

Elementary and Secondary Education Act
Title II, Part A

**Compliance,
Monitoring,
Interventions, and
Sanctions Program**

**Santa Barbara Unified School District
Equitable Distribution Plan
2013-14**

District: Santa Barbara Unified School District**Equitable Distribution Team Members**

Name	Title
Emilio Handall	Assistant Superintendent–Elem. Ed.
Ben Drati	Assistant Superintendent–Sec. Ed.
Margaret Christensen	Assistant Superintendent–HR
Helen Rodriguez	Assistant Superintendent–Spec. Ed.
Ann Peak	Coordinator of Certificated Personnel
Ana Hernandez	District Attendance Specialist
Adriana Flores	Education Data Specialist
Marina Gamboa	Administrative Assistant

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Title: Assistant Superintendent

**LOCAL EDUCATIONAL AGENCY (LEA) PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE**

LEA Plan Information:

Name of Local Educational Agency: Santa Barbara Unified School District

County District Code: 42-76786

District Superintendent: David E. Cash, Ed.D.

Address: 720 Santa Barbara St.

City: Santa Barbara

Zip Code: 93101

Phone: (805) 963-4338

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Signature:

Dave E. Cash, Ed.D.

Signature of Superintendent

Printed Name of Superintendent

Date

By submission of the local board approved Title II Equitable Distribution of Teachers Plan (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 Title II Equitable Distribution of Teachers Plan are on file.

Please keep one copy on file at the district and submit one signed copy with your EDP.

District: Santa Barbara Unified School District

Documentation Submission Checklist	Required	Submitted
1. Requirement One Data Tables and Guidance Documents	Yes	<input checked="" type="checkbox"/>
2. Non-Compliant Teacher Action Plan	Yes	<input checked="" type="checkbox"/>
3. Professional Development Needs Assessment	Yes	<input checked="" type="checkbox"/>
4. Professional Development Action Plan	Yes	<input checked="" type="checkbox"/>
5. Requirement Two Data Table and Guidance Documents	Yes	<input checked="" type="checkbox"/>
6. Local board-approved policy or contract language guiding STSP and PIP placement and the equitable distribution of interns.	Yes	<input checked="" type="checkbox"/>
7. Documentation of new teacher support system	Yes	<input checked="" type="checkbox"/>
8. Requirement Three Data Table and Guidance Documents	Yes	<input checked="" type="checkbox"/>
9. Teacher Retention Plan	Yes	<input checked="" type="checkbox"/>
10. Teacher Recruitment Plan	Yes	<input checked="" type="checkbox"/>
11. Requirement Four Data Table and Guidance Documents	Yes	<input checked="" type="checkbox"/>
12. Documentation of principal support system	Yes	<input checked="" type="checkbox"/>

Each Local Education Agency (LEA) that has not met annual measurable objectives (AMO) for highly qualified teachers for two consecutive years has an improvement plan in place. Sections §2141(a) and §2141(b) of the Elementary and Secondary Education Act of 2001.

Equitable Distribution Plan: Requirement One

Requirement	Overview	Data Requirements	Analysis Requirement	Action Plan Requirement
<i>Review of Teacher Qualifications</i>	<ol style="list-style-type: none"> 1. Conduct an analysis of the NCLB core academic classes in the LEA that are the least likely to be taught by a Highly Qualified teacher 2. Conduct an analysis of teachers who are teaching out-of-field* and its impact on AYP. 3. Conduct an analysis of teachers' subject-matter qualifications and its impact on AYP. 	<ol style="list-style-type: none"> 1. <i>Requirement One School Site Data Table</i> 2. <i>Requirement One District Overview Table</i> 	<i>Requirement One Guiding Document</i>	<p>Immediate solutions for ensuring all NCLB core academic classes will be taught by Highly Qualified teachers (HQT)</p> <p>Documentation: Non-Compliant Teacher Action Plan</p> <p>Immediate and long-term solutions for ensuring that all teachers of NCLB core academic subjects have subject-matter expertise as necessary to increase student achievement</p> <p>Documentation: Professional Development Needs Assessment, Professional Development Action Plan</p>

* *Out-of-field teachers do not have a major, exam, or credential in the subject area in which they teach.*

Non-Compliant Teacher Action Plan**Instructions**

3. Cluster by school and content area.

District Name	Santa Barbara Unified School District	2012-13
District CDS Code	42-76789	

School CDS Code	School Name	SEID	CALPADS Course Number and Course Name	Core Subject	Academic Level	Grade	HQT Compliance Plan	Final Completion Date	Parent letter sent (Only Title I schools)	Date Letter Sent	CLAD or BCLAD	Comments
4231726	Dos Pueblos Sr High	6140670396	2102-Basic English/Language Art (Proficiency Devel.)	English/Language Arts/Reading	S	9-12	HOUSSE	Done	No	N/A Teacher is NCLB compliant	Yes	Teacher is NCLB compliant for Special Ed English. Needs to return signed forms.
4231726	Dos Pueblos Sr High	8081284047	5573-Engineering design	Visual Arts	S	9-12	HOUSSE	Done	No	N/A Teacher is NCLB compliant	Yes	Teacher is NCLB compliant for art. Needs to return signed form.
4231726	Dos Pueblos Sr High	3429425469	5573-Engineering design	Visual Arts	S	9-12		N/A	No	N/A Teacher is NCLB compliant	Yes	This course is uniquely designed as an integrative course that is co-taught by an engineering credentialed teacher and a visual arts credentialed teacher. Within this course period, groups of students move from one space to another in order to receive instruction from appropriately credentialed teaching faculty. Attached is the description of this integrated course.
4231726	Dos Pueblos Sr High	4529203145	2621-Life science	Science	S	9-12		N/A	No	N/A There is a teacher that is NCLB compliant	Yes	Co-Lab special ed teacher with a gen ed teacher in Science
4231726	Dos Pueblos Sr High	2159833553	2498-Other mathematics course	Mathematics	S	9-12		N/A	No	N/A There is a teacher that is NCLB compliant	Yes	Co-Lab special ed teacher with a gen ed teacher in mathematics

4235230	San Marcos High School	4942274509	2806-Drawing	Visual Arts	S	9-12		N/A	No	Not necessary		Santa Barbara Unified School District Per Master Schedule, this special ed teacher is not teaching Art. This is a home instruction class
4235230	San Marcos High School	4942274509	2131-English 10	English/Language Arts/	S	9-12	Subject matter examination (CSET)	Done - has multiple subject based on exam	No	N/A Teacher is NCLB compliant	Yes	Per Master Schedule, this special ed teacher is not teaching reading. BUT, she is NCLB compliant for Special Ed English/Language Arts based on her multiple subject. Needs to return signed forms.
4235230	San Marcos High School	6933526714	2703-Principles of Am. democracy/govnt and civics	Government	S	9-12	HOUSSE	Done	No	N/A Teacher is NCLB compliant	Yes	Per Master Schedule, this special ed teacher is not teaching Government. BUT, she is NCLB compliant for Special Ed Social Science. Needs to return signed forms.
4235230	San Marcos High School	2843988797	2206-Spanish (first and second year)	Foreign Languages (Spanish)	S	9-12	HOUSSE	Done	No	N/A Teacher is NCLB compliant	Yes	Teacher is NCLB compliant via HOUSSE. Needs to return signed forms.
4235230	San Marcos High School	6933526714	2711-World history survey	History	S	9-12	HOUSSE	Done	No	N/A Teacher is NCLB compliant	Yes	Per Master Schedule, this special ed teacher is not teaching Government. BUT, she is NCLB compliant for Special Ed Social Science. Needs to return signed forms.
4235230	San Marcos High School	4942274509	2711-World history survey	History	S	9-12	HOUSSE	Done	No	N/A Teacher is NCLB compliant	Yes	Per Master Schedule, this special ed teacher is not teaching Government. BUT, she is NCLB compliant for Special Ed Social Science. Needs to return signed forms.
6116297	Santa Barbara Charter Middle	6728828259	1000-Self-Contained Class	Elementary/Multiple Subjects	S	8					Yes	The SB Charter Middle school is no longer operating effective July 1, 2013.
6060057	Santa Barbara Junior High	8024355458	2101-Comprehensive English	English/Language Arts/Reading	S	8	HOUSSE	Done	No	N/A Teacher is NCLB compliant	Yes	Teacher is compliant - not recorded in system
6060057	Santa Barbara Junior High	8529094115	2101-Comprehensive English	English/Language Arts/Reading	S	8	HOUSSE	Done	No	N/A Teacher is NCLB compliant	Yes	DHOH Teacher - Is compliant via HOUSSE. Needs to return signed forms.
6060057	Santa Barbara Junior High	6819958502	2498-Other mathematics course	Mathematics	S	7-8	HOUSSE	Done	No	N/A Teacher is NCLB compliant	Yes	Is NCLB compliant for Special Ed math. Needs to return signed forms.
4235727	Santa Barbara High School	6863951353	2403-Beginning algebra/algebra 1 (one year course)	Mathematics	S	9-12		N/A	No	Not necessary	Yes	Per Master Schedule, this special ed teacher is not teaching Algebra 1. She is teaching Indiv Instruction.
4235727	Santa Barbara High School	6863951353	2603-Biology	Biological Sciences	S	9-12	HOUSSE	Done	No	N/A Teacher is NCLB compliant	Yes	Per Master Schedule, this special ed teacher is not teaching Biology BUT is NCLB compliant via HOUSSE (Special Ed sci Teacher). Needs to return signed forms.

4235727	Santa Barbara High School	6863951353	2131-English 10 P	English/Language Arts/Reading	S	9-12	HOUSSE	Done	No	N/A Teacher is NCLB compliant	Yes	Per Master Schedule, this special ed teacher is not teaching English BUT is NCLB compliant via HOUSSE (Special Ed English Teacher). Needs to return signed forms.
4235727	Santa Barbara High School	6863951353	2132-Eng 11 P	English/Language Arts/Reading	S	9-12	HOUSSE	Done	No	N/A Teacher is NCLB compliant	Yes	Per Master Schedule, this special ed teacher is not teaching English BUT is NCLB compliant via HOUSSE (Special Ed English Teacher). Needs to return signed forms.
4235727	Santa Barbara High School	6863951353	2110-English Language Development	English/Language Arts/Reading	S	9-12	HOUSSE	Done	No	N/A Teacher is NCLB compliant	Yes	Per Master Schedule, this special ed teacher is not teaching English BUT is NCLB compliant via HOUSSE (Special Ed English Teacher). Needs to return signed forms.
4235727	Santa Barbara High School	6863951353	2413-Geometry	Mathematics	S	9-12		N/A	No	N/A Teacher is NCLB compliant	Yes	Per Master Schedule, this special ed teacher (Carson) is not teaching math. See attached copy of Master Schedule. This is a home instruction class.
4235727	Santa Barbara High School	8198039847	2498-Other mathematics course	Mathematics	S	9-12		N/A	No	N/A There is a teacher that is NCLB	Yes	Co-Lab special ed class with gen ed math teacher
4235727	Santa Barbara High School	6863951353	082456-US Hist 1 VADA P	History	S	9-12		N/A	No	Not necessary	Yes	Per Master Schedule, this special ed teacher (Carson) is not teaching math. See attached copy of Master Schedule. This is a home instruction class.
4235727	Santa Barbara High School	6863951353	085760-World Hist 1 P	History	S	9-12		N/A	No	Not necessary	Yes	Per Master Schedule, this special ed teacher (Carson) is not teaching math. See attached copy of Master Schedule. This is a home instruction class.

ENGINEERING TECHNOLOGY (H)**Grade: 9**

Students in this first DPEA course will learn in an integrated fashion the fundamental aspects of engineering, physics, and visual arts. Learning will flow seamlessly between the three disciplines, using specific projects and tasks to stimulate problem-solving skills. Basic drafting will be taught followed by computer-aided design (CAD) using the program SolidWorks. Following intensive safety training, students will be introduced to the machine shop where they will learn to use mills and lathes to create both mechanical devices and art. Example projects to be completed during this year are a fundamental form, a die, and a mobile.

ENGINEERING SCULPTURE AND DESIGN (H)**Grade: 10**

Prerequisite: Engineering Technology.

Building upon and reinforcing skills acquired during the prior year, 10th grade DPEA students will tackle more challenging concepts and projects in overlapping areas of engineering, physics, design, and visual arts. Greater reliance on hands-on projects, CAD, machining skills, and cognitive problem solving will be required. Students will acquire basic proficiency in computer programming. Example projects to be completed during this year are a Lego robot, a motor and gearbox, and a molded-objects sculpture.

ENGINEERING PHYSICS (H)**Grade: 11**

Prerequisite: Engineering Sculpture and Design.

During their Junior year DPEA students will be immersed in advanced projects and theory that will challenge and solidify their mastery of project design and execution, teamwork, and the core knowledge of engineering and physics. They will work on sophisticated electro-mechanical projects that will incorporate programming and aesthetics. Example projects to be completed during this year are a kinetic wall art, a water feature, and a programmable articulating mechanism.

COMPUTER SCIENCE (AP) – Optional course**Grades: 11-12**

Prerequisite: Algebra II.

AP Computer Science is an introductory college course in computer science which uses the Java programming language. Because the development of computer programs to solve problems is a skill fundamental to the study of computer science, a large part of the course is built around the development of computer programs or parts of programs that correctly solve a given problem. The course also emphasizes the design issues that make programs understandable, adaptable, and, when appropriate, reusable. In addition to this, the topics covered include the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications. Finally, an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral parts of the course.

