

Application #	
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Elementary and Secondary Education Act/No Child Left Behind Act of 2001

LOCAL EDUCATION AGENCY PLAN

mail original and two copies to:

**California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814 - 5901**

LEA Plan Information:

Local Educational Agency (LEA): Wiseburn Unified School District
County/District Code: 19-76869
Dates of Plan Duration: 1/1/2016 - 12/31/20
(should be five - year plan)
Date of Local Governing Board Approval: January 26, 2016

LEA Information:

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

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

Tom Johnstone, Ed.D. 1/26/16
Printed or typed name of Superintendent Date Signature of Superintendent

Israel Mora 1/26/16
Printed or typed name of Board President Date Signature of Board President

**Local Education Agency Plan
Wiseburn Unified School District**

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Part I Background and Overview

Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

(Text of the legislation can be found at <http://www.cde.ca.gov/nclb/fr/>.)

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by CDE to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment
- an accountability structure that measures school effectiveness in light of student achievement.

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, **local educational agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the LEA Plan, and Categorical Program Monitoring

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

The Consolidated Application is the **fiscal** mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Single Plan for Student Achievement (SPSA)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a Single Plan for Student Achievement (Education Code Section 64001), developed by school site councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

The Local Educational Agency Plan (LEA Plan)

The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain **programmatic** requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the Single Plans for Student Achievement developed by the LEA's schools.

Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Categorical Program Monitoring is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify **compliance** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. The Plan should be periodically reviewed and updated as needed, but at least once each year.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the Smarter Balanced Assessment Consortium (SBAC), School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified underperforming student groups. **Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.**

The LEA Plan can be completed using the following recommended steps for plan development:

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance:

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- API Reports (<http://www.cde.ca.gov/ta/ac/ap>)
- Standardized Testing and Reporting (STAR) data (<http://www.cde.ca.gov/ta/tg/sr>)
- Title III Accountability Reports (AMAO 1, 2 & 3) for English learners (<http://www.cde.ca.gov/sp/el/t3/acct.asp>)
- AYP Reports (<http://www.cde.ca.gov/ta/ac/ay>)

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement:

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) - school-level survey of status of implementation of the nine essential program components
- District Assistance Survey (DAS) - district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment - to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) - to improve outcomes for English Learners

These tools can be found in the Virtual Library on the CDE web site at <http://www.cde.ca.gov/ta/lp/vl/improvtools.asp>.

(See Part II, Needs Assessment, for further details.)

Step Two: Seek Input from Staff, Advisory Committees, and Community Members

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures

For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved Single Plans for Student Achievement.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10th Grade Counseling).

Step Five: Local Governing Board Approval

The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. All subsequent amendments should be approved by the local governing board and kept on file with the original LEA Plan.

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as:

- a) assignment and training of highly qualified staff;
- b) identification of participants;
- c) implementation of services;
- d) provision of materials and equipment;
- e) initial and ongoing assessment of performance; and
- f) progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are **not** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

You may use the checklist on the next page to indicate planning steps as they are completed.

Planning Checklist for LEA Plan Development

LEA Plan - Comprehensive Planning Process Steps

- | | |
|---|---|
| X | 1. Measure effectiveness of current improvement strategies |
| X | 2. Seek input from staff, advisory committees, and community members. |
| X | 3. Develop or revise performance goals |
| X | 4. Revise improvement strategies and expenditures |
| X | 5. Local governing board approval |
| X | 6. Monitor Implementation |

Federal Programs Checklist

Check all applicable programs operated by the LEA.
In the "other" category, list any additional programs that are reflected in this Plan.

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

State Programs Checklist

Check all applicable programs operated by the LEA.
In the "other" category, list any additional programs that are reflected in this Plan.

State Programs
Economic Impact Aid (EIA) - State Compensatory Education
EIA - Limited English Proficient
After - School Education and Safety Programs
School and Library Improvement Block Grant
Child Development Programs
Educational Equity
Gifted and Talented Education
High Priority Schools Grant Program
Tobacco Use Prevention Education (Prop 99)
Immediate Intervention/ Under performing Schools Program
School Safety and Violence Prevention Act (AB1113, AB 658)
Healthy Start
Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
English Language Acquisition Program
Community Based English Tutoring
Art/Music Block Grant
School Gardens
Other (describe):
Other (describe):

District Budget for Federal Programs

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	0.00	97,913.00	88,913.00	90.80
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	0.00	31,650.00	0.00	0.00
Title II, Part D Enhancing Education Through Technology				
Title III Limited English Proficient	0.00	30,821.00	30,821.00	100.00
Title III Immigrants				
Title IV, Part A Safe and Drug-Free Schools				
Title V, Part A Innovative Programs - Parental Choice				
Adult Education				
Career Technical Education				
McKinney - Vento Homeless Education				
IDEA, Special Education				
21st Century Community Learning Centers				
Other (describe)				
Total	0.00	160,384.00	119,734.00	74.65

District Budget for State Programs

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA - State Compensatory Education				
EIA - Limited English Proficient				
School & Library Improvement Block Grant				
After School Education and Safety Program				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education				
High Priority Schools Grant Program				
School Safety and Violence Prevention Act				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe)				

Part II The Plan

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance, teacher quality, and school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions - District Planning

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.

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

The Wiseburn Unified School District (K-12) serves students from western Hawthorne and the surrounding unincorporated areas of Los Angeles County (Del Aire and Wiseburn). About 50% of the District is located in the city of El Segundo which is home to numerous employers. These employers include many aerospace, high tech, communication, and entertainment companies. Wiseburn is immediately south of Los Angeles International Airport and one and one-half miles east of the Pacific Ocean. It is bordered by the 105 Freeway on the north and divided by the 405 Freeway running north/south. In addition to the air and auto transportation infrastructure, the Green Line Metro rail traverses the District, bringing workers to various employment centers. The District boundaries approximately extend between Sepulveda Blvd. on the west, Marine Ave. on the south, Imperial Highway on the north and Inglewood Ave. on the east.

With approximately 2,510 K-8 students enrolled in the four non-charter schools, the District is one of the few remaining small school districts in Los Angeles County. The district has also founded and authorized three independent 9-12 Charter Schools, Da Vinci Science, Da Vinci Communications and Da Vinci Design which serve an additional 1160 students. The K-8 Da Vinci Innovation Academy has also been authorized by the Wiseburn Unified School District to provide an independent study/home schooling hybrid program for our families which currently serves 311 students. Each of these independent charter schools is an important component of the Wiseburn family of schools. In recent years the District enrollment, which at its peak exceeded 3,000 pupils before dropping to a low of 1,100, has been growing again as resident student enrollment increases are supplemented by pupils granted interdistrict permits. As of 2013-14, the ethnic composition of the student body is: White 16%, Hispanic 55%, African American 17%, Asian/Pacific Islander/Filipino 6%, and 5% with two or more races (not Hispanic) which is reflective of current California public school demographics. Diversity with balance, is one of Wiseburn's greatest strengths in preparing graduates for life in the "real" California. Being both small and urban, Wiseburn offers a unique combination of a "family atmosphere" in an opportunity-rich setting.

District staff consists of ten administrative employees, 117 certificated (108.9 FTE) and 34 full-time classified employees, supplemented by many part-time classified employees (82.5 FTE total classified). The annual budget is approximately \$20 million. Wiseburn became a unified school district on July 1, 2014. The residents of Wiseburn have been working towards the development of a unified school district since a petition was presented to the Los Angeles County Office of Education back in the year 2000. When the process was not proceeding in a timely manner, the school district initiated the development and authorization of what would become the Da Vinci Schools in 2009. As independent charter schools, the four Da Vinci Schools have been able to develop an outstanding program that is currently serving the Wiseburn community. A uniquely supportive and inter-dependent relationship has been developed between the school district and the charter schools that it authorizes.

