

District Name: Los Alamos School District CD Code: 42-69237-6045702

**LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM TEMPLATE**

**The Elementary Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116(c)(7)(A) requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this Plan Addendum template to address the items below. Type your responses in the expandable text boxes.**

The Plan Addendum, which must be submitted to the California Department of Education (CDE), is required to:

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

Please describe how you will address student learning needs, based on an analysis of data for why the prior LEA Plan was not successful. ( <i>First determine whether the LEA Plan was fully implemented as written. For assistance, please use the State Assessment Tools to help you with your analysis, review and/or revision. These tools are available on the CDE State Assessment Tools Web page at <a href="http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp">http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp</a>.)</i> )	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: Teachers will be using and following the 'Open Court' series to teach Language Arts and Reading grades K-6. Teachers will be using the Holt, Rhinehardt, Winston, series to teach	Principal - June - August 2010,2011,2012 Principal - Teachers August 2010,2011, 2012	Workbooks Sound Spelling Cards Reorder missing	\$9,000  No Cost	Title II - High Quality Teachers

<p>Language Arts and Reading grades 7-8. All of these materials are aligned to the California State Standards and have been adopted by the state and the district school board. Teachers will be asked to identify the standards they teaching to in their daily lesson plans and on the board for the students to identify.</p> <p>2. Use of standards-aligned instructional materials and strategies: The Open Court and Holt materials will be supplemented with student workbooks, decodable, and other ancillary materials needed to teach the program.</p> <p>Teachers will backwards map the curriculum to be taught for the entire school year to ensure all standards are taught during the year.</p> <p>3. Extended learning time: The school will maintain a 'sacred time' for the teaching of reading. Reading will be taught at the same time at the K-3 grade level and the 4-8 grade level. This is to insure we have fewer interruptions from assemblies, fire drills, parent visitations, phone calls, pullout programs, and other time consuming activities that get in the way of teaching. This also permits for the grouping of</p>	June 2010-2013	teaching materials	No Cost	EIA
	Teachers - August - June	Backwards Mapping Calendar	No Cost	
	2010-2011 Principal Office	None	No Cost	
	2010-2011 Principal Office Teachers	None	None	
	On-going Teachers	Assessments and data base	\$2,000	
	On-going Library Aide			
	On-Going Computer Lab Aide	Word Program	\$3,000 \$18,000	
	2010-2011			

<p>students for Reading instruction.</p> <p>4. Increased access to technology: All students will have access to computers in their classrooms and the computer lab.</p> <p>Students will have the opportunity to take their Accelerated Reading Assessments on the computer.</p> <p>Students will have the opportunity to work with the laptops on the rolling cart to complete writing assignments, conduct research, create power point presentations, etc.</p> <p>Purchase and use the Lexia Program to improve reading and writing skills of LEPStudents and other identified students.</p>	<p>Principal Teachers Computer Lab Aide</p> <p>Principal, Teachers, Computer Lab Aide</p> <p>Principal, Teachers, Computer Lab Aide</p> <p>Principal, Teachers, Computer Lab Aide</p> <p>Principal, Teachers, Computer Lab Aide</p>	<p>Lexia Program</p> <p>Lexia, Imagine Learning, all programs</p> <p>Accelerated Reading</p> <p>Lexia Program</p>		<p>EIA-LEP</p> <p>EIA-LEP Title I</p> <p>Title I</p> <p>EIA-LEP</p>
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**2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).**

Please describe academic goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (Refer to the CDE AYP Reports Web page at <a href="http://www.cde.ca.gov/ta/ac/ay/aypreports.asp">http://www.cde.ca.gov/ta/ac/ay/aypreports.asp</a> .)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>By 2014 100% of all EL students will score Proficient or Above in Language Arts on the California State Assessment Test. This will be a gain of 70 percent of the students.</p> <p>By 2014 100% of all EDY students will score Proficient or Above in the area of Math. This will be a gain of 32% of the students.</p> <p>By 2014 the API score for Olga Reed School will be 800 or above. This would be an increase of 44 API points.</p>	Principal, Teachers, Parents, Title I Resource Teachers, Instructional Assistants, Students	Title I Resource Teachers, After-School intervention programs, Accelerated Reader, Imagine Learning, LEP Teacher, ELD Program, OARS, Staff Development, Lexia, Imagine Learning, Substitutes,	<p>\$35,000</p> <p>\$140,000</p> <p>\$2,500</p> <p>\$3,000</p> <p>\$3,000</p> <p>\$2,000</p> <p>\$4,000</p> <p>\$3,900</p> <p>\$2,000</p>	<p>Title I</p> <p>ASES Grant</p> <p>EIA</p> <p>EIA-LEP</p> <p>EIA-LEP</p> <p>TITLE I</p>