ENGINEERING PHYSICS, ADVANCED (H)**Grades: 12**

Prerequisite: Engineering Technology, Engineering Sculpture and Design, Engineering Physics, and Instructor Approval. Co-Requisite: FIRST Robotics

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Santa Barbara Senior High School

2012-2013

MASTER SCHEDULE BY TEACHER and PERIOD

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Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dept	Tch#	Teacher Name	Room	Credit	Sex	Low	High	Max	Tot	Boys/Pct	Girls/Pct	Grp Grp	Team Num	T/A
1374	3	S	MTWTF	082470	US Hist 2 VADA H	A	375	Gonzales, W	053	5.0		11	11	35	24	5	21	19	79	
0414	4	F	MTWTF	082456	US Hist 1 VADA P	A	375	Gonzales, W	053	5.0		11	12	35	31	10	32	21	68	
1456	4	S	MTWTF	082457	US Hist 2 VADA P	A	375	Gonzales, W	053	5.0		11	11	35	31	9	29	22	71	
Totals: Seats: 290 Students: 241 Class Average: 21.9 Boys: 115 Pct: 48 Girls: 126 Pct: 52																				
0147	1	F	MTWTF	034686	Span3 NtvSpkr P	E	392	Posner, N	105	5.0		9	12	38	23	16	70	7	30	
1163	1	S	MTWTF	034688	Span4 NtvSpkr P	E	392	Posner, N	105	5.0		9	12	38	25	14	56	11	44	
0250	2	F	MTWTF	034870	Span Lit AP	E	392	Posner, N	105	5.0		9	12	38	26	12	46	14	54	
1259	2	S	MTWTF	034870	Span Lit AP	E	392	Posner, N	105	5.0		9	12	38	23	11	48	12	52	
0347	3	F	MTWTF	034686	Span3 NtvSpkr P	E	392	Posner, N	105	5.0		9	12	38	27	11	41	16	59	
0395	3	F	MTWTF	034690	Span5 NtvSpkr P	E	392	Posner, N	105	5.0		9	12	4	5	0	0	5	100	
1365	3	S	MTWTF	034688	Span4 NtvSpkr P	E	392	Posner, N	105	5.0		9	12	32	28	15	54	13	46	
0445	4	F	MTWTF	034690	Span5 NtvSpkr P	E	392	Posner, N	105	5.0		9	12	38	28	12	43	16	57	
1446	4	S	MTWTF	034700	Span6 NtvSpkr P	E	392	Posner, N	105	5.0		9	12	38	31	11	35	20	65	
0542	5	F	MTWTF	034690	Span5 NtvSpkr P	E	392	Posner, N	105	5.0		9	12	38	37	17	46	20	54	
1573	5	S	MTWTF	034700	Span6 NtvSpkr P	E	392	Posner, N	105	5.0		9	12	38	36	14	39	22	61	
Totals: Seats: 378 Students: 289 Class Average: 26.3 Boys: 133 Pct: 46 Girls: 156 Pct: 54																				
0234	2	F	MTWTF	070000	Biology AP	D	399	Quinn, G	101	5.0		10	12	38	33	15	45	18	55	
1207	2	S	MTWTF	070000	Biology AP	D	399	Quinn, G	101	5.0		10	12	38	32	14	44	18	56	
0337	3	F	MTWTF	070000	Biology AP	D	399	Quinn, G	101	5.0		10	12	38	26	11	42	15	58	
1315	3	S	MTWTF	070000	Biology AP	D	399	Quinn, G	101	5.0		10	12	38	26	11	42	15	58	
Totals: Seats: 152 Students: 117 Class Average: 29.3 Boys: 51 Pct: 44 Girls: 66 Pct: 56																				
2848	0	F	MTWTF	093310	Teacher Asst	J	418	Carson, T	108	5.0		11	12	1	1	0	0	1	100	Y
0085	0	F	MTWTF	097000	Indiv Instruc	J	418	Carson, T	108	5.0		9	12	20	11	6	55	5	45	
0189	1	F	MTWTF	097000	Indiv Instruc	J	418	Carson, T	108	5.0		9	12	0	0	0	0	0	0	

Santa Barbara Senior High School

2012-2013

MASTER SCHEDULE BY TEACHER and PERIOD

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Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dept	Tch#	Teacher Name	Room	Credit	Sex	Low	High	Max	Tot	Boys/Pct	Girls/Pct	Sm Sch Crs	Team Num	T/A
2895	3	S	MTWTF	093310	Teacher Asst	J	418	Carson, T	211	5.0		11	12	1	0	0	0	0	0	Y
Totals: Seats: 22 Students: 12 Class Average: 6.0 Boys: 6 Pct: 50 Girls: 6 Pct: 50																				
0137	1	F	MTWTF	070200	Bio 1 MAD H	D	432	Warrecker, D	102	5.0		10	10	35	31	15	48	16	52	
2753	1	F	MTWTF	093310	Teacher Asst	J	432	Warrecker, D	102	5.0		11	12	1	1	1	100	0	0	Y
1107	1	S	MTWTF	070205	Bio 2 MAD H	D	432	Warrecker, D	102	5.0		10	10	35	31	15	48	16	52	
0236	2	F	MTWTF	070200	Bio 1 MAD H	D	432	Warrecker, D	102	5.0		10	10	35	34	17	50	17	50	
1205	2	S	MTWTF	070205	Bio 2 MAD H	D	432	Warrecker, D	102	5.0		10	10	35	34	17	50	17	50	
0344	3	F	MTWTF	071380	Marine Bio 1 P	D	432	Warrecker, D	102	5.0		10	12	38	28	17	61	11	39	
1354	3	S	MTWTF	071390	Marine Bio 2 P	D	432	Warrecker, D	102	5.0		10	12	38	22	13	59	9	41	
0436	4	F	MTWTF	071380	Marine Bio 1 P	D	432	Warrecker, D	102	5.0		10	12	38	37	21	57	16	43	
1435	4	S	MTWTF	071390	Marine Bio 2 P	D	432	Warrecker, D	102	5.0		10	12	38	38	20	53	18	47	
0637	6	1	MTWTF	060050	Baseball-B	I	432	Warrecker, D	FH	2.5		9	12	75	51	51	100	0	0	
0696	6	2	MTWTF	060050	Baseball-B	I	432	Warrecker, D	FH	2.5		9	12	75	57	57	100	0	0	
1620	6	3	MTWTF	060050	Baseball-B	I	432	Warrecker, D	FH	2.5		9	12	75	51	51	100	0	0	
2924	6	4	MTWTF	060050	Baseball-B	I	432	Warrecker, D	FH	2.5		9	12	75	51	51	100	0	0	
Totals: Seats: 593 Students: 466 Class Average: 35.8 Boys: 346 Pct: 74 Girls: 120 Pct: 26																				
0150	1	F	MTWTF	002180	Sculpture 1 P	F	441	Wooster	067	5.0		11	12	35	33	10	30	23	70	
2838	1	F	MTWTF	093310	Teacher Asst	J	441	Wooster	67	5.0		11	12	1	1	0	0	1	100	Y
1162	1	S	MTWTF	002440	Sculpture 2 P	F	441	Wooster	067	5.0		10	12	35	34	8	24	26	76	
0254	2	F	MTWTF	002180	Sculpture 1 P	F	441	Wooster	067	5.0		11	12	35	35	10	29	25	71	
1258	2	S	MTWTF	002440	Sculpture 2 P	F	441	Wooster	067	5.0		10	12	35	35	10	29	25	71	
1291	2	S	MTWTF	093310	Teacher Asst	J	441	Wooster	67	5.0		11	12	1	1	0	0	1	100	Y
2792	3	F	MTWTF	093310	Teacher Asst	J	441	Wooster	67	5.0		11	12	1	0	0	0	0	0	Y
2844	3	F	MTWTF	002180	Sculpture 1 P	F	441	Wooster	067	5.0		11	12	10	1	0	0	1	100	

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2011 - 12 Accountability Progress Reporting (APR)

**Local Educational Agency (LEA) List of Schools**
2012 Adequate Yearly Progress (AYP) ReportCalifornia Department of Education
Analysis, Measurement, &
Accountability Reporting Division
4/8/2013

LEA: Santa Barbara Unified

LEA Type: Unified

County: Santa Barbara

CD Code: 42-76786

AYP LEA Report

APR LEA Summary

API LEA List of Schools

API County List of Schools

AYP County List of Schools

(API = Academic Performance Index)

	Met 2012 Criteria for:					PI Status
	All Components	English-Language Arts	Mathematics	API	Graduation Rate	PI Status
<u>SANTA BARBARA UNIFIED</u>	No	No	No	Yes	N/A	Not In PI
Elementary Schools						
Adams Elementary	No	Yes	No	Yes	N/A	Year 3
Adelante Charter	No	No	Yes	Yes	N/A	Year 4
Cleveland Elementary	No	No	No	No	N/A	Year 3
Franklin Elementary	No	No	Yes	Yes	N/A	Year 5
Harding University Partnership	No	No	No	No	N/A	Year 5
McKinley Elementary	No	No	No	Yes	N/A	Not in PI
Monroe Elementary	No	No	No	Yes	N/A	Year 3
Open Alternative	No	No	No	Yes	N/A	Not Title 1
Peabody Charter	No	No	No	Yes	N/A	Not in PI
Roosevelt Elementary	Yes	Yes	Yes	Yes	N/A	Not in PI
Santa Barbara Charter	No	Yes	No	Yes	N/A	Not Title 1
Santa Barbara Community Academy	Yes	Yes	Yes	Yes	N/A	Year 1
Washington Elementary	No	Yes	No	Yes	N/A	Not Title 1
Middle Schools						
Alta Vista Alternative Junior High	Yes	Yes	Yes	N/A	N/A	Not Title 1
Goleta Valley Junior High	No	Yes	No	Yes	N/A	Year 5
La Colina Junior High	No	No	No	Yes	N/A	Not Title 1
La Cumbre Junior High	No	No	No	Yes	N/A	Year 5
Santa Barbara Charter Middle	No	Yes	No	Yes	N/A	Not Title 1
Santa Barbara Junior High	No	Yes	No	Yes	N/A	Year 5

High Schools

Alta Vista Alternative High	Yes	Yes	Yes	N/A	N/A	Not Title 1
Dos Pueblos Senior High	No	No	No	Yes	N/A	Year 3
San Marcos Senior High	No	No	No	Yes	N/A	Year 4
Santa Barbara Senior High	No	No	No	Yes	N/A	Year 5

ASAM Schools

La Cuesta Continuation High	Yes	Yes	Yes	N/A	N/A	Not Title 1
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Requirement One Guiding Document

District Santa Barbara Unified School District

Referring to Requirement One Data Tables as one source of data, address the following questions:

1. **Which groups of teachers appear more likely to not be Highly Qualified or assigned out-of-field? How does this affect AYP or AMO?**

Special Education. We continue to struggle meeting AYP and AMO with special education students.

2. **Are all Title I classes and Title II Class Size Reduction class taught by Highly Qualified teachers?**

Yes.

3. **Do teachers at high-poverty sites have a comparable percentage of teachers with supplemental and subject-matter authorizations? How does this affect AYP or AMO?**

Yes, they are equitable and it does not appear to affect AYP and AMO.

4. **What specific steps does the district take to achieve an equitable distribution of highly-qualified teachers among high-poverty, high-minority and program improvement sites?**

All of our elementary teachers are HQT. The majority of our secondary staff are as well. Our issue is with our Special Education teachers not being HQT by certain subject areas. We are working to get them HQT compliant. We are also going to adopt a model of teaming our special education and general education teachers at the secondary level.

5. **Looking at the AYP scores for middle schools, does there appear to be a correlation between certification type (e.g. multiple subjects) and not meeting AMO for student achievement?**

There does not appear to be a correlation. As different middle schools employ teachers with different certification types (multiple and single subjects).

6. **Is there a correlation between subgroup populations that did not meet AYP (e.g. Special Education, etc.) and teachers who are teaching out-of-field?**

Yes, the majority of our challenge is the area of secondary special education teachers. They are teaching in their field (special education), but are not necessarily HQT in particular subject areas.

7. **How do district administrators support non-compliant teachers, monitor progress, and hold teachers accountable for becoming highly-qualified as quickly as possible?**

Make staff aware of professional learning opportunities when available. Administrators consistently perform walk-throughs. Depending on the time of the school year, changes may be made in master schedules occur when it is determined that a particular teacher may not be able to meet HQT.

8. **What standards-based professional development does the LEA offer to keep highly-qualified teachers up-to-date with curriculum, materials and instructional materials (e.g. Math and Reading Professional Development, and subject matter projects)?**

The professional development offered to keep teachers up-to-date includes: professional learning communities that provide written, taught, and tested curriculum. Santa Barbara County Education Office trainings, provide outside consultants, district support in terms of categorical funding, guidance on curriculum, district-wide professional learning plan.

9. **How does the LEA use available state and federal categorical funds to assist teachers in attaining Highly Qualified Teacher status (e.g. Title I Part A, Title II Part A, Intern program)?**

The LEA provides a beginning teacher support program that provides training necessary to attaining Highly Qualified Teacher status.

Professional Development Needs Assessment

Guidance Regarding the Professional Development Needs Assessment

Districts are required to submit a professional development needs assessment as part of Requirement One. There is no required format for this component. LEAs may have completed this assessment as part of an updated LEA plan or as part of a District Assistance and Intervention Team (DAIT) intervention. Analyzing the results of this professional development needs assessment surveys is an important and necessary step before the writing and implementation of a systematic Professional Development Plan.

Information incorporated into the professional development needs assessment must include:

- Teacher data such as certification types and areas, professional development history, academic degrees, language fluency, and professional development requests.
- Data relating to student achievement, curriculum and instruction, professional development, and school governance and organization
- Student data, including disaggregated achievement data analysis, classroom work, attendance data, discipline records, and student transfer data, dropout data, language and ethnicity data, and gender data
- Student data including student access to books, supplies, extended learning opportunities and other support systems
- School-level data including total instructional full-time employees, class size, instructional dollars per pupil, special grants and funding, support staff, technology available in the school, and staff professional development type and frequency

You may also want to include:

- School/family relationship data, including parent participation, parent satisfaction, and parent involvement in planning and implementation, frequency of parent education and training, resources for training, frequency of teacher/parent contact, and frequency of school/parent contact
- Community data, including poverty level, demographics, housing, employment, business, police department, social service program, homeless, public health, migrant, tribal council, transportation, and parks and recreation

This data can be gathered from a variety of sources: For example, Williams Monitoring, the California School Climate Survey <http://www.cde.ca.gov/eo/in/se/climatesurvey.asp>, and DAIT instruments such as the Academic Program Survey (APS) provide valuable sources of data.