Over the past several years there has been an evolution of thought regarding the relationship between the Wiseburn High School project and the three Da Vinci high schools. Our history in Wiseburn has always been about maintaining small learning communities where individual students are known and valued. Da Vinci Science, Da Vinci Design and Da Vinci Communications have been developed in line with that philosophy, as has the K-8 Da Vinci Innovation Academy (a home-school independent study hybrid model). The successes of these schools have been earning repeated recognition at the state, national and international levels. This is no small feat considering the Da Vinci Schools were authorized by Wiseburn to begin serving high school students with a freshman and small sophomore class in 2009. With the first full graduating classes of 2013 and 2014, our Da Vinci students are now graduating with 98% of students UC/CSU eligible and a truly remarkable 78% acceptance rate at four year colleges and universities. These schools include some of the most selective in the nation including Harvard, Dartmouth, Brown, Colombia, Yale, MIT, West Point, Stanford, Pepperdine, LMU, USC, UCLA, Cal-Berkeley, Cal Poly SLO, and scores of other outstanding universities. The percentage of Wiseburn residents that are now attending the Da Vinci Schools has dramatically increased from 34% of the freshman class in 2012 to 87% of the freshman class in 2015. For these reasons, the Board of Trustees chose to pursue a path towards building the Wiseburn High School with all three Da Vinci high schools, each occupying a separate floor. To provide a more comprehensive program for students, it was agreed to provide a CIF Sports program and more opportunities in Music and the Arts as common programs available to all students under the combined brand of Wiseburn -Da Vinci.

Superintendent Tom Johnstone explained the thinking that went into these decisions: “Lessons learned over the past six years and the steady, positive evolution of the Da Vinci Schools have profoundly affected our thinking about what constitutes a successful world-class high school program. With Wiseburn Unification only a distant glimmer of hope back in 2008, the Wiseburn Board of Trustees took a bold step in the fall of 2008 and established Wiseburn 21st Century Charter Schools which launched Da Vinci Science and Da Vinci Design in August 2009. The original charter applications stated that “in the event that the Unification effort was successful, Wiseburn School District reserves the right to “adopt” the Da Vinci Design Charter as the “seed” for a comprehensive Wiseburn High School. The specific timeline and conditions of this addition will be developed collaboratively between Wiseburn School District and Wiseburn 21st Century Charters (Now Da Vinci Schools).” The past six years have spotlighted the benefits of partnership and taking advantage of the best of both worlds – school district and charter – in developing the most outstanding program possible for all of our students. Rather than dismantle what has been so thoughtfully created, we intend to continue forward in the successful partnership between Wiseburn and the Da Vinci Schools.” In line with this thinking, the Board of Trustees chose not to take over Da Vinci Design, but rather incorporate all the Da Vinci high schools into the plans for the Wiseburn High School facility – “Home of the Da Vinci Schools”. Da Vinci Design, Da Vinci Science and Da Vinci Communications will be the small learning communities that will exist in the Wiseburn High School facility. Each high school remains as an independent charter, while comprehensive programs for CIF sports, music and the arts will be available to all students under a single Wiseburn–Da Vinci banner. The foundations for sports and music have been underway since the 2014-15 school year.

Since the start-up of the Da Vinci Schools, we have been keeping a close watch on important metrics that guide our decisions about programs. To gauge parental satisfaction with the program, extensive surveys have been administered twice yearly which have yielded results showing overwhelming support by parents for all three high schools. Currently, both Wiseburn and Da Vinci are working to build a data warehouse to store and make use of all data pertaining to our students from pre-school through college and career. At Wiseburn and Da Vinci we are careful to reflect on all feedback and work towards continuous improvement of each organization. In working collaboratively, we are blazing a new trail that we believe greatly benefits both organizations. We will continue to monitor our progress on our path towards providing the best high school experience possible for our students. Because each Da Vinci School is organized as a separate Local Educational Agency and is direct-funded, the Wiseburn Unified School District LEA Plan reflects only the K-8 funds that are provided to the school district.

In March of 1997, Wiseburn voters overwhelmingly (82%) approved over \$14 million in bonds to improve school facilities. Two additional bonds were passed in 2000 and 2007 to complete a rebuilding of all the school sites at a total cost of \$82 million. . In November of 2010, Wiseburn voters again passed a general obligation bond (76% passing rate) for 87 million dollars to build a high school facility. In November of 2012, Wiseburn residents once again showed their willingness to support Wiseburn Schools through a local parcel tax (70% pass rate). The funding provided by the parcel tax funds shortfalls in revenue from Sacramento and provides a local solution for ongoing general fund educational expenditures in Wiseburn schools. In November of 2013, Wiseburn residents voted (93% pass rate) to re-organize as the Wiseburn Unified School District, which became effective on July 1, 2014. The first of the brand new sites, Anza Elementary School was completed in 2003. The new Dana Middle School campus opened in 2007, followed by the opening of the new Cabrillo campus in 2009. A renovation of Burnett school which includes a new wing of classrooms, media center and library was completed in 2010; a multi-purpose room was opened at Burnett in 2013 and a modernization of classrooms was completed in 2014.

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

Local Measures of Student Performance (other than State-level assessments)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

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

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

The Wiseburn Unified School District uses the Multiple Measures system for analyzing measures of student performance. Students in grades 1-5 take benchmark assessments at the end of each trimester for Language Arts using the Houghton Mifflin Summative Tests. Results are analyzed individually for students and by class/grade level according to standards. In Reading, all students in grades 2-8 participate in universal screening and ongoing assessment with the AR/STAR Reading computer adaptive test. Teachers are able to determine instructional needs of students based on these data. Students in grades 6-8 take benchmark tests at the end of each quarter for Language Arts using the Holt summative tests. Elementary school teachers are analyzing and implementing assessment tools in the new McGraw-Hill textbook series for mathematics through the ConnectEd interface. Middle school math teachers continue their work in developing and assessing learning targets for mathematics based on the model supplied by the Math Leadership Corps (MLC) at Loyola Marymount University. The math department at Dana Middle School has recently adopted College Preparatory Mathematics (CPM) as a major resource for materials aligned with state content standards. Each of these assessments in Language Arts and Mathematics allow teachers to inform their instruction with formative data and provide a basis for determining students in need of academic intervention, The Common Core Transition Committees have been created for both Math and ELA to provide a thoughtful and collaborative means of transition to the Common Core Standards and related assessments being developed by the Smarter Balanced Assessment Consortium. After three years of study and work, the Wiseburn Unified School District has directed staff to move towards full implementation of the Common Core State Standards, based on the guidance of the Common Core Transition Committees. Teachers continue to participate in a variety of professional development activities geared towards this change. Our current focus areas for staff development include: implementation of Common Core (with a focus on Math), implementation of a 1:1 technology environment, and providing students with an academic environment with Positive Behavior Supports (PBS).

Performance Goal 1:

All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.

