



GOLETA UNION SCHOOL DISTRICT
Instructional Services

Local Education Agency Plan: Corrective Action

2013 - 2016



GOLETA UNION SCHOOL DISTRICT
Instructional Services

Board of Trustees

*Valerie Kushnerov, President
Pam Kinsley, Vice President
Richard Mayer, Clerk
Yvonne DeGraw, Member
Susan Epstein, Member*

MESSAGE FROM ASSISTANT SUPERINTENDENT, INSTRUCTIONAL SERVICES

In November of 2012, the Goleta Union School District was identified for Program Improvement Year 3 and required to develop an instructional improvement plan based on an analysis of student performance on the California Standards Tests and the California English Language Development Test (CELDT). The plan must identify research-proven strategies that the District will implement to raise the achievement of students performing below grade level, with special attention given to the progress of English learners and students with disabilities. Furthermore, it must provide detailed action steps for full implementation of the Common Core State Standards beginning in 2014-15.

During the last three months, teachers and principals on the District's four leadership teams (English Language Arts, Math, English Language Development, and Coherent Writing) and I have worked extensively with the consultants from the Santa Barbara County Education Office to develop a high quality plan that solidifies recent District initiatives, such as academic language and FactsWise, that are foundational to the Common Core State Standards (CCSS) and creates a pathway for District staff to move steadily into implementation of the new standards. The three-year Plan addresses each of the following areas:

- o The instructional shifts in CCSS ELA and Mathematics
- o The effectiveness of instructional programs in use for students with disabilities
- o The English language and academic proficiency goals of English learners
- o A review of district and site intervention systems

The Plan is comprehensive in scope and it encompasses the most recent information available to the District on the Common Core State Standards and assessments through the Smarter Balanced Assessment Consortium. I will work with Cabinet, principals, and Leadership Teams throughout the term of the plan to monitor and adjust the pace and scope of implementation.

The Common Core Standards represent significant changes to teaching practices, student learning, and assessment, all of which will require professional study and collaboration for effective implementation. In order to assist teachers and principals in this endeavor, the District has placed an emphasis on continued professional learning and the use of instructional leadership teams, in conjunction with the establishment of two Teacher on Special Assignment (TOSA) positions. The purpose of two pilot teacher positions is to deliver valuable instructional support in English Language Arts and Mathematics to teachers and principals during the 2013-2014 school year.

The data on student achievement in the Goleta Union School District reflects instructional practices that have been successful with many of our students. The efforts during the last few years on the part of teachers, principals, and staff have been tremendous and the results show a steady increase in student performance. As we enter a new era of Common Core State Standards, we will build upon the solid foundation of professional expertise, learning, and collaboration that we enjoy in this District and we will continue to utilize the strengths and qualities of our members to accomplish our educational goals.

Sincerely,

Elizabeth DeVita
Assistant Superintendent

**GOLETA UNION SCHOOL DISTRICT
UPDATES**

June 25, 2014

TITLE III 2014-2015 BUDGET UPDATE

🐼 GOALS AND STRATEGIES, High Priority Students — English Learners

- 🐼 Goal 3: IA3 Page 32
- 🐼 Goal 3: II1 and II5 Page 34
- 🐼 Goal 3: II9 and IIID Page 35

Table of Contents

Certification.....	Page 1
District Profile	Page 2
Needs Assessment Process	Page 3
Analysis of Data.....	Page 5 - 11
AYP	Page 5 & 6
API.....	Page 7
AMAO 1 and 2.....	Page 8
CELDT	Page 9
AMAO 3	Page 10 & 11
Local Measures of Student Performance.....	Page 12
Summary of Findings.....	Page 13
Goals, Strategies and Action Steps	Page 15
Research Base Used in the Development of this Plan.....	Page 16
Goals and Strategies.....	Page 17 - 40
English Language Arts	Page 17
Mathematics.....	Page 24
High Priority Students — English Learners	Page 32
High Priority Students — Special Education	Page 36
High Priority Students — Intervention	Page 39
District Budget for Federal Programs	Page 41
District Budget for State Programs	Page 42
Additional Mandatory Title I Descriptions.....	Page 43
Assurances.....	Page 51
Appendix.....	Page 57
Job Description — Teacher on Special Assignment	

**Goleta Union School District
LEA PLAN: Corrective Action
2013 - 2016**

Please submit the recommended plan template by uploading the completed plan to www.cais.ca.gov. Please include the district profile, needs assessment summary/analysis, description of local measures of student performance, additional mandatory Title I descriptions, and budget summary for federal and state categorical programs.

Corrective Action 6 Plan Information:

Name of Local Educational Agency (LEA): Goleta Union School District **County/District Code:** 426919560
Dates of Plan Duration (a three- to five-year plan): 2013-2016 **Date of Local Governing Board Approval:** March 6, 2013

District Contact Information:

District Superintendent: William Banning

Address: 401 North Fairview Avenue **City:** Goleta, CA **Zip Code:** 93117
Phone: (805) 681-1200 **Fax:** (805) 692-0857

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

William Banning March 6, 2013

Printed or typed name of Superintendent Date Signature of Superintendent (*on file*)

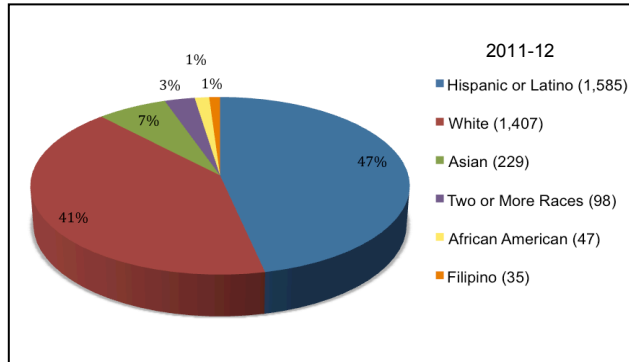
Valerie Kushnerov March 6, 2013

Printed or typed name of Board President Date Signature of Board President (*on file*)

DISTRICT PROFILE

The mission of the Goleta Union School District (GUSD) is to help all students in the District reach their highest potential.

Approximately 3,600 students attend GUSD. The nine K-6 schools in the District range in size from 300 to 450. The ethnic distribution of the District is diverse, as represented in the chart below. CST results from 2011-12 reflect a socio-economically disadvantaged population in Grades 2-6 of 44%, with 1,167 of 2,650 students receiving free or reduced lunches. GUSD is a Basic Aid school district; only three schools receive Title I funding.



Over 30 languages are represented in the District. Approximately 28% of GUSD students are identified as English Language Learners (ELLs), 88% of whom speak Spanish as their primary language.

During the 2011-12 school year, GUSD identified 535 students with IEPs in 12 categories of primary disability. “Specific Learning Disability” and “Speech and Language” were the predominant disabilities reported. Of the 219 students with IEPs for Specific Learning Disabilities, 159 (73%) were Hispanic; of the 196 students with IEPs for Speech and Language, 119 (61%) were Hispanic. As illustrated in the chart,

the percentage of Hispanic students in the District was approximately 43%.

All schools offer a Gifted and Talented Education (GATE) Program in grades 4, 5 and 6, and all schools offer programs in science, music, art, and physical education. All schools integrate technology into the instructional program; all classrooms are wired for high-speed communications and each school has a computer center.

The District provides a credentialed teacher in a Learning Center position at each school site for the purpose of providing instructional support for struggling learners.

One hundred percent of GUSD teachers meet the NCLB highly qualified criterion. Of the 205 District teachers, 52% hold Master’s Degrees, and another 44% have attained a Baccalaureate Degree plus 30 units of higher education credit. The average years of teaching service in the District is 14.1, and the average years of service in the District is 11.6.

The District average class size in K-3 is 20, and the average in Grades 4-6 is 24.

NEEDS ASSESSMENT PROCESS

GUSD worked with the Santa Barbara County Office of Education to create a needs assessment process that included an analysis of the nine Essential Program Components, but perhaps more importantly, analyzed the demands of the Common Core State Standards and the District's current capacity to effectively navigate the transition. The goal of the process was to not only shore up current instructional practices and systematize tiered intervention, but to increase understanding around the CCSS instructional shifts, grade level expectations, and shifts in practice that will be necessary to provide ALL students access to a robust course of study.

In recent years, GUSD has crafted a collaborative system that includes a four Districtwide Professional Leadership Teams (PLTs), as well as site-level Professional Learning Communities (PLCs) that join together to form District PLCs for professional development and calibration. This network of PLTs and PLCs was effectively utilized throughout the needs assessment process to analyze data, identify priority needs, create action steps, and communicate with stakeholders. Elizabeth DeVita, Assistant Superintendent of Instructional Services, worked closely with the following team members to create a long-range Corrective Action Plan designed to not only refine current practice, but to systematically transition all teachers and administrators to the demands of the new Common Core State Standards (CCSS).