A professional development needs assessment can also take the form of a survey instrument. Surveys can be distributed and information can be gathered creatively.

SBUSD Professional Learning Survey for 2013-14

May 24, 2013

Your responses to this survey will provide us with valuable information. Our goal is to use your responses to continuously improve our professional development in SBUSD.

***1. I could benefit from professional learning opportunities that address my achievement to Highly Qualified status.**

- ☐ Meeting the instructional needs of students who are gifted and talented
- ☐ Teaching and addressing the needs of students with special needs and/or disabilities
- ☐ Identifying early and appropriate interventions to help students with different learning styles
- ☐ Effective method for improving student behavior in the classroom
- ☐ Strategies for involving families in their child's education
- ☐ Understanding and using data and assessments to improve classroom practice and student learning
- ☐ The effective use and application of action research to classroom instruction
- ☐ The effective use of technological resources to improve teaching practice and student learning
- ☐ Other (please specify)

2. I would benefit from additional staff learning opportunities addressing effective instructional strategies and teaching methods in the following areas (select all that apply):

- ☐ Mathematics
- ☐ Reading
- ☐ Writing
- ☐ Science
- ☐ Social Studies
- ☐ Other (please specify)

SBUSD Professional Learning Survey for 2013-14

***3. Of the following areas of professional learning, which issue(s) is/are your top personal priority(ies) for improvement for the 2013-14 school year?**

- ☐ Special Education—Students with disabilities
- ☐ Special Education—Academically gifted students
- ☐ Limited English Proficiency
- ☐ Closing the achievement gap
- ☐ Subject-matter development
- ☐ Classroom management techniques
- ☐ Literacy strategies
- ☐ Other (please specify)

***4. The most effective professional learning course/activity that I participated in the 2012-13 school year was (be specific and list name of course/activity):**

***5. Why was this course/activity you identified the most effective professional learning in which you participated?**

SBUSD Professional Learning Survey for 2013-14

***6. Please select FIVE of the following topics that will most benefit you in your current assignment and rank the topics with 1 = the most needed.**

	1	2	3	4	5
Content-subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavioral management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective teaching practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching with technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent communication/conferencing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Response to intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using data to drive instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers as leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum integration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict resolution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict education/mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Requirement One: Professional Development Action Plan

Santa Barbara Unified
School District
Professional Learning Plan

2012-14

Goal: Implementation of CCSS							
Goal	Strategic Plan	Actions	Participants	Dates	Action Objective	Products & Evidence	Cost & Source
1. Staff familiar w/ CCSS (Quarters 1 and 2)	1. Aim #1 (Action Step 3B) CCSS Implementation	1A. Grade-level examinations of CCSS	1A. All K-6 site admin & teachers	1A. Monthly meetings throughout the year	1A. Read, discuss & develop clear understanding of CCSS	1. Agendas, initial lists of current CCSS-aligned materials-elem. only, curriculum maps and units of study for all grades & subject areas/courses. Staff development action plan for the 2013/2014 school year.	1A. N/A (During Contractual Time)
		1B. Intro to CCSS training from SBCEO (K-6)	1B. All K-6 site admin. & teachers	1B. Nov. '12, April '13 & June '13	1B. Read, discuss & develop clear understanding of CCSS		1B. N/A (During Contractual Time)
		1C. Six CCSS training specific to subject-area SBCOE, sixteen district CCSS trainings focused on quarter #1 (knowing the standards).	1C. Secondary CCSS Transition Team Members	1C. Combination of 22 pull out days, after school sessions, and county office trainings throughout the year	1C. Read, discuss & develop clear understanding of CCSS	1D & 1E. Completed audit of current CCSS-Aligned materials	1C. \$60K (Title II)
		1D. Initial deconstruction / Construction of Units of Study	1D. 7-12 Transition Team	1D. June 10, 11 & TBD Summer dates	1D. Assess material needs to implement CCSS and build understanding of unit design		1D & 1E. N/A (During Contractual Time)
		1E. Grade-level audit conducted by grade-level/professional learning teams	1E. All K-6 site admin & teachers	1E. Monthly meetings throughout the year			
2. Support Certificated Staff with CCSS Transition	2. Aim #1 (Action Step 3B) Coaching	2. Hire & Train four Teachers on Special Assignment (TOSA)- Math & Literacy/ELD Focus	2. Human Resources, Secondary Education, & Elementary Education	2. June 2013	2. TOSAs will facilitate training of PLC work with transition teams & coach site PLCs in delivery of CCSS instruction.	2. Five TOSAs hired (2 in Elementary & 3 in Secondary)	2. \$500K (\$100K x5)/Title I, Title II & Title III

Goal: STEM Education							
Activities	Strategic Plan	Actions	Participants	Dates	Action Objective	Products & Evidence	Cost & Source
1. Support certificated staff in science content and pedagogy aligned with CCSS	1. Aim #1 (Action Step 1C) STEM Plan	1A. Complete Science Foundational Training (K-6, 4 days each grade)	1A. Bridget Lewin & Holly Gil (K-6 Science Coaches) all K-6 teachers	1A & B. July '12 - ongoing	1A. Support all teachers K-6 in science content and pedagogy connected to CCSS.	1A. 4 day trainings K-6 completed by 6/13, more students have access to high quality science instruction.	1. \$100,000 (Title I & II)
		1B. On site technical assistance for teachers	1B. Science Coaches and K-6 teachers		1B. Coaching/support	1B. Teacher/Principal feedback, increased time dedicated to science, student work	
		1C. EEI (Education and the Environment Initiative) PD for K teachers 2 units	1C. Science Coaches and K teachers	1C. March '13	1C. Instructional materials and training to support science instruction connected to community	1C. Teachers received class set of EEI materials/agenda	1C. First unit purchased by Orfalea grant (\$1,350), second unit provided at no charge from CalRecycle
		1D. Secondary science PLC leaders receive training on CCSS with a focus on science literacy.	1D. Secondary Science PLC leaders and science departments at each site.	1D. '12-'13	1D. Have a strong understanding of science literacy aligned with CCSS	1D. Year long training schedule and agenda	1D. \$2K (Title II)
	2. Aim #1 (Action Step 1C) STEM Plan	2A. Hire 2 BaySci Science Consultants from UC Berkeley's Lawrence Hall of Science	2A. Superintendent, Asst. Supt. of Elem. Ed, & Board member K-6 Science coaches, three elementary teachers, one 7/8-grade science teacher rep, three K-6 principals, BaySci consultants	2A. Sept. '12 - ongoing	2A. Prioritize high quality science instruction throughout the district, building leadership capacity at all levels of district administration.	2A. Contract w/ consultants, agendas & notes from meetings	2A. \$45K (Wharton Foundation Grant)
		2B. Develop Vision Statement with draft SBUSD Outcomes and Activity Map describing activities and initiatives that lead to short, intermediate and long-term outcomes to fulfill the stated vision	2B. District Elementary Science Leadership Team, BaySci consultants	2B. Oct '12, Feb. '13, & May '13	2B. Using Inverness Research's Framework of Key Dimensions and Supportive Capacities for High Quality Elem Science Ed, clarify vision, identify needs and prioritize actions	2B. Summary of results from all stakeholders, refined Vision Statement and position paper detailing all components of the Vision Statement and draft SBUSD Outcomes and Activity Map	2B. \$45K (Same as above-Wharton Foundation Grant)

3. Create 3-Year K-6 Plan for FOSS 3 rd Edition implementation aligned with CCSS	3. Aim #1 (Action Step 1C) STEM Plan	3. Determine which units to be introduced at each grade level each year	3. District Elementary Science Leadership Team, BaySci consultants, Principals FOSS, Delta Rep	3. April –Aug ‘13	3. Support teachers in CCSS implementation and build on the science PD they received in the Foundational Trainings	3. Purchase Order for Delta and FOSS kit trainings scheduled	3. N/A (Contractual Time)
4. Secure Funding for continued work with BaySci		4. Grant proposal	4. Science Coaches, Asst. Sup. Elem Ed.	4. March ‘13	4. Secure funding for support in creating district Elementary STEM Plan	4. Completed Grant Application & Award Letter	4. \$45K Wharton Foundation Grant
5. Principal meeting with BaySci		5. ½ day meeting with elementary principals (5/22) to share vision and implementation plan as it relates to CCSS and NGSS	5. BaySci consultants, science coaches, Asst. Sup. Elem Ed., elementary principals	5. May ‘13	5. Common vision and understanding of the importance and role of science in CCSS implementation, NGSS introduction	5. Agenda/ meeting notes	5. \$45K/ Wharton Foundation Grant
Goal: Visual & Performing Arts (VAPA) Education							
Activities	Strategic Plan	Actions	Participants	Dates	Action Objective	Products & Evidence	Cost & Source
1. VAPA Group creates Strategic Plan	1. Aim #1 (Action Step 1B) VAPA Strategic Plan	1A. Hire a VAPA Consultant	1A. Dr. Cash & Human Resources	1A. January ‘12	1A. Coordinate the District VAPA Strategic Planning	1A. Contract for Services	1A. N/A
		1B. Identify & recruit stakeholders to serve on group	1B. Anna Pilhoffer (VAPA Consultant)	1B. February-May ‘12	1B. Provide Input from critical and/or potential partners	1B. List of VAPA Team members	1B. N/A
		1C. VAPA Group meetings facilitated by Anna P.	1C. Ed Heron, Emilio Handall, Ben Drati, Kathy Kourey, Margie Yahyavi, Juan Zaragoza, Cathi Oliverson, John Houchin, David Holmes, Carol Teraoka-Brady & Karen Dutton	1C. June 14, 2012/ June 21, 2012/ June 26, 2012/ March 11, 2013/ March 21, 2013/ March 22, 2013/ April 12, 2013	1C. Develop VAPA Strategic Plan	1C. Agendas, Minutes & Proposal for VAPA Strategic Plan	1C. N/A (Volunteer Group)
		1D. Present Draft Proposal to Site Admin	1D. Anna P., Elem. & Secondary Asst. Supt. of Ed. & all site admin.	1D. April 12, 2013	1D. Provide Input from Site Admin.	1D. Revised Proposal for VAPA Strategic Plan	1D. N/A
		1E. Final Editing of VAPA Strategic Plan Proposal	1E. Anna Pilhoffer	1E. April-May ‘13	1E. Incorporate input from Site Admin.	1E. Final Draft of VAPA Strategic Plan	1E. N/A
		1E. Submit VAPA Strategic	1F. Anna P. & VAPA Team	1F. June ‘13	1F. Board Review &	1F. Board Agenda, minutes	1F. N/A

		Plan Proposal to Board for Approval			Approval	& approved plan	
Goal: CTE/21st Century Skills Integration							
Activities	Strategic Plan	Actions	Participants	Dates	Action Objective	Products & Evidence	Cost & Source
1) Secondary establishes district wide professional learning community (PLC) model for all similar elective courses which will include career related electives, academies, and ROP courses.	1) Aim #1 (Action Step 6D,6F,6I, 6J, 6K.	1. Establish consistent district-wide PLC times, protocols, and leadership roles.	1.Negotiations Team	Spring '13	1. Ensure sufficient & consistent collaboration times for teachers of career related electives, academies, and ROP courses to meet.	1. Contract language, instructional minutes,	1. N/A (Contractual Time and protocols)
2) Initiate first of many district wide collaborative discussions on the integration of career technical education, technology, and teaching of 21 century skills with the different PLCs.	2) Aim #1 (Action Step 6D,6F,6I, 6J, 6K.	2) Discuss and explore possible ways the different elective programs can assist in meeting the goals identified in the strategic plan of integrating career technical education, technology, and teaching of 21 century skills.	2) Career technical education and specific elective teachers.	2) June 10th and 11th, '13	2) Clarify elective course roles in the integration of 21st Century skills and investigate possibilities.	2) June 10th and 11th professional learning agenda and summary of work.	2) Contractual time
3) Core subject area teachers collaborate and integrate 21st century skills (ways of thinking, ways of working, tools of working, skills for living in the world) in the development of their units of study.	3) Aim #1 (Action Step 6D,6F,6I, 6J, 6K, 6L).	3 Introduce and establish Technology integration, Content, Pedagogy, cultural proficiency as 21 century skills that all units of study will be threaded. Focus and discuss options for actions identified in the strategic plan associated with curriculum and instruction.	3) Core subject area and elective teachers.	3) June 10th and 11th, '13	3)Establish integration of pedagogy, content, cultural proficiency,and technology as 21 century skills in the development of units of study.	3) June 10th and 11th professional learning agenda and summary of work. Units of study that 21st century skills integrated	3) N/A
4) Establish a district wide counseling PLC to focus on actions established in the strategic plan related to counseling services.	4) Aim #1 (Action Steps 6A,6H,.)	4) Discuss options for actions identified in the strategic plan associated with counseling services.	4) Counselors, principals	4) Spring '13	4) Initiate discussions around options for career center and community partners as established in the strategic plan.	4) Agenda and summary of meetings	4) N/A
5) Establish a graduation requirement committee to focus on graduation	5) Aim #1 (Action Steps 6D,6F,6M)	5) Discuss options for actions identified in the strategic plan related to	5) graduation requirement committee	5. Spring '13 and ongoingly	5) Initiate discussions around options for graduation requirements	5) Agenda and summary of meetings	5) N/A

requirement ideas established in the strategic plan.		graduation requirements			associated with actions identified in the strategic plan		
Goal: Implementation of Restorative Justice Approaches (RJ)							
Activities	Strategic Plan	Actions	Participants	Dates	Action Objective	Products & Evidence	Cost & Source
1. RJ Pilot	Aim #1 (Action Step 3B, 5D and 5H) Restorative approaches & No Student is Anonymous	1A. Visited Denver, CO to receive info & observe Model RJ Site.	1A. SBJHS Team (Certificated & Admin)	1A. May '12	1A.Committee observed, learned about, and asked questions about restorative approaches.	1. Impact Report of RJ that includes discipline, Attendance, and staff / student survey.	1. 36K / Title II
		1B. School-wide RJ Training	1B. Entire SBJHS Staff	1B. July '12	1B. Staff learned about restorative approaches. and developed a site and individual implementation plans.		
		1C. School-wide Implementation	1C. Entire SBJHS Staff	1C. 12-13 School Year	1C. The site and individual teachers executed their plans		
		1D. Evaluation of RJ Impact & process	1D. SBJHS Admin. & Marlin Sumpter (Asst. Supt.)	1D. January & June '13	1D. The staff reviews progress and makes necessary adjustments to improve. The board receives a report on the progress of Restorative approaches.		
2. Identification of additional school sites to expand pilot. Visitation of RJ site Denver, CO.		2A. District identifies new sites to implement (La Colina Jr. High, La Cumbre Jr. High, Goleta Valley Jr. High, SBHS). District hires a district restorative approaches coordinator.	2. District & Secondary Administration	2A. February '13	2A. The district site coordinator will facilitate discussions, assist and coach principals in establishing structure and planning needed for implementation. The coordinator will also coach sites through the implementation of RJ.	2.Implementation process analysis	2. 3k / Title II
		2B. District visits RJ site in Denver CO.		2B. May 13th - 15th, '13.	2B. Visiting Committee will observe, learn about, and ask questions about restorative approaches.		
3.Implementation of RJ to selected sites			3. District Admin, site admin and teachers from SBHS,	3. summer '13 (find out from Marlin)	3. The site and individual teachers will execute their plans and ongoingly	3. Principals strategy of implementation (SBJH	3. N/A