Planned Improvement in Student Performance in Reading

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: With guidance from the Talking Teaching Network consultants, Middle School teachers meet monthly to work in professional learning communities (Hubs) to align instruction with Common Core State Standards through analysis of student work and coordination of available resources. Elementary Teachers work with Talking Teaching Network consultants to unpack the Common Core State Standards by grade level and identify themes and stories for infusion of lessons and activities that are aligned with those standards.</p>	<p>Deputy Superintendent, Talking Teaching Consultants, classroom teachers</p> <p>Deputy Superintendent, Talking Teaching Consultants, Common Core Transition Committee, classroom teachers</p>	<p>Substitutes and hourly costs</p> <p>Substitutes and hourly costs</p>	<p>6,000</p> <p>8,500</p>	<p>General Fund</p> <p>General Fund</p>
<p>2. Use of standards-aligned instructional materials and strategies: Grade level and department teams work with Talking Teaching Network consultants to develop and implement augmented reading lessons from the Houghton-Mifflin reading series that focus on close reading strategies and text-dependent questions.</p> <p>3. Extended learning time: Targeted students moving forward into grades 1, 2, and 3 participate in the Summer Skills Support for primary students with a focus on foundational reading skills. Students are identified through multiple measures such as DIBELS, STAR Reading, and running records.</p>	<p>Deputy Superintendent, Talking Teaching Consultants, classroom teachers, Common Core Transition Committee</p> <p>Deputy Superintendent, Principals, Teachers</p>	<p>Teacher hourly pay for after school training</p> <p>Teacher costs for July, materials</p>	<p>2500</p> <p>12,500</p>	<p>General Fund</p> <p>LCAP Supplemental</p>
<p>4. Increased access to technology: Upgrade technology infrastructure for internet broadband access and wireless network connections to develop structure for 1:1 device to student ratio for technology. Google Apps for Education will serve as the central repository for student work in all subjects. For reading, students work with Lexia, RazKids, Accelerated Reader/STAR, and Study Island at various grade levels to build skills. When the 1:1 roll-out is complete, students will have constant daily access to a device in a wireless environment that will allow them access to a wide variety of tools and resources for building their reading and language skills within a virtually paperless system. This follows our plan for infusing technology to promote lifelong learning through Excitement, Exploration, and Engagement.</p>	<p>Deputy Superintendent, IT consultants, principals, Tech Mentors, Teachers</p>	<p>Purchase student devices for grades 3-8 and pilot devices in grades K-2. Wireless upgrade at all sites to enterprise level.</p>	<p>297,700</p>	<p>Measure CL Funds (Parcel Tax)</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>Coordination of standards-based staff development activities with district leadership, consultants and teachers on special assignment to provide professional development days and a calendar of collaborative opportunities throughout the year. Current focus areas for staff development include: transition to Common Core (with a focus on Math), implementation of a 1:1 technology environment, and providing students with an academic environment with Positive Behavior Supports (PBS).</p> <p>Contract with Talking Teaching Network to provide training, resources and professional development related to implementation of Common Core Standards in English Language Arts.</p>	<p>Superintendent, Deputy Superintendent, Principals, TOSA's, teachers, instructional aides</p> <p>Superintendent, Deputy Superintendent, Principals, TOSA's,, teachers, instructional aides</p>	<p>Monthly Planning Sessions, Instructional calendar, PD days, Wednesday meetings, sub/hourly time for collaboration</p> <p>Monthly Planning Sessions, Instructional calendar, PD days, Wednesday meetings with Talking Teaching Network</p>	<p>77,000</p> <p>12,500</p>	<p>General Fund, Educator Effectiveness Grant, Measure CL, LCAP Supplemental</p> <p>Title II</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Local Control Accountability Plan process will provide transparency and engage all voices in the Wiseburn community through multiple open meetings with active strategies for engagement of stakeholders based on the Adaptive Schools Model.</p> <p>The community will be kept informed about all aspects of the educational program through the home-delivered quarterly School News, Annual Notification to Parents, Parent/Student family special events, Parent/Teacher Conferences, Student-led Conferences, Site Council meetings, weekly e-newsletters, and teacher emails, phone calls and class newsletters.</p>	<p>Superintendent, Deputy Superintendent, Principals, TOSA's, Site Councils, PTA, DELAC, Certificated and Classified employees associations</p> <p>Superintendent, Deputy Superintendent, Principals, Teachers, Site Council Members</p>	<p>Meetings, surveys and public meetings will provide for a fully transparent process</p> <p>Prepare news articles, newsletters and related communication tools</p>	<p>500</p>	<p>LCAP - Base</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Limited English speaking parents have the opportunity to participate in English Language Learner classes for parents that are conducted two times per week throughout the school year.</p> <p>Individual and group Parent/Student transition meetings and informational programs for pre-school, elementary, and middle school take place at each school site. Field trips and Shadow Days are a part of the program to ease the transition for each student.</p>	<p>Superintendent, Principals</p> <p>Deputy Superintendent, Principals, Counselors, PTA's, Site Councils, Teachers</p>	<p>Consultant costs for weekly classes available to parents</p>	<p>6,000</p>	<p>LCAP - Supplemental</p>
<p>8. Monitoring program effectiveness:</p>				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Develop consistent surveys to be used at all schools for Local Control Accountability Plan (LCAP) and School Site Council purposes in monitoring program effectiveness across the district. The surveys will be used for annual School Site Council year-end evaluations and to determine funding support for LCAP, based on the eight state priorities for Local Control Funding Formula.</p> <p>Local Benchmark reading assessments (STAR Reading, DIBELS) and SBAC assessments will be used to monitor student progress and set performance goals for student achievement as part of our ongoing process of monitoring program effectiveness. This process begins each with the District Leadership Team which includes district and site administrators, along with teachers representing each school and grade level. The District Leadership Team sets broad goals based on student academic performance, leaving the School Site Leadership Teams to coordinate the details of improving student performance at each site.</p>	<p>Deputy Superintendent, Principals, Site Councils, LCAP Committee</p> <p>Superintendent, Deputy Superintendent, Principals, Teacher Leaders, Site Council Members</p>	<p>Designated time to develop and implement surveys</p> <p>Analyze student data to develop and monitor appropriate student academic performance growth goals</p>		
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>Reading consultants and instructional aides provide twice weekly after-school support for targeted reading students. Students are identified through multiple measures such as DIBELS, STAR Reading, and running records.</p> <p>Classroom Teachers and Instructional Aides work with individuals and small groups of students in grades K-5 to build foundational reading skills within the classroom utilizing Early Bird/Late Bird split reading format using the Houghton-Mifflin differentiated instructional support. Students groups are developed through an analysis of multiple measures such as DIBELS, STAR Reading, teacher observation and running records.</p>	<p>Principals</p> <p>Principals, Teachers, Instructional Aides</p>	<p>consultants, teachers and aides</p> <p>Supplemental support by Instructional Aides working individually or in small groups with students</p>	<p>50,000</p> <p>44,913</p>	<p>LCAP Supplemental</p> <p>Title I</p>
<p>10. Any additional services tied to student academic needs:</p> <p>Expand district-wide contract for AR/STAR Reading for universal screening and progress monitoring of students. The upgrade to the Enterprise level of assessment will allow teachers and administrators to analyze data to monitor long-term goals and allow enable teachers to analyze formative data for instructional decision-making.</p>	<p>Deputy Superintendent, Principals</p>	<p>Develop multi-year plan for web-services</p>	<p>33,333</p>	<p>Measure CL Funds (Parcel Tax)</p>

Performance Goal 1 (continued):

All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.