ELA PLT Representatives:

Tracy Bowen, Kindergarten
Shari Farrington, Kindergarten
Ann Erickson, 1st Grade
Kimberly Spiewak, 1st Grade
Rania Azzam, 2nd Grade
Tanya Mischler, 2nd Grade
Lisa O'Connell 3rd Grade
Melissa Grant, 5th Grade
Sabrina Jensen, 5th Grade
Amanda Sweigart, 6th Grade
Kristina Muñoz, Learning Center Teacher
Kim Bruzzese, Principal
Mary Kahn, Principal
Felicia Roggero, Principal
Ryan Sparre, Principal
Yvonne DeGraw, Board Member
Richard Mayer, Board Member

Mathematics PLT Representatives:

Nina Burke, Kindergarten
Ilene Dietrich, Kindergarten Support Teacher
Trisa White-Ranson, 1st Grade
Kelly Hammond, 2nd Grade
Anna Scharfeld, 3rd Grade
Nancy Yokubaitis, 4th Grade
Mark Warren, 5th Grade
Susan Hughes, 6th Grade
Elli Rushing, 6th Grade
Virginia Sun, 6th Grade
Mary Post, Principal
Patty Santiago, Principal
Ned Schoenwetter, Principal
Ryan Sparre, Principal
Abby Vasquez, Principal
Yvonne DeGraw, Board Member
Richard Mayer, Board Member

ELD PLT Representatives:

Laura Calene, Kindergarten
Teresa Chavez Madrigal, 1st Grade
Kandie White, 2nd Grade
Veronica Flores, 4th Grade
Nora Zwehl, 4th Grade
Sara Kaplowitz, 5th Grade
Juri Holmes, 6th Grade
Francisca Escobar, Learning Center Teacher
Ty Saxby, Learning Center Teacher
Lisa Vance, ELD Tutor
Liz Barnitz, Principal
Felicia Roggero, Principal
Abby Vasquez, Principal
Pam Kinsley, Board Member
Susan Epstein, Board Member

Coherent Writing PLT Representatives:

Pam Orr, Kindergarten
Teresa Chavez Madrigal, 1st Grade
Christina Clayton, 2nd Grade
Mary Valadez, 2nd Grade
Ina Ettenberg, 3rd Grade
Colby Boss, 4th Grade
Barbara Cronin, 4th Grade
Kellie Pearson, 4th Grade
Jenny Husak, 5th Grade
Kelly Knappe, 5th Grade
Lisa Lisle, 5th Grade
Virginia Sun, 6th Grade
Elli Rushing, 6th Grade
Liz Barnitz, Principal
Mary Post, Principal

Felicia Roggero, Principal
Ned Schoenwetter, Principal
Yvonne DeGraw, Board Member
Susan Epstein, Board Member

In addition to the active participation of the above-mentioned teams, a number of District committees provided valuable insight and input throughout the needs assessment process. These committees include:

- District Advisory Committee
- District English Learner Advisory Committee
- GATE Parent Advisory Committee

Results from the following instruments were analyzed as a part of the needs assessment process:

- State testing results (AYP, API, CST, and CELDT)
- District Assistance Survey (DAS)
- English Learner Subgroup Self Assessment (ELSSA)
- Inventory of Services and Supports (ISS) for Students with Disabilities
- Academic Program Surveys (APS): site-based surveys were conducted at the two schools identified for Program Improvement
- ELA, Math, and ELD assessment of instructional alignment and practices were completed by members of the professional leadership teams
- District Management Analysis: Identification of instructional support and recommended improvements to support struggling learners, by school

ANALYSIS OF DATA

As the AYP requirements continue to increase, it is clear that a number of subgroups have had difficulty making adequate growth. While some Districtwide and subgroup growth has been attained, it has not been enough to satisfy the requirements of Safe Harbor, as evidenced by the tables below. The achievement gap for subgroups has remained at the same level over the last three years, however, there has been an average increase of 11% in ELA and 14% in Mathematics for the Hispanic, EL, SED, and SWD subgroups since 2009. Students with Disabilities subgroup experienced a significant decrease in AYP last year in both ELA and Mathematics.

Two of the nine GUSD schools entered Year 1 of Program Improvement in 2012-13. One of the schools entering PI has four subgroups, none of which met safe harbor in math or ELA; the other school has five subgroups, one of which met the AYP requirement for ELA and Mathematics.

Adequate Yearly Progress (AYP) English Language Arts

Districtwide and Subgroups	2008-09 (Target = 46.0%)		2009-10 (Target = 56.8%)		2010-11 (Target = 67.6%)		2011-12 (Target = 78.4%)	
	Adv / Prof %	Met AYP	Adv / Prof %	Met AYP	Adv / Prof %	Met AYP	Adv / Prof %	Met AYP
LEA-wide	61.5%	YES	67.1%	YES	67.1%	NO	69.9%	YES SH
Asian	84.6%	YES	88.6%	YES	89.6%	YES	88.8%	YES
Hispanic or Latino	40.4%	NO	48.7%	YES SH	49.0%	NO	52.4%	NO
White	82.1%	YES	84.9%	YES	84.8%	YES	88.3%	YES
Socioeconomically Disadvantaged	39.2%	YES	45.7%	YES SH	47.8%	NO	49.9%	NO
English Learners	36.8%	NO	46.6%	YES SH	47.2%	NO	48.4%	NO
Students with Disabilities	28.5	NO	40.5%	YES SH	41.3%	NO	37.1%	NO

Key: Green: Met Yellow: Met through alternate means Red: Did not meet

**Adequate Yearly Progress (AYP)
Mathematics**

Districtwide and Subgroups	2008-09 (Target = 47.5%)		2009-10 (Target = 58.0%)		2010-11 (Target = 68.5%)		2011-12 (Target = 79.0%)	
	Adv / Prof %	Adv / Prof %	Adv / Prof %	Met AYP	Adv / Prof %	Met AYP	Adv / Prof %	Met AYP
LEA-wide	62.2%	YES	71.0%	YES	72.8%	YES	74.0%	NO
Asian	88.3%	YES	92.2%	YES	92.2%	YES	91.9%	YES
Hispanic or Latino	43.9%	YES	55.1%	YES SH	58.3%	YES SH	58.9%	NO
White	79.4%	YES	86.2%	YES	86.6%	YES	88.6%	YES
Socioeconomically Disadv	41.7%	YES	52.3%	YES SH	56.4%	YES SH	58.7%	NO
English Learners	43.9%	YES	54.8%	YES SH	57.3%	NO	58.4%	NO
Students with Disabilities	30.3%	NO	44.6%	YES SH	44.1%	NO	38.7%	NO

Key: Green: Met Yellow: Met through alternate means Red: Did not meet

Although many AYP requirements were not met during the past two years, the District and each of the nine schools continue to be recognized as high performing in the State of California. The District API score was 878, and all nine schools scored above the state target of 800. Six of the eight subgroups scored above the API benchmark of 800, one of the remaining subgroups is approaching 800 and the other subgroup (SWD) scored in the mid-700s. All nine schools received Statewide Rankings of 6 or above, with two schools receiving a 10, and one receiving a 9. Of the two schools in Program Improvement, one received a Similar Schools Rank of 10, the other received a Similar Schools Rank of 7.

Academic Performance Index (API) – Districtwide by Subgroup

	2010	2011	2012
Goleta Union School District	865	868	878
Subgroups			
Black or African American	*	*	872
Asian	958	959	958
Filipino	*	937	902
Hispanic or Latino	790	799	808
White	937	934	950
Socioeconomically Disadvantaged	779	792	802
English Learners	785	791	798
Students w/disabilities	720	741	743

* Not a numerically sufficient subgroup size

Academic Performance Index (API) by School

	2010	2011	2012
Goleta Union School District	865	868	878
Brandon Elementary	842	811	855
* El Camino Elementary	826	812	819
Ellwood Elementary	858	854	876
Foothill Elementary	916	917	923
Hollister Elementary	867	869	876
* Isla Vista Elementary	826	842	844
Kellogg Elementary	912	936	920
La Patera Elementary	794	824	830
Mountain View Elementary	945	958	960

* Entered Program Improvement in 2012-13

The District has been successful in supporting English Learners as they gain proficiency in the English language (as shown in the *AMAO 1 and 2* tables below). In fact, there has been an increase of 32% of ELs scoring at the Advanced level and a decrease of 5% of students scoring at the Intermediate level on the CELDT since 2009 (as shown in the 2009-10 and 2011-12 *Performance on CELDT Based on Length of Time in U.S. Schools* tables below). However, 33% of ELs (or 147 students) who scored at the Intermediate level have been in U.S. schools for four to six years (as highlighted in blue).

AMAO 1: Annual Progress Learning English

2009-2010			2010-2011			2011-2012		
53.1%			54.6%			56%		
# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
922	516	56.0%	975	616	63.2%	982	632	64.4%

AMAO 2 < 5 years: Progress attaining English Language Proficiency

2009-2010			2010-2011			2011-2012		
17.4%			18.7%			20.1%		
# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
1046	236	22.6%	976	290	29.7%	954	303	31.8%

AMAO 2 - ≥ 5 years: Progress attaining English Language Proficiency

2009-2010			2010-2011			2011-2012		
41.3%			43.2%			45.1%		
# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
144	52	36.1%	227	97	42.7%	244	135	55.3%

Key: Green: Met Red: Did not meet

2011-12 Performance on CELDT Based on Length of Time in U.S. Schools

Length of Time in US Schools	Early Adv/Adv; English Proficient	Early Adv/Adv; Not English Proficient	Intermediate	Early Intermediate	Beginning	Total (by Time)
6 or more years	54 (47%)	3 (3%)	46 (40%)	9 (8%)	3 (3%)	115
5 years	86 (64%)	1 (1%)	40 (30%)	5 (4%)	2 (1%)	134
4 years	48 (40%)	0 (0%)	61 (50%)	9 (7%)	3 (2%)	121
3 years or less	283 (33%)	27 (3%)	301 (35%)	144 (17%)	106 (12%)	861
Total (by ELD level)	471 (38%)	31 (3%)	448 (36%)	167 (14%)	114 (9%)	1231

The following table was used in the 2009 LEA Plan Addendum and it reflects, by grade, the number of students scoring at each proficiency level on the 2008-09 CELDT Test.

	# of students by Proficiency Level							Total
	Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	
Advanced		20	5	5	3	11	4	48 (6%)
Early Advanced		50	21	21	31	30	29	182 (22%)
Intermediate	3	71	69	70	58	29	41	341 (41%)
Early Intermediate	7	42	62	40	11	8	17	187 (23%)
Beginning	1	8	19	23	8	8	5	72 (9%)
All Proficiency Levels	11	191	176	159	111	86	96	830 (100%)

In 2008-09, 34.5 % of Goleta Union School District English learners scored Proficient or Advanced on the California Standards Test in ELA and 38.7% scored at this level in Mathematics. This data reflects a 10% increase in the English Language Learners (ELL) subgroup in English Language Arts and a 15% increase in Mathematics since 2009. However, the ELL subgroup has not achieved the AYP proficiency target of 78.4% in ELA and 79% in Mathematics.

