and act as liaisons to other parents. Parent committees such as Site Councils, ELAC, DELAC,GATE, and PTA's discuss survey results and potential goals for the program.

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TUPE Services for Minors and Minor Parents, [p52]

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

At this time Wiseburn does not have any pregnant minors or minor parents, and has not had any such cases. Students who may be pregnant and in need of assistance can be referred to the school site Student Study Team by the student, their parent, a teacher, counselor, nurse/health clerk or other staff member to determine their unique medical/educational needs. The school nurse/clerk will obtain the necessary release of information forms from the parent / student, provide the student and parent the medical information, and determine whether unhealthful factors such as smoking, alcohol/drug usage and/or abuse and nutritional needs are present. The school nurse/counselor can offer the student smoking cessation services through literature and community resources available. Linking students to proper medical agencies, such as those available through Medi-cal, Healthy Families, or other health organizations may also occur.

TUPE Funded Positions, [p53]

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

Tupe Positions

Local Educational Agency Plan

All students will graduate from high school

Goal Statement

This section is not applicable for a K-8 school district.

Monitoring Plan

This section is not applicable for a K-8 school district.

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

Performance Indicator: Increase Graduation Rate

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

Increase the percentage of students who graduate from High School.

This section is not applicable for a K-8 school district.

Activities/Action

This section is not applicable for a K-8 school district.

Students Served

This section is not applicable for a K-8 school district.

Tasks

This section is not applicable for a K-8 school district.

Measures

This section is not applicable for a K-8 school district.

People Assigned

This section is not applicable for a K-8 school district.

Start Date - End Date

N/A - N/A

Local Educational Agency Plan

Performance Indicator: Decrease Dropout Rate

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

Decrease the percentage of students dropping out of school.

This section is not applicable for a K-8 school district.

Activities/Action

This section is not applicable for a K-8 school district.

Students Served

This section is not applicable for a K-8 school district.

Tasks

This section is not applicable for a K-8 school district.

Measures

This section is not applicable for a K-8 school district.

People Assigned

This section is not applicable for a K-8 school district.

Start Date - End Date

N/A - N/A

Performance Indicator: Ensure Equal Access to AP Classes

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

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

This section is not applicable for a K-8 school district.

Activities/Action

This section is not applicable for a K-8 school district.

Local Educational Agency Plan

Students Served

This section is not applicable for a K-8 school district.

Tasks

This section is not applicable for a K-8 school district.

Measures

This section is not applicable for a K-8 school district.

People Assigned

This section is not applicable for a K-8 school district.

Start Date - End Date

N/A - N/A

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

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

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

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

The number of students receiving Free and Reduced lunch is the indicator for school eligibility for Title I in Wiseburn.

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

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

The school with the highest percentage of low-income students is the first to receive Title I funding. The district determines if any other schools will receive funding based on the same low-income factor.

Local Educational Agency Plan

School-Wide Programs

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

Wiseburn participates in Schoolwide Assistance for Title I services. The two schools identified with the most needs in this area are Juan Cabrillo and Peter Burnett. Assistance is provided to students through reading and math intervention that occurs within the school day. Students also participate in additional programs that extend their school day to provide increased time for learning. Classroom teachers, supported by instructional aides and reading specialists coordinate these services.

Targeted Assistance Programs [p57]

For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as: · Effective methods and instructional strategies based on scientifically-based research. · Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. · Strategies that minimize removing children from the regular classroom during regular school hours for instruction. · Instruction by highly qualified teachers. · Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. · Strategies to increase parental involvement.

Wiseburn does not participate in targeted assistance programs.

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

Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: · Identify children who are failing or most at risk of failing to meet the state academic content standards. · Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. · Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.

Title I eligibility is determined by a variety of measures including the California Standards Test, CELDT, and the Wide Range Achievement Test. Teachers input such as classroom grades and observations are also considered in this process.

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

The Director of Psychological and Child Services is the district liaison for identifying and serving homeless children. The district complies with all aspects of the McKinney-Vento Homeless Act.