Planned Improvement in Student Performance in Mathematics

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: With guidance from the LMU Math Leadership Corps and the Math Teacher on Special Assignment (TOSA), Middle School teachers meet monthly to work in professional learning communities (Hubs) to align instruction with Common Core State Standards through analysis of student work and coordination of available resources.</p> <p>Elementary Teachers work monthly with Talking Teaching Network consultants and Math TOSA to unpack the Common Core State Standards by grade level and identify themes and stories for infusion of lessons and activities that are aligned with those standards.</p>	<p>Deputy Superintendent, Math TOSA, Principals, Math Teachers</p> <p>Superintendent, Deputy Superintendent, Math TOSA, Principals, Classroom Teachers</p>	<p>Substitutes and Hourly Pay</p> <p>Substitutes and Hourly Pay</p>	<p>6,000</p> <p>8,500</p>	<p>General Fund</p> <p>General Fund</p>
<p>2. Use of standards-aligned instructional materials and strategies: Grade level and department teams work at monthly meetings with Talking Teaching Network consultants, Math Leadership Corps and the Math TOSA to develop and implement math lessons that are built for conceptual understanding and engagement of all students by a process of "Investigation Before Explanation" of math concepts. Though this process, teachers at all levels are directly involved with the determination of appropriate instructional materials and strategies.</p> <p>Implement McGraw-Hill My Math series for K-5 math program and coordinate PD and online services with consultants. Adopt College Preparatory Mathematics for middle school text</p>	<p>Superintendent, Deputy Superintendent, Math TOSA, Principals, Classroom Teachers</p> <p>Superintendent, Deputy Superintendent, CCTC Math Committee, Principals, Teachers, Talking Teaching Network</p>	<p>Substitutes and Hourly Pay</p> <p>Cost of textbook adoption</p>	<p>2,500</p> <p>80,000</p>	<p>General Fund</p> <p>Measure CL</p>
<p>3. Extended learning time: Targeted students moving forward into grades 1, 2, and 3 participate in the Summer Skills Support for primary students with a focus on Math. At grades 3-8, targeted students received extended learning time in before or after school programs that focus on mastery of math procedures and concepts through hands-on and computer-based strategies. Students are identified through multiple measures including McGraw-Hill/ConnedED assessments, Study Island diagnostics, Moby Math and teacher created assessments.</p>	<p>Deputy Superintendent, Principals, Teachers</p>	<p>Teachers for July, materials</p>	<p>12,500</p>	<p>LCAP Supplemental</p>
<p>4. Increased access to technology:</p>				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Upgrade technology infrastructure for internet broadband access and wireless network connections to develop structure for 1:1 device to student ratio for technology. Google Apps for Education will serve as the central repository for student work in all subjects. For math, students work with Moby Math, McGraw-Hill/ConnectED, and Study Island at various grade levels to build skills in both procedural and conceptual understanding. When the 1:1 roll-out is complete, students will have constant daily access to a device in a wireless environment that will allow them access to a wide variety of tools and resources for building their math knowledge within a virtually paperless system. This follows our plan for infusing technology to promote lifelong learning through Excitement, Exploration, and Engagement.</p>	<p>Deputy Superintendent, IT Consultants, Principals</p>	<p>Purchase student devices for grades 3-8 and pilot devices in grades K-2. Wireless upgrade at all sites to enterprise level.</p>	<p>297,000</p>	<p>Measure CL (Parcel Tax)</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>Coordination of standards-based staff development activities with district leadership, consultants and teachers on special assignment to provide three full-day professional development days and a monthly calendar of collaborative opportunities throughout the year. For math, this includes training by publisher consultants for teachers in the recently adopted McGraw-Hill My Math series, building of conceptual understanding and math content knowledge for teachers by the Math TOSA, and active engagement in Common Core lesson development guided by the Talking Teaching Network consultants.</p> <p>Contract with Talking Teaching Network and Orange County Office of Education to provide training, resources and professional development related to implementation of Common Core Standards in mathematics.</p>	<p>Superintendent, Deputy Superintendent, Principals, TOSA's, Talking Teaching Network, Teachers</p> <p>Superintendent, Deputy Superintendent, Principals, TOSA's, Talking Teaching Network, Teachers</p>	<p>Monthly Planning Sessions, Instructional calendar, PD days, Wednesday meetings with Talking Teaching Network</p> <p>Monthly Planning Sessions, Instructional calendar, PD days, Wednesday meetings with Talking Teaching Network</p>	<p>72,000</p> <p>17,500</p>	<p>General Fund, Educator Effectiveness Grant, Measure CL, LCAP Supplemental</p> <p>Title II</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Local Control Accountability Plan process will provide transparency and engage all voices in the Wiseburn community through multiple open meetings with active strategies for engagement of stakeholders based on the Adaptive Schools Model.</p>	<p>Superintendent, Deputy Superintendent, Principals, TOSA's, Site Councils, PTA, DELAC, Certificated and Classified employees associations</p>	<p>Meetings, surveys and public meetings will provide for a fully transparent process</p>	<p>500</p>	<p>LCAP Base</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The community will be kept informed about all aspects of the educational program through the home-delivered quarterly School News, Annual Notification to Parents, Parent/Student family special events, Parent/Teacher Conferences, Student-led Conferences, Site Council meetings, weekly e-newsletters, and teacher emails, phone calls and class newsletters. Language translation is provided in Spanish and in other languages, as necessary, to keep limited English speaking families fully connected with the schools. Special math-related events include evening and Saturday workshops for parents and students to work together on Common Core strategies and technology related to student work. Principals, teachers and district administrators provide individual and group support for parents for the interpretation of various local and state assessments at School Site Council Meetings, PTA meetings, ELAC/DELAC meetings, parent information nights and individual meetings.</p>	<p>Superintendent, Deputy Superintendent, Principals, TOSA's, Teachers</p>	<p>Develop newsletters and articles for communication about the school program. Organize and conduct special events.</p>		
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Limited English speaking parents have the opportunity to participate in English Language Learner classes for parents that are conducted two times per week throughout the school year.</p> <p>Individual and group Parent/Student transition meetings and informational programs for pre-school, elementary, and middle school take place at each school site. Field trips and Shadow Days are a part of the program to ease the transition for each student. Campus tours are conducted at all sites several times each year to help with the transition for new students and families into the district.</p>	<p>Superintendent, Principals</p> <p>Superintendent, Deputy Superintendent, Principals, Counselors, PTA's, Site Councils</p>	<p>Consultant costs for weekly classes available to parents</p>	<p>6,000</p>	<p>LCAP Supplemental</p>
<p>8. Monitoring program effectiveness:</p> <p>Develop consistent surveys in English and Spanish to be used at all schools for the Local Control Accountability Plan (LCAP) and School Site Council purposes in monitoring program effectiveness across the district. Site Council members are determined by ballot according to the approved bylaws of each School Site Council. The surveys will be conducted annually and used for School Site Council year-end evaluations and to determine funding support for LCAP, based on the eight state priorities for Local Control Funding Formula.</p>	<p>Deputy Superintendent, Principals, Counselors, PTA's, Site Councils, DELAC, LCAP Committee</p>	<p>designated time to develop and implement surveys</p>	<p>500</p>	<p>General Fund</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Local benchmark assessments and California Assessment of Student Performance and Progress (CAASPP) assessments will be used to monitor student progress and set performance goals for student achievement as part of our ongoing process of monitoring program effectiveness. This process begins each year with the District Leadership Team which includes district and site administrators, along with teachers representing each school and grade level. The District Leadership Team sets broad goals based on student academic performance, leaving the School Site Leadership Teams to coordinate the details of improving student performance at each site.</p>	<p>Superintendent, Deputy Superintendent, Principals, Counselors, Site Councils, Teachers Leaders</p>	<p>Coordinate CAASPP timeline and program evaluation activities</p>		
<p>9. Targeting services and programs to lowest-performing student groups: Math consultants and instructional aides provide twice weekly before or after school support for targeted math students. Students are identified through multiple measures including McGraw-Hill/ConnedED assessments, Study Island diagnostics, Moby Math and teacher created assessments.</p> <p>Three to five times per week, classroom teachers and instructional aides work with individuals and small groups of students in grades K-5 to build procedural skills and conceptual math understanding within the classroom. With support from instructional aides, teachers direct differentiated instructional activities for individuals and small groups from both digital and hands-on resources from the My Math series. Student groups are developed through an analysis multiple measures including McGraw-Hill/ConnedED assessments, Study Island diagnostics, Moby Math and teacher created assessments. Groups are varied and constantly changing to encourage student engagement and maintain classroom vibrancy.</p>	<p>Principals</p> <p>Principals, Teachers, Instructional Aides</p>	<p>consultants, teachers and aides</p> <p>Supplemental support by Instructional Aides working individually or in small groups with students</p>	<p>10,000</p> <p>44,000</p>	<p>LCAP Supplemental</p> <p>Title I</p>
<p>10. Any additional services tied to student academic needs: None</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

Performance Goal 2:

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

Planned Improvement in Programs for LEP Students and Immigrants (Title III)
(Summarize information from district-operated programs and approved school-level plans)