**AMAO 3 – ELL Subgroup Meeting AYP Requirements
English Language Arts**

District	2008-2009			2009-2010			2010-2011			2011-2012		
	46.0%			56.8%			67.6%			78.4%		
	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
District	945	326	34.5%	957	446	46.6%	1017	480	47.2%	1007	487	48.4%
Brandon Elementary	104	43	41.3%	104	47	45.2%	106	40	37.7%	108	50	46.3%
El Camino Elementary	96	38	39.6%	119	59	49.6%	136	66	48.5%	136	64	47.1%
Ellwood Elementary	126	45	35.7%	146	72	49.3%	146	70	47.9%	133	74	55.6%
Foothill Elementary	34	14	41.2%*	38	25	65.8%	38	26	68.4%	46	33	71.7%
Hollister Elementary	101	35	34.7%	108	61	56.5%	104	54	51.9%	100	46	46%
Isla Vista Elementary	173	43	24.9%	185	83	44.9%	198	90	45.5%	190	84	44.2%
Kellogg Elementary	72	28	38.9%	68	27	39.7%	68	38	55.9%	70	37	52.9%
La Patera Elementary	144	42	29.2%	160	53%	33.1%	186	70	37.6%	176	67	38.1%
Mountain View Elem.	20	16	80.0%*	23	16%	69.6%	25	20	80%	32	25	78.1%

* Not a numerically sufficient subgroup size

Key: Green: Met Yellow: Met through alternate means Red: Did not meet

**AMAO 3 – ELL Subgroup MEETING AYP Requirements
Mathematics**

	2008-2009			2009-2010			2010-2011			2011-2012		
	47.5%			56.8%			67.6%			79%		
	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
District	944	365	38.7%	956	524	54.8%	1018	583	57.3%	1008	589	58.4%
Brandon Elementary	104	41	39.4%	104	56	53.8%	106	54	50.9%	108	70	64.8%
El Camino Elementary	97	46	47.6%	119	69	58.0%	136	82	60.3%	136	78	57.4%
Ellwood Elementary	126	56	44.4%	146	79	54.1%	146	80	54.8%	133	74	55.6%
Foothill Elementary	34	16	47.1%*	38	28	73.7%	39	29	74.4%	47	34	72.3%
Hollister Elementary	100	39	39.0%	107	55	51.4%	104	61	58.7%	100	60	60%
Isla Vista Elementary	173	56	32.4%	185	101	54.6%	198	118	59.6%	190	109	57.4%
Kellogg Elementary	72	35	48.6%	68	40	58.8%	68	43	63.2%	70	41	58.6%
La Patera Elementary	143	35	24.5%	160	78%	48.8%	186	90	48.4%	176	89	50.6%
Mountain View Elem.	20	16	80.0%*	23	16%	69.6%	25	19	76%	32	26	81.2%

* Not a numerically sufficient subgroup size

Key: Green: Met Yellow: Met through alternate means Red: Did not meet

An analysis of ELA CST cluster scores indicates that of the five cluster groups, Writing Strategies is clearly the one of greatest need.

LOCAL MEASURES OF STUDENT PERFORMANCE

Common Formative Assessments (CFAs) are utilized in grades K-6 Districtwide for ELA and Mathematics three times per year according to a District pacing chart. The CFAs are administered at all nine sites. While District and site grade level discussions occur around strategic intervention practices, there is not a systematized collection of data or tiered intervention at the district level. Interventions are site-specific.

There is formative ELD assessment (ADEPT) in place at all schools throughout the District. An initial assessment and two formative assessments are administered during the year for the purposes of student placement in appropriate ELD proficiency level groups and instructional decision-making. Currently there is no Districtwide analysis of ADEPT results; placement and instructional decisions are site-specific.

A number of site-specific assessments are being utilized, such as DIBELS, SRA, ATOS, GAP-Finder, informal reading inventories, Fact Fluency and teacher-created assessments.

The SBCEO Technical Advisory Team recommends that the District establish a task force to assess current intervention procedures and practices, study research-based practices, and make informed decisions regarding systemization of intervention in the following areas:

- Student achievement data collection and analysis;
- Entry and exit criteria for interventions;
- Intervention Plans (IP) Development;
- Interventions offered by Learning Center teachers and special education teachers;
- Replacement core program for intensive ELA intervention;
- Additional learning time for students needing intensive intervention;
- Ongoing progress monitoring.

SUMMARY FINDINGS

After carefully analyzing student achievement results and evaluating findings from the APS, DAS, ELSSA, and ISS, the following strengths and needs were identified.

Strengths:

- The District has established a strong collaborative system that is able to carry forth initiatives and reforms through its District leadership teams with input from the District grade level PLCs and teacher leaders. The initiatives are implemented, analyzed and reflected upon by the grade-level and site PLCs.
- The District has demonstrated ongoing commitment to reform and improvement.
- The District has invested in comprehensive professional development for staff and administrators.
- The District has met and exceeded the API state benchmark of 800 at all of the nine schools.

Needs:

- A number of subgroups have had difficulty making adequate growth in attaining proficiency in ELA. Given the increased rigor and language demands of CCSS, the challenge of meeting proficiency can only be addressed through strategically aligned instructional practices that allow students to access complex and informational text and construct verbal and written arguments using academic language.
- An analysis of CST cluster scores indicates that of the five ELA cluster groups, the greatest need is in the area of Writing Strategies.
- A number of subgroups have had difficulty making adequate growth in attaining proficiency in Mathematics. The increasing intensity of both conceptual understanding and procedural fluency in CCSS will require students to construct verbal and written arguments that demonstrate mathematical understanding. There is a need to engage in instructional practices that support mathematical discourse.
- English Learners have experienced difficulty moving out of the CELDT Intermediate proficiency level. The District has had two years of Systematic ELD in place. SELD needs to be continually supported, but is not sufficient to move students to proficiency in academic areas. There is a need for explicit academic language instruction in ELA, Mathematics and other core areas; structured language routines for accountable student discourse; integration of appropriate language objectives within core content areas; and carefully designed lessons.

- There is a need to create a systematic Districtwide approach to intervention in order to meet the needs of struggling learners. It is recommended that the District review current intervention procedures and practices, study research-based practices, and create a systemized approach to tiered intervention.
- The SWD subgroup has not met AYP in ELA or Mathematics. There is a need to ensure that identification practices, placement, IEP goals/objectives, curriculum and instruction are aligned to maximize student achievement. There is also a need to enhance collaboration practices between general education and special education teachers.

GOALS, STRATEGIES AND ACTION STEPS

The action steps in this Plan were developed to ensure that all students make significant academic progress, and all teachers are provided with the professional development, tools, and resources needed to provide and facilitate exceptional instruction. The following achievement goals are consistent with the requirements of Adequate Yearly Progress (AYP).

- Goal 1: The District will meet annual AYP requirements for English Language Arts during the 2013-14 school year, both Districtwide and for all significant subgroups, including ELs and SWD.
- Goal 2: The District will meet annual AYP requirements for Mathematics during the 2013-14 school year, both Districtwide and for all significant subgroups.
- Goal 3: The District will meet CELDT requirements for AMAOs 1, 2 and 3 during the 2013-14 and 2014-15 school years.
- Goal 4: The District will create a systematic approach to tiered intervention to ensure that all students have access and support to achieve academic proficiency in ELA and Mathematics.
- Goal 5: The District will provide all teachers with strategic professional development, collaboration opportunities and support to understand the progression of CCSS ELA and Mathematics goals and expectations. Teachers will be prepared with the skills and knowledge necessary to fully transition and align instructional practice to CCSS by 2014-15.
- Goal 6: The District will provide all teachers with professional development, collaboration opportunities and support to utilize the resources available through the Smarter Balanced Assessment System Consortium (assessments and digital library) to provide appropriate instruction and intervention for all students. All teachers will be prepared to meaningfully utilize the SBAC resources by 2014-15.

RESEARCH BASE USED IN THE DEVELOPMENT OF THIS PLAN

Common Core State Standards documents, including the ELA and Math Content Standards and ELA and Math Appendices.

Dr. Valerie J. Henry, Lecturer in Mathematics Education at UC Irvine, Henry, Valerie J., What Makes Memorization of Basic Arithmetic Facts So Hard, 2003; FactsWise Research Findings, 2007; FactsWise - Addition and Subtraction; FactsWise – Multiplication and Division.

Dr. Kate Kinsella, Adjunct faculty member, Department of Secondary Education, San Francisco State University – GUSD is engaged in the implementation of Dr. Kinsella’s recommended practices for academic language and literacy development in linguistically and culturally diverse classrooms. Dr. Kinsella provided Districtwide professional development for all GUSD staff members in August 2013; many teachers and administrators attended seminars at the Santa Barbara County Office of Education in November 2013 and January 2013 specific to *Preparing English Learners for the Language Demands of Informational Text Analysis, Discussion & Writing*, and *Lesson Observation with a Focus on Engaged Learning and Explicit Language Development*.

Dr. William Saunders, Associate Research Psychologist at UCLA; Primary author of Research to Guide English Language Development Instruction, Chapter 1: Improving Education for English Learners: Research Based Approaches, CDE, 2010.

Susana Dutro, Co-founder and CEO of E.L. Achieve; A Focused Approach to Systematic ELD, E.L. Achieve’s Approach to English Learner Instruction, and Constructing Meaning for explicit language instruction for content learning.

Dr. Laurie Olsen, Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California’s Long Term English Learners, Californians Together, 2010.

Coherent Writing Program, Newhall School District. The Coherent Writing Program is a comprehensive program that focuses on the architecture of K-6 writing genres that embeds teacher-led staff development and systematic formative and summative assessments. The program has yielded significant achievement gains for the Newhall School District in student writing, and was awarded the Golden Bell Award by the California School Board’s Association, highlighted in the Newhall School District’s National Blue Ribbon School application, and recognized by such associations as the Association of California School Administrators as a promising practice.