			La Colina, La Cumbre, and GVJH.		evaluate their progress.	model)	
Goal: Cultural Proficiency							
Activities	Strategic Plan	Actions	Participants	Dates	Action Objective	Products & Evidence	Cost & Source
1. Admin and teacher leaders familiar w/ need for infusion of Cultural Proficiency with the objective to increase district capacity.	Aim #1 (Action Step 3B,4D 4E,4H,4I,5I) and 5H) cultural proficiency, inclusion, access, assessment audit.	1A. Reading of “The Culturally Proficient School”. 1B. Discussion of the need for Cultural Proficiency facilitated by Just Communities. 1C. 1 day seminar (Introduction to Cult Prof, Change and Transition I) 1D. 2 day seminar (Introduction to Cult Prof, Change and Transition II) 1E. 10 district administrators to attend 4.5 day Institute for Equity in	1A. All district & site Admin. 1B. All site admin 1C. Thirty four PLC leaders (17 secondary, 17 elementary), Ben and Emilio). 1D. 40 counselors, psychologists, nurses,librarians, some admin and special education teachers.	1A. Summer ‘13 Elem / Spring ‘13 Sec 1B. Spring ‘13. (ID dates from principals meetings) 1C. Spring ‘13. (will know this week) 1D. June 10th and 11th, ‘13. 1E. June 25th - 28th, 2013	1A. Admin attains a better understanding of cultural proficiency and the impact on schools. 1B. Principals identified some needs in order for them to develop a comprehensive professional learning plan. 1C This seminar will provide some transition team leaders with a common language and framework for understanding and talking about cultural proficiency. These are necessary tools to navigate conversations around cultural proficiency in decision making. 1D. Support counselors, psychs,nurses, some admin & speech and language therapists, address changes related to their work w/ a focus on cultural proficiency in context related to student diagnosis & placements, IEP bias, GATE/Honors, EL redesignation, tracking, selection, of materials, discipline, and RTI. 1E. Focus the integration of equity into the district’s efforts to transition to the common core. Participants	1A. PO for book purchase. 1A. Sign up list of site admin who received a book. 1B, IC, 1D. Draft of “Plan for Cultural Proficiency”.	\$17K / Disproportionate Grant 1B. N/A (Contractual Time) 1C. Part of Contract with Just Communities? 1D. Part of contract with Just Communities?

2. Fair Act Implementation		Education (IEE) training 2A. Secondary SS/H Transition Team receive content training from UCSB Social Science Department. The information will be infused as a product of Qtr 1. 2B. Elementary teachers meet to revise SS/H curriculum to comply with Fair Act	2A. Social Science PLC leaders (secondary) 2B. 5th grades reps from each elementary site	2A. April 19th, '13 2B. Spring/Summer '13	will learn how to use the Relationship, Relevance, Rigor, Racial and Economic Justice framework to eliminate achievement gaps and improve academic outcomes for all students. 2A. Transition Team receive exposure in the use of primary documents to develop units and strategies to support the spirit of the Fair Act. 2B, Elementary teachers uniformly and collaboratively identify resources they will use to teach.	2A. Agenda of June 10th and 11th training, Units of study. 2B. Revised Elementary SS/H written curriculum to include the spirit of the Fair Act.	2A. N/A (Contractual Time) 2B. \$500 (Title I)
Goal: Professional Learning Communities (PLC) Implementation							
Activities	Strategic Plan	Actions	Participants	Dates	Action Objective	Products & Evidence	Cost & Source
Establish District-wide Professional Learning Communities (PLC)	1. Aim #1 (Action Step 3B) Professional Learning Communities	1. Establish consistent district-wide PLC times 2. Establish consistent district-wide protocols for PLC process 3. Establish District-wide PLC Leadership Roles	1.Negotiations Team 2. Negotiations Team 3. Negotiations Team	1. Spring '13 2. Spring '13 3. Spring '13	1. Ensure sufficient & consistent PLC time 2. Ensure effective & efficient PLC meetings 3. Ensure effective & efficient PLC Collaboration & communication of information	1. Contract language & instructional minutes 2. Contract language, formal PLC Process Protocols, meeting calendar, agendas, & minutes 3. Contract language & formal leadership outlines	1. N/A (Contractual Time) 2. N/A (Contractual Protocols) 3. N/A
Goal: Creation of Technology Learning Environment							
Activities	Strategic Plan	Actions	Participants	Dates	Action Objective	Products & Evidence	Cost & Source
1. Outfit all district classrooms with standard	Aim #1 (Action Step 3B) Technology Learning	1. Site principals allocate funding	1. All site administrators	1. Throughout the '12-13 school year	1. Ensure all classrooms are outfit with district	1. SPSA & all district classrooms outfit with	1. Varies by site (Individual Site categorical funding)

tech package (Apple TV, iPad, flat-screen TV) 2. All teachers provided Professional Development 3. Integrate iTunesU as a platform for unit and lesson designs 4. Infrastructure Improvements 5. Implemented at Trial Sites Learning management system (EDU 2.0), Investigated Illuminate student information system (Illuminate)	Environments	2. Site principals allocate funding to site coordinators, coaches and integrators. (district technology model) 3. Teachers introduced to iTunesU platform for building units of study. 4. Re-engineer network, firewall replacement, 5. Demonstrations for stakeholders of illuminate, multiple sites using EDU 2.0	2. All site administrators, staff, coordinators and integrators. 3. All administrators, transition team 4. ITS 5. Varied Sites	2. Throughout the '12-13 school year 3. June 10th and 11th 4. '12 -'13 5. '12 - '13	standard 2. Ensure all site staff can successfully utilize new technology 3. Teachers understand at an introductory level the function and purpose of iTunesU as a critical function of Unit design 4. Increase speed and improve accessibility to the internet 5. Build capacity and create buy in with stakeholders	technology package 2. SPSA & Utilization of technology observed during all formal & informal classroom observations 3. Agenda and unit design template which incorporates iTunesU. 4. New Firewall, Efficient network design 5. Several sites successfully using EDU 2.0, board approval of move to Illuminate	2. \$100,000 (Title II) 3. N/A (Contractual Time) 4. \$300K (Facilities) 5. N/A
Goal: Pedagogy Changes (differentiation, full inclusion & project-based learning)							
Activities	Strategic Plan	Actions	Participants	Dates	Action Objective	Products & Evidence	Cost & Source
1A. Inclusion & Differentiation Training w/ Bill Tollestrup 1B. Inclusion committee meeting with Dr. Wendy Murawski.	Aim #1 (Action Step 3B) Inclusion & Differentiation	1A. One-day training for elementary & secondary 1B. Inclusion Committee to meet and create a common definition for inclusion. 2. Hire & Train four Teachers on Special Assignment (TOSA)	1A. Site teams w/ grade-level &/or department representation 1B. A selected group of 22 general Ed and special ed teachers, parents, and administrators. 2. Human Resources, Secondary Education, & Elementary Education	1A. October 29 (Secondary) & 30 (Elementary) 1B. May 21st is the first committee meeting with Dr. Murawski 2. June '13	1A. Establish a district-wide understanding of Inclusion & Differentiation 1B. Create a common definition and plan for inclusion of students with disabilities. 2. Support Staff in Math, Literacy & ELD within the PLC structure	1A.Establish a committee to evaluate the district's capacity and need for a functioning inclusion model. 1B. Results of the committee's analysis and recommendation to the district. 2. Five TOSAs hired (2 in Elementary & 3 in Secondary). Job description.	1A. \$20,000 (Title II) 1B. \$50,000 (Special Ed Grant) 2. \$500K (\$100K x5)/Title I, Title II & Title III (Already Mentioned Above)

2. Support Certificated Staff with CCSS Transition							
3.English Language Development (ELD)		3. One day presentation with each transition team	3. Transition Team, Grade level leaders, TOSA's	3. Late Spring to Early Summer '13	3. Review new ELD standards & implications for English Learners. Incorporate EL strategies in each transition team's 13'-14' staff development plan.	3. Transition Team Presentation schedule and 13' - 14' staff development plan.	3. \$3,000 (Title III)
4. GATE & Honors		4A. Establish GATE & Honors differentiation training schedule	4A. Transition Team, grade level leaders, TOSAs, & all teachers of GATE & Honors	4A. Late Spring to Early Summer '13	4A. To establish, communicate & incorporate differentiation strategies in each transition team's '13-'14 staff development plans.	4A. GATE & Honors staff development plan.	4A. N/A Contractual Time
		4B. Establish a secondary district wide PLC structure for honors, AP, and IB courses.	4B. Negotiation Team	4B. Spring '13	4B. Secondary transition team establishes a consistent	4B. Ensure effective & efficient PLC Collaboration & communication of information in terms of the written, taught, and tested curriculum.	4B. N/A Contractual Time
5.Project-Based Learning (PBL)		5.Buck Institute (PBL Training) Agreement	5. Assistant Superintendents of Elementary and Secondary Education	5. June '13	5. Develop support staff as we transition to 21st-Century Skills and Project-based learning	5. Board Approval and PO for contract	5. \$28,000 (Titles 1, 2 & 3)

2013-14

Goal: Implementation of CCSS							
Activities	Strategic Plan	Actions	Participants	Dates	Action Objective	Products & Evidence	Cost & Source
1. Elementary & Secondary CCSS Transition Meetings	1. Aim #1 (Action Step 3B) CCSS Implementation, Coaching	1A.TOSAs facilitate Professional Learning in a series of PLC Liaisons & Transition Team meetings	1A. TOSAs, PLC Liaisons & Transition Team Members	1A.TBD	1A. Develop, review & evaluate current CCSS-aligned materials, units of study, lesson plans & common assessments. (Written, taught, and tested curriculum) (Quarters 2, 3 and 4)	1A. District staff development Plan and calendar.	1A. N/A (Contractual Time)

		1B.Site admin in collaboration with district and their site PLC leaders will develop a site Professional Development (PD) Plan that is aligned to the district plan.	1B. Site administration, PLC leaders & (occasionally) TOSAs	1B. TBD	1B. Ensure alignment & support of the district CCSS implementation & each site's PD needs.	1B. Site specific staff development plans that are coordinated with the district.	1B. N/A (Contractual Time)
Goal: STEM Education							
Activities	Strategic Plan	Actions	Participants	Dates	Action Objective	Products & Evidence	Cost & Source
1. Begin district implementation of Full Option Science System (FOSS)	1. Aim #1 (Action Step 1C) STEM	1A.Train approx 15 teachers in 1st FOSS unit (4th - 6th grade).	1A. FOSS Trainers, 4th - 6th teachers, 2 FOSS lead teachers, K-12 Alliance, UCSB	1A. Aug 5-9 Summer Science Institute	1A.Train/familiarize teachers with first FOSS kit to be taught. Focus on science content and pedagogy.	1A. 15 trained 4th - 6th grade teachers with 1st FOSS kit, with 3-4 more teacher leaders with additional leadership training.	1A. Summer Institute is funded by outside resources
2A. Purchase of FOSS materials	2A. Aim #1 (Action Step 1C) STEM	2A. Purchase One unit of FOSS materials (1 of 3)	2A. All K-6 teachers receive FOSS unit	2A. Fall '13	2A. Provide FOSS materials to K-6 staff	2A. FOSS kits distributed, students receive inquiry based science instruction	2A. \$218,340 (SIP & IMF)
2B. Implement one unit of Full Option Science System (FOSS) K-6 (1st of 3)	2B. Aim #1 (Action Step 1C) STEM	2B. All K-6 teachers to receive first FOSS kit by Jan. with 2 day training, addressing NGSS, CCSS, ELD.	2B. FOSS professional developers, All K-6 teachers, Science coaches, teacher leaders	2B. Fall '13	2B. Train and familiarize teachers with FOSS unit and support implementation	2B. Teachers familiar with FOSS materials and prepared to utilize	2B. \$45K (Title II)
3. Coaching: Content and pedagogical support	3. Aim #1 (Action Step 1C) STEM	3A. Customized support in the areas of science content, pedagogy, notebooks, assessment, etc.	3A. K-6 teachers, Science coaches	3. '13-'14	3A. Teachers supported to succeed in delivery of science instruction	3A. Teacher/principal feedback, increased confidence in teaching science, increased time for K-6 students receiving inquiry science instruction	3A & 3B. N/A (Contractual Time)
		3B.. Revise & Modify FOSS Unit to support CCSS	3B. K-6 teachers, Science Coaches, CCSS transition team		3B. Science centered CCSS units	3B. Units of instruction	
4. NGSS – awareness and implications of the new standards as related to	4. Aim #1 (Action Step 1C) STEM	4A. NGSS presented as part of the CCSS transition. Identify overlaps, attention to	4A. Asst. Sups Elem. and Sec Ed., Principals, Math/ Science TOSAs	4A. '13 - '14	4A Principals (elementary) and PLC leaders (secondary) are able to communicate an	4A. Principals (elementary) and PLC leaders (secondary) share this info	4A & 4B. N/A (Contractual Time)