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;	<p>In 2014-15, the Wiseburn School District exceeded AMAO 1 and AMAO 2 Title III accountability measure. To better meet the needs of English Language Learners, the Wiseburn School District has re-organized the ELD program. Three certificated teachers are assigned to coordinate the program and provide direct services to students. The CELDT testing program was re-structured to begin during the summer and provide faster feedback to teachers. ELL's participate in before and after school instructional programs, taking advantage of Early Bird and Late Bird schedules. Back in 2009-10, the Wiseburn Unified School District undertook a re-structuring of the English Language Development Program at the elementary level. This program was first proposed by the District English Language Advisory Council (DELAC), and was developed with the participation of teachers, parents, and administrators seeking to improve the academic success of English Learners. Central to this program was a significant increase in direct ELD instructional time. This increase was made possible by extending the school day for ELD students. This program structure allows for direct ELD instruction for English Learners without the loss of core academic instructional time in the regular classroom.</p> <p>All ELD instruction is based on the California Standards for English Language Learners. The material used in ELD includes Avenues and Houghton Mifflin Reading for English Learners. Groupings of students and the level of instruction are based upon the language levels of each student as measured by the California English Language Development Test. The ELD teacher is responsible for building academic connections with the general education teacher for each student.</p> <p>In grades K-2, English Learners attend school during both Early Bird and Late Bird time (Split Reading time), providing 200 minutes of additional instruction per week. In grades 3-5, students participate in a before-school program that provides 120 minutes per week of additional ELD instruction. The designated ELD instruction is provided by a credentialed teacher with specific expertise in the area of English language acquisition. The ELD teachers are also responsible for coordinating the services of instructional aides who support student learning in the ELD classroom (additional classified and certificated supplemental hours provided in part by \$30,870 in Title III funding for before-school and after-school ELD program). Services are also provided to students inside the classroom through scheduled push-in support from the ELD aides and teachers. ELD teachers are also responsible for coordinating all CELDT testing and monitoring the educational progress of each English Learner. This includes regular formal and informal meetings with each classroom teacher to discuss progress and suggest strategies for individual student success. The classroom teacher is responsible for providing English Language support for English Learners and to use Specifically Designed Academic Instruction in English (SDAIE) to present core instruction. During the first three years of the re-structured ELD program, we</p>

Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

<p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> • meeting the annual measurable achievement objectives described in Section 3122; • making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); • annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>were encouraged by many signs of success. Attendance in the ELD program ran higher than 95%, indicating parental buy-in for the program. Parent surveys indicated that parents of ELD students were highly supportive of the new program. Both CELDT and STAR results indicate higher rates of student academic success. During 2013-14, Wiseburn staff continued to refine and improve the English Language Development program. The focus for this year will be to improve communication between the ELD teachers and the classroom teachers. A formal system for meeting to discuss individual ELD student progress has been put in place. Each English Learner receives a program of instruction in English Language Development (ELD) in order to develop proficiency in English as rapidly and effectively as possible.</p> <p>Title III funds are used in conjunction with LCAP Supplemental funds to provide supplemental services, personnel and materials for the program for English Learners.</p> <p>Principals are accountable for monitoring the success of EL students at their sites based on annual measurable objectives and progress on STAR and CELDT scores based on the Adequate Yearly Progress expectations of No Child Left Behind. The Wiseburn Leadership Team reviews these results on an annual basis.</p> <p>The District outreach to parents of English Learners includes the following actions:</p> <ol style="list-style-type: none"> 1. The District sends notice of and holds regular meeting for the purpose of formulating and responding to the parents' recommendations. 2. The District informs the parents how they can be involved in the education of their children and be active participants in assisting their children to: <ul style="list-style-type: none"> • Attain English proficiency • Achieve at high levels in core academic subjects • Meet challenging state academic standards expected of all students 3. When 15 percent or more of the student population at the school site speak a single primary language other than English, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district are, in addition to being written in English, written in the primary language(s).
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c).</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>The Wiseburn Unified School District is providing services to English Learners to ensure that they are acquiring English language proficiency and recouping any deficits that may have been incurred in other areas of the core curriculum. English Learners will achieve at a proficient level in core academic subjects. All EL students receive a research-based English Language Development program until they are reclassified. Reclassification occurs when a student has demonstrated English language proficiency comparable to that of the district's average native English speakers. In order to develop proficiency in English as rapidly and as effectively as possible, each English Learner</p>

Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

receives a scheduled program of instruction in English Language Development that is appropriate for their identified levels of language proficiency. These lessons are based on the English Language Development Standards, adopted by the State of California Board of Education and the Wiseburn Unified School District Board of Trustees. ELD lessons are designed to promote English Learners' acquisition of listening, speaking, reading, and writing skills. Each English Learner with disabilities is assessed for English Language Development using accommodations, modifications, or alternate assessments for the CELDT if specified in the pupil's Individualized Education Program (IEP) or 504 Plan. The K-8 English Language Development Program adopted by the State of California Board of Education is embedded in the district adopted English Language Arts curriculum programs: Houghton Mifflin Reading for grades K-5 and Holt Literature and Language Arts for grades 6-8.

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

3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.

a. designed to improve the instruction and assessment of LEP children;

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

a. designed to improve the instruction and assessment of LEP children;

b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;

c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;

d. Long term effects will result in positive and lasting impact on teacher performance in the classroom.

Professional development is provided by the district in the form of inservice training, workshops, and/or conferences to enhance the ability of teachers to understand and use instructional strategies for limited English proficient students. The district participates with neighboring districts to provide ongoing training for teachers and paraprofessionals based on scientifically sound, research demonstrated for effectiveness, in increasing knowledge and skills. The Wiseburn Unified School District is a grant partner with 3 other districts and Loyola Marymount University in building support for Long Term English Learners (STELLAR),

b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;

The professional development is designed to improve instruction and assessment of LEP children to continually increase their English proficiency. Annual monitoring of the program assures a positive and lasting impact on performance in the classroom. Wiseburn teachers work with members of the Talking Teaching Network to make connections between English Language Arts and English Language Development frameworks.

Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

<p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills;</p> <p>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel: .a) designed to improve the instruction and assessment of LEP children; b) designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c) based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, and resulting in a positive impact for student performance in the classroom.</p> <p>Our end result will be teachers and paraprofessionals that are able to infuse the best of research-based instructional methods in both designated and integrated ELD structures. This is in accordance with our work with Dr. Laurie Olsen and Reparable Harm through the Center for Equity for English Learners at Loyola Marymount University as part of the STELLAR grant.</p>
<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Check if Yes: X</p> <p>If yes, describe: The Wiseburn Unified School District began the process of upgrading objectives and instructional strategies during the summer of 2009. This has resulted in the re-organization of the ELD program. The ongoing revision to the program since that time has been coordinated through the District English Language Advisory Committee, ELD staff and district/site administration with an ongoing revision to the ELD Master Plan.</p>

Planned Improvement in Programs for LEP Students and Immigrants (Title III)
 (Summarize information from district-operated programs and approved school-level plans)

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
5. Provide: <ul style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. 	<p>Check if Yes: X</p> <p>If yes, describe: All English Language Learners participate in either before or after school English Language Development supplemental instruction. This includes a focus on reading and instructional strategies to improve student learning. For elementary students, this instruction takes place four days per week during the early bird or late bird time as an extension of the school day. All ELD students participate in this program until they are re-classified as Fluent English Proficient unless a specific individualized plan is developed by the classroom teacher. All English Learners participate in the core curriculum presented by the classroom teacher with integrated ELD supports.</p>
6. Develop and implement programs that are coordinated with other relevant programs and services.	<p>Check if Yes: X</p> <p>If yes, describe: The ELD program is coordinated with other programs and services including Title I, Title II, Reading Intervention, and regular classroom instruction. The coordination takes place between the ELD teachers, site principals, the Deputy Superintendent, and the Superintendent.</p>
7. Improve the English proficiency and academic achievement of LEP children.	<p>Check if Yes: X</p> <p>If yes, describe: The Wiseburn Unified School District improves academic performance of English Language Learners by developing SMART Goals for English Language Arts, Mathematics, and Closing the Achievement Gap. Improvement is measured through the analysis of CAASSP and CELDT results and other measures.</p>
8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families - <ul style="list-style-type: none"> • To improve English language skills of LEP children; and • To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<p>Check if Yes: X</p> <p>If yes, describe: The Wiseburn Unified School District assists parents through community liaisons such as our Spanish speaking instructional aides and a Tongan community liaison. The District has coordinated participation in English Instruction for Parents, funded by Title I.</p>