GOALS AND STRATEGIES

English Language Arts

Action Steps	Persons Involved	Timeline	Related Expenditures	Estimated Cost and Funding Source
<p>Goal 1: The District will meet annual AYP requirements for English Language Arts during the 2013-14 school year, both Districtwide and for all significant subgroups.</p> <p>Goal 5: The District will provide all teachers with strategic professional development, collaboration opportunities and support to understand the progression of CCSS ELA and Mathematics goals and expectations. Teachers will be prepared with the skills and knowledge necessary to fully transition and align instructional practice to CCSS by 2014-15.</p> <p>Goal 6: The District will provide all teachers with professional development, collaboration opportunities and support to utilize the resources available through the Smarter Balanced Assessment System (assessments and digital library) to provide appropriate instruction and intervention for all students. All teachers will be prepared to meaningfully utilize the SBAC resources by 2014-15.</p>				
I. Instructional Time and Materials				
A. Ensure that every student in every classroom has SBE adopted core instructional materials (Open Court K-3 and Houghton Mifflin 4-6).	Principals	Ongoing until next Language Arts Adoption	Textbooks Workbooks	\$35,000 General Fund
B. Continue to implement SBE adopted core instructional materials on a daily basis for the APS recommended minimum instructional minutes (K: 1 hr; 1-3: 2.5 hrs; 4-6: 2 hrs). 1. District will work with site level teachers and administrators to identify strategic opportunities to incorporate vetted CCSS-aligned instructional materials, exemplars and practices.	Principals Assistant Supt.			None
II. Coherent standards-aligned instructional program in all schools to improve student achievement, including Complex and Informational Text, Coherent Writing, Academic Language, Collaborative Conversations; and implementation of the CCSS ELA content standards				
A. Develop and expand District systems and capacities for standards-aligned instruction and leadership				
1. Hold District ELA PLT meeting to: review the scope of work; schedule and strategize summer work; set objectives for August training; and establish a preliminary schedule for 2013-14.	ELA PLT	March 2013	Facilitator ½ day Substitutes	\$1,300 Title I

2. Establish a pilot Instructional Coach Position for ELA for the 2013-14 school year. Hire and train ELA Coach before end of 2012-13 school year. Identify ELA teacher leads for summer work.	Assistant Supt.	May-June 2013	FTE Training	\$70,000 SB 472
3. Facilitate the annual use of structured peer lesson observation at each grade level to enhance instructional practice.	Principals	Begin 2013-14		None
4. Provide structured walkthroughs for teams of teachers and administrators for the purpose of observation and professional development around District-identified indicators. The walkthroughs will include structured pre-brief and debrief opportunities.	Assistant Supt. Principals	Pilot: 2013-14 Districtwide: 2014-15	Training ½ Day Substitutes	\$1,500 Title I
5. Create an electronic repository of ELA CCSS-aligned resources for teacher access and use.	ELA Coach ELA & ELD PLTs Tech Director	Beginning in 2013-14	Hourly/ Stipend	\$1,500 Title I
B. Complex and Informational Text (though the use of Close Reading, Text-Dependent-Questions and Evidence-Based-Answers, and Coherent Writing)				
1. Provide professional development to enhance staff awareness regarding the CCSS ELA instructional shifts of: <ul style="list-style-type: none"> • Text complexity (reader and task considerations, qualitative and quantitative dimensions) • Reading complex text using the strategies of Close Reading, Text Dependent Questions & Evidence Based Answers • Balancing Informational & Literary Text 	ELA Coach CCSS Level 2 trained staff	Beginning 2012-13	Stipends	\$3,600 SB 472
2. Align instruction to meet the increased text complexity demands of CCSS by introducing text exemplars in conjunction with CW. Exemplars for reading and CW will be introduced in the following sequence: narrative, informative/explanatory (expository), and opinion/argument. <ul style="list-style-type: none"> ▪ NOTE: Appropriate grade level exemplars may be found in Appendix B and through other vetted resources (e.g., Brokers of Expertise, Achieve the Core, etc.). 	ELA Coach CCSS Level 2 trained staff	Expository: Spring-Fall 2013 Opinion/ Argument: 2014-15		See II A 2
a. Provide K-6 professional development for CW specific to Summary of Narrative.	Assistant Supt. All District Teachers	Aug. and Oct 2012 (Completed)	Trainer Stipends	\$12,000 SB 472

b. Provide K-6 CW professional development specific to the expository and opinion/argument writing genres.	ELA Coach K-6 CW PLT	Expository: Gr. 2-6 staff: Jan., 2013 K-1 staff: April, 2013 Opinion/ Argument: 2014-15	Trainer Substitutes Stipends	\$12,000 per year SB 472
c. Conduct a gap analysis between CCSS and CW to define any additional areas of focus, including writing conventions.	ELA Coach ELA/CW PLT	Summer 2013	Hourly/ Stipends	\$2100 SB 472
d. Create a structured process for all teachers/administrators to implement recommended reading exemplars to be used in conjunction with CW at each grade level.	ELA/CW PLT	Summer/ Fall 2013		See II A 2
e. Field test the use of reading exemplars used in conjunction with CW.	ELA Coach ELA/CW PLT	Expository: Fall 2013 Opinion/ Argument: 2014-15		None
f. Provide training for all teachers around the structured process of implementing a grade level text exemplar (e.g., training, pre-brief, debrief).	ELA/CW PLT All K-6 teachers	Winter 2013	Trainer Substitutes Stipends	\$12,000 SB 472
g. Begin to implement recommended grade level exemplars and engage in grade level debrief.	All K-6 Teachers Site Level PLCs	Winter 2013		None
h. Identify additional exemplars for Districtwide implementation.	ELA Coach ELA/CW PLT	Spring- Summer 2014	Hourly/ Stipends	\$1500 SB 472

<p>3. Analyze/revise current ELA adopted series to better align with CCSS instructional shifts.</p> <p>a. Level 2 trained staff will experience the process of revising a grade level story from the adopted ELA program to create a close reading opportunity that includes the use of text dependent questions and evidence based answers.</p>	<p>ELA Coach Level 2 Trained Teachers</p>	<p>Spring-Fall 2013</p>	<p>½ day substitutes</p>	<p>\$1200 SB 472</p>
<p>b. Introduce the <i>Basal Alignment Project</i> to Level 2 trained teachers in grades 3-5 once they have had the above experience. The <i>Basal Alignment Project</i> is a resource vetted through the CDE that provides replacement lessons for every SBE-adopted ELA series. As the <i>Basal Alignment Project</i> adds additional grade levels, the use of the resource will be expanded.</p>	<p>ELA Coach Level 2 Trained Teachers</p>	<p>Spring/Summer /Fall 2013</p>	<p>Trainer Substitute teachers Hourly/ Stipends</p>	<p>\$2000 SB 472</p>
<p>c. Provide training to all grade level teachers to use the strategies of close reading, text dependent-questions and evidence-based answers.</p>	<p>ELA Coach Level 2 Trained Teachers</p>	<p>Fall/Winter 2013</p>		<p>See II B 2 b</p>
<p>d. Continue to revise ELA lessons as they are taught to include close reading strategies, TDQ and EBA.</p>	<p>Grade level teachers</p>	<p>Spring 2014 – ongoing</p>		<p>See II A 2</p>
<p>4. Balance of Literary and Informational Text</p> <p>a. Examine current ELA textbooks to determine quantity and quality of informational text and make GL recommendations to align with CCSS percentages.</p>	<p>ELA Coach ELA PLT District Grade Level PLCs</p>	<p>2013-14</p>	<p>Substitute teachers Stipends</p>	<p>\$3400 SB 472</p>
<p>b. Incorporate the use of informational text from core subjects (such as Social Studies and Science) into ELA instruction via site and District PLCs.</p>	<p>All Teachers</p>	<p>2013-14</p>		<p>See II B 4 a</p>

c. Inventory classroom libraries for informational text and Lexile range and purchase recommended classroom library materials.	Classroom Teachers Library Media Specialists	2014-15	Reading materials	Site purchase
d. Evaluate school library needs and consider strategic use of library funds to address identified Lexile and informational text needs.	Library Media Specialists Principals	2013-14		No additional cost
5. Analyze Districtwide practices concerning Lexile/ATOS use and determine if a Districtwide standard is needed. In schools using quantitative scales, grade bands and associated Lexile ranges are to be adjusted upward to match CCSS expectations. (NOTE: for CCSS-aligned Lexile/ATOS levels, see <i>Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity</i> .)	ELA PLT Library Media Specialists	2014-15	Substitute Teachers	\$TBD SB 472
6. Continue to deepen understanding of how to: identify students reading well above and well below grade-band level, determine what CCSS aligned-scaffolding and/or intervention should be provided, and ultimately provide systematic support. a. Provide intensive level support for students who struggle to read CCSS-aligned material to enable them to read within their text complexity grade band. ▪ NOTE: ELA Appendix A, pages 17-22 may be used as a reference in support of Foundational Skills, including phonological awareness and phonics and word recognition.	All Teachers Learning Center Teachers Administrators	2014-15	Trainer Substitute teachers Assessments Resources	\$TBD Title I
b. Provide appropriately advanced support for students who are insufficiently challenged by texts within their CCSS complexity band through instruction and resources that will continue to develop their reading skills and critical thinking.	All Teachers Administrators	2014-15	Resources	\$TBD SB472