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

This section is intentionally left blank.

Assist low-achieving schools. [p59]

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

Wiseburn does not have any schools in Program Improvement.

Public school choice and services. [p60]

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

The Wiseburn School District provides many opportunities for inter-district transfer of students both into and out of the district. No schools in Wiseburn are in Program Improvement.

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

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

The Administrative Council (ADCO) identifies all Title II funding priorities to match the staff development needs of the entire district, including the coordination with Title I needs. Every effort is made to recruit and maintain highly qualified teachers, principals and other staff.

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

Our Three Way Pledge signed by all parents, students and teachers is the cornerstone of building parent involvement in their children's education. Our parent groups such as PTA, Wiseburn Education Foundation, Site Council, ELAC/DELAC, and the GATE Advisory Committee, each recruit and select volunteers to become active participants in our school programs.

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Coordination of Educational Services. [p62]

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

The Wiseburn School district coordinates services for children with disabilities, English Language learners, Homeless students, and gifted and talented students. Programs for each of these groups are coordinated through the Administrative Council in compliance with all applicable laws and regulations.

Local Educational Agency Plan

Assurances

ASSURANCES

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

GENERAL ASSURANCES

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

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

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

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

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

The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.

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

The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.

Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.

The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

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

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

Local Educational Agency Plan

from Federal, State, and local sources.

Provide technical assistance and support to schoolwide programs.

Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.

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

Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.

Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.

Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and California Education Code Section 64001.

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

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

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

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

Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).

Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.

Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and California Education Code Section 64001.

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

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

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

Local Educational Agency Plan

agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

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

TITLE II, PART A

The LEA, hereby, assures that:

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

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

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

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

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

TITLE II, PART D

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

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

Local Educational Agency Plan

due to geographical distances or insufficient resources.

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

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

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

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

TITLE III

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

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

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

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

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

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

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

TITLE IV, PART A

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

Local Educational Agency Plan

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

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

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

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

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

- Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - o Allows a teacher to communicate effectively with all students in the class.
 - o Allows all students in the class to learn.
 - o Has consequences that are fair, and developmentally appropriate.
 - o Considers the student and the circumstances of the situation.
 - o Is enforced accordingly.

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

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New LEAP Assurances

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

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

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

Other

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

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Program Improvement LEA Plan Addendum

Address the fundamental teaching and learning needs in the schools of the LEA and the specific problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.

Fundamental Teaching and Learning Needs

Goal Statement

No data

Monitoring Plan

No data

Evaluate Current Programs**Describe Your Specific Actions**

No data

Tasks

No data

Measures

No data

People Assigned

No data

Start Date - End Date

No data

Specific measurable achievement goals and objectives for low-achieving Students, consistent with Adequate Yearly Progress (AYP).

Increased Achievement for Low-achieving Students

Monitoring Plan

No data

Goal Statement

No data

Local Educational Agency Plan

Evaluate Current Programs

Describe Your Specific Actions

No data

Tasks

No data

Measures

No data

People Assigned

No data

Start Date - End Date

No data

Specific measurable achievement goals and objectives for all significant student subgroups, consistent with Adequate Yearly Progress (AYP).

Increased Achievement for Significant Subgroups

Monitoring Plan

No data

Goal Statement

No data

AYP Achievement Objectives

Describe Your Specific Actions

No data

Tasks

No data

Measures

No data

People Assigned

No data

Start Date - End Date

No data

Local Educational Agency Plan

API Growth Related

Describe Your Specific Actions

No data

Tasks

No data

Measures

No data

People Assigned

No data

Start Date - End Date

No data

Participation Rate Related

Describe Your Specific Actions

No data

Tasks

No data

Measures

No data

People Assigned

No data

Start Date - End Date

No data

Graduation Rate Related

Describe Your Specific Actions

No data

Tasks

No data

Measures

No data

People Assigned

No data

Start Date - End Date

No data

Local Educational Agency Plan

Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

Strengthen Core Academic Programs Through SBR

Goal Statement

No data

Monitoring Plan

No data

Identification and Implementation of SBR Programs

Describe Your Specific Actions

No data

Tasks

No data

Measures

No data

People Assigned

No data

Start Date - End Date

No data

Actions that will have the greatest likelihood of improving student achievement in meeting state standards.

