

(CDE use only)
Application #

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN
2013 Revision

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

LEA Plan Information:

Name of Local Educational Agency (LEA): Blochman Union School District

County/District Code: 42-69112

Dates of Plan Duration (should be five-year plan): April 2013 – 2018

Date of Local Governing Board Approval: May 14, 2013

District Superintendent/Principal: Doug Brown

Address: 4949 Foxen Canyon Road

City: Santa Maria, Calif.

Zip code: 93454

Phone: (805) 937-1148

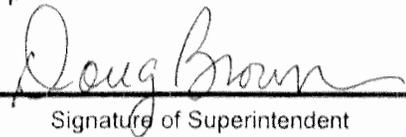
Fax: (805) 937-2291

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

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

Doug Brown

May 14, 2013



Printed or typed name of Superintendent

Date

Signature of Superintendent

Shannon Clay

May 14, 2013



Printed or typed name of Board President

Date

Signature of Board President

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FEDERAL AND 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.

(Programs are based on 2012-13 allocations)

Federal Programs		State Programs	
	Title I, Part A	X	EIA – State Compensatory Education
	Title I, Part B, Even Start	X	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		
	Title VI-Subpart 1-Small, Rural School Achievement Grant		
	McKinney-Vento Homeless Education		Healthy Start
	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 st Century Community Learning Centers		Other (describe) After School Educ. and Safety Grant (ASES)
X	Other (describe): Title VI-Rural and Low Income School Program		Other (describe): Unrestricted Lottery
	Other (describe):		Other (describe):
			Other:

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Allocations are based on the 2012-13 program participation reported in CARS.

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers 2011-12	Current Year District Entitlements 2012-13	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	0	0		
Title II Part A, Subpart 2, Improving Teacher Quality	\$4,831	\$4,365	\$9,196	100%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient				
Title III, Immigrants				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education				
21 st Century Community Learning Centers				
Other (describe) Title VI-Rural & Low Income School Program	\$56,174	\$18,173	\$74,347	100%
TOTAL	\$61,005	\$22,538	\$83,543	100%

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Allocations are based on the 2012-13 program participation reported in CARS.

Categories	Prior Year District Carryovers 2011-12	Current Year District Entitlements 2012-13	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	\$643	\$5,810	\$5,810	100%
EIA – Limited English Proficient	0	\$2,372	\$2,372	100%
State Migrant Education				
School and Library Improvement Block Grant				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
High Priority Schools Grant Program (HPSG)				
Healthy Start				
Other: Unrestricted Lottery	0	\$16,616	\$16,616	100%
TOTAL				

PLEASE SEE ATTACHED FOR 2012-13 TIER III PROGRAMS

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.

SCHOOL MISSION STATEMENT

The mission of the Blochman Union School District is to ensure the educational success of all students by maintaining high expectations, a safe learning environment, a commitment to excellence and comprehensive programs which empower children to reach their fullest potential as responsible and productive citizens in a continuously changing world.

School Profile

The Blochman Union School District is a one school district that encompasses the unincorporated towns of Sisquoc, Garey and Tepusquet. Local industries include farming, oil production, rock/sand/gravel production, and vineyards/wine production. There are two universities and three community colleges located within a 65 mile radius of the District.

The district's only school, Benjamin Foxen Elementary, is a K-8 school with 141 students located in the Santa Maria Valley of Santa Barbara County. Since it is a one-school district, "Blochman" and "Benjamin Foxen" are used interchangeably. Close to 61% of our students are on inter-district agreements from neighboring school districts. After 8th grade promotion, students attend the Santa Maria Union High School District.

The students are a cross-section of socio-economic levels, cultural backgrounds, and family living styles. The ethnic breakdown for the district is: White/Non-Hispanic (65%), Hispanic (35%), Our English Learner population is less than 10%.

As a Direct Services school, Santa Barbara County provides the specialized services of a school psychologist, speech therapist, and a school nurse. The services are dependent on the number of students who qualify, but on average 30 hours per week of services are provided by county staff members.

In addition, Blochman sponsors two Charter Schools, Family Partnership Charter School (K-12), an independent study school serving 331 students and Trivium Charter School (K-12), serving 296 students both in Santa Barbara and San Luis Obispo Counties.

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.

Blochman Union SD administers the following high-quality student academic assessments to assist students in meeting academic content/California Common Core Content Standards:

1. Curriculum imbedded assessments in state approved, district adopted core academic textbooks
2. Santa Barbara County Co-Op Trimester Writing Assessment scored with ELA rubric and additionally, with an ELD rubric for EL students. Targeted instruction based on review of writing skills help to differentiate writing assignments for EL students and English only students.
3. Placement/progress assessments for a variety of intervention programs including web-based Renaissance Learning Accelerated Reader (AR)
4. Trimester NWEA (Northwest Educational Assoc.) computer based assessments will be administered to all students to monitor student progress in Language Usage and Reading.