C. Academic Language					
1.	Attend two-days of professional development on Academic Language by Dr. Kate Kinsella.	Representative Teachers and Administrators	Nov. 2012 Jan. 2013 (completed)	Registration Substitutes	\$6,000 Title I
2.	Explore using the Kinsella Academic Language Lesson Observation Tool for system wide use.	Administrators on the ELA/ELD PLTs	Beginning Jan.15, 2013	Registration	\$1,200 Title I
3.	Identify priority indicators on the Kinsella Academic Language Lesson Observation Tool for the purpose of building instructional capacity and consistency of practice.	Assistant Supt. Principals	2012-13 During Admin. Curriculum & Instruction Mtgs.		None
4.	Provide explicit instruction of District-adopted academic word banks using District identified Kinsella strategies.	Delivery: teachers Monitoring: Principals	2012-13		None
5.	Identify additional content-specific academic word banks for each grade level.	ELD PLT	Summer 2013, 2014	Hourly/ Stipends	\$1,200 Title I
6.	Attend Kinsella's Guided Coaching training to enhance the process of instructional coaching.	Instructional Coaches Select Principals	Oct. 29, 2013	Registration	\$2,400 Title I
7.	Monitor the consistent implementation of identified Kinsella instructional strategies (e.g., academic vocabulary, sentence frames, academic registers and use of complete sentences).	Principals	Monthly 2014-15		None
8.	Evaluate the Kinsella <i>Academic Vocabulary Tool Kit</i> for use as a vocabulary program in applicable grade levels.	ELA/ELD PLTs Administrators	By 2014-15	Hourly/ Stipend	\$600 Title I

D. Collaborative Conversations				
1. Provide professional development for implementation of District-identified structured language practice routines, including productive partnering and use of sentence frames.	All Teachers and Administrators	Kinsella Training August, 2012	Presenter Materials Logistics	\$7,000 Title I
2. Routinely implement District-identified structured language practice routines in ELA/ELD.	All Teachers	2012-13, ongoing		None
3. Provide structured opportunities for peer/team observations within grade levels at school sites and/or within the District to strengthen implementation of structured language practice routines.	Principals ELA Coach	2013-14	Substitutes	Strategic Planning Sessions
4. District and site level opportunities will be scheduled throughout the year to engage in professional learning and dialogue specific to Collaborative Conversations (faculty meetings, strategic release days, site PLC meetings, District ELA/ELD PLT meetings).	Principals ELA Coach ELA and ELD PLT leads	Ongoing, beginning 2013-14		None
5. Monitor the consistent implementation of District-identified structured language practice routines during ELA/ELD.	Principals	Monthly, beginning 2013-14		None
6. Routinely implement District-identified structured language practice routines in all content areas.	All Teachers	Monthly, beginning in 2014-15		None

GOALS AND STRATEGIES

Mathematics

Action Steps	Persons Involved	Timeline	Related Expenditures	Estimated Cost and Funding Source
<p>Goal 2: The District will meet annual AYP requirements for Mathematics during the 2013-14 school year, both Districtwide and for all significant subgroups.</p> <p>Goal 5: The District will provide all teachers with targeted professional development, collaboration opportunities and support to understand the progression of CCSS ELA and Mathematics goals and expectations. Teachers will be prepared with the skills and knowledge necessary to fully transition and align instructional practice to CCSS by 2014-15.</p> <p>Goal 6: The District will provide all teachers with professional development, collaboration opportunities and support to utilize the resources available through the Smarter Balanced Assessment System (assessments and digital library) to provide appropriate instruction and intervention for all students. All teachers will be prepared to meaningfully utilize the SBAC resources by 2014-15.</p>				
I. Instructional Time and Materials				
A. Ensure that every student in every classroom has SBE adopted core instructional materials [Macmillan/McGraw-Hill Math, 2009 edition].	Assistant Supt. Principals	Ongoing until next math adoption	Textbooks Workbooks	\$35,000 General Fund
B. Continue to implement SBE adopted core instructional materials on a daily basis for the APS recommended minimum instructional minutes (K: 30 min.; 1-6: 60 min.). District will work with site level teachers and administrators to identify strategic opportunities to incorporate CCSS-aligned instructional materials and practices.	Assistant Supt. Principals Teachers	Ongoing		None
C. Review SBE Adopted Mathematics Materials when released in March 2014; Form a committee; investigate toolkit resources, carry out evaluation process to determine when and which new CCSS-aligned textbooks should be adopted.	Assistant Supt. Math Adoption Committee	March-June 2014	Substitutes	\$4,000 General Fund

II. Coherent standards-aligned Instructional program in all schools to improve student achievement, including: the development of fact-fluency and part-whole thinking; engaging the Mathematical Practices through Number Talks and mathematical discourse; and implementation of the CCSS math content standards				
A. Develop and expand District systems and capacities for standards-aligned instruction and leadership				
1. Hold District Math PLT meeting to: review the scope of work; discuss baseline assessment for Fact Fluency; schedule and strategize summer work; set objectives for August training; and preliminary calendar setting for 2013-14.	Math PLT	March 2013	Facilitator ½ day Substitutes	\$1,300 Title I
2. Establish Instructional Coach Position for Math. Hire and train Math Coach before end of 2012-13 school year. Identify math teacher leads and FactsWise teacher leads for summer work.	Assistant Supt.	May-June 2013	FTE Training	\$70,000 PI
3. Provide Principal Academy training in Mathematics to include: <ul style="list-style-type: none"> ▪ Fact Fluency (foundation principles, resources and tools, assessment expectations), ▪ SMP Instructional Support focusing tools and practice for gathering evidence of student engagement, ▪ CCSS Development (Progressions), and ▪ SBAC & Assessment; Resources, Structure and Planning – agendas and calendar for Thursday PD and Strategic Planning. 	County Trainer Assistant Supt Principals	August 2013 (3 days)	Trainer: 3 days with planning	\$4,500 Title I
4. Create an electronic repository of CCSS-aligned Mathematics resources for teacher access and use.	Assistant Supt.	Summer / Fall 2013	Hourly/ Stipend	\$1,500 Title I
B. Fact Fluency and Part-Whole Thinking				
1. Determine capacity for conducting Fact Fluency assessment at each site, develop an assessment schedule, and conduct a baseline assessment for every student in Grades 1-3 (voluntary @ Grades 4-5) to determine goal level of instruction in Grades 2-4 and identify intervention needs in Grades 3-6. Provide student results to subsequent grade teachers for 2013-14.	Principals and FactsWise- Trained Staff	Spring 2013		None

<p>2. Provide Fact Fluency summer planning session to:</p> <ul style="list-style-type: none"> a. Establish Fact Fluency instructional calendars, grades 1, 2 & 3 (FW goals). b. Align FactsWise with current text in grades 1, 2, 3. c. Create a list of topics/standards no longer addressed (e.g., fractions and multiplication in 2nd grade); determine what should be de-emphasized. d. Create an electronic repository by FactsWise goal, including classroom artifacts. 	<p>Math Coach FactsWise Leads</p>	<p>Summer 2013 (2) 4-hour sessions per lead teacher</p>	<p>Hourly/ Stipend</p>	<p>\$2,200 PI</p>
<p>3. Lead school-based PD specific to Fact Fluency:</p> <ul style="list-style-type: none"> ▪ Explain rationale and the foundational relationship to CCSS ▪ Assess capacity for implementation of FW strategies and practices, ▪ Begin to discuss the use of Fact Fluency as intervention in upper grades, and ▪ Inform teachers of the expectation to practice and build FW skills in 2013-14 with the goal of full daily implementation as part of math instruction (Grades 1-3) beginning in 2014-15. 	<p>Principals Math Coach</p>	<p>September 2013 Staff Meeting</p>		<p>None</p>
<p>4. Provide Fact Fluency training to grade K-3 teachers who have not completed FactsWise; Provide Fact Fluency training for 4-6 teacher leads; begin to develop strategic intervention for grades 4-6.</p>	<p>Teachers</p>	<p>Fall 2013</p>	<p>Registration and Substitutes</p>	<p>\$9,000 Title I</p>
<p>5. Share FactsWise goals with parents at Back-to-School Night (Grades 1-3).</p>	<p>Teachers Math Coach</p>	<p>Fall 2013</p>		<p>None</p>
<p>6. Host at least one CCSS Family Math Night per school.</p>	<p>Principals Math Coach</p>	<p>No later than 2014-15</p>	<p>Hourly/ Stipend</p>	<p>\$240 Site Categorical</p>

<p>7. Provide PLC time for the following:</p> <ul style="list-style-type: none"> - <u>Grades 1-3</u>: Share/ roll out Fact Fluency tools developed during summer planning (calendars, text-alignment, electronic repository, tools for communication, etc.) and list of de-emphasized concepts and skills. - <u>Grade K</u>: Explore Early/ Emergent Numeracy assessments and resources for Counting/ Cardinality. - <u>Grades 4-6</u>: Fact Fluency resources and strategies for intervention with students still not fluent. 	<p>Math Coach Math PLT</p>	<p>1st District Grade- Level PLC (Sept/ Oct 2013)</p>	<p>½ day prep release time (substitutes) for leads</p>	<p>\$3,000 PI</p>
<p>8. Create school-based fact fluency assessment plan to implement FactsWise 1:1 testing of goals in grades 1-3.</p> <p>a. Teachers in grades 3-6 will begin to use assessments at the same intervals in progress monitoring of fact fluency intervention.</p>	<p>Principal Teachers</p>	<p>By November 2013 Gr. 3-6: Spring 2014</p>		<p>Strategic Planning</p>
<p>9. Fully monitor the implementation of Fact Fluency, including the following:</p> <ul style="list-style-type: none"> - Regular site monitoring of fluency data, - Parent nights, and - School assessment plans. 	<p>Assistant Supt. Principals Teachers</p>	<p>2014-15</p>		<p>Strategic Planning</p>
<p>10. Develop a Fact Fluency intervention system for Tiers 2 and 3.</p>	<p>Principals Teachers</p>	<p>2014-15</p>		<p>\$TBD Title I</p>
<p>11. Provide Fact Fluency training for support staff.</p>	<p>Assistant Supt. Instructional Assistants ASES staff</p>	<p>2014-15</p>	<p>Training for IA /ASES staff</p>	<p>\$TBD Title I</p>