Description of How the LEA is Meeting or Plans to Meet this Requirement

Allowable Activities

<p>9. Improve the instruction of LEP children by providing for -</p> <ul style="list-style-type: none"> • The acquisition or development of educational technology or instructional materials • Access to, and participation in, electronic networks for materials, training, and communication; and • Incorporation of the above resources into curricula and programs. 	<p>Check if Yes: X</p> <p>If yes, describe: The Wiseburn Unified School District has invested in the development of a technological support system that has been built for 21st century learning. Students and teachers have access to computers, display equipment, and other technologies to be used within a wireless network. English Language Learners participate in computer based assessments and instructional programs that are embedded into the curriculum such as Lexia, Accelerated Reader/STAR, DIBELS, and My Math Online (ConnectEd).</p>
<p>10. Other activities consistent with Title III.</p>	<p>Check if Yes: X</p> <p>If yes, describe: The English Language Development program at Wiseburn is consistent with the purposes of the Title III program. Instructional aides that are funded through Title III are responsible for helping students in the classroom and supporting families as a community liaison.</p>

**Performance Goal 2 (continued):
Plans to Notify and Involve Parents of Limited-English-Proficient Students**

Parents of Limited-English-Proficient students must be notified:

The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):	
a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;	Each child whose home language survey identifies a language other than English spoken at home receives a parent letter which states that in accordance with state and federal laws, all children who come from a home where a language other than English is spoken, must be assessed to determine their level of English proficiency.
b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;	The parents receive written notification of the results of the test and informs them of the English Language Development (ELD) program.
c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;	The letter of notification describes the method of instruction within the classroom, how subject areas will be taught, how textbooks will be used and how homework assignments will be provided. These letters are translated into the primary language of the parent. Parent permission is requested for participation and then each year they are informed of their child's progress.
d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;	Through parent information meetings and individual conferences and letters, parents are informed about how program participation will meet the educational strengths and needs of their child.
e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;	Through parent information meetings and individual conferences and letters, parents are informed about how the program will help their child learn English and meet age appropriate academic standards for grade promotion and graduation.
f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;	Specific requirements for reclassification are drawn from multiple measures of student achievement including classroom progress, CELDT, and other achievement data. Each student's progress is individually reviewed at a reclassification Student Study Team meeting where a determination is made. Upon potential reclassification, the parents also receive written notification and are asked to attend a meeting in determining the best placement for their child. Reclassified students are monitored for two years. If the child is in need of the program support he/she is readmitted.
g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;	In cases of students with disabilities, the IEP process is used to determine the appropriate placement and services with regard to the needs of the individual student.
h. information pertaining to parental rights that includes written guidance detailing -	
i. the right that parents have to have their child immediately removed from such program upon their request; and	Parents are informed of their right to have their child removed upon their request and to be enrolled in another program or method of instruction if available. Additionally at the time of this notification parents are informed about the ways they can become more involved in their child's education and the English Learner Advisory Council (ELAC).
ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;	Parents may decline to enroll their child or choose another program or method of instruction, if available.

Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.	The LEA assists parents in selecting among various programs and methods of instruction that may be available.
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Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.

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

LEA Parent Notification Failure to Make Progress

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

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

**Performance Goal 2 (continued):
Plans to Provide Services for Immigrants**

If the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	<p>Check if Yes: X</p> <p>If yes, describe: The Wiseburn Unified School District has coordinated participation in parent education in English, funded through Title I. Parents are involved in teacher-led parent trainings and student-led academic conferences.</p>
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	<p>Check if Yes: X</p> <p>If yes, describe: Although a very small percentage of our Limited English Proficient students are immigrant children, the district supports training for personnel in providing supports for these students.</p>
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	<p>Check if Yes: X</p> <p>If yes, describe: Wiseburn Unified School District students have participated in tutorials and community based support programs. Family Counseling is provided to families at all schools through Pepperdine University. Other mentoring programs have been set up for students at all grade levels through the US Coast Guard, Federal Bureau of Investigation, US Air Force, Northrop-Grumman, Boeing, Raytheon, and other community partners.</p>
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<p>Check if Yes: X</p> <p>If yes, describe: Regardless of available state funding, the Wiseburn Unified School District has moved forward with the adoption of new curricular materials. Recently adopted materials include Social Studies, Science, and Math Textbooks, as well as Avenues for English Learners. The District continues to explore new avenues for learning through technology. Recent additions have been made in the use of Accelerated Reader/STAR Assessments and Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Students make use of the Lexia program at the elementary level and Study Island at the middle school level. District teachers continue to use student data analysis systems for the creation of Common Core standards-based testing and the analysis of state and local benchmark testing.</p>

Description of How the LEA is Meeting or Plans to Meet this Requirement

Allowable Activities

<p>5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:</p>	<p>Check if Yes: X</p> <p>If yes, describe: The Wiseburn Unified School District is committed to providing all necessary basic instructional services for immigrant children and families.</p>
<p>6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:</p>	<p>Check if Yes: X</p> <p>If yes, describe: The Wiseburn Unified School District is fortunate to have several local resources available to our students with civic education. Immigrant children are assisted through coordinated mentor programs such as "Homework Heroes" with the US Coast Guard and "Reading Buddies" with the US Air Force.</p>
<p>7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:</p>	<p>Check if Yes: X</p> <p>If yes, describe: Activities are coordinated for all students, including immigrants, with a variety of community partners including Vistamar School, Loyola Marymount University, Boeing, Northrop-Grumman, Raytheon, and Aerospace Corporation.</p>

Performance Goal 3:

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

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

The Wiseburn Unified School District conducts an annual needs assessment of teacher data regarding professional development. Ongoing input from staff is gathered throughout the year in both formal and informal evaluations of professional development activities.

Strengths	Needs
For the previous three years, teachers have been working thoughtfully and collaboratively to implement the Common Core State Standards. This work has been guided by the Talking Teaching Network and has involved significant analysis of standards, instruction, assessment and materials for implementation in both English Language Arts and Math. Coordinated efforts at the middle school level have included the Center for Math and Science Teaching (CMAST) and the Math Leadership Corps (MLC) at Loyola Marymount University which has included a focus on conceptual understanding. District and site leadership has been involved with the STELLAR grant for Long Term English Learners through the Center for Equity for English Learners at LMU.	The recent selection and purchase of the elementary My Math series will require significant training in instructional methodology, assessment and use of technological tools that are available. Other technological tools, including Google Apps for Education, will need to be a major focus area. Professional use of technology and social media is indicated for staff training. Continued collaboration with the Talking Teaching Network and Loyola Marymount University will be essential to continue the efforts that are already underway. Staff training is also indicated for the expansion of Project Lead the Way into Grade 6 and the elementary grades. A significant effort is underway to develop Positive Behavior Supports (PBS) for all students through a revision of policies and procedures at each school site.

Performance Goal 3:

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

Planned Improvements for Professional Development (Title II)

(Summarize information from district-operated programs and approved school-level plans)