CCSS. (CA adoption Nov '13)		emphasis on Engineering in standards.	(secondary), PLC leaders (secondary), Science Coaches (elementary)		understanding of NGSS and how it correlates with CCSS	in staff and PLC meetings, meeting notes, agendas.	
5. Develop a three year comprehensive plan for distributed leadership within the district, and continued FOSS implementation	5. Aim #1 (Action Step 1C) STEM	4B. Secondary PLC leaders in collaboration with math PLC leaders develop units of study aligned to NGSS. 5. Address customized support, differentiated professional learning opportunities for leaders and principals, FOSS implementation, sustainability mapping	4B. Secondary Math / Science TOSAs, Math and Science PLC Liasons 5. District Elementary Science Leadership Team, BaySci consultants	4B. '13-'14 5. Meetings convene three times a year; Fall, Winter, Spring	4B. Math and Science PLCs incorporate STEM units of study as a part of their written curriculum. 5. Plan and implement a comprehensive Elementary STEM Initiative	4B. Units of study 5. Elementary STEM plan presented to the SB School Board	5. \$42K Wharton grant
6. Continued work with UC Berkeley's Lawrence Hall of Science -BaySci consultants	6. Aim #1 (Action Step 1C) STEM	6. Grant proposal	6. Science Coaches, Asst. Sup Elem Ed.	6. March '14	6. Secure funding for continued partnership/work	6. Grant funding award letter	6. TBD
7. Implementation of 1 Education in the Environment Initiative (EEI) unit in grades 1-6	7. Aim #1 (Action Step 1C) STEM	7. All 1st -6th grade teachers receive training for 1 EEI unit that supports NGSS/CCSS	7. Science Coaches, 1st - 6th teachers	7. '13 - '14 school year	7. Train and support teachers in State Board approved environmentally based curriculum that supports NGSS and CCSS	7. Meeting minutes/agendas, teachers using curriculum	7. \$33K (Orfalea Foundation Grant)
Goal: Visual and Performing Arts (VAPA) Education							
Activities	Strategic Plan	Actions	Participants	Dates	Action Objective	Products & Evidence	Cost & Source
TBD- VAPA Strategic Plan	TBD- VAPA Strategic Plan	TBD- VAPA Strategic Plan	TBD- VAPA Strategic Plan	TBD- VAPA Strategic Plan	TBD- VAPA Strategic Plan	TBD- VAPA Strategic Plan	TBD- VAPA Strategic Plan
Goal: CTE/21st Century Skills Integration							
Activities	Strategic Plan	Actions	Participants	Dates	Action Objective	Products & Evidence	Cost & Source
1) Elective PLCs, related to academies, and ROP courses discuss ideas and plans for: a) comprehensive career pathway education systems.	1) Aim #1 (Action Step 6D,6F,6I, 6J, 6K.	1) Discuss and plan for: a) comprehensive career pathway education systems. b) service learning c) entrepreneurship components	1) Elective PLCs	1) year 13' - '14	1) Identify ideas for: a) comprehensive career pathway education systems. b) service learning c) entrepreneurship components	1) Recommended ideas brought forward by Elective PLCs and district office	1) 2k (Title II)

<p>b) service learning c) entrepreneurship components d) Career day expansion and refinement e) integration across content areas with core subjects</p> <p>2) Core subject area (Math, Eng, Soc Sci, and Sci) teachers collaborate and discuss options to integrate 21st century skills in the written curriculum as related to: a) comprehensive career pathway education systems. b) service learning c) entrepreneurship components d) career day expansion and refinement e) integration across content areas with other core subjects and electives f) exit interview / presentations</p> <p>3) Counseling PLCs discuss options and plans for the improvement of career centers and work with community partners.</p> <p>4) Graduation requirement committee discusses and considers district recommended graduation requirement options for: career pathway education systems, service learning, career pathway courses</p>	<p>2) Aim #1 (Action Step 6D,6F,6I, 6J, 6K, 6L).</p> <p>3) Aim #1 (Action Steps 6A,6H,)</p> <p>4) Aim #1 (Action Steps 6D,6F,6M)</p>	<p>d) Career day expansion and refinement e) integration across content areas with core subjects</p> <p>2) Collaborate and develop units of study that integrate 21st century skills in the written curriculum as related to: a) comprehensive career pathway education systems. b) service learning c) entrepreneurship components d) career day expansion and refinement e) integration across content areas with other core subjects and electives f) exit interview / presentations</p> <p>3) discuss and establish plans for the improvement of career centers and work with community partners.</p> <p>4) Establish an agenda and timeline for the discussion and consideration of graduation requirement recommended by district administration in collaboration with specific PLCs in the areas of: career pathway education systems, service learning, and career pathway courses</p>	<p>2) Core area PLCs</p> <p>3) Counselors</p> <p>4) Graduation requirement committee</p>	<p>2) year 13' - '14</p> <p>3) year 13' - '14</p> <p>4) year 13' - '14</p>	<p>d) Career day expansion and refinement e) integration across content areas with core subjects</p> <p>2) Write units of study with selected subjects that integrate: a) comprehensive career pathway education systems. b) service learning c) entrepreneurship components d) career day expansion and refinement e) integration across content areas with other core subjects and electives f) exit interview / presentations</p> <p>3) Identify plans for the improvement of career centers and work with community partners.</p> <p>4) Discuss and recommend specific graduation requirement that are brought forward by district administration in collaboration with specific PLCs for: career pathway education systems, service learning, and career pathway courses</p>	<p>2) Recommended ideas brought forward by PLCs</p> <p>3) Recommended ideas brought forward by counseling PLC</p> <p>4) Recommended ideas brought forward by central administration</p>	<p>2) TBD/Title II</p> <p>3) TBD</p> <p>4) N/A</p>
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Goal: Implementation of Restorative Justice Approaches (RJ)							
Activities	Strategic Plan	Actions	Participants	Dates	Action Objective	Products & Evidence	Cost & Source
1. Implementation of RJ at SBHS, La Colina, La Cumbre, and GVJH.	Aim #1 (Action Step 3B, 5D and 5H) Restorative approaches & No Student is Anonymous	1A. Hire an RJ district coordinator.	1A District office	1A. Summer '13	1A. Provide leadership, support, coaching and consistency with district implementation.	1A. Impact Report of RJ that includes discipline, Attendance, and staff / student survey.	TBD / Title II
		1B. RJ training to all site admin & certificated staff at each site.	1B. All site admin & certificated staff	1B. '13-'14 School Year	1B. Sites collaboratively establish common vocabulary and implementation plan	1B. Site's implementation Plan	
		1C. School-wide Implementation	1C. All SBHS, La Colina, La Cumbre, and GVJH staff	1C. Summer '14	1C. District coordinator supports and coaches sites through their implementation.	1C. Mentoring and coaching schedule. Meeting agendas	
		1D. Evaluation of RJ Impact & process	1D. All RJ Site Teams		1D. Sites review and learn from RJ eval	1D. Analysis of Eval and documented adjustments to action plan.	
2. Prepare to expand RJ Approach		2. Identification of additional secondary & elementary school sites	2. DPHS, SMHS & 5 elementary sites	2. Spring '14	2. Develop an expansion plan	2. Implementation process analysis	
Goal: Cultural Proficiency							
Activities	Strategic Plan	Actions	Participants	Dates	Action Objective	Products & Evidence	Cost & Source
1. District establishes a committee of staff members who have received training	Aim #1 (Action Step 3B,4D 4E,4H,4I,5I) and 5H) cultural proficiency, inclusion,	1. The district committee establishes an evaluation criteria to measure a site's	1. Assistant Sups (elementary and secondary), selected Just Communities	1. '13- '14	1. Principal facilitates a collaborative discussion	1. Principal's action plan	1. 3K / Title II

with philosophy of cultural proficiency	access, assessment audit.	degree of integration of cultural proficiency	trained staff and admin.				
2. All site adm lead staff through cultural proficiency training that incorporates an introduction, recognition and evaluation of site's perception of cultural proficiency against the district established criteria.		2A. Principals develop an action plan to discuss and infuse cultural proficiency training for their respective sites.	2A. Principal, staff	2A. '13- '14	2A. Sites develop a common vocabulary and understanding of cultural proficiency.	2A. Principals Agenda	2. N/A
		2B. Sites evaluate their level of cultural proficiency against the district established norm.	2B. Site Staff and admin	2B. '13- '14	2B. Sites analyze the result of their eval and collaboratively determine next steps to improve.	2B. Results of cultural proficiency eval.	
3. Fair Act		3. Social Science transition team in consultation with UCSB and community groups develop units of study that integrate the spirit of the Fair Act.	3. Social Science teachers, Admin, TOSA	3. '13- '14	3. Social Science teachers use the knowledge gained from UCSB and community partners to develop coherent, relevant, and transformative common core units of study.	3. Units of study, district common assessments	3. 5K / Title II
Goal: Professional Learning Communities (PLC) Implementation							
Activities	Strategic Plan	Actions	Participants	Dates	Action Objective	Products & Evidence	Cost & Source
1. Learn and review functions and mechanics of PLCs.	1. Aim #1 (Action Step 3B) Professional Learning Communities	1A. Establish a session during the August professional learning days to review the function and practice of PLCs 1B. Establish a session during the August professional learning days to review the function and	1A. Assistant sups, TOSA's, All teachers 1B. Assistant sups, TOSA's, All teachers	1A. August professional learning days 1B. August professional learning days, '13	1A. Teachers understand the function and practice of PLCs 1B. Teachers understand the key components of RTI as a function of PLCs	1A & 1B. Agenda	1A & B. N/A (Contractual Time)

2. Sites develop the structure and process of RTI through PLC development and CCSS quarter 4 implementation		<p>details of RTI.</p> <p>2. Principals develop an action plan to train staff and implement PLC processes for their respective sites.</p> <p>2B. Principals and site admin lead their site PLCs to develop RTI structure and process.</p>	2. Site administration, PLC leads, district TOSA's	2. Spring, summer , '13, '13 - '14	2. Site PLCs collaboratively establish PLC structures and RTI plan	2. Principal's action plan	2. N/A (Contractual Time)
Goal: Creation of Technology Learning Environment							
Activities	Strategic Plan	Actions	Participants	Dates	Action Objective	Products & Evidence	Cost & Source
<p>1. Continue to outfit all district classrooms with standard tech package (Apple TV, iPad, flat-screen TV)</p> <p>2. Continue to provide all teachers with Professional Development</p> <p>3. PLCs will use iTunesU as a platform for unit and lesson designs</p> <p>4. Transition all sites to (EDU 2.0), Illuminate</p>	Aim #1 (Action Step 3B) Technology Learning Environments	<p>1. Site principals allocate funding</p> <p>2. Site principals allocate funding to site coordinators, coaches and integrators. (district technology model)</p> <p>3. Teachers will use iTunesU platform for building curriculum</p> <p>4. Teachers manage courses and communicate with parents and students via EDU, Implement EDU</p>	<p>1. All site administrators</p> <p>2. All site administrators, staff, coordinators and integrators.</p> <p>3. All administrators, transition team, TOSAs, All teachers</p> <p>4. All staff</p>	<p>1. Throughout the '12-13 school year</p> <p>2. Throughout the '12-13 school year</p> <p>3. '13 - '14</p> <p>4. '13 - '14</p>	<p>1. Ensure all classrooms are outfit with district standard</p> <p>2. Ensure all site staff can successfully utilize new technology</p> <p>3. Teachers create 21st century learning experience through the use of iTunesU.</p> <p>4. Provide easy access to student data for all stakeholders</p>	<p>1. SPSA & all district classrooms outfit with technology package</p> <p>2. SPSA & Utilization of technology observed during all formal & informal classroom observations</p> <p>3. iTunesU lessons</p> <p>4. Streamlined access to data</p>	<p>1. Varies by site (Individual Site categorical funding)</p> <p>2. \$100,000 (Title II)</p> <p>3. N/A (Contractual Time)</p> <p>4. N /A</p>
Goal: Pedagogy Changes (differentiation, full inclusion & project-based							

learning)							
Activities	Strategic Plan	Actions	Participants	Dates	Action Objective	Products & Evidence	
1. District Inclusion Committee with Dr. Wendy Murawski	Aim #1 (Action Step 3B) Inclusion & Differentiation	1A. Monthly meetings with committee directed by Dr. Murawski and her team to develop an action plan for inclusion within the SBUSD.	1A. Inclusion committee participants are a combination of elementary and secondary general education teachers, special education teachers, counselors, administrators, and parents	1A. Exact dates are still to be determined but the committee will meet 1x per month from September 2013 through March 2014	1A. Develop goals and timelines for district wide and site inclusion action plan.	1A. Meeting Agendas, minutes, action plan(s), and site feasibility analysis.	1A. \$50K (Disproportionality Grant & Title II)
		1B. Professional Development for teachers and paraprofessionals on inclusion model and differentiated instruction	1B. Special Education teachers and paraprofessionals.	1B. TBD (Spring 14)	1B. Inform teachers and paraprofessionals on how to define inclusion for each student through accommodations and modifications within the IEP.	1B. Training materials	1B. \$10K (Disproportionality Grant & Title II)
		1C. Develop site specific plans for inclusion in the model in the 14/15 school year and beyond.	1C. Dr. Murawski and team, special education director (John Schettler), site admin team	1C. March 2014 thru June 2014	1C. Create goals and timelines for implementing inclusion. Evaluate each site's capacity for a designated inclusion model (Master schedule, collab time, FTE, staff development, etc..)	1C. Site evaluation form, site plan, master schedule, and SEIS data on percentage of time in general education setting.	
2. English Language Development Instruction		2A.TOSA's will learn about and incorporate ELD strategies as a part of the written and taught curriculum in all subject areas.	2. TOSAs	2. '13-'14	2A. Have a firm understanding of instructional ELD standards and implications of structure.	2A. Meetings agendas and district strategy and transition team's quarter three products.	
		2B. Secondary principals establish a plan to allocate FTEs and adjust master schedules to ensure content expertise exposure and ELD support.	2B. Secondary Principals	2B. Spring '14	2B. Secondary principals understand implications of CCSS ELD support in terms of master schedule structure and facilitate the necessary master schedule adjustments.	2B. Secondary Master schedules	
3. GATE & Honors		3A. Quarterly Elementary GATE Trainings	3A. All elementary site GATE teachers (3rd-6th)	3A. TBD by GATE Coordinators		3A. Training catalog, sign-in sheets & elem GATE aligned-curriculum	

LEA plans include an assurance that through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified- or out-of-field teachers.” §1112(c)(1)(L)

Equitable Distribution Plan: Requirement Two

Requirement	Overview	Data Requirements	Analysis Requirement	Action Plan Requirement
<i>Review of Teacher Experience</i>	<p>1. Conduct an analysis of the placement of PIPS, STSPs, and Interns</p> <p>2. Conduct an analysis of teacher experience rates and levels of support for new teachers</p>	<p>1. <i>Requirement Two School Site Data Table</i></p> <p>2. <i>Requirement Two District Overview Table</i></p>	<i>Requirement Two Guiding Questions</i>	<p>Immediate solutions for ensuring that poor, minority, and under-performing students have access to experienced and effective teachers</p> <p>Documentation: Board-approved policy or contract language guiding STSP and PIP placement and the equitable distribution of interns.</p> <p>Immediate and long-term solutions for ensuring that beginning teachers are supported throughout the district.</p> <p>Documentation: Demonstration of new teacher* support system (i.e. BTSA)</p>

* New teachers are those with less than a clear credential, including teachers new to the profession, Provisional Intern Permits (PIPs), Short-term Staff Permits (STSPs), and Interns.