12. Sustain Fact Fluency systems by doing the following: a. Systematize calendars, assessment, plans, practices, vertical articulation; b. Systematize reports to parents; and c. Sharing data across schools in PLC.	Assistant Supt. Math Coach Math PLT ASES Coordinator	2015-16		\$TBD
C. Number Talks and Mathematical Discourse				
1. Provide professional development specific to implementation of Standards for Mathematical Practice through Number Talks.	Administrators Math PLT	December 2012 (Completed)	Facilitator Substitutes	\$3,000 Title I
2. Continue to practice and explore the use of Number Talks in classrooms; Provide time at site staff meetings for Math Lead Teachers to share their Number Talks implementation experiences, raise awareness and provide guidance regarding Number Talks.	Principals Math PLT	Now – June 2013		None
3. Provide facilitated summer planning session for math teacher leads to prepare for August Training on Number Talks and Progressions.	Facilitator Math Coach	Summer 2013 2 sessions: June & Aug.	2 days planning (facilitator); Hourly/ Stipend	\$4,500 PI
4. Provide full day professional development for all teachers focused on strategies and implementation of Mathematical Practice Standards (Number Talks .5 day) and Learning about the development of the Mathematical Content Standards (Progressions .5 day).	Trainer Principals All teachers	August 2013	Presenter	\$3,000 Title I See II C 1
5. Begin to integrate Number Talks into daily routines K-6 (5-15 min./day) to build fluency and reasoning, with support and feedback provided by principals.	All teachers Principals	2013-2014		None
6. Provide PD Release Time for District grade level training, that includes the use of <i>Number Talks</i> (Sherry Parish), language supports, demonstration lessons, and lesson reflections.	Math Coach All teachers	2013-2014	Substitutes for PD release time	\$4,500 Title I

7. Provide time during staff meetings for review and reflection of Number Talks. Grade level teams plan, reflect and share Number Talk problems, strategies, challenges and successes in site-level PLCs.	Principal Teachers	Ongoing 2013-2014		None
8. Conduct grade level team Number Talks classroom lesson observations.	Principals Math Coach Teachers	Annually, Beginning in 2014- 2015		Strategic Planning
9. Identify math problems to target specific to place-value & operations strategies.	Math Coach Math PLT	2014-2015	Substitutes	\$TBD Title I
10. Transition from number talks to orchestrating mathematical discourse in core mathematics lessons.		2014-2015		\$TBD
D. Mathematics Content Standards				
1. Explore secondary mathematics shifts in tasks and instruction, including MARS lessons and Instructional Strategies (6 th grade only).	6 th Grade	January 2013 (Complete d) Now – June 2013	Registration Substitutes	\$800 Title I
2. Attend K-5 Level 2 CCSS Mathematics Progressions training to learn about Content Standards development, focusing on the domains related to number and operations (NBT and OA).	Principals	Gr. K-2: April 23, 2013 Gr. 3-5: May 14, 2013	Registration Substitutes	\$4,500 Title I \$3,200 Site Categorical

<p>3. Provide full day professional development for all teachers focused on strategies and implementation of Mathematical Practice Standards (Number Talks .5 day) and Learning about the development of the Mathematical Content Standards (Progressions .5 day).</p> <ul style="list-style-type: none"> ▪ NOTE: "Progressions" refers to the coherent development of concepts and operations (including word problem types, quantities, representations, strategies, and algorithms) across grades and domains. 	<p>Trainer Math Coach Principals All teachers</p>	<p>August 2013</p>		<p>See II C 4</p>
<p>4. Begin to investigate and process the development of the CCSS Math Content Standards, with a focus on the domains: Grades K-5 - Counting and Cardinality (CC), Operations and Algebraic Thinking (OA), Number and Operations in Base Ten (NBT); Grade 6 - Number System (NS), Ratios and Proportional Relationships (RP) and Expressions and Equations (EE).</p>	<p>Principals Math Coach Grade Level Teams</p>	<p>Ongoing 2013-2014 Thursday PLCs and Strategic Planning Time</p>	<p>Hourly Stipend</p>	<p>\$4,000 Title I</p>
<p>5. Identify and clarify content standards expectations for each grade level across the focus Domains (CC, OA, NBT, NS, RP, and EE) while also investigating released SBAC tasks, Illustrative Mathematics Tasks and the Progressions Documents.</p>	<p>Assistant Supt. Math Coach District Grade Level PLC Math PLT</p>	<p>2nd District Grade-Level PLC for math (Winter) 2014</p>	<p>Release time for PLT/Math leads to plan</p>	<p>\$1,500 Title I</p>
<p>6. Explore the use of bar diagrams and various problem types while learning about Math Content Standards Progressions in grades K-5; explore MARS Lesson design in grade 6.</p>	<p>Math Coach All Teachers (K-5)</p>	<p>Ongoing 2013-14</p>		<p>See II A 2</p>
<p>7. Increase the number of sixth grade teachers and principals trained in Instructional Design.</p>	<p>6th Grade Teachers Principals</p>	<p>2014-15</p>		<p>TBD</p>
<p>8. Integrate content standards from focus domains into classroom mathematics instruction.</p>	<p>Math Coach All Teachers Site-Level PLCs District PLCs</p>	<p>2014-15</p>		<p>TBD</p>

<p>9. Study content standards and share resources in the remaining CCSS Domains.</p>	<p>Math Coach All Teachers Site-Level PLCs District PLCs</p>	<p>2014-15</p>		<p>TBD</p>
<p>10. Begin to develop instructional units and integrate formative assessment resources from SBAC.</p>	<p>Assistant Supt. Math Coach District Grade Level PLC Math PLT</p>	<p>2015-16</p>		<p>TBD</p>

GOALS AND STRATEGIES
High Priority Students — English Learners

Action Steps	Persons Involved	Timeline	Related Expenditures	Estimated Cost and Funding Source
Goal 3: The District will meet or exceed CELDT requirements for the Annual Measurable Achievement Objectives (AMAOs) 1, 2 and 3 during the 2014-15 school year.				
I. English Proficiency / Language Assessment and Districtwide Systematic ELD implementation				
A. Analyze SELD Current Implementation, by doing the following:	ELD PLT	Dec 2012	Substitute teachers	\$1,100 Title I
1. Conduct District Implementation Survey and generate District recommendations.				
2. Review current language proficiency assessment types and purposes. Follow-up with recommendations.	ELD PLT	Fall 2012		See I A 1
3. Provide daily ELD instruction using Systematic ELD strategies.	Principals	March 2013	Registration	\$6,800
a. Group students by proficiency levels;	New Teachers	Ongoing as needed	Substitute teachers	\$5000
b. In small groups			Certificated Tutors	Title III LEP \$40,000 Title III Imm. \$12,428
4. Review tools for SELD implementation, <i>including</i> :	Facilitator	April 2013	Facilitator	\$1,300
a. Refining Our Practice Rubrics;	ELD PLT		Substitute teachers	Title I
b. Self Reflection Lesson Observation Tool;				
c. Progress Monitoring Assessment Tool; and				
d. Dr. William Saunders' ELD Implementation Guidelines				
B. Implement and build capacity for assessment and SELD instruction				
1. Explore PLCs on SELD.	Assistant Supt. Site Administrators ELD PLT	2013-14	Hourly/ Stipend	\$2,500 Title I

2. Provide refresher training and systematize protocols and processes for the use of language proficiency assessments, to include CELDT, ELD Express, ADEPT, GAP Finder, use of the SELD <u>Progress Monitoring Assessment Tool</u> for the purpose of placement into and exit from ELD programs and to inform daily instruction.	Assistant Supt. Site Administrators ELD PLT	Ongoing, beginning Fall 2013		None
3. Provide ADEPT professional development training to new staff, as needed.	Administrators Teachers	2013/14 Ongoing	Registration Substitute teachers	\$TBD Site Categorical
4. Facilitate conversations at each site over the course of the year using <i>Refining Our Practice Rubrics (teacher self assessment)</i> to determine the focus for each SELD teacher's instructional practice.	Principal SELD Teachers ELD PLT leads	Ongoing, beginning Fall 2013		Strategic Planning
5. Using the SELD <u>Self Reflection Lesson Observation Tool (SRLOT)</u> , SELD teachers will participate in peer/co-teaching observations.	Principal SELD Teachers	Annually beginning 2013/14		Strategic Planning
6. Using the SRLOT, monitor and provide feedback to SELD teachers.	Principals	Annually beginning 2013/14		None
7. Review the District SELD pacing plan, scope and sequence, and adjust as needed.	SELD PLC ELD PLT	Spring – Fall 2013		See I B 1
8. Conduct follow-up SELD District Implementation Survey and generate new recommendations.	Assistant Supt. Principals ELD PLT	2014/15		None
C. Explore Next Generation ELD Standards				
1. Invite the ELD PLT to attend the ELD Symposium.	Teachers Administrators	Feb 2013	Registration Substitutes	\$3,300 Title I
2. Explore NG ELD Standards in preparation for 2015/16 ELPA Assessment.	Administrators ELD PLT	2014/15		\$TBD
3. Develop vision and plan for implementation of NG ELD Standards.	Administrators ELD PLT	2014/15		\$TBD

4. Implement Districtwide NG ELD standards in preparation for the ELPA Assessment.	Principals ELD PLT All Teachers	2015/16		\$TBD
II. Academic Proficiency in ELA and Math				
A. Language and Literacy Lesson Design – Exploration				
1. Strategically incorporate Specially Designed Academic Instruction in English (SDAIE) strategies into daily lessons to support ELL access to core curriculum.	All teachers Principals	Ongoing beginning 2012-13	Hourly/ Stipend Substitutes Certificated Tutors Bilingual Instructional Assistants	\$4,500 Title I \$15,000 Title III LEP \$14,448 Title III Imm.
2. Design lessons that incorporate high-leverage strategies that promote academic language and access to core curriculum content (<i>i.e. Kinsella Strategies: language objectives aligned to content objectives, routines that promote student talk, collaborative conversations, productive partnerships, academic discussion routines and template, vocabulary instruction routines, brief constructed response templates.</i>)	All teachers ELA/ELD/Math PLT leads	Spring 2013		Strategic Planning
3. Utilize strategies and actions described in above (1 and 2) in daily classroom instruction to support the specific needs of English Learners in the core instructional program.	Teachers Principals ELA/ELD PLT	Daily, beginning Spring 2013		See ELA II C #1-7 and ELA II D #1-6
4. Attend Result Academic Language and Literacy Instruction (RALLI) professional development to better align current lesson design with the expectations of CCSS/ELD Standards	Teacher team	Summer 2013	Registration Stipend	\$5,000 Title I
5. Experiment with strategies and resources through the filter of the CCSS instructional shifts and Coherent Writing Program that support students' access to complex text and serve as a resource to the ELA and ELD PLTs.	ELA PLT	Beginning in 2013-14	Equipment (electronic devices Materials	\$5,000 Title III LEP \$425 Title III Imm.
6. Review current instructional materials to determine language support needs.	RALLI Teacher Team	2013-14	Substitutes Hourly/ Stipend	\$1,200 Title I