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>All professional development activities are aligned with the Common Core State Standards and the California Standards for the Teaching Profession. Plans for activities are based on a review of student performance and staff needs.</p>	<p>Superintendent, Deputy Superintendent, Principals, Teachers, Instructional Aides, Talking Teaching Network</p>	<p>Talking Teaching Network Contract/ Orange County Office of Education Contract</p>	<p>See Goal 1 (5) for Reading/Math</p>	<p>Title II</p>
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>All Wiseburn professional development activities and materials are related to scientifically based research. Our focus on professional learning communities as a means to foster growth in student achievement is grounded in the research of Richard Dufour, Mike Schmoker, and Robert Marzano. Areas of focus include closing the achievement gaps that exist in Wiseburn, ensuring the full implementation of state-adopted material, and providing instruction that is effective, engaging, data-driven, and targeted to meet the individual needs of students. These activities will be conducted within a professional context of trust and collegiality.</p>	<p>Superintendent, Deputy Superintendent, Principals, Teachers, Instructional Aides, Talking Teaching Network</p>			
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>The Wiseburn Leadership Team has selected the ELD sub-group as our focus area for closing the achievement gap. Since 2009, the Wiseburn Unified School District has been implementing a new instructional delivery system which provides additional instructional time for ELD students, while providing the core curriculum. Based on the most recent available 2013 results, our District API stands at 870 and our ELD sub-group has an API of 816. This has decreased the achievement gap</p>	<p>Superintendent, Deputy Superintendent, Principals, Teachers, Instructional Aides, Talking Teaching Network, STELLAR partners</p>	<p>Supplemental Support for English Learner students provided by instructional aides in individual and small groups</p>	<p>28,332</p>	<p>Title III</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>in this area to 54 points (from 71 points in 2011). All other sub-groups in the district have also continued to rise with the overall district population.</p> <p>Wiseburn will continue our district ELD program by assigning four full-time certificated teachers to teach and coordinate the program. This re-structuring includes the CELDT testing process, ELD instruction and curriculum, classroom SDAIE strategies, and reading intervention. The teacher leaders also coordinate the work of the ELD instructional aides. ELD teachers will also serve as Teacher Leaders for the STELLAR grant for Long-Term English Learners.</p>				
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>The Wiseburn Unified School District utilizes federal Title II funds to provide training to staff. Our program had previously been divided up between site administrators, resulting in a fragmented approach. Now the Deputy Superintendent for Instructional Services oversees all professional development which results in a more coordinated program. The major focus for PD includes: closing the achievement gap for English Language Learners, building a results based professional learning community for student achievement, and providing staff with specific skills and knowledge to best achieve learning goals based on Common Core State Standards.</p>	<p>Superintendent, Deputy Superintendent, Principals, Teachers, Instructional Aides, Talking Teaching Network</p>			
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>Professional Development is provided in a variety of formats including on-line, after-school, release time, weekend sessions, summer sessions, institutes, workshops, mentoring, and professional collaboration time. Our goal is to build the expertise and capacity within our district employees and rely on their abilities to work together towards common goals. We often rely on a trainer of trainers model to reach the maximum number of people within the limited means of our district budget. Technology mentors, TOSA's and BTSA mentors provide the one on one training and personal attention that has been most effective for teachers and instructional aides.</p>	<p>Superintendent, Deputy Superintendent, Director of Psychological and Child Services, Principals, Teachers, Instructional Aides, Talking Teaching Network, TOSA's, BTSA Mentors</p>	<p>Conferences/substitutes/ hourly pay for teachers conferences and in-house training for teachers at all sites</p>	<p>See Goal 1 (5) for Reading/Math</p>	<p>Title II</p>
<p>6. How the LEA will integrate funds under this subpart with funds</p>				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>Follow the District Technology Plan goals related to Professional Development and Curriculum: The Wiseburn Unified School District follows the Common Core State Standards for English Language Arts and Mathematics. The Next Generation Science Standards and the English Language Development Standards are currently being reviewed for implementation. The Technology Committee will map the National Educational Technology Standards (NETS) with existing content standards and provide suggested technology-enriched activities for each grade level and content area. Student expectations are aligned with content standards written for each grade level and subject area. Based on assessments done locally and statewide, instructional needs are adjusted on an ongoing basis. The schools' Single Plan for Student Achievement Reports provide annual updates that include technology usage by students, staff, and parents. By using growth documents from the school sites, the technology plan supports the individual schools' improvement plans. Since the development of our last technology plan, Wiseburn faculty and administration have shown significant growth in technology use and skills. Particular growth was seen in the area of professional communication (email), record keeping (PowerSchool/PowerGrade), and the use of productivity tools (word processing, presentations, spreadsheets). Recent increases in skills related to data collection and analysis, online data input, and Web 2.0 tools, such as Google Apps for Education, have been noted. Continued growth in communication, curriculum integration, and assessment of students is expected, including implementation of Smarter Balanced assessments.</p>	<p>Superintendent, Deputy Superintendent, Director of Psychological and Child Services, Principals, Teachers, Instructional Aides, Talking Teaching Network, TOSA's</p>	<p>Cost of Technology TOSA and Tech Mentors</p>	<p>132,000</p>	<p>LCFF Base</p>
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>Technology Mentors will provide training to all staff at staff meetings, after school and on Saturdays. Training will include the analysis of student results through data analysis programs, use of PowerGrade, email, word processing, spreadsheet, and presentation applications. Teachers and staff will utilize their</p>	<p>Superintendent, Deputy Superintendent, Director of Psychological and Child Services, Principals, Teachers, Instructional</p>			

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>knowledge in these areas to help students integrate the tools of technology into their standards-based curriculum. The Technology Committee will begin launching options for 1:1 integration of Technology in Wiseburn. Training is supported through the TIIP Grant through UCLA that builds on the Adaptive Schools Model for change through professional development.</p>	<p>Aides, Talking Teaching Network, TOSA's</p>			
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>Each year teachers complete a Professional Development Survey to provide input to the Administrative Council regarding needs for professional development. Evaluation data from past trainings are reviewed. Teachers and paraprofessionals provide input to principals during staff meetings. Parents participate in this process through Site Councils, ELAC, ELAC/DELAC and GATE committees.</p>	<p>Superintendent, Deputy Superintendent, Director of Psychological and Child Services, Principals, Teachers, Instructional Aides,</p>			
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> • Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child's education; and • Understand and use data and assessments to improve classroom practice and student learning. <p>The use of data and assessments are a central part of the professional learning community in Wiseburn. Time will continue to be provided for teachers to analyze student academic results and make next step instructional decisions based on that analysis. Teachers use their knowledge of student results to identify students who are not yet proficient and provide specific intervention to promote proficiency. Training of staff will include differentiated instruction and behavior management to ensure that all students are learning. A major focus will be preparing for instruction and assessment based on the Common Core State Standards.</p>	<p>Superintendent, Deputy Superintendent, Director of Psychological and Child Services, Principals, Teachers, Instructional Aides,</p>	<p>Conferences/substitutes/ hourly pay for teachers conferences and in-house training for teachers at all sites</p>	<p>\$25,000</p>	<p>Educator Effectiveness Grant</p>
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>All Wiseburn Teachers are highly qualified based on the requirements of No Child Left Behind. All teachers have their CLAD supplement or appropriate CTEL requirements. All</p>	<p>Superintendent, Deputy Superintendent, Director of Human Services,</p>			

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
paraprofessionals working in Title I schools are highly qualified through education or through the Paraprofessional Training Assessment Program.	Principals			

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

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

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

The Wiseburn School District became the Wiseburn Unified School District on July 1, 2014. In our feeder school pattern, students matriculate from Dana Middle School to one of three Charter High Schools: Da Vinci Design, Da Vinci Science and Da Vinci Communications. The Wiseburn Unified School District is the authorizer for the Da Vinci Schools and has enjoyed a successful partnership since the Charter Schools were initiated in 2009. The Wiseburn Unified School District receives federal funding based only on the K-8, non-charter students in the district. Each Charter High School applies directly for Title I funding and has its own LEA Plan. The activities and actions listed below are drawn from Performance Goal #5 from the LEA Plans of the Charter High Schools and are funded accordingly.

5.1 (High School Graduates)	
Activities/Actions	Ensure a cohort graduation rate of at least 94% by providing support to all students through tutoring, summer programs, seminars, and college mentor support.
Students Served	All high school students targeted for being at-risk of not graduating.
Timeline/ Person(s) Involved	HS Principal, Counselors, Teachers, College Mentors, Parents, Business Partners - September 2014 - June 2019
Benchmarks/ Evaluation	Local assessments, Standards Based Grading, CAHSEE Proficiency, SAT/ACT scores
Funding Source	Charter Funds (Da Vinci Schools)
5.2 (Dropouts)	
Activities/Actions	Counselors will track 9th grade cohort students through high school graduation, college and into workforce entry. Drop-out students will be located using CALPADS, with follow-up done by Counselors. Struggling students will be identified at the end of each semester and will be provided with academic and other supports as needed.
Students Served	All high school students targeted for being at-risk of dropping out.
Timeline/ Person(s) Involved	Counselors, Teachers - September 2014-June 2019
Benchmarks/ Evaluation	Cohort Graduation rate, Mastery Based Grading, Track and follow-up on all High School incompletes and withdrawals using Da Vinci Data Dashboard
Funding Source	Charter Funds (Da Vinci Schools)
5.3 (Advanced Placement)	
Activities/Actions	Advanced Placement options are provided through concurrent enrollment in partnership with local universities and community colleges.
Students Served	Junior and Senior students
Timeline/ Person(s) Involved	Counselors, Teachers, University Partners - September 2014-June 2019
Benchmarks/ Evaluation	Mastery Based Grading and tracking student success by semester using Da Vinci Data Dashboard
Funding Source	Charter Funds (Da Vinci Schools)

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

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."