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

Please describe the specific strategies that the district will use and how those strategies will be used to strengthen the core academic program.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
Professional development in the area of Reading specific to the 'Open Court' curriculum.	Principal 2010-11	Trainer	\$800	EIA Title I
Conduct at least three 'walk-thru's during the school-year with stake holders to observe reading being taught.	Principal, Faculty 2010-11 ongoing	Substitutes, Trainer, lunch	\$1,200	Title II EIA, Title I
Hire a consultant to direct the 'walk-thru' process and lead the group discussion.	Principal	Trainer	\$800	Title I Title II EIA-LEP
Teachers will use the Sound/Spelling cards, word walls, and their TE's to provide Open Court instruction.	Principal 2010			
Professional Development will be held on how to use the Sound Spelling Cards.	Principal 2010	Trainer	\$1,500	Title II
Provide training on the use of the Lexia program to all faculty members.	Principal 2010	Program	\$3,000	Title I
Input student data into the OARS program.	Principal-2010			
Train all teachers on how to input and use student data to drive instruction.	Principal-2010-11			

Create Professional Learning Communities grades K-3 and 4-8. PLC's will meet twice a month and will complete agenda information and submit it to the Principal.	RTI Committee-on-going			
Conduct training on PLC's	Principal-2010			Title I
Continue using the RTI instruction for students performing two grade levels below grade level.		Materials	\$4,000	
Purchase a Research Based Program for K-3 Reading instruction.	Principal	Teacher	\$15,000	Title I
Implement the K-3 Reading Program	Principal on-going	Teacher	\$15,000	Title I
Continue with the monthly RTI meetings to discuss student successes and needs.	Principal-RTI Committee On-going			
Align assessments to Student Study Team Process	School Site Council			

**4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.**

Please identify actions and how they will be supported. (See full implementation statements in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at <a href="http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp">http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp</a> .)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The implementation of district adopted, standards based curriculum in all classrooms along with the establishment of a pacing guides and backwards mapping.</p> <p>Implementation of the district assessment system so that all students are appropriately placed in core and intensive and strategic intervention programs in reading, math, and ELD.</p> <p>Principal will regularly conduct classroom walkthroughs and informal observation to monitor alignment of curriculum, instruction and assessments.</p> <p>Principal and teachers will regularly examine student achievement data from formative and summative assessments to determine growth trends and areas of need.</p>	<p>Teachers, Principal</p> <p>Principal, Teachers, LEP Teacher, Title I Teachers</p> <p>Principal</p> <p>Principal, Teachers</p>	<p>OARS, Assessment booklets, materials, ELD adoption</p> <p>Assessment booklets</p>	<p>\$2,600 \$1,000 \$4,000 \$20,000</p> <p>\$1,500</p>	<p>Title I Title II EIA-LEP EIA</p> <p>EIA</p>

<p>The school's schedules and structures protect required instructional time and reflect a priority on the core, as well as on strategic and intensive intervention.</p> <p>The intensive intervention students' core is the SBE-adopted intensive accelerated program.</p> <p>The LEA provides the school with the infrastructure to collect and interpret student achievement data in order to establish and communicate instructional priorities and strategies for improved student achievement.</p> <p>Professional development opportunities for teachers and administrators, include SBE-adopted materials-based professional development; ongoing training and in classroom support, including content experts, coaches, specialists, or other teacher support personnel with subject matter expertise, and monthly structured teacher collaboration meetings (PLC's).</p>	<p>Principal, Teachers</p> <p>Principal</p> <p>Principal, Teachers, Computer Lab Aide.</p> <p>Principal, Teachers</p>	<p>Teachers Materials</p> <p>Oars</p> <p>Trainer Information</p> <p>Substitutes</p>	<p>\$35,000</p> <p>\$2,600</p> <p>\$5,000</p>	<p>Title I EIA EIA-LEP</p> <p>TITLE II</p>
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**5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.**

Please explain how the LEA identified professional development needs of instructional staff and LEA plans to support professional development. <i>(See full implementation statements in the APS and the DAS located on the CDE State Assessment Tools Web page at <a href="http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp">http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp</a>.)</i>	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The LEA provides all teachers with training in student goal setting, progress monitoring, data analysis, intervention placement, and monitoring of students placed in interventions.</p> <p>The staff applies this training to inform classroom instruction, identify students in need of additional support and interventions, and plan future lessons.</p> <p>Principal monitors teacher input of data on an ongoing basis to ensure that data are effectively applied to inform instructional decisions.</p> <p>Using the LEAP the LEA and principal establish instructional priorities and specific academic goals, across grades and content areas.</p>	<p>Principal, teachers, Computer Lab Aide On-Going</p> <p>Principal, teachers On-going</p> <p>Principal, teachers, computer Lab Aide On-Going</p> <p>Principal, teachers On-Going</p>			