7. Practice developing lessons with language objectives in content area instruction.	ELA PLT ELD PLT Math PLT CW PLT Facilitator	2013-14	Facilitator Substitutes	\$3,000 Title I
8. Plan professional development on key language/literacy lesson design elements for all teachers.	ELA PLT ELD PLT Math PLT CW PLT	2014-15		\$TBD
9. Study the ELA/ELD State framework and the integration of ELD standards and ELA lessons.	ELA PLT ELD PLT CW PLT Assistant Supt.	2014-15	Travel & Conference	\$1,000 Title III LEP \$400 Title III Imm.
III. Parent Engagement				
A. Provide training and support for principals in the use of the ELAC protocol compliance folder.	Assistant Supt. Principals Consultant	May 2013	Consultant	\$800 Title I
B. Provide initial and/or refresher training regarding ELAC/DELAC compliance procedures.	Assistant Supt. or Designee ELAC/DELAC Members	Annually beginning 2013-14	Consultant	\$800 Title I
C. Develop and regularly update common parent education presentations for use with DELAC/ELAC, SSC, DAC, and Title 1 parents around such topics as: CCSS/SBAC ELPA, Next Generation ELD Standards, and SELD.	Assistant Supt. or Designee PLTs Coaches	Annually beginning 2013-14	Hourly/ Stipend Substitutes	\$1,200 Title I
D. Solicit ideas and strategies from DELAC/ELAC, ELD PLT, Math PLT and/or ELA PLT to enhance site-based parent education nights. Utilize community liaisons to increase parent access and understanding of Common Core Standards and instructional practices.	Assistant Supt. Principals	Beginning in 2013-14	Community Liaison	\$26,472 Title III LEP

GOALS AND STRATEGIES
High Priority Students — Special Education

Action Steps	Persons Involved	Timeline	Related Expenditures	Estimated Cost and Funding Source
Goals 1 & 2: The District will meet or exceed annual AYP requirements for ELA and Math for the SWD subgroup during the 2013-14 school year.				
I. Special Education identification:				
A. Provide and/or arrange professional development on IEP identification, SST process and procedures, and specific issues pertaining to ELLs (e.g., language acquisition and/or handicapping condition) to the following groups: 1. Principals;	Provided or Arranged by: Assistant Supt. SELPA Director Consultant	Spring 2013	\$500 / training w/ consultant	\$1000.00 from appropriate Restricted and Unrestricted funds
2. <u>New</u> psychologists, Speech & Language Specialists, and special education teachers and Learning Center teachers;	Provided or Arranged by: Assistant Supt. SELPA Director Consultant	Spring 2013	\$500 / training w/ consultant	Up to \$1000 from appropriate Restricted and Unrestricted funds
3. <u>Current</u> psychologists, Speech & Language Specialists, special education teachers and Learning Center teachers;	Provided or Arranged by: Assistant Supt. Leads from each sub-category	2013-14	Substitute teacher costs	Up to \$1000 from appropriate Restricted and Unrestricted funds
4. General education teachers.	Provided or Arranged by: Assistant Supt., Principals Psychologists	2014/15	Substitute teacher costs	Up to \$2000 from appropriate Restricted and Unrestricted funds

B. Assistant Superintendent and special education staff will conduct a review of IEPs to verify that handicapping conditions exist.	Assistant Superintendent All Special Education Staff	2013/14 During early release days		None
1. Examine IEPs to determine if there is direct alignment between the evaluation, identified needs, goals & objectives, and programs & services.	All Special Education Staff	2013/14 During early release days		None
A. Attend/monitor every initial and tri-annual IEP to ensure calibration of placement and services.	Assistant Supt. and/or designee	Ongoing		None
II. Strategy: Academic Support A. Inventory and analyze instructional programs currently used in the District/school for appropriateness and efficacy: 1. Identify whether current programs are research-based;	Assistant Supt. and Special Ed Leadership Team	2013-14	Substitute teacher costs	Up to \$2000 from appropriate Restricted and Unrestricted funds
2. Determine whether programs and placement materials that are research based are being used appropriately and consistently and determine whether teachers have been trained to appropriately utilize the programs;	Assistant Supt. and Special Ed Leadership Team	2013-14	Substitute teacher costs	Up to \$2000 from appropriate Restricted and Unrestricted funds
3. Eliminate programs that are NOT proven to be effective.	Assistant Supt. and Special Ed Leadership Team	2014-15	Substitute teacher costs	Up to \$2000 from appropriate Restricted and Unrestricted funds

B. Conduct a gap analysis to determine if the remaining programs meet the needs of IEP goal/objective.	Assistant Supt. and Special Ed Leadership Team	2014-15	Substitute teacher costs	Up to \$2000 from appropriate Restricted and Unrestricted funds
C. Provide professional development in core, intervention and supplemental programs as well as pedagogy to enhance capacity among all special education staff and increase equity for all special education students.	Assistant Supt. and Special Ed Leadership Team	2013-14 2014-15	Substitute teacher costs	Up to \$2000 from appropriate Restricted and Unrestricted funds
III. Strategy: Teacher Collaboration				
A. Continue to provide collaboration time for general education and special education teachers to review and discuss individual student needs.	All Sp Ed staff & appropriate Gen Ed staff	2013-14, during early release Thursdays		None
B. Meet with all staff to foster communication and collaboration among general education and special education teachers, develop a common understanding of SWDs in the core instructional program, and tiered intervention in relationship to special education.	Assistant Supt. or designee	Beginning 2012-13 (2 times per year during faculty meetings)	Staff Meeting	None

GOALS AND STRATEGIES
High Priority Students — Intervention

Action Steps	Persons Involved	Timeline	Related Expenditures	Estimated Cost and Funding Source
<p>Goal 4: The District will create a systematic approach to tiered intervention to ensure that all students have access and support to achieve academic proficiency in ELA and Mathematics.</p>				
<p>A. Establish a District Task Force of administrators and teachers to:</p> <ol style="list-style-type: none"> 1. Review the principles of effective intervention practice using a resource such as <i>Simplifying Response to Intervention: Four Essential Guiding Principals</i>. <ol style="list-style-type: none"> a. Clarify vocabulary and definitions for Tier I, Tier II, Tier III, Strategic and Intensive interventions. 	<p>Superintendent Assistant Supt of Instruction Assistant Supt of Pupil Services Representative Principals Learning Center teachers Other lead teachers</p>	<p>Spring 2013</p>	<p>Meetings on Early Release Thursdays Professional Resources</p>	<p>\$300 Title I</p>
<ol style="list-style-type: none"> 2. Assess intervention practices currently being implemented Districtwide, including: <ol style="list-style-type: none"> a. Student achievement data collection and analysis; b. Entry and exit criteria for interventions; c. Intervention Plans (IP) Development; d. Interventions offered by Learning Center teachers and special education teachers; e. Replacement core program for intensive ELA intervention; f. Additional learning time for students needing intensive intervention; g. Ongoing progress monitoring. 	<p>District Task Force</p>	<p>Spring 2013 - Fall 2013</p>	<p>Meetings on Early Release Thursdays Substitutes</p>	<p>\$600 Title I</p>

3. Work with site-based teams to conduct a self-study analysis regarding identification of student need and implementation of strategic and intensive interventions for ELA and/or mathematics: a. Determine if high-priority students are receiving systematic and appropriate strategic and intensive interventions; identify strengths and gaps in implementation.	District Task Force Site-Based Teams Facilitator	Spring 2013 - Fall 2013	Facilitator Substitutes	\$4,000 Title I
b. Evaluate efficacy of site-based interventions to determine which practices should be continued/discontinued, modified and/or replicated.	District Task Force Site-Based Teams	Spring 2013 - Fall 2013	Meetings on Early Release Thursdays	None
4. Conduct visitations in model districts (e.g., Solana Beach School District, Sanger Unified School District) to observe intervention procedures, programs, and practices.	District Task Force and designees	Spring 2013 - Fall 2013	Substitutes	\$1,500 Title I
5. Identify a District menu of interventions vetted as high-leverage options for use in schools.	District Task Force	Spring 2013 - Fall 2013, ongoing updates	Meetings on Early Release Thursdays	\$TBD
B. Identify intervention practices and/or systems to be implemented by all schools throughout the District as non-negotiables (e.g., Fact Fluency in grades 4-6; use of an electronic student profile).	District Task Force	Spring 2013 – Fall 2014		\$TBD
C. Provide professional development and/or guidance in the implementation of: 1. Non-negotiable District intervention practices and/or systems; 2. District interventions vetted as high-leverage options for use in schools; 3. Data monitoring and analysis; and 4. Effective monitoring of site intervention processes.	District Administration All staff (Administrators, Teachers and Support Personnel)	Spring 2013 – Fall 2014, ongoing as needed	Presenter	\$2,000 Title I
D. Implement District and site intervention systems: procedures, programs, and practices.	District Task Force All staff (Administrators, Teachers and Support Personnel)	Spring 2014 – Winter 2015		\$TBD
E. Monitor the effectiveness of District and site intervention systems.	District Task Force Site-Based Teams	Spring; Annually beginning in 2016		\$TBD