Equitable Distribution Plan Requirement Two: District Overview

District:	District	High-Poverty Sites	Program Improvement Sites
1. Number of Provisional Intern Permits (PIPs) applied for in NCLB core academic subjects	0	0	0
2. Number of PIPs in 2012–13 School Year	0	0	0
3. Number of PIPs in 2011–12 School Year	0	0	0
4. Number of current teachers with Short-Term Staff Permits (STSPs) teaching NCLB core academic subjects	0	0	0
5. Number of STSPs in 2012–13 School Year	1	1	1
6. Number of STSPs in 2011–12 School Year	2	0	2
7. Number of current teachers with waivers	2	1	2
8. Number of waivers in 2012–13 School Year	2	1	2
9. Number of waivers in 2011–12 School Year	0	0	0
10. Number of Interns	2	0	2
11. Percent of total interns in the district	0.30%	0.00%	100.00%
12. Percent of new teachers that participated in an induction program (i.e.BTSA)			
13. Percent of teachers participating in Certificated Staff Mentoring Program	9%		
14. Years of Experience			
Number of Elementary Teachers with 0-3 Years Experience	35		
4-9 Years	48		
10+ Years	139		
Number of Middle School Teachers with 0-3 Years Experience	17		
4-9 Years	29		
10+ Years	103		
Number of High School Teachers with 0-3 Years Experience	25		
4-9 Years	44		
10+ Years	209		

Requirement Two Guiding Document

Santa Barbara Unified School District

Using Requirement Two Data Tables as one source of data, address the following questions:

1. **Within the last three years, have teachers with PIPs been placed in high-poverty, high-minority, or program improvement schools?***
 Teachers with PIPS have not been placed in high-poverty, high-minority, or program improvement schools within the school years 2011-2013.
2. **Within the last three years have teachers with STSPs been placed in high-poverty, high-minority, or program improvement schools?***
 In 2012-13, a teacher with STSPs was placed in SMHS. SMHS is a high-poverty site and is currently in its fourth year of program improvement. This teacher was issued her full credential in October 2012.
 In 2011-12, two teachers with STSPs were placed in DPHS. DPHS is currently in its third year of program improvement. These teachers were both enrolled in credential programs that did not issue intern credentials and were hired second semester only. They were fully credentialed in June 2012.
3. **Are there more interns placed at high-poverty, high-minority, or program improvement schools?**
If all schools are high-poverty, are there more interns at schools that have been in PI status for extended periods of time (i.e. schools in PI Year 5)?
 No, there are not more interns placed at high-poverty, high-minority, or program improvement schools.
4. **How are district administrators working to achieve equitable distribution of fully prepared, experienced teachers among district schools?**
 District administrators analyze master schedules at secondary sites, interviewing procedures, climate surveys and exit interviews.
5. **How does the Human Resources Department take into consideration the HQT and experience staffing needs of program improvement schools when placing newly hired teachers?**
 In collaboration with the Superintendent, Assistant Superintendents Elementary and Secondary Education, evaluate application screening (credentials indicate exam which indicates HQT), as well as applicants attached test scores and transcripts.
6. **How does the district support PIPs, STSPs, and Interns?**
 Provide mentoring, in-service training, technology, and professional learning communities at the school sites.
7. **Do district administrators provide access to an approved induction program(s) for teachers new to the profession?**

Yes.

- 8. Does the LEA or school offer coaches, mentors, or support providers to new teachers and others who are in need?**

Yes.

- 9. What support do district administrators provide (e.g. coaches or mentors) for teachers who are teaching out-of-field, new to the grade or subject, as well as those continuing to teach reading or math?**

Through the process of professional learning communities, teachers gain access to written, taught, and tested curriculum.

- 10. What other additional professional development resources are available (such as instructional materials training, classroom management, etc.)?**

Professional development resources include: professional learning communities, Santa Barbara County Education Office trainings, introduction to grade level and subject areas, Common Core State Standard trainings, Critical Reading and Writing Strategies with Jonathan LeMaster, restorative justice trainings, inclusion/differentiation training, and cultural proficiency trainings.

** If no, board policy guiding PIP and STSP placement is not required.*

Santa Barbara Unified School District

Board Policy

BP 4112.2

Certificated Personnel

CERTIFICATION

The Governing Board recognizes that the district's ability to provide a high-quality educational program is dependent upon the employment of certificated staff who are adequately prepared and have demonstrated proficiency in basic skills and in the subject matter to be taught. The Superintendent or designee shall ensure that persons employed in positions requiring certification qualifications possess the appropriate credential or permit from the Commission on Teacher Credentialing (CTC) authorizing their employment in such positions.

(cf. 4111/4211/4311 - Recruitment and Selection)
(cf. 4112.21 - Interns)
(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)
(cf. 4112.23 - Special Education Staff)
(cf. 4112.5/4312.5 - Criminal Record Check)
(cf. 4113 - Assignment)
(cf. 4121 - Temporary/Substitute Personnel)
(cf. 5148 - Child Care and Development)
(cf. 6178 - Career Technical Education)
(cf. 6178.2 - Regional Occupational Center/Program)
(cf. 6200 - Adult Education)

All teachers of core academic subjects shall meet the requirements of the No Child Left Behind Act. (20 USC 6319, 7801; 5 CCR 6100-6125)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

When a credentialed teacher or intern is not available, the district may request that the CTC issue a short-term staff permit, provisional internship permit (PIP), visiting faculty permit, emergency permit, or credential waiver under the conditions and limitations provided in state or federal law.

When requesting a PIP, the Board shall approve, as an action item at a public Board meeting, a notice of intent to employ the applicant in the identified position. (5 CCR 80021.1)

Before requesting a visiting faculty permit or emergency permit, the Board shall annually approve a Declaration of Need for Fully Qualified Educators as an action item at a regularly scheduled public Board meeting. (Education Code 44300.1; 5 CCR 80026)

The Superintendent or designee shall provide support and guidance to noncredentialed teachers in accordance with law to ensure the quality of the instructional program. He/she also may provide assistance and support to staff holding preliminary credentials to help them meet the qualifications required for the professional clear credential.

(cf. 4131 - Staff Development)
(cf. 4131.1 - Beginning Teacher Support/Induction)
(cf. 4138 - Mentor Teachers)

National Board for Professional Teaching Standards Certification

The Board encourages district teachers to voluntarily seek additional certification from the National Board for Professional Teaching Standards which demonstrates advanced knowledge and teaching skills.

The Superintendent or designee shall inform all teachers about the program and how to acquire the necessary application and information materials. The Superintendent or designee may provide release time, fee support, a stipend upon completion, or other support to teachers participating in the program contingent upon funding.

(cf. 4161.3 – Professional Leave)

Legal Reference:

EDUCATION CODE

8360-8370	<i>Qualifications of child care personnel</i>
32340-32341	<i>Unlawful issuance of a credential</i>
35186	<i>Complaints regarding teacher vacancy or misassignment</i>
41520-41522	<i>Teacher Credentialing Block Grant</i>
42647	<i>Eligibility to issue warrants</i>
44066	<i>Limitations on certification requirements</i>
44200-44399	<i>Teacher credentialing, especially:</i>
44250-44277	<i>Credential types; minimum requirements</i>
44279.1-44279.7	<i>Beginning Teacher Support and Assessment Program</i>
44300-44302	<i>Emergency permits and visiting faculty permits</i>
44320.2	<i>Teachers' performance assessment</i>
44325-44329.5	<i>District interns</i>
44330-44355	<i>Certificates and credentials</i>
44380-44387	<i>Alternative certification program</i>
44395-44399	<i>National Board for Professional Teaching Standards</i>
44420-44440	<i>Revocation and suspension of credentials</i>
44450-44468	<i>University internship program</i>
44560-44562	<i>Certificated Staff Mentoring Program</i>
44735	<i>Teaching as a Priority Block Grant</i>
44830-44929	<i>Employment of certificated persons; requirement of proficiency in basic skills</i>
56060-56063	<i>Substitute teachers in special education</i>

CODE OF REGULATIONS, TITLE 5

6100-6125	<i>Teacher qualifications, No Child Left Behind Act</i>
80001-80674.6	<i>Commission on Teacher Credentialing</i>

UNITED STATES CODE, TITLE 20

6311	<i>Parental notifications</i>
6312	<i>Title I local educational agency plan</i>
6319	<i>Highly qualified teachers</i>
7801	<i>Definitions, highly qualified teacher</i>

CODE OF FEDERAL REGULATIONS, TITLE 34

200.55-200.57	<i>Highly qualified teachers</i>
200.61	<i>Parent notification regarding teacher qualifications</i>

COURT DECISIONS

Association of Mexican-American Educators et al. v. State of California and the Commission on Teacher Credentialing, (1993) 836 F.Supp. 1534

Management Resources:

COMMISSION ON TEACHER CREDENTIALING CODED CORRESPONDENCE

08-11 Approval of Amendments to Title 5 Regulations Pertaining to Multiple Subject, Single Subject or Education Specialist Short-Term Staff Permit, July 18, 2008
 08-09 New Online Credential View and Print Process, July 3, 2008
 07-23 Visiting Faculty Permit, December 14, 2007

07-19 Designated Subjects Career Technical Education Teaching Credential, December 14, 2007
COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS
Teacher Supply in California: A Report to the Legislature, April 2008
Standards of Quality and Effectiveness for Professional Teacher Induction Programs, June 2008
The Administrator's Assignment Manual, rev. September 2007
Standards of Quality and Effectiveness for Professional Teacher Preparation Programs, rev. March 2007
California Standards for the Teaching Profession, July 1997
U.S. DEPARTMENT OF EDUCATION GUIDANCE
Improving Teacher Quality State Grants, rev. October 5, 2006
WEB SITES
CSBA: <http://www.csba.org>
California Department of Education: <http://www.cde.ca.gov>
California Teacher Credentialing Examinations: <http://www.ctcexams.nesinc.com>
Commission on Teacher Credentialing: <http://www.ctc.ca.gov>
Commission on Teacher Credentialing, Commission's Information Guide (for employers' use only):
<http://www.ctc.ca.gov/credentials/cig>
National Board for Professional Teaching Standards: <http://www.nbpts.org>
U.S. Department of Education: <http://www.ed.gov>

Policy: SANTA BARBARA UNIFIED SCHOOL DISTRICT
Adopted: January 26, 2010 Santa Barbara, California

Santa Barbara Unified School District

Administrative Regulation

AR 4112.2

Certificated Personnel

CERTIFICATION

Registration

Each person employed by the district for a position requiring certification qualifications shall, within 60 days after beginning employment, register with the county office of education a valid credential issued by the Commission on Teacher Credentialing (CTC) authorizing the person to work in that position. Certificated employees also shall register renewed credentials within 60 days after the renewal. (Education Code 44330, 44857)

Basic Skills Proficiency Test

The district shall not initially hire on a permanent, temporary, or substitute basis a certificated person seeking employment in the capacity designated in his/her credential unless that person has passed the California Basic Educational Skills Test (CBEST) in reading, writing, and mathematics or is specifically exempted from the requirement by law. (Education Code 44252, 44252.6, 44830)

(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)

(cf. 4112.23 - Special Education Staff)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

(cf. 4121 - Temporary/Substitute Personnel)

(cf. 5148 - Child Care and Development)

(cf. 6178 - Career Technical Education)

(cf. 6178.2 - Regional Occupational Center/Program)

(cf. 6200 - Adult Education)

The district may hire a certificated teacher who has not taken the CBEST if he/she has not yet been afforded the opportunity to take the test. The employee shall take the test at the earliest opportunity and may remain employed by the district pending the receipt of his/her test results. (Education Code 44830)

An out-of-state prepared teacher shall complete the CBEST requirement within one year of being issued a California preliminary credential by the CTC unless he/she has completed a basic skills proficiency test in another state or is otherwise exempted by law. An out-of-state prepared teacher applying to the CTC for a one-year nonrenewable credential pending completion of the CBEST requirement shall pass the district's basic skills proficiency test which is at least equivalent to the district test required for high school graduation. (Education Code 44252, 44274.2)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.2 - Certificate of Proficiency)

(cf. 6162.5 - High School Exit Examination)

A person holding or applying for a designated subjects special subjects credential which does not require possession of a bachelor's degree shall pass the district proficiency test in lieu of the CBEST. (Education Code 44252, 44830)

Short-Term Staff Permit

The district may request that the CTC issue a short-term staff permit (STSP) to an applicant who meets the qualifications specified in 5 CCR 80021 whenever there is a need to immediately fill a classroom

based on an acute staffing need, including, but not limited to, the following circumstances: (5 CCR 80021)

1. Enrollment adjustments require the addition of another teacher.
2. The teacher of record is unable to finish the school year due to approved leave or illness.
3. The applicant needs additional time to complete preservice requirements for enrollment into an approved internship program.