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:</p> <ul style="list-style-type: none"> • Blochman Union SD has fully adopted the California State Content Standards for all subject areas • BUSD will be preparing for the adoption of the new CA Common Core Content Standards and Smarter Balance Assessment system • BUSD will adopt Common Core Content Standards and integrate them into the R/LA program. • The District will continue to select, purchase, and evaluate materials from the state adopted lists • The next ELA adoption will be made after the new Common Core Content Standards are adopted and included in the state adopted materials • Annually, the District will use data from standards-based assessments to inform instruction • The reading/language arts program (R/LA) will be evaluated on an on-going basis and monitored for effectiveness and needed revisions • Blochman Union SD will continue to use state approved reading/language arts textbooks, intervention programs, and supplemental materials 	<p>Ongoing</p> <p>Teachers Supt.-Principal Language Arts Intervention Specialist (LAIS)/Resource Teacher SBCEO Support Staff</p>	<p>Language Arts Intervention Specialist (LAIS)/Resource Teacher</p>	<p>\$12,000</p> <p>\$24,800</p>	<p>Title VI, Rural & Low Income School Program; Economic Impact Aid</p> <p>General Fund</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> • BUSD currently uses the following state approved R/LA materials: McGraw Hill <i>Treasures</i> for grades K-5 and Prentice-Hall <i>Literature</i> for grades 6-8 • Differentiated instruction will be provided for all students, K-8 • Use of web-based Renaissance Learning Accelerated Reader (AR) will be embedded in R/LA instruction. • Instruction will be modified and assessed continually 	<p>On-going</p> <p>Teachers Instructional Aides</p> <p>LAIS/Resource Teacher</p> <p>Superintendent-principal</p>	<p>Instructional aides</p> <p>LAIS</p> <p>Renaissance Learning Site License</p>	<p>\$5,000</p> <p>\$1,550</p>	<p>Title VI, Rural & Low Income School Program</p> <p>Unrestricted Lottery</p>

<p>thorough grade level teacher analysis of student work</p> <ul style="list-style-type: none"> • Curriculum embedded Standards-based benchmark assessments will be administered to all students and scored • Trimester NWEA (Northwest Educational Assoc.) computer based assessments will be administered to all students to monitor student progress in Language Usage and Reading • Reading support will be provided to classrooms by the certificated Language Arts Intervention Specialist (LAIS) • The school will continue to use the SB County Co-Op trimester writing assessment as the school wide writing assessment. EL students' writing assessments are further scored by ELD rubrics and reviewed by the EL Coordinator. • The Resource Teacher/LA Intervention Specialist will continue to provide <i>Read Naturally</i> to selected students to support reading instruction • A supplemental phonics-based program, <i>Explode the Code</i>, will be used by the Resource Teacher with first graders and also used in Kindergarten by the teacher 	<p>Teachers Instructional Aides</p> <p>Supt./Principal</p> <p>LAIS/Resource Teacher</p> <p>Certified Technology Assistant</p>	<p>NWEA licenses/assessments</p>	<p>\$4,000</p>	<p>Unrestricted Lottery</p>
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<p>participate in annual California Association for the Gifted (CAG) Conferences and other content area conferences</p> <ul style="list-style-type: none"> Continued training/coaching will be provided to help teachers use student assessments to assess students' needs and to develop reading/writing skills Teachers will provide/participate in R/LA in-service training Teachers will receive training and support in incorporating the Common Core Standards and Smarter Balance Assessment system into the R/LA program 				
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents)</p> <ul style="list-style-type: none"> BUSD administrators and teachers involve parents through: <ul style="list-style-type: none"> Trimester Progress Reports Back to School Night – grades K-8 Monthly newsletters Website /Facebook Page Phone/email Parent-teacher conferences Friday folders (K-3) Science/Art Fairs Homework packets BUSD will invite all parents to participate on the School Site Council (SSC), District Advisory Council (DAC), and PTA Parents are encouraged to volunteer in the classrooms Parents, teachers, and students will annually review and sign a School, Parent, and Student compact The District will maintain a website and monthly newsletter that highlights school news and parent involvement opportunities Parents will be invited to community events held to showcase a variety of student accomplishments such as: Science Fair, Art Fair, Student of the Month Assemblies, the Christmas Program, 	<p>On-going</p> <p>Admin., Teachers, Parents, Students, LAIS/Resource Teachers Certified Technology Assistant</p> <p>Advisory Committees</p> <p>Teachers, Parents, Students</p> <p>Arts Outreach</p>	<p>Arts Outreach</p>	<p>\$2,000</p>	<p>General Fund</p> <p>General Funds</p>

<p>Halloween Carnival, Talent Show, Family Lunch (Valentine's Day), Water Day/BBQ , film and video class productions</p>	<p>Alumni student and mom (ret. Teacher) Video Class</p>	<p>Materials for video class, newsletter</p>	<p>\$2,000</p>	<p>General Funds General Funds General Funds</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> Partnerships with community-based agencies will provide supplemental services, i.e. DARE, Bullying Prevention Assemblies, Arts Outreach, Safe Touching Presentations (K-3) from North County Rape Crisis Center, School Garden, Monthly Food Share A Preschool (fee for service) is run on the campus and will provide coordination/collaboration /transition opportunities for students to enroll at BUSD 	<p>On-going</p> <p>Ophelia Foundation grants (garden) Food Bank Law Enforcement Arts Outreach North County Rape Crisis Center</p>			
<p>8. Monitoring program effectiveness: BUSD maintains a focus on consistently evaluating and improving its instructional programs. The Supt./Principal and School Board will work closely with teachers and staff to lead and support the work of the District. The Superintendent-Principal works closely with teachers and staff to create outstanding programs and learning opportunities for all students.</p>	<p>Ongoing</p> <p>Supt./Principal School Board Teachers LAIS/Resource Specialist</p>			