District Budget for Federal Programs 2012-2013

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (amount)	Current Year Direct Services to Students at School Sites (percent)
Title I, Part A	28,426	331,543	320,073	89.05
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	4,545	134,811	136,660	98.07
Title III, Limited English Proficient	30,984	118,478	144,413	96.62
Title III, Immigrant Education	10,442	15,300	25,420	98.75
Title VI, Part B, Rural Education Achievement				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education	9,841	693,907	703,748	100.00
21 st Century Community Learning Centers				
Other (describe)				
TOTAL				

District Budget for State Programs 2012-2013

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (amount)	Current Year Direct Services to Students at School Sites (percent)
Categorical Flexibility Programs*				
EIA—State Compensatory Education				
EIA—Limited English Proficient	53,516	564,403	565,447	91.51
State Migrant Education				
School and Library Improvement Block Grant	35,090	298,611	293,012	87.81
Child Development Programs	0	207,316	204,316	98.55
Educational Equity				
Gifted and Talented Education	0	23,043	23,043	100.00
Tobacco Use Prevention Education—(Prop. 99)				
Healthy Start				
Other (describe)				
TOTAL				

*Categorical Flexibility Funds include, but are not limited to, the following funds:

School and Library Improvement Block Grant

Gifted and Talented Education

School Safety and Violence Prevention Act

Tenth Grade Counseling

Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program

Additional Mandatory Title I Descriptions

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.”	
Requirements	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • 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 medical assistance under the Medicaid program; • Or a composite of the above. 	<p>The Goleta Union School District (GUSD) uses the number of children eligible for Free/Reduced Price Lunch program as the low-income measure to identify schools eligible for Title I Funding. All enrolling and returning students are given new and annual enrollment forms so the District schools maintain the most current information on each student enrolled. Included with the enrollment forms is the official form for parents to request Free/Reduced Lunch Program.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> • 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. 	<p>Once the District poverty rate is established, the schools are funded for Title I by poverty ranking Districtwide. Priority is given to elementary schools above 60%. Currently, there are three Title I – Schoolwide Program schools in GUSD.</p>

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt>; for Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>).

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 underserved 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 PD 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.

The GUSD has three schools that qualify for Title I schoolwide programs. Most recently, La Patera was added as a Title I Schoolwide Program. A comprehensive needs assessment was conducted throughout the school community. High priority needs were identified. Research-based practices were outlined in the SPSA and the SSC created a budget to support Professional Development and additional intervention support through the funding of certificated tutors. All three Title I schools have extended learning time through the After School Education and Safety Program and provide assistance to preschoolers as they transition into kindergarten. All teachers in GUSD meet NCLB Highly Qualified criteria.

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.

Title I schools in GUSD are not targeted assistance schools.

<p>Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, “Targeted Assistance Schools,” will identify the eligible children most in need of services under this part. Please note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • 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 two program with Title I funds. 	<p>NA</p>
<p>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.</p>	<p>Title I funds are used to provide services to homeless children. The District community liaisons work with school staff to provide school support and social services as needed.</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or those attending a community day program, if appropriate.</p>	<p>GUSD currently has no students identified in this category.</p>

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement.	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>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:</p> <ul style="list-style-type: none"> • 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. 	<p>Currently, the GUSD has two schools identified for PI Year 1. The District provides assistance in developing, revising and implementing the Single School Plan. The Assistant Superintendent of Curriculum works with the schools to analyze student achievement data and identify students at risk. Professional Development is provided to support the identified needs of students.</p> <p>In addition to the alignment of the school budget to implementation of research-based strategies, the District seeks additional funding and resources, such as the United Way Grant for Reading Plus and the After School Education and Safety Grant, to further support the instructional program at the PI schools.</p>

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Section 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Single Plan for Student Achievement in lieu of this description. All 10 of the required components must be addressed. (For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt/>; for Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>).

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	The GUSD has two schools in Year 1 Program Improvement. Once the schools were identified, the District notified parents within 30 days of the identification. Parents received a mailed letter home notifying them of the reason why their school had been identified for PI and their right to transfer to another school in the District that is not in PI with paid transportation. Parent Information Nights were provided with the Superintendent, Assistant Superintendent, and Principal to respond to questions parents had.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	School Choice applications and timeline notifications were mailed home to parents. Interested parents completed the application and returned the forms with their preferences to the District Office. Once applications were received, parents were notified of the school choice assignment by phone. As soon as assignments were confirmed, transportation was arranged and parents were notified.

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."	
	Description of how the LEA is meeting or plans to meet this requirement:
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.	Currently, the District has met the Highly Qualified status required by NCLB. The District established a variety of professional development opportunities for teacher and principals. The goal of GUSD is to continually align staff development with District initiatives that are based on research and the needs assessment, ensuring that staff development activities will support core academic instruction. Title I funds are coordinated to develop a comprehensive staff development program that addresses the needs of the GUSD.
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.	Teachers and principals from various school sites (both Title I and non-Title I schools) facilitate learning on a variety of topics for parents. Some of those include: Science Fair, Reading Night, Family Math Night, and CBET. These opportunities encourage parents to participate in school activities as well as provide information for homework help. Parents are also encouraged to participate in their child's school through the Parent Teacher Association, School Site Council and English Learners Advisory Committee.

Coordination of Educational Services

In the space below, please 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. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities, migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>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:</p> <ul style="list-style-type: none"> a. Even Start b. Head Start c. Early Reading First d. Other preschool programs e. 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. <p>Ensure that all programs listed in the budget pages of the LEA Plan (pages 38–39) have been addressed.</p>	<p>Through the combined efforts of regular and special programs staff, students are receiving a coordinated program that meets their needs. Efforts are made to provide each multi-funded student with a balanced, educational experience and assure that there are no duplications, gaps, or misalignments in supplemental services and/or instruction in the core curriculum. GUSD and three of its school sites have implemented the State Pre-School Program, several specialized Special Education programs, as well as a focus on transitioning pre-enrolled Kindergartners into Kindergarten via community programs such as Safety Town. Additionally, the GUSD offers Transitional Kindergarten for those students eligible but not yet ready for Kindergarten. Districtwide, PLC meetings at the site and District level are scheduled monthly for teachers to discuss and develop meaningful instruction.</p> <p>School sites continually assess and modify the various school programs through a combination of formal and informal meetings, which ensure that all services for multi-funded students are coordinated.</p>

Assurances

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

General Assurances

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

9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by Section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by Section 9528.

Title I, Part A

The LEA hereby assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will reserve at least one percent of the allocation to carry out ESEA Section 1118, Parent Involvement, including promoting family literacy and parenting skills. The LEA then will set aside an amount for parental involvement of parents of private school children, based on the proportion of private school children from low-income families residing in Title I attendance areas. The LEA will then distribute at least 95 percent of the remainder to its public schools, leaving the balance of the reserved funds for parental involvement activities at the LEA level.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to Section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to Section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under Section 1116, including taking actions under paragraphs (7) and (8) of Section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with Section 1120, and timely and meaningful consultation with private school officials regarding such services.

18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and California *Education Code* Section 64001.
21. Comply with requirements regarding the qualifications of teachers, paraprofessionals, and Professional Development (PD).
22. Inform eligible schools of the LEA's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the LEA, with the SEA and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under Section 1116 if such a school requests assistance from the LEA in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of PD, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under Section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in Section 1111(b)(3) within 12 years from the baseline year described in Section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under Section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.

27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with Section 1111(b)(8)(D) and California *Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than 10 percent of their Title I funds to provide PD (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with Section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of an LEA to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

Title I, Part D—Subpart 2

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

Title II, Part A

34. The LEA, hereby, assures that:
 - The LEA will target funds to schools within the jurisdiction of the LEA that:
 - a. Have the lowest proportion of highly-qualified teachers;
 - b. Have the largest average class size; or
 - c. Are identified for school improvement under Section 1116(b).

- The LEA will comply with Section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for PD and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California’s academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of PD as defined in Section 9101 (34).

Title III

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

Title V, Part A

42. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.
43. The LEA will comply with this Part A, including the provisions of Section 5142 concerning the participation of children enrolled in private nonprofit schools.
44. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
45. The LEA will annually evaluate the programs carried out under this Part A, and that evaluation:
 - Will be used to make decisions about appropriate changes in programs for the subsequent year
 - Will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part
 - Will be submitted to the SEA at the time and in the manner requested by the SEA.

Additional LEA Plan Assurances

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

APPENDIX

Goleta Union School District
Teacher on Special Assignment – Instructional Coach
Job Description

Basic Function

Under the direction of the Assistant Superintendent, Instructional Services, perform a variety of instructional support services for classroom teachers in an assigned area of curriculum.

Representative Duties

Model or provide demonstration lessons on effective teaching strategies, specifically in the application of strategies to implement Common Core State Standards

Support teachers with lesson design

Observe lessons and provide non-evaluative feedback to teachers on lesson design elements and instructional practices identifying and sharing effective instructional strategies

Assist in identifying, designing and delivering individual and District professional development related to student achievement goals

Support implementation of professional learning communities to enhance student achievement

Communicate consistently and positively with principals and staff

Other duties as assigned

Knowledge and Abilities

Teacher leadership experience

Knowledge of national, state and local educational goals and objectives

Knowledge of learning theory and curriculum development

Knowledge and experience implementing best practices in instruction

Ability to collaborate with teacher teams, co-teach lessons and do demonstration teaching

Ability to think flexibly and to adapt work to the needs of teachers

Ability to analyze data in order to make recommendations

Ability to facilitate various size groups using leadership and collaborative discussion skills

Excellent communication and interpersonal skills with colleagues and principals

Ability to exercise excellent judgment in decision-making

Education and Experience

Valid California Teaching Credential

Master's Degree

Three years or more of exemplary teaching experience

Work Day Calendar

Follows the regular 185 teacher calendar with stipends for any summer assignments or work days