(cf. 4112.21 - Interns)

4. The applicant is unable to enroll in an approved internship program due to timelines or lack of space in the program.
5. A third-year extension of an internship program is unavailable or the applicant has withdrawn from an internship program.

When requesting issuance of an STSP, the district shall submit to the CTC: (5 CCR 80021)

1. Verification that it has conducted a local recruitment for the permit being requested
2. Verification that it has provided the permit holder with orientation to the curriculum and to instruction and classroom management techniques and has assigned a mentor teacher for the term of the permit

(cf. 4131 - Staff Development)

3. Written justification for the permit signed by the Superintendent or designee

The holder of an STSP may be assigned to provide the same service as a holder of a multiple subject, single subject, or education specialist credential in accordance with the authorizations specified on the permit. (5 CCR 80021)

Provisional Internship Permit

The district may request that the CTC issue a provisional internship permit (PIP) to an applicant who meets the qualifications specified in 5 CCR 80021.1 whenever a suitable credentialed teacher cannot be found after a diligent search. The district shall verify all of the following: (5 CCR 80021.1, 80026.5)

1. A diligent search has been conducted for a suitable credentialed teacher or suitable qualified intern as evidenced by documentation of the search.

The search shall include, but not be limited to, distributing job announcements, contacting college and university placement centers, and advertising in print or electronic media.

(cf. 4111/4211/4311 - Recruitment and Selection)

2. Orientation, guidance, and assistance shall be provided to the permit holder as specified in 5 CCR 80026.5.

The orientation shall include, but not be limited to, an overview of the curriculum the permit holder is expected to teach and effective instruction and classroom management techniques at the permit holder's assigned level. The Superintendent or designee shall assign an experienced educator to guide and assist each permit holder.

3. The district shall assist the permit holder in developing a personalized plan through a district-selected assessment that would lead to subject-matter competence related to the permit.
4. The district shall assist the permit holder to seek and enroll in subject-matter training, such as workshops or seminars and site-based courses, along with training in test-taking strategies, and shall assist the permit holder in meeting the credential subject-matter competence requirement related to the permit.
5. A notice of intent to employ the applicant in the identified position has been made public.

The district shall submit a copy of the agenda item presented at a public Governing Board meeting which shall state the name of the applicant, the assignment in which the applicant will be employed including the name of the school, subject(s), and grade(s) that he/she will be teaching, and that the applicant will be employed on the basis of a PIP. The district also shall submit a signed statement from the Superintendent or designee that the agenda item was acted upon favorably.

6. The candidate has been apprised of steps to earn a credential and enroll in an internship program.

The holder of a PIP may be assigned to provide the same service as a holder of a multiple subject, single subject, or education specialist credential in accordance with the authorizations specified on the permit. (5 CCR 80021.1)

Visiting Faculty Permits

The district may request that the CTC issue a visiting faculty permit authorizing an individual to teach in departmentalized classes if he/she has at least three years full-time teaching experience at an accredited postsecondary institution, possesses a master's degree in a subject area closely related to the subject he/she proposes to teach, and meets other qualifications specified in law. In such cases, the district shall provide the CTC with both of the following: (Education Code 44300.1)

1. Annual documentation that the district has implemented a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, and participating in job fairs in California, but has been unable to recruit a sufficient number of certificated teachers to teach the subject matter that the visiting faculty member proposes to teach
2. The Board-adopted Declaration of Need for Fully Qualified Educators based on the documentation set forth in item #1

Credential Waiver/"Long-Term Substitute" Emergency Permits

If the district is unable to place at a school site a teacher who has completed a teacher preparation program, the district shall make reasonable efforts to recruit an individual for the assignment in the following order: (Education Code 44225.7)

1. A candidate who is qualified to participate in and enrolls in an approved internship program in the region of the district
2. A candidate who is scheduled to complete preliminary credential requirements within six months and who is provided orientation, guidance, and assistance by the district

If an individual who meets the criteria specified in item #1 or 2 above is not available to the district, the district may, as a last resort, request from the CTC a credential waiver or an emergency permit for the assignment of an individual who does not meet those criteria. (Education Code 44225.7; 5 CCR 80023, 80026)

The district may request an emergency permit authorizing resource specialist, Crosscultural, Language and Academic Development (CLAD), Bilingual, Crosscultural, Language and Academic Development (BCLAD), or library media services.

In order to request an emergency permit, the district shall annually submit the Board-approved Declaration of Need for Fully Qualified Educators on a form provided by the CTC, including certification that the district has made reasonable efforts to recruit a fully prepared teacher for the assignment. (Education Code 44225.7; 5 CCR 80023, 80026)

The Superintendent or designee shall provide any first-time recipient of an emergency teaching permit with an orientation to teaching which shall, to the extent reasonably feasible, occur before he/she begins a teaching assignment. The orientation shall include, but not be limited to, the curriculum the teacher is expected to teach and effective techniques of classroom instruction at the assigned grade-level span. The emergency permit holder also shall receive guidance and assistance from an experienced educator who is a certificated district employee or a certificated retiree from a California district or county office of education and who has completed at least three years of full-time classroom teaching experience. (5 CCR 80026.5)

(cf. 4117.14/4317.14 - Postretirement Employment)

Emergency Substitute Teaching Permits

The district may employ for day-to-day substitute teaching, at any grade level, a person with an emergency substitute permit issued by the CTC with the following restrictions:

1. A person holding an emergency 30-day substitute permit, or any valid teaching or services credential that requires at least a bachelor's degree and completion of the CBEST, shall not serve as a substitute for more than 30 days for any one teacher during the school year. He/she shall not serve as a substitute in a special education classroom for more than 20 days for any one teacher during the school year. (5 CCR 80025, 80025.3, 80025.4)
2. A person with an emergency career substitute teaching permit shall not serve as a substitute for more than 60 days for any one teacher during the school year. (5 CCR 80025.1)
3. A person with an emergency substitute permit for prospective teachers shall not serve as a substitute for more than 30 days for any one teacher during the school year and not more than 90 days total during the school year. (5 CCR 80025.2)
4. A person with an emergency substitute permit for career technical education shall teach only in a program of technical, trade, or vocational education and not serve as a substitute for more than 30 days for any one teacher during the school year. (5 CCR 80025.5)

Before employing a person with an emergency substitute permit pursuant to item #1 or 4 above, the Superintendent or designee shall prepare and keep on file a signed Statement of Need for the school year. The Statement of Need shall describe the situation or circumstances that necessitate the use of a 30-day substitute permit holder and state either that a credentialed person is not available or that the available credentialed person does not meet the district's specified employment criteria. (5 CCR 80025, 80025.5)

Regulation: SANTA BARBARA UNIFIED SCHOOL DISTRICT

Approved: January 26, 2010 Santa Barbara, California

The Santa Barbara Unified District administration is in the process of getting approval of revised board policy 4112.24 to ensure that PIPs and STSPs are not assigned to schools with 40 percent or higher poverty of that are in program improvement. In addition, interns are not place in high-poverty or program improvement schools in greater number than in schools with low-poverty or higher academic achievement.

Attached is the sample we intend to submit to the board for approval.

Santa Barbara Unified School District

Board Policy

BP 4112.24

Certificated Personnel

TEACHER QUALIFICATIONS UNDER THE NO CHILD LEFT BEHIND ACT

Recognizing the importance of teacher effectiveness in improving student achievement, the Governing Board desires to recruit and hire teachers for core academic subjects who possess the subject matter knowledge and teaching skills required by the federal No Child Left Behind Act (NCLB).

(cf. 4112.2 - Certification)

(cf. 4112.21 - Interns)

(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)

(cf. 4112.23 - Special Education Staff)

(cf. 6171 - Title I Programs)

All teachers employed to teach core academic subjects shall be "highly qualified" as defined by federal law and the State Board of Education. (20 USC 6319, 7801; 34 CFR 200.55; 5 CCR 6100-6126)

The Superintendent or designee shall inform teachers of NCLB requirements and shall identify additional qualifications, if any, that individual teachers need to demonstrate in order to meet the requirements. He/she shall work with individual teachers to develop a plan for attaining full qualifications.

The Superintendent or designee shall monitor the distribution of "highly qualified" teachers among district schools and develop strategies, as needed, to encourage teachers who meet NCLB requirements to teach in schools with the lowest student performance.

The Superintendent or designee shall ensure that teachers with Provisional Intern Permits or Short Term Permits are not assigned to high-poverty, high-minority, or program improvement schools. In addition, the Superintendent or designee shall ensure that interns are not placed in high-poverty or program improvement schools in greater number than in schools with low-poverty or higher academic achievement.

(cf. 0520.1 - High Priority Schools Grant Program)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.4 - Quality Education Investment Schools)

(cf. 4113 - Assignment)

(cf. 4114 - Transfers)

(cf. 4138 - Mentor Teachers)

The Superintendent or designee shall report to the Board on the progress of the district's teachers toward becoming fully qualified. Such reports shall include, but need not be limited to, the percentage of teachers in core academic subjects, districtwide and at each school, who meet the definition of a "highly qualified" teacher in accordance with federal law, and the percentage of teachers who are receiving professional development to enable them to satisfy this definition. (20 USC 6319)

(cf. 4131 - Staff Development)

(cf. 4131.1 - Beginning Teacher Support/Induction)

Legal Reference:

EDUCATION CODE

44500-44508	<i>Peer Assistance and Review Program for Teachers</i>
44662	<i>Performance evaluation; Stull Act review</i>
44664	<i>Teacher evaluation; program to improve performance</i>
44865	<i>Alternative programs</i>

CODE OF REGULATIONS, TITLE 5

6100-6126	<i>Teacher qualifications, No Child Left Behind Act</i>
80021	<i>Short-term staff permit</i>
80021.1	<i>Provisional internship permit</i>
80089.3-80089.4	<i>Subject matter authorizations</i>

UNITED STATES CODE, TITLE 20

1401	<i>Definition of highly qualified special education teacher</i>
6311	<i>Parental notifications</i>
6312	<i>Title I local educational agency plan</i>
6314	<i>Schoolwide programs</i>
6315	<i>Targeted assistance schools</i>
6319	<i>Highly qualified teachers</i>
7345-7345b	<i>Small Rural Schools Achievement Program</i>
7801	<i>Definitions, highly qualified teacher</i>

CODE OF FEDERAL REGULATIONS, TITLE 34

200.55-200.57	<i>Highly qualified teachers</i>
200.61	<i>Parent notification regarding teacher qualifications</i>
300.18	<i>Highly qualified special education teachers</i>

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California's Subject Matter Verification Process for Middle and High School Level Teachers in Special Settings, January 2007

NCLB Teacher Requirements Resource Guide, March 1, 2004

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

Standards of Quality and Effectiveness for Professional Teacher Induction Programs, March 2002

Standards of Quality and Effectiveness for Professional Teacher Preparation Programs, September 2001

California Standards for the Teaching Profession, July 1997

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Improving Teacher Quality State Grants, ESEA Title II, Part A, Non-Regulatory Guidance, revised October 5, 2006

New No Child Left Behind Flexibility: Highly Qualified Teachers, Fact Sheet, March 15, 2004

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, NCLB Teacher Quality: <http://www.cde.ca.gov/nclb/sr/tq>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

U.S. Department of Education, No Child Left Behind: <http://www.ed.gov/nclb>

Policy: SANTA BARBARA UNIFIED SCHOOL DISTRICT

Adopted: January 26, 2010 Santa Barbara, California

Requirement Two Documentation				
New Teacher Support Plan				
Santa Barbara Unified School District				
Activity	Description	Teachers of Focus	Timeframe	Funding Source
Induction	Designed to support the professional development of newly-credentialed, beginning teachers	First and second year teachers	2 Years	General Fund
Professional Learning Communities	Teachers work collaboratively in sharing student work, instructional strategies, and lesson plans.	STSPs and PIPs	1 Year	General Fund
Site Administrator	Walk-throughs, formal observations with feedback and mentoring.	STSPs, PIPs, Interns, first and second year teachers	1 Year	General Fund

Each LEA that has not met AMO for highly qualified teachers for two consecutive years has an improvement plan in place. Sections §2141(a) and §2141(b) of the Elementary and Secondary Education Act of 2001.

Equitable Distribution Plan: Requirement Three

Requirement	Overview	Data Requirements	Analysis Requirement	Action Plan Requirement
<i>Review of Recruitment and Retention</i>	1. Conduct an analysis of retention rates 2. Conduct an analysis of recruitment policies	1. <i>Requirement Three District Overview Table</i>	Requirement Three <i>Guiding Questions</i>	Immediate and long-term solutions to ensure retention of highly-qualified, experienced, and effective staff Documentation: Teacher Retention Plan Long-term solutions to ensure effective recruitment policies and strategies Documentation: Teacher Recruitment Plan

Equitable Distribution Plan Requirement Three: District Overview Table

Instructions:

Complete one table for each grade-level cluster

District Santa Barbara Unified School District

Insert Rows as needed

School Site				Teacher Retention: 2009–10					Teacher Retention: 2010–11					Teacher Retention: 2011–12						
Name of School Site	Percent of Poverty at Site	Program Improvement Year	Grade Level	Total number of FTE positions	Total vacancies to be filled	Resignations	Transfers	Retirements	Total number of FTE positions	Total vacancies to be filled	Resignations	Transfers	Retirements	Total number of FTE positions	Total vacancies to be filled	Resignations	Transfers	Retirements	Retention rate for 2011–12 School year	Retention rate from 2009–2012
Adams Elementary	72.9	3	E	21	2	0	2	2	23.57	3	1	1	3	22	5	2	0	1	91%	91%
Cleveland Elementary	100	3	E	17	0	1	0	0	18	0	1	0	1	18	0	0	0	2	100%	96%
Franklin Elementary	100	5	E	24	1	1	0	0	23.17	0	2	0	1	21.166	2.5	0	0	0	100%	96%
Harding University Partnership	100	5	E	21	1	2	0	2	20	5	1	0	2	19	1.5	1	0	2	95%	93%
McKinley Elementary	100	Not in PI	E	23.6	5	0	3	1	23.6	3	0	0	1	22	6	1	0	6	95%	94%
Monroe Elementary	68.9	3	E	23	4	0	0	0	22	1	0	0	2	21	2.5	1.5	0	1	93%	98%
Open Alternative	38.1	Not Title I	A	24	1	0	0	2	8.2	1	1	1	0	6.87	1.8	1	0	0	85%	92%
Roosevelt	34.9	Not Title I	E	11	8	4	0	1	22	5	1	0	0	22	4	1	0	3	95%	89%
Santa Barbara Community Academy	79.6	1	E	25	0	0	0	0	13	2	1	1	1	11	2	0.4	0	1	96%	95%
Washington Elementary	31.1	Not Title I	E		2	0	1	1	25	2	0	0	1	25	2.25	1	0	0	96%	96%
Santa Barbara Charter	12.2	Not Title I	E						11.1					11.9					100%	100%

Grade Level Key:

Elementary (encompassing grades K-6 or K-5 or combination of these grade levels)

E

Middle (encompassing grades 6-8 or 7-8)

M

High School

H

Atypical (i.e. K-8)

A

Three-year district retention rate

95%

Three-year retention rate at high-poverty schools

95%

Three-year retention rate at program improvement schools

95%

**Equitable Distribution Plan
Requirement Three: District Overview Table**

Instructions:

Complete one table for each grade-level cluster

District Santa Barbara Unified School District

Insert Rows as needed

School Site				Teacher Retention: 2009–10					Teacher Retention: 2010–11					Teacher Retention: 2011–12						
Name of School Site	Percent of Poverty at Site	Program Improvement Year	Grade Level	Total number of FTE positions	Total vacancies to be filled	Resignations	Transfers	Retirements	Total number of FTE positions	Total vacancies to be filled	Resignations	Transfers	Retirements	Total number of FTE positions	Total vacancies to be filled	Resignations	Transfers	Retirements	Retention rate for 2011–12 School year	Retention rate from 2009–2012
La Cumbre Junior High School	87.5	5	M	23.8	3	2	0	0	24.89	3	2	0	1	25.4	1.6	1	0	0	96%	93%
La Colina Junior	29.9	Not Title I	M	40	6	2	0	0	34.1	4	2	0	1	35.8	3.6	2.2	1	0.6	91%	93%
Santa Barbara Junior	52.2	5	M	33.2	9	2	0	1	35.5	7	6	0	2	36.8	7.4	3	2	0	86%	88%
Goleta Valley Junior	39.2	5	M	37.4	9	1	0	1	36.286	4	1	0	0	36	5.6	1.2	1	0	94%	96%
Santa Barbara Charter Middle	17.7	Not Title I	M						3.25	0	0	0	0	3.3	0	0	0	0	100%	100%

Grade Level Key:

Elementary (encompassing grades K-6 or K-5 or combination of these grade levels)

E

Middle (encompassing grades 6-8 or 7-8)

M

High School

H

Atypical (i.e. K-8)

A

Three-year district retention rate 94%

Three-year retention rate at high-poverty schools 90%

Three-year retention rate at program improvement schools 92%

Equitable Distribution Plan Requirement Three: District Overview Table

Instructions:

Complete one table for each grade-level cluster

District _Santa Barbara Unified School District

Insert Rows as needed

School Site				Teacher Retention: 2009–10					Teacher Retention: 2010–11					Teacher Retention: 2011–12						
Name of School Site	Percent of Poverty at Site	Program Improvement Year	Grade Level	Total number of FTE positions	Total vacancies to be filled	Resignations	Transfers	Retirements	Total number of FTE positions	Total vacancies to be filled	Resignations	Transfers	Retirements	Total number of FTE positions	Total vacancies to be filled	Resignations	Transfers	Retirements	Retention rate for 2011–12 School year	Retention rate from 2009–2012
Dos Pueblos High	28.6	3	M	93.5	14	4	0	1	92.49	7	3	0	2	91.97	11.6	2	0	4	98%	97%
San Marcos High	47.2	4	H	79.67	7	3	0	1	79.071	6	4	0	4	77.656	5	2	0	1	97%	96%
Santa Barbara High	40.1	5	H	91.8	12	3	0	1	90.361	13	1	1	5	92.066	9.2	3.4	0	5	96%	97%
La Cuesta High	100	Not Title I	H	15	2	0	0	1	7.018	1	0	0	0	6.618	0	1	0	1	85%	97%
Alta Vista High	21.1	Not Title I	H	0	0	0	0	0	5.4	0	0	0	0	3.97	0.6	0	0	0	100%	100%

Grade Level Key:

Elementary (encompassing grades K-6 or K-5 or combination of these grade levels)

E

Middle (encompassing grades 6-8 or 7-8)

M

High School

H

Atypical (i.e. K-8)

A

Three-year district retention rate 97%

Three-year retention rate at high-poverty schools 97%

Three-year retention rate at program improvement schools 97%

Requirement Three Guiding Document

Santa Barbara Unified School District

Using Requirement Three Data Tables as one source of data, address the following questions:

- 1. How are high needs areas identified (e.g. special education, mathematics, science teachers or multiple subject teachers reassigned to teach in a departmentalized setting)?**

High need areas are identified through analysis of CST district and site benchmark data, drop out rate, and behavior data.

- 2. Do district administrators and the teachers' association work together to retain highly-qualified teachers to teach in hard-to-staff schools by offering:**

- ☐ financial incentives
- ☒ increased opportunities for collaboration
- ☐ smaller class size
- ☒ plentiful and innovative materials, curriculum, and resources
- ☒ enhanced professional development
- ☒ meaningful recognition incentives that would retain highly successful teachers
- ☒ opportunities for teacher leadership

- 3. How will district administrators utilize exit interviews and/or staff climate surveys to determine reasons why teachers leave the district or schools within the district?**

District administrators will conduct trend analysis and develop action plans as needed.

- 4. How will district administrators monitor the transfer of employees to ensure that high-poverty, high-minority, or program improvement schools retain highly-qualified teachers and maintain a staff balanced with veteran and new teachers?**

Per teacher contract, transfers must be advertised for teachers to voluntarily transfer. Discuss with site administrators the need to keep balance at their sites.

- 5. How will district administrators monitor high-poverty or program improvement schools with demonstrated retention issues to provide early assistance in teacher retention?**

N/A SBUSD has a fairly high teacher retention rate (90-97%).

- 6. Does the LEA use state-sponsored teacher development programs to recruit teachers and identify potential teachers (i.e. Para-professional Teacher Training and Intern programs)?**

Yes.

- 7. Are the Human Resource Department processes and procedures conducive to having an early hiring timeline resulting in the benefit of recruiting from a wide and deep pool of highly-qualified and experienced teacher candidates?**

SBUSD is in the process of improving the timeline of hiring teachers.

- 8. How does the LEA market itself as an attractive place to work?**

Our LEA offers competitive salaries, benefits and quality of life. We also participate in a home-buying program.

- 9. Does the recruitment plan identify placement centers, colleges and publications where there are significant numbers of candidates to meet the district's needs?**

Yes, recruitment occurs locally at the University of California, Santa Barbara, Antioch University and Westmont College. Advertisement also occurs through edjoin.org

Requirement Three Documentation		
Teacher Retention Plan		
Santa Barbara Unified School District		
Timeline	Activity	Personnel Involved
4/1	Create district-wide school climate survey for staff. Create exit interview document.	Human Resources and Coordinator Administrative Services and Communication
5/1-6/30	Conduct exit interviews person-to-person or electronically with all teachers who are either resigning full time from the district or are voluntarily transferring from one school to another within the district.	Human Resources
6/1	Analyze retention data, climate surveys, and exit interview data for school year. Update Teacher Retention Plan as necessary.	Human Resources
6/1	Using Requirement Three Data Table identify schools that have historical or possible retention issues.	Human Resources
8/1	Conduct climate survey for staff.	Human Resources
8/1	If schools are identified for possible retention issues, meet with principals of identified schools on a process that will ensure teacher (staff, if classified is included) participation in the school climate survey to ensure validity, reliability and adequate participation.	Human Resources

Teacher Retention Plan Continued		
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9/1	Annually administer the school climate survey. Analyze results and compare to previous survey to monitor progress. Administer exit interview protocol for all teachers leaving the district.	Human Resources and Coordinator of Administrative Services and Communication
10/1	Meet with site administrators to discuss results of retention action plan, if applicable. Discuss staff climate surveys and exit interviews to analyze and identify potential issues.	Human Resources
10/1	Facilitate appropriate steps as necessary to address identified issues.	Human Resources
11/10	Report retention rates to Superintendent and Cabinet. Meet to discuss implementation of retention protocol, if applicable.	Human Resources, site administrators

Requirement Three Documentation		
Teacher Recruitment Plan		
Santa Barbara Unified School District		
Timeline	Timeline	Personnel
Ongoing	Aggressively market the school district at university placement centers and teacher education departments, county office, and at professional organizations and in the community. Develop, produce and distribute professional brochures that tout the district's assets.	Coord. Special Projects and Public Information Office
Ongoing	Work with teacher pipeline programs (e.g., Westmont, UCSB, Antioch, Brandman, etc.) to have an ongoing supply of highly-qualified pre-professionals and professionals.	Human Resources
Annually	Conduct a regional compensation study that ensures district compensation package is competitive.	County Office of Education
February-annually	Project Enrollment for each grade for each school.	Human Resources, Pupil Services & Business Office staff
February-annually	Determine staffing needs (numbers) for each school using a staffing formula that is aligned with the Bargaining Agreement class size article.	Human Resources

Teacher Recruitment Plan Continued		
March-annually	Meet with site principals to discuss master schedule for the following year and determine open positions. (Assess HQT compliance and include in staffing needs.)	Human Resources, Assistant Superintendents., Elementary and Secondary Education and Site principal (Assistant Principal, dean or counselor as appropriate)
March-annually	Project open positions resulting from resignations, non-reelections, transfers, retirements, and enrollment increases.	Human Resources
March-May annually	Notify contacts at universities of projected openings to obtain names of potential candidates and/or alert them to the district needs.	Human Resources
March-May annually	Attend COE and university recruitment fairs. Invite promising candidates, particularly those in high need areas, to visit the district within the next few weeks.	Human Resource Administrator, Principals and Teachers
March-June or until positions are filled	Advertise high need positions in publications (national as well as regional), at university placement offices, the COE, and on-line (e.g., Ed-Join, sbsdk12.org, etc.)	Human Resources
March-June annually	Offer employment contracts as soon as positions are confirmed.	Human Resources
August	Analyze results of recruitment efforts and revise plan.	Human Resources Administrator
September annually	Report to the Board on the results of Human Resources strategic plan goals and its effects on HQT and equitable distribution of staff.	Human Resources Administrator

Each LEA that has not met annual measurable objectives for highly qualified teachers for two consecutive years has an improvement plan in place. Sections §2141(a) and §2141(b) of the Elementary and Secondary Education Act of 2001.

Equitable Distribution Plan: Requirement Four

Requirement	Overview	Data Requirements	Analysis Requirement	Action Plan Requirement
<i>Review of Principals</i>	<p>1. Conduct an analysis of the experience rates of site administrators</p> <p>2. Conduct and analysis of opportunities for administrator training</p>	<p>1. <i>Requirement Four District Overview Table</i></p>	<i>Requirement Four Guiding Questions</i>	<p>Immediate solutions for ensuring that poor, minority, and underperforming students have access to experienced and effective administrators</p> <p>Immediate and long-term solutions for ensuring that new administrators are supported throughout the district</p> <p>Documentation: Demonstration of Principal Support System (i.e. Administrator Training Program, Association of California School Administrators (ACSA) training academies, etc.)</p>

Equitable Distribution Plan Requirement Four: District Overview Table

Santa Barbara Unified School District

Insert Rows as Needed

School Site				AYP Status		Total Years Experience as a Site Principal	
Name of School Site	Percent of Poverty at Site	Program Improvement Year	Grade Level	English/Language Arts	Mathematics	Years as Principal at Site	Ttl. Yrs. Principal Experience
Adams Elementary	72.9	3	E	Met	Not Met	4	7
Cleveland Elementary	100	3	E	Not Met	Not Met	1	1
Franklin Elementary	100	5	E	Not Met	Met	5	5
Harding University Partnership	100	5	E	Not Met	Not Met	1	1
McKinley Elementary	100	Not in PI	E	Not Met	Not Met	1	1
Monroe Elementary	68.9	3	E	Not Met	Not Met	2	2
Open Alternative	38.1	Not Title I	E	Not Met	Not Met	1	5
Roosevelt	34.9	Not Title I	E	Met	Met	9	13
Santa Barbara Community Academy	79.6	1	E	Met	Met	2	10
Washington Elementary	31.1	Not Title I	E	Met	Not Met	1	1
Santa Barbara Charter	12.2	Not Title I	E	Met	Not Met	no principal	
La Cumbre Junior	87.5	5	M	Not Met	Not Met	8	18
La Colina Junior	29.9	Not Title I	M	Not Met	Not Met	16	16
Santa Barbara Junior	52.2	5	M	Met	Not Met	2	2
Goleta Valley Junior	39.2	5	M	Met	Not Met	8	8
Santa Barbara Charter Middle	17.7	Not Title I	M	Met	Not Met	no principal	
Dos Pueblos High	28.6	3	H	Not Met	Not