<p>9. Targeting services and programs to lowest-performing student groups:</p>	<p>On-going</p>			
<ul style="list-style-type: none"> • Students will continue to be identified for interventions and targeted teaching through assessments and parent and teacher recommendations • Students will be grouped into reading levels and receive differentiated and individualized instruction in R/LA • Academic achievement goals will be set in the Single Plan for Student Achievement (SPSA) • All students K-8 with assessed needs will be supported by the Language Arts Invention Specialist (LAIS) • English Learners will be closely monitored and work with the classroom teacher and LAIS to learn English as quickly and effectively as possible • Spanish reading materials will be available for beginning English Learners • Teachers will continue to collaborate around student work and provide direct services to the lowest performing students to help them meet challenging District and State /Common Core Standards 	<p>Teachers</p> <p>LAIS/Resource Teacher</p> <p>Instructional aides</p> <p>Superintendent-principal</p> <p>EI Coordinator</p>			

<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> • The Student Study Team (SST) will continue to provide support for interventions and serve as a referral system for students/families • The sports program will continue to provide exercise, sportsmanship training and an opportunity to shine for all participating students • The Skills Class (6-8th grades) helps to write the monthly newsletter, take pictures, produce the Year Book • Students will participate in the SBCEO's Battle of the Books, Author Go Round, and the County (and Masonic Lodge) Spelling Bee • ASB Officers work will continue to work with the Principal on the Student of the Month Assemblies 	<p>Teachers Superintendent- principal LAIS/Resource Teacher</p> <p>Teachers, students</p> <p>SBCEO sponsored Events</p> <p>ASB Officers Principal</p>	<p>Materials, transportation, stipends, extra hours</p>	<p>\$2,000</p>	<p>General Fund</p>
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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 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:</p> <ul style="list-style-type: none"> • Blochman Union SD has fully adopted the California State Content Standards for all subject areas • The District will continue to select, purchase, and evaluate materials from the state adopted lists • BUSD will adopt Common Core Standards and Smarter Balance Assessments and integrate them into the mathematics program • Annually, teachers will use data from standards based assessments to inform instruction • The mathematics program will be evaluated annually and monitored for effectiveness and needed revisions • Blochman Union SD will continue to use state approved mathematics textbooks, intervention programs, and supplemental materials 	<p>Ongoing</p> <p>Teachers Supt.-Principal Language Arts Intervention Specialist (LAIS)/Resource Teacher SBCEO Support Staff</p>	<p>Mathematics Intervention Specialist (MIS)/Resource Teacher</p>	<p>\$12,000 \$24,000</p>	<p>Title VI, Rural & Low Income School Program; Economic Impact Aid</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> • BUSD currently uses the following state approved mathematics materials: Scott Foresman for grades K-5 and Holt for 6th-8th grades • Instruction will be modified and assessed continually thorough grade level teacher analysis of student work, curriculum assessments, STAR Math and trimester NWEA mathematics assessments • Instruction will be provided based on the assessment of learning needs and curriculum will be differentiated in order to offer 	<p>On-going</p> <p>Teachers Instructional aides</p> <p>Intervention Specialist/Resource Teacher Certified Technology Assistant</p>			

<p>acceleration and/or support when needed</p> <ul style="list-style-type: none"> • Students identified by the Intervention Specialist will participate in the web-based ALEX and IXL programs • The District will hire a Mathematics Intervention Specialist to work with identified students • Student work will be reviewed and critiqued by teachers 	<p>Mathematics Intervention Specialist</p>	<p>Mathematics Intervention Specialist</p>		
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> • Homework assistance is provided to students who are on the second bus run by the Librarian and an Instructional Aide <p>4. Increased access to technology:</p> <ul style="list-style-type: none"> • All students will continue to have access to technology in the classroom, computer lab, and library • Each classroom has a digital projector system that can be used to present videos, CD's, and DVDs. • Students have access to a 1 to 1 laptop program in grades 3-6 • Every classroom will have the use of a document camera/projector for instructional support • Students in grades K-8 will have weekly technology instruction from a Certified Technology Assistant • Staff will increasingly use technology for instruction and communication • The mathematics program will be supported on-line through the use of ALEX, IXL, NWEA math assessments, SBCEO Portal resources, and STAR Math assessment programs 	<p>Ongoing</p> <p>Librarian Instructional Aide</p> <p>Students Teachers Instructional Aides Superintendent-principal Librarian LAIS/Math Resource Specialist</p> <p>Certified Technology Assistant</p>	<p>Technology Assistant</p> <p>Librarian</p> <p>Computers: purchase replacements/upgrade and maintenance</p>	<p>\$13,000</p> <p>\$16,000</p> <p>\$10,000</p>	<p>General Fund</p> <p>Title VI, Rural & Low Income School Program; Economic Impact Aid</p> <p>Unrestricted Lottery; General Fund</p>

<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> • Teacher collaboration will continue to focus on student work and achievement in Math and the use of technology • Teachers will receive on-going support, training, coaching in the use of District-adopted materials and in future adoptions • Teacher collaboration will continue to focus on student work and achievement in R/LA, Math, ELD, and use of technology • Continued training/coaching will be provided to help teachers use student assessments to assess students’ needs and to develop mathematics skills • Teachers will receive training and support in incorporating the Common Core Standards and Smarter Balance Assessment system into the R/LA program 	<p>On-going</p> <p>Teachers</p> <p>Superintendent-principal</p>															
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents)</p> <ul style="list-style-type: none"> • BUSD administrators and teachers involve parents through: <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Trimester Progress Reports</td> <td style="width: 50%;">Friday folders (K-3)</td> </tr> <tr> <td>Back to School Night – grades K-8</td> <td>Science/Art Fairs</td> </tr> <tr> <td>Monthly newsletters</td> <td>Homework packets</td> </tr> <tr> <td>Website /Facebook Page</td> <td></td> </tr> <tr> <td>Phone/email</td> <td></td> </tr> <tr> <td>Parent-teacher conferences</td> <td></td> </tr> </table>	Trimester Progress Reports	Friday folders (K-3)	Back to School Night – grades K-8	Science/Art Fairs	Monthly newsletters	Homework packets	Website /Facebook Page		Phone/email		Parent-teacher conferences		<p>On-going</p> <p>Admin., Teachers, Parents, Students, LAIS/Resource Teacher and Math Intervention Specialist (MIS) Certified Technology Assistant</p>			
Trimester Progress Reports	Friday folders (K-3)															
Back to School Night – grades K-8	Science/Art Fairs															
Monthly newsletters	Homework packets															
Website /Facebook Page																
Phone/email																
Parent-teacher conferences																

<ul style="list-style-type: none"> • BUSD will invite all parents to participate on the School Site Council (SSC), District Advisory Council (DAC), and PTA • Parents will be encouraged to volunteer in the classrooms • Parents will be invited to work on the Math Super Bowl (grades 4-6) and the Science Fair • Parents, teachers, and students will annually review and sign a School, Parent, and Student compact • The District will maintain a website and monthly newsletter that highlights school news and parent involvement opportunities • Parents will be invited to community events held to showcase a variety of student accomplishments such as: Science Fair, Art Fair, Student of the Month Assemblies, the Christmas Program, Halloween Carnival, Talent Show, Family Lunch (Valentine’s Day), Water Day/BBQ , film and video class productions 	<p>Advisory Committees</p> <p>Teachers, Parents, Students</p> <p>Arts Outreach</p> <p>Alumni student and mom (ret. Teacher) Video Class</p>	<p>Materials for video class, newsletter</p>	<p>\$2,000</p>	<p>General Fund</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> • Partnerships with community-based agencies will provide supplemental services, i.e. DARE, Bullying Prevention Assemblies, Arts Outreach, Safe Touching Presentations (K-3) from North County Rape Crisis Center, School Garden, Monthly Food Share • A Preschool (fee for service) is run on the campus and will provide coordination/collaboration /transition opportunities for students to enroll at BUSD • Students will be encourage to participate in the Math Super Bowl (grades 4-6) which provides a chance to compete with other schools 	<p>On-going</p> <p>Ophelia Foundation grants (garden)</p> <p>Food Bank</p> <p>Law Enforcement</p> <p>Arts Outreach</p> <p>North County Rape Crisis Center</p>			

<p>8. Monitoring program effectiveness: BUSD will maintain focus on consistently evaluating and improving its instructional programs. The Supt./Principal and School Board will work closely with teachers and staff to lead and support the work of the District. The Supt./Principal will work closely with teachers and staff to create outstanding programs and learning opportunities for all students.</p> <ul style="list-style-type: none"> • The Supt., teachers, and support staff will continue to annually review and analyze State/District mathematics assessment data and revise goals as needed • Intervention programs will continue to be evaluated and expanded to assist students who do not meet District and State academic standards • Input from advisory councils will be used to evaluate programs and training needs to effectively advise the district leadership • Teachers will continue to analyze data from multiple measures for the purpose of guiding mathematics instruction. • A variety of assessments – annual, curriculum based, and trimester NWEA assessments in math will be used to measure student achievement and inform skill development/instruction • Program/academic monitoring activities will be included during site staff meetings, teacher collaboration meetings, district advisory committee meetings • Teachers will offer high ability students increased opportunities to participate in various breath/depth challenging, differentiated curriculum in math commensurate with their abilities 	<p>Ongoing</p> <p>Supt./Principal</p> <p>School Board Teachers LAIS/Resource Specialist Math Intervention Specialist (MIS)</p> <p>Support Staff</p> <p>Advisory Councils</p> <p>Parents, Students</p> <p>GATE/high ability students</p>			
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<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> • Students will continue to be identified for interventions and targeted teaching through assessments and parent and teacher recommendations • Students will receive differentiated and individualized instruction in mathematics • Academic achievement goals in math will be set in the Single Plan for Student Achievement (SPSA) • All students K-8 with assessed needs will be supported by the Math Intervention Specialist (MIS) • English Learners will be closely monitored and work with the classroom teacher and LAIS to learn English as quickly and effectively as possible • Spanish reading materials will be available for beginning English Learners • Teachers will continue to collaborate around student work and provide direct services to the lowest performing students to help them meet challenging District and State /Common Core Standards • Teachers will provide supplemental math materials and SDAIE strategies in math to English Learners 	<p>On-going</p> <p>Teachers</p> <p>Math Intervention Specialist (MIS)</p> <p>Instructional aides</p> <p>Superintendent-principal</p> <p>El Coordinator</p>			
<p>21</p>				

<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> • The Student Study Team (SST) will continue to provide support for interventions and serve as a referral system for students/families • The sports program will continue to provide exercise, sportsmanship training and an opportunity to shine for all participating students • The Skills Class (6-8th grades) helps to write the monthly newsletter, take pictures, produce the Year Book • Students will participate in the SBCEO's Battle of the Books, Author Go Round, and the County (and Masonic Lodge) Spelling Bee • ASB Officers work will continue to work with the Principal on the Student of the Month Assemblies • Students in grades 4-6 will be encouraged to participate in the Math Bowl competition with other schools • Students will be encouraged to learn their math facts through Speedy Math PAWS 	<p>Teachers Superintendent- principal LAIS/Resource Teacher</p> <p>Teachers, students</p> <p>SBCEO sponsored Events</p> <p>ASB Officers Principal</p>	<p>Materials, transportation, stipends, extra hours</p>		
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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.*

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

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

Note:

AS A SMALL SCHOOL DISTRICT – BLOCHMAN UNION SCHOOL DISTRICT DOES NOT RECEIVE TITLE III – LIMITED ENGLISH PROFICIENT (LEP) FUNDING. THE DISTRICT MEETS THE OBJECTIVES OUTLINED USING ECONOMIC IMPACT AIDE (EIA-LEP/STATE COMP ED FUNDING) AND THE REAP GRANT.

SANTA BARBARA COUNTY DOES NOT HAVE A TITLE III LEP OR IMMIGRANT CONSORTIUM.

While BUSD does not receive an EL Accountability Report on the progress of the Annual Measureable Academic Objectives (AMAOs) for Title III, the SB County Co-Op goals parallel Title III Accountability.

An additional goal of the SB County Co-Op for K-8 districts:

An increasing percentage of students receiving EL services for five or more years will be re-classified as R-FEP prior to moving on to the high school.

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;

- b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;

- c. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;

1a. Blochman Union SD will provide appropriate settings and services for Structured English Immersion (SEI -CELDT 1-3); English Language Mainstream (ELM - CELDT 3-5); and Waiver Alternative programs (if needed) in accordance with state and federal requirements. BUSD will provide the following EL programs and activities:

- Support for EL Mainstream students through the use of EL supplemental materials used with BUSD's state approved R/LA program
- Differentiated instruction and support available in the regular classroom as needed
- English Language Development (ELD) for all EL students and SDAIE strategies used by classroom teachers provide the core program
- Instruction will be modified and assessed continually thorough grade level teacher analysis of student work
- Development of strategic academic vocabulary will be highlighted and pre-taught through the R/LA materials
- Targeted skills teaching determined by writing assessment analyses
- Collaboration of teachers and instructional assistants to targeted needed skills to support EL student growth

1b. BUSD will use EIA-LEP and Title VI-Rural & Low Income School Program funds to help EL students meet all annual objectives by providing:

- Support from the Language Arts Intervention Specialist (LAIS)

<p>1c. 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>1d. Describe how the LEA will promote parental and community participation in LEP programs</p> <p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>1c. The school will be held accountable for English learners meeting objectives through the annual review of achievement data, the SPSA process, and LEAP review and adoption. Support for accountability is provided through the following:</p> <ul style="list-style-type: none"> • Monitoring of R/LA and Math achievement for EL students • Staff and team meetings will be used for analysis of data and assessment of needed skill development <p>1d. BUSD will provide a broad spectrum of parent involvement activities that are accessible to parents of English learners which include:</p> <ul style="list-style-type: none"> • Invitation to participate on the School Site Council (SSC) • Parent Conferences • Parent and community involvement of all parents are outlined under Goal 1-5 • PTA Website <p>2. The design of the EL program emphasizes development of fluency and literacy in English along with access to standards-based curriculum. Data on all English learners are reviewed by administrators and teachers prior to the start of the school year, which enables teachers to analyze the achievement progress of English Learners and make program adjustments, as needed. BUSD will use the following to support full implementation and high quality language instruction:</p> <ul style="list-style-type: none"> • Use of classroom rosters of EL students by proficiency level to facilitate on-going differentiation of instruction • Use of multiple assessments to inform instruction and monitor progress, i.e. curriculum embedded assessments, benchmarks, and NWEA • Co-Op Trimester Writing Assessment scored with ELA and ELD rubrics which are reviewed by the EL Teacher Leader • Spreadsheet tracking of EL student progress, data, assessments, and reclassification readiness by EL Teacher Leader
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		Description of how the LEA is meeting or plans to meet this requirement.	
Required Activities	3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel. <ol style="list-style-type: none"> designed to improve the instruction and assessment of all students; designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; 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; will result in positive and lasting impact on teacher performance in the classroom. 	<p>3. High quality professional development for classroom teachers, principals, and administrators will be provided at BUSD through:</p> <ul style="list-style-type: none"> • Training for all teachers designed to improve the ability to differentiate instruction • Training in how to streamline and further develop the school-wide writing program • Training for integration of technology with curriculum and student learning • Training in using ELA Core Curriculum and supplemental materials for English learners • Training in Common Core Standards • Training in new ELD Standards • Training in new assessment systems – Smarter Balance and the projected new English Language Proficiency Assessments (ELPA) which will replace the CELDT (2015-16) 	
	4. Upgrade program objectives and effective instructional strategies.	Yes	<p>If yes, describe: BUSD administrators will continue to poll the staff in order to determine professional development needs.</p> <p>BUSD will continue to evaluate data from multiple sources to target services to EL students at all grade levels.</p>
Allowable Activities		Description of how the LEA is meeting or plans to meet this requirement.	

Allowable Activities	<p>5. Provide –</p> <ul style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. 	<p>Yes or No</p> <p>Yes</p>	<p>If yes, describe:</p> <p>One-on-one tutoring during the school day is provided by the Language Arts Intervention Specialist (LAIS), whenever it is deemed appropriate and necessary</p>
	<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p>	<p>Yes or No</p> <p>Yes</p>	<p>If yes, describe:</p> <p>Program services for EL students are coordinated with all instructional programs at Benjamin Foxen School.</p>
	<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p>Yes or No</p> <p>Yes</p>	<p>If yes, describe:</p> <p>English proficiency will be improved through the classroom programs supported by the LAIS.</p>

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <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>Yes or No</p> <p>Yes</p>	<p>If yes, describe:</p> <p>Parents attend a Science information night where the scientific process and classroom instruction are explained and demonstrated. Translation is provided as needed for EL parents.</p>
	<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>Yes or No</p> <p>Yes</p>	<p>If yes, describe:</p> <p>BUSD has a strong technology based instruction program. Staff and students will continue to have opportunities to learn and use the latest technology.</p> <p>See the descriptions under Goal 1 #4.</p>
	<p>10. Other activities consistent with State requirements for English learners.</p>	<p>Yes or No</p> <p>Yes</p>	<p>If yes, describe:</p> <p>Activities will be offered, implemented, and evaluated for effectiveness as described throughout the LEA Plan and SPSA.</p>

Plans to Notify and Involve Parents of Limited-English-Proficient Students

<p>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.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">Required Activity</p> <ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<p>Blochman Union SD will continue to inform parents as outlined by the legal authority and regulations.</p> <p>Should an initial assessment (first in US Schools) occur at the Blochman Union School District, parents will receive written and oral explanation of the following information:</p> <ul style="list-style-type: none"> • CELDT results, with explanation of the child’s current level • Description of available programs for English Learners (Structured English Immersion, Waiver Alternative or English Language Mainstream), including instructional methodologies and materials to be used • Recommended interventions based on assessment results • Requirements for reclassification to R-FEP • Description of IEP services, if applicable, and how they are integrated with EL program services • Parental right to refuse primary language instruction and waive Structured English Immersion placement. <p>Parents of EL students will be informed in writing annually of the above information plus the following, within the first 30 days of schools:</p> <ul style="list-style-type: none"> • Current placement of student • Student’s academic achievement levels including results of CELDT, CST, and other standardized and placement tests.

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<ul style="list-style-type: none"> h. information pertaining to parental rights that includes written guidance detailing – <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	
<p>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.</p>		
<p>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.</p>		<p>Blochman Union SD does not receive Title III and therefore, does not get an EL Accountability Report of progress on AMAOs.</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]

STRENGTHS	NEEDS
<ul style="list-style-type: none">• The District supports and encourages certificated staff to attend conferences and seminars, including those involving reading intervention, math intervention, and the CA Common Core Content Standards• The District provides curriculum guidance and materials purchase• The District allows for BTSA attendance• Certificated staff is encouraged to participate in grant activities• Training is made available for new curriculum adoptions	<ul style="list-style-type: none">• Need more opportunities to observe larger classrooms/grade level departments• Need technology training• Would like to see more training provided on-site• Training on CA Common Core Content Standards• Training on preparing English Learners for success in meeting annual benchmarks and preparing for state testing• Technology tools that support assessment• GATE tools for technology• Team building strategies• Training for effectively teaching writing

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)

Please provide a description of:	Persons Involved/ Timeline On-going	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>The plan for Professional Development (PD) will be established by the faculty and superintendent-principal. PD will be aligned to academic content standards, and outlined in the SPSA to be consistent with overall goals of the district.</p> <p>BUSD PD goals will focus on providing staff with knowledge and skills needed to prepare students to meet or exceed grade level academic standards/Common Core Standards. PD will include formalized trainings, site meetings, and teacher collaboration designed to insure effective instruction to help students meet increased performance levels.</p> <p>Training on differentiating curriculum for individual students will provide skills to continue to close the achievement gaps and provide challenging programs for all students.</p>	<p>Superintendent Principal Teachers Parents Language Arts and Mathematics Intervention Specialists Resource Teacher</p>	<p>Professional development trainings and seminars</p>	<p>\$5,000</p>	<p>Title II (resource 4035)</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>The staff will review all programs, trainings, and services based on the collection and monitoring of student achievement data. Decisions for programmatic changes will be based on the review of data from multiple sources and the goals set out in the SPSA.</p> <p>The differentiated needs of all students will be addressed.</p>	<p>Superintendent Principal Teachers Intervention Specialists</p>			

Please provide a description of:	Persons Involved/ Timeline On-going	Related Expenditures	Estimated Cost	Funding Source
<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>Teachers analyze student work and investigate the link between instructional planning, strategies, and student outcome. The PD focus will be to help teachers use student assessment data to determine student learning outcomes and to analyze strategies to differentiate instruction. Ongoing assessment of student achievement will be monitored by the staff. PD activities will be reviewed and evaluated based on: impact on student achievement, effective use of standards-based materials and strategies, and the need for on-going support.</p>	<p>Teachers Intervention Specialists Superintendent Principal</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>Teachers and administration will work collaboratively to facilitate PD activities that support the maintenance of highly qualified teacher status.</p> <p>All PD will be coordinated and based on achieving/exceeding high academic standards/Common Core Standards using the resources from multiple programs, grants, and collaborative partnership to ensure academic success for all students.</p> <p>Targeted PD supports the ability to provide differentiated instruction/support for all students.</p>	<p>Superintendent- principal Teachers Intervention Specialists</p>			

Please provide a description of:	Persons Involved/ Timeline On-going	Related Expenditures	Estimated Cost	Funding Source
<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>PD activities may include: Training targeted at improving instruction Technology training Common Core Standards training and integration into the core curriculum On-going technology training Conferences</p> <p>PD activities are made available to all teachers Decisions are made according to the changing needs of the teachers as new programs, curriculum adoptions, and regulations of the ESEA Reauthorization and adoption of Common Core Standards bring change and need for training</p>	<p>Teachers Intervention Specialists Certified Technology Assistant</p>	<p>Release Time Subs, Mileage</p>	<p>\$2,000</p>	<p>Title II General Fund</p>
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <ul style="list-style-type: none"> • BUSD will continue to provide ongoing technology training 	<p>Superintendent Principal Teachers Certified Technology Assistant</p>	<p>Professional development trainings and seminars</p>	<p>\$2,000</p>	<p>Title II General Fund</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. (See Goal 1)</p> <p>8. <i>(From Goal 1-4)</i></p>	<p>Certified Technology Assistant Teachers</p>			

<p>Increased access to technology:</p> <ul style="list-style-type: none"> • All students will continue to have access to technology in the classroom, computer lab, and the library • Each classroom has a digital projector system that can be used to present videos, CD's, and DVDs • Every classroom will have the use of a document camera/projector • The R/LA program will be supported on-line through the use of AR, NWEA, SBCEO Portal, and STAR Reading and Math assessment programs • Students in grades K-8 will have access to a 1 to 1 laptop program • Teachers will be provided with laptops which will enable them to use them for instruction, to communicate with each other and parents, collaborate over student work, and increase their professional competencies in technology • Students in grades K-8 will have weekly technology instruction from a Certified Technology Assistant 	<p>Students Teachers, Instructional Aides Superintendent Principal Librarian</p> <p>Certified Technology Assistant</p>	<p>Renaissance Learning</p> <p>Technology Assistant</p> <p>Librarian</p> <p>Computers: purchase replacements/up grade and maintenance</p>	<p>\$13,000</p> <p>\$16,000</p> <p>\$10,000</p>	<p>Title VI, Rural & Low Income School Program; Economic Impact Aid</p> <p>Unrestricted Lottery; General Fund</p>
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Please provide a description of:	Persons Involved/ Timeline On-going	Related Expenditures	Estimated Cost	Funding Source
<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 following points support the teachers as they address the needs of a wide variety of students within the district:</p> <p>Students with Disabilities</p> <ul style="list-style-type: none"> • Training for teachers in the needs of learning disabled children • Training in differentiation • CPI Training <p>English Learners</p> <ul style="list-style-type: none"> • Training in effective use of differentiation strategies • Training in using R/LA adopted curriculum and supplemental materials to provide ELD <p>Improve Student Behavior</p> <ul style="list-style-type: none"> • SST process • Family/community events • School, Parent, and Student compact • Bullying Prevention <p>Involve Parents</p> <ul style="list-style-type: none"> • Newsletter, Website information and involvement opportunities • School, Parent, and Student compact • GATE Advisory Committee (future goal) 	<p>Teachers Superintendent Principal Intervention Specialists Parents Students SBCEO support staff Advisory committees</p> <p>County Aides, Staff Teachers Resource Teacher Intervention Specialists</p> <p>Teachers</p> <p>Teachers Staff Parents Students</p> <p>Parents Students</p>	<p>Professional development trainings and seminars</p>	<p>\$2,000</p>	<p>Title II General Fund</p>

<ul style="list-style-type: none"> • Invited to School Board Meetings • Community/school events supporting academic content and student success • Friday Folders – communication with parents <p>Understand and Use Data</p> <ul style="list-style-type: none"> • Teacher collaboration meetings • Writing Assessment training/coaching 	Teachers			
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119: BUSD will annually plan and review the use of professional development monies to ensure that students are taught by highly qualified teachers. Teachers will be continually provided opportunities to strengthen skills and participate in PD that supports the district’s goals and promotes strong achievement for all students.</p>	SSC Administration Teachers Intervention Specialists Certified Computer Assistant			

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

Environments Conducive to Learning (Strengths and Needs):