Increased Overall Achievement In Meeting State Standards

Goal Statement

No data

Monitoring Plan

No data

Local Educational Agency Plan

Alignment of Curriculum

Describe Your Specific Actions

No data

Tasks

No data

Measures

No data

People Assigned

No data

Start Date - End Date

No data

Alignment of Instruction

Describe Your Specific Actions

No data

Tasks

No data

Measures

No data

People Assigned

No data

Start Date - End Date

No data

The professional development needs of the instructional staff that will support the strategies and recommendations described above.

Professional Development to Support Improvement Strategies

Monitoring Plan

No data

Goal Statement

No data

Local Educational Agency Plan

Evaluate Professional Development Needs

Describe Your Specific Actions

No data

Tasks

No data

Measures

No data

People Assigned

No data

Start Date - End Date

No data

Identify and Schedule Professional Development

Describe Your Specific Actions

No data

Tasks

No data

Measures

No data

People Assigned

No data

Start Date - End Date

No data

Specific academic achievement and English Language proficiency goals and strategies for English Learners consistent with Annual Measureable Achievement Objectives (AMAOs) 1, 2, and 3 of the Title III Accountability System.

Increased EL Proficiency for EL Students

Goal Statement

No data

Monitoring Plan

No data

Local Educational Agency Plan

ELL Achievement Strategies

Describe Your Specific Actions

No data

Tasks

No data

Measures

No data

People Assigned

No data

Start Date - End Date

No data

Incorporated activities for before school, after school, during the summer, and during an extension of the school year.

Incorporate Before / After / Summer / Extended Activities

Monitoring Plan

No data

Goal Statement

No data

Identify and Implement Appropriate Activities

Describe Your Specific Actions

No data

Tasks

No data

Measures

No data

People Assigned

No data

Start Date - End Date

No data

Strategies to promote effective parental involvement in the school.

Parent Involvement

Goal Statement

Local Educational Agency Plan

No data

Monitoring Plan

No data

Identify and Implement Strategies for Increased Parental Involvement

Describe Your Specific Actions

No data

Tasks

No data

Measures

No data

People Assigned

No data

Start Date - End Date

No data

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LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ASSURANCE PAGE

LEA Plan Information:

Name of Local Educational Agency: Wiseburn School District

County District Code: 19-65169

Date of Local Governing Board Approval: _____

District Superintendent: Dr. Tom Johnstone

13530 Aviation Blvd.
Hawthorne, CA 90250
Phone: 310 643 3025
Fax: 310 643 7659
E-mail: tjohnstone@wiseburn.k12.ca.us

Signatures:

On behalf of LEAs, participants included in the preparation of this Program Improvement Plan Addendum:

_____	Dr. Tom Johnstone	_____
Signature of Superintendent	Printed Name of Superintendent	Date

_____	Nelson Martinez	_____
Signature of Board President	Printed Name of Board President	Date

Local Educational Agency Plan

I certify that my organization has worked with the identified Program Improvement District to complete the requirements of NCLB Section 1116(c) and California Education Code Section 52055.57 (c).

Name of External Organization

Signature of External
Organization Representative

Printed Name of External
Organization Representative

Date

Address

Phone

Please submit your completed Addendum by e-mail to LEAP@cde.ca.gov and indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (i.e., ZZZ Unified School District; PI Year 1; LEA Plan Addendum). If your LEA is also identified for Title III Year 2, please also note this in the subject line.

The Plan Addendum must be submitted to the California Department of Education (CDE) no later than January 13, 2011, if your LEA received a September 2010 notice letter, or **within 120 days** of receiving a February 2011 notice letter documenting a change in status.