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 Wiseburn Unified School District uses the number of children eligible for Free/Reduced Lunch programs to determine schools eligible for Title I funding.</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>The school with the highest percentage of low-income students is the first to receive Title I funding. The district determines if any other schools will receive funding based on the same low-income factor.</p>

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Please provide a general description of the nature of the programs to be conducted by the LEA under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." 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>.

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program

For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:

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

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

Targeted Assistance Programs (TAS) - Student Identification

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

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

Wiseburn does not participate in targeted assistance programs.

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.

Targeted Assistance Programs (TAS) - Student Identification	
Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: <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 2 program with Title I funds. 	
The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.	
The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.	

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."

While the Wiseburn School District is not presently in Program Improvement (PI) for Title I, Juan Cabrillo Elementary School has been designated as Year 1 status of Program Improvement. Juan Cabrillo Elementary School is not currently receiving Title I funds.

Program Improvement (PI) - Parent Notification	
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 school designated as Program Improvement for Year 1 provided notification to parents, including the right to attend another school that is not in PI with paid transportation.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	The Wiseburn Unified School District does provide public school choice under ESEA to parents for students attending a Year 1 status PI school, to attend another district school that is not in Program Improvement and works with families to provide transportation services.

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."

Highly Qualified Teachers	
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	The Administrative Council (ADCO) identifies all Title II funding priorities to match the staff development needs of the entire district, including the coordination with Title I needs. Every effort is made to recruit and maintain highly qualified teachers, principals and other staff. Our positive reputation and the positive working environment combine to provide a multitude of applicants for each available position.

Highly Qualified Teachers

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

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

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.

Increased Program Effectiveness

Describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:

- a. Even Start
- b. Head Start
- c. Reading First
- d. Early Reading First
- e. Other preschool programs
- f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited - English proficient, and children with disabilities.

Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.

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

Part III

Assurances and Attachments

Assurances

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

General Assurances

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

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 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 allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low - income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low - income students and minority students are not taught at higher rates than other students by unqualified, out - of - field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high - quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency - wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D - SUBPART 2

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

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

35. The LEA has an updated, local, long - range, strategic, educational technology plan in place that includes the following:
- a. Strategies for using technology to improve academic achievement and teacher effectiveness.
 - b. Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - c. Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
 - d. Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
 - e. Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
 - f. A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - g. A description of how the applicant will coordinate activities funded through the Ed Tech program with technology - related activities supported with funds from other sources.
 - h. A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - i. Innovative delivery strategies - a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - j. A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - k. Collaboration with adult literacy service providers.
 - l. Accountability measures - a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - m. Supporting resources - a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

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

TITLE IV, PART A

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

New LEAP Assurances

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

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

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

Other

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

Signature Page

Tom Johnstone, Ed.D.

1/26/16

Printed or typed name of Superintendent

Date

Signature of Superintendent

**Local Educational Agency Plan
Wiseburn Unified School District**

Appendix A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013 - 2014.*

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)

1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

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

2.1 Performance indicator: The percentage of limited - English - proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance indicator: The percentage of limited - English - proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.3 Performance indicator: The percentage of limited - English - proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3: *By 2005 - 2006, all students will be taught by highly qualified teachers.*

3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high - poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2 Performance indicator: The percentage of teachers receiving high - quality professional development. (See definition of "professional development" in section 9101(34).)

3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

Performance Goal 4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

4.1 Performance indicator: The percentage of persistently dangerous schools, as defined by the State.

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

5.1 Performance indicator: The percentage of students who graduate from high school, with a regular diploma:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2 Performance indicator: The percentage of students who drop out of school:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

Local Educational Agency Plan Wiseburn Unified School District

Appendix B

Links to Data Websites

Below is a listing of Website links for accessing district - level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)
<http://www.cde.ca.gov/psaa/api/index.htm>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/demographics/coord/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/statetests/celdt/celdt.html>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/statetests/cahsee/eval/eval.html>
- California Standardized Test (CST)
<http://www.cde.ca.gov/statetests/index.html>
- DataQuest
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ope/sarc/>
- Standardized Testing and Reporting (STAR) Program
<http://www.cde.ca.gov/statetests/star/index.html>

Appendix F

District & Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	242	238	98.3	238	2445.6	28	30	30	12
Grade 4	262	259	98.9	259	2476.8	25	26	28	22
Grade 5	262	253	96.6	253	2512.1	22	34	23	21
Grade 6	339	336	99.1	336	2542.4	13	47	30	9
Grade 7	337	332	98.5	330	2574.0	17	47	21	14
Grade 8	347	344	99.1	344	2589.2	14	51	26	9
All Grades	1789	1762	98.5	1760		19	41	26	14

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	28	52	20	28	57	15	24	68	8	23	63	13
Grade 4	23	47	30	28	58	14	18	67	15	19	61	20
Grade 5	24	49	27	31	51	17	17	68	15	32	55	13
Grade 6	15	60	26	28	59	13	18	74	8	26	64	10
Grade 7	21	56	23	44	44	13	18	68	13	30	60	10
Grade 8	26	53	21	36	56	8	11	77	12	24	65	11
All Grades	23	53	24	33	54	13	17	71	12	26	62	12

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	242	239	98.8	239	2440.0	10	42	40	8
Grade 4	262	260	99.2	260	2473.2	12	32	40	16
Grade 5	262	253	96.6	253	2487.2	9	20	38	33
Grade 6	339	336	99.1	336	2509.3	7	19	46	28
Grade 7	337	331	98.2	331	2539.7	11	26	39	24
Grade 8	347	345	99.4	345	2557.1	13	26	35	26
All Grades	1789	1764	98.6	1764		10	27	40	23

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	18	69	13	26	57	17	23	63	13
Grade 4	21	47	32	21	52	27	20	53	27
Grade 5	10	35	55	11	57	32	15	50	34
Grade 6	8	45	47	13	60	28	10	60	29
Grade 7	18	46	35	14	60	26	20	72	8
Grade 8	21	45	33	10	62	28	20	62	18
All Grades	16	47	36	15	58	26	18	61	21

Appendix F

District & Student Performance Data

Title III Accountability

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	290	273	251
Percent with Prior Year Data	100	100	98
Number in Cohort	290	273	251
Number Met	204	206	207
Percent Met	70.3	75.5	84.1
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	290	63	270	57	261	51
Number Met	144	42	143	33	157	38
Percent Met	49.5	66.7	54.1	57.9	60.2	74.5
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

Appendix F

District & Student Performance Data

California English Language Development (CELDT) Data

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	1	8	7	54	5	38					13
1	11	28	21	53	7	18	1	3			40
2	16	29	31	56	*****	***	1	2			*****
3	19	44	18	42	3	7	2	5	1	2	43
4	10	25	21	53	8	20	1	3			40
5	6	21	16	57	2	7	3	11	1	4	28
6	2	18	5	45	2	18	1	9	1	9	11
7	4	50	3	38	1	13					8
8	5	38	8	62							13
9	1	20	2	40	1	20			1	20	5
10	1	25	1	25	2	50					4
11			*****	***							*****
12					*****	***					*****
Total	2	17	5	42	1	100	9	4	1	8	1

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	5	6	23	26	41	47	16	18	2	2	*****
1	12	27	23	51	8	18	1	2	1	2	*****
2	18	29	33	52	11	17	1	2			*****
3	20	43	19	41	3	7	2	4	2	4	46
4	11	25	22	50	10	23	1	2			44
5	7	22	18	56	2	6	4	13	1	3	32
6	7	33	9	43	2	10	1	5	2	10	21
7	8	67	3	25	1	8					12
8	5	31	10	63					1	6	16
9	1	17	2	33	2	33			1	17	6
10	2	40	1	20	2	40					5
11			*****	***							*****
12					*****	***					*****
Total	93	25	160	44	78	21	26	7	1	7	5