Please provide a list of the LEA’s strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA’s strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • Small class sizes/small school allows teachers to provide social and emotional support • Student behavior is always monitored by well-trained staff • Participation in Arts Outreach • Library with County Librarian • Counseling provided by County Psychologist • School garden/food program • Access to computer lab; supervised Internet access • Laptops available for use in classrooms • Cross-walk guard • Fenced playground • Office sign in and out • Badges for staff and visitors • Student awards recognition – Blochman Bucks, Student of the Month, Speedy Math Paws • New door locks • Tinted windows • Highly qualified Teachers • Resource/RtI programs • Math and Language Arts Intervention Specialists • Transportation Service • Assemblies about bullying and other social issues • Special needs playground for physically challenged children • Students are supported by great teachers Who work hard and go the extra mile • School has wonderful support and administrative staff 	<ul style="list-style-type: none"> • Music program • After school tutoring • Increased exposure to art/crafts • Intercom system • More computer access for student classwork and homework • Classroom aides for each grade level • Facilities improvements (roof, ceiling tiles) • Running track up-grade • Bullying prevention programs • Increase on-site psychologist availability • Safety Plan Updated • Surveillance cameras • More secure fencing around school perimeter • Lockdown drills • Better system for checking parents and volunteers in and out of campus • More after school organized activities for primary grades • Dedicated P.E. teacher • More computers (one for each student) • Repair of holes in the playing fields • Audio books to accompany class room book lists

Environments Conducive to Learning (Activities):

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

ACTIVITIES

The activities have been itemized under strengths which support a strong learning environment conducive to learning. Administration and teachers identify strengths and needs using student data at the beginning of the year to continue to reduce the achievement gap and provide a challenging academic experience for all students.

A comprehensive approach to student learning, skill building, school bonding, social/emotional development opportunities, extra support through interventions, the arts, use of technology, leadership opportunities, and a commitment to excellence support success for all BUSD students in a safe and engaging learning environment.

Needs and Strengths Assessment (4115(a)(1)(A)):

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA’s strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
<p>Low incidence of truancy and suspensions</p> <p>Decreasing frequency of students referred to the office for fighting</p> <p>Bonds created by small school/classroom size</p> <p>No referrals for weapons on campus</p>	<p>Implement program teaching strategies for prevention of bullying-related behaviors</p> <p>More on-site time for the Psychologist</p> <p>Safety Plan, Crisis Intervention Plan with on-going practice drills</p> <p>Equipment and facilities updates to support a safe school – additional fencing, surveillance cameras, walkie-talkies or communication system for teachers</p>

Research-based Activities (4115 (a)(1)(C)):

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

Check	Activities	Program ATODV Focus	Target Grade Levels
	After School Programs		
	Conflict Mediation/Resolution		
X	Early Intervention and Counseling	SST; County Psychologist ATODV	K-8
X	Environmental Strategies		K-8
X	Family and Community Collaboration	School Connectedness-Positive School Climate	K-8
X	Media Literacy and Advocacy	Technology Instruction and differentiation	K-8
	Mentoring		
	Peer-Helping and Peer Leaders		
X	Positive Alternatives	Positive School Climate – Student incentives and awards	
X	School Policies	Promote high academic and behavioral Expectations; School Safety	K-8
	Service-Learning/Community Service		
	Student Assistance Programs *Student Assistance Teams-Referrals		
	Tobacco-Use Cessation		

Check	Activities	Program ATODV Focus	Target Grade Levels
	Youth Development Caring Schools Caring Classrooms		
X	Other Activities – Garden	School Connectedness-Positive School Climate	K-8

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.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved On-going	Benchmarks/ Evaluation	Funding Source
<p>5.1 (High School Graduates)</p>	<p>To provide maximum opportunities in high school, Blochman Union SD will work on the following goals:</p> <p>EL students reclassified</p> <p>High academic expectations and achievement for all students</p> <p>Community support for all students</p> <p>Articulation with high school</p> <p>Technology training</p> <p>Intervention support</p>	<p>All students</p>			

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

Appendix A: California's NCLB Performance Goals and Performance Indicators

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 – N/A – Discontinued participation in 2013-14

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 – N/A

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

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

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

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

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

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.

New LEAP Assurances

46. 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)
47. 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

48. 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

Doug Brown
Print Name of Superintendent

Doug Brown
Signature of Superintendent / Principal

5-14-2013
Date

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.

TIER III CATEGORICAL FUND REVENUE RECEIVED IN 2012-13 AND TRANSFERRED TO THE GENERAL FUND:

PROGRAM	SACS FUNCTION CODE	AMOUNT
Arts & Music Block Grant	1000	\$ 8,070
GATE	1000	\$ 2,373
Instructional Materials	1000	\$ 5,032
Math & Reading Program	1000	\$ 2,004
School & Library Improvement Block Grant	1000	\$ 11,883
School Safety & Violence Prevention	1000	\$ 4,162
Supplemental Instruction - Recommended for Retention	1000	\$ 16,470
Supplemental Instruction - Remedial	1000	\$ 4,853
Supplemental Instruction - STAR	1000	\$ 870
Supplemental Instruction (CORE)	1000	\$ 3,666
Deferred Maintenance/Extreme Hardship	1000	\$ 224,255
TOTAL TIER III FUNDING FOR 2012 - 2013		\$ 283,638