<p>The LEA supports the principal in the development of PLC's and in the setting up of time for the PLC's to meet.</p> <p>The Principal monitors teacher collaboration meetings on an ongoing basis to ensure they follow local protocol and lead the constructive dialogue around student achievement data and classroom instruction.</p> <p>All professional development activities are structured around specific learning targets and aligned with the state standards and adopted instructional materials.</p> <p>Principal walkthroughs are conducted to review implementation of strategies and practices introduced in teacher training.</p> <p>The LEA prioritizes the professional development needs of the school based on the instructional priorities used to increase the achievement of all students.</p>	<p>Principal, Teachers On-Going</p> <p>Principal On-Going</p> <p>Principal, SSC, Teacher Committee On-Going</p> <p>Principal On-Going</p> <p>Principal, Teachers, SSC On-Going</p>	<p>Trainer, Substitutes, Materials,</p> <p>Trainer, Substitutes,</p> <p>Prof. Dev. Activities</p>	<p>\$5,000</p> <p>\$5,000</p> <p>\$5,000</p>	
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## 6. English Learners

- a. **Title III Status and Title I Program Improvement (PI) Status:** An LEA that is also in Title III Year 2 should insert the Improvement Plan Addendum in the expandable space below. LEAs in Title III Year 4 are required to complete the online Action Plan and need not address Item 6.

*The Los Alamos School District does not receive Title III Funding.*

**b. Title I Program Improvement Status Only: Include specific academic achievement and English Language Proficiency goals, targets and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB.**  
 (See Title III Accountability Report Information Guide available on the CDE Title III Accountability Web page at <http://www.cde.ca.gov/ta/ac/t3/index.asp>).

Please describe those goals and targets.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
All LEP students will advance at least one level of proficiency as measured on the annual CELDT test.	Principal-Teachers-LEP Aide	Testing	\$15,000	EIA-LEP
All LEP students will be redesignated RFEP within three to four years of attending Olga Reed School.	Principal-Teachers-LEP Aide-LEP Teacher	Stipend for LEP teacher	\$3,000	EIA-LEP
All LEP Students will receive 30 minutes a day of instruction at their level.	On-Going	Stipend for LEP teacher	\$3,000	EIA-LEP
The district will investigate and purchase a Standards-Based English Language Development Program.	Principal-Teachers LEP Teacher Principal-Teachers LEP Teacher	Books and Materials	\$20,000	EIA-LEP
The lowest performing EL's will be enrolled in the 'Imagine Learning' program and will work on the program for a period of 30 minutes a day.	On-Going Principal-Teachers LEP Teacher-Computer Lab Aide On-Going	LEP Teacher Cost of the Program	\$3,000 \$300 per student	EIA-LEP

**7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.**

Please describe those activities and how the LEA will incorporate them.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
The school will continue to offer it's after-school program. This program currently has 140 students attending on a regular basis. As part of the program the students get homework assistance and are required to read for 20 minutes a daily.	Principal-After-School Program Coordinator – ASES Tutors – On-Going	Tutors, Coordinator, materials,	\$140,000	ASES Grant Funding

**8. Include strategies to promote effective parental involvement in the school.**

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Back-to-School Night held in the fall of each year, this is an opportunity for parents to meet their child's teacher.</p> <p>Open House is conducted in the Spring of the year and gives parents to opportunity to see what the children have done throughout the school year.</p> <p>Parent Conferences two weeks a year. The first parent conference is held during the first trimester and gives parents and teachers the time to discuss student progress. The second parent conference is held at the end of the second trimester and all parents are encouraged to attend.</p>	<p>Teachers, Principal, Parents On-Going</p> <p>Teachers, Principal, On-going</p> <p>Teachers, Principal, Parents On-Going</p>			



**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN  
ASSURANCE PAGE**

**Local Educational Agency (LEA) Plan Information:**

**Name of LEA:** Los Alamos School District

**County District Code:** 42-69237

**Date of Local Governing Board Approval:** March 24, 2011

**District Superintendent:** Mr. Ron Barba

**Address:** 480 Centennial, PO Box 318

**City:** Los Alamos

**Zip Code:** 93440

**Phone:** 805-344-2401

**FAX:** 805-344-2321

**E-mail:**  
coachbarba@hotmail.com

**Signatures:**

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

	<b>Mr. Ron Barba</b>	
_____ Signature of Superintendent	_____ Printed Name of Superintendent	_____ Date

	<b>Mr. Kevin Merrill</b>	
_____ Signature of Board President	_____ Printed Name of Board President	_____ Date

Not Applicable

_____ Signature of Title III English Learner Coordinator/Director	_____ Printed Name of Title III English Learner Coordinator/Director	_____ Date
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*Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.*

By submission of the local board approved LEA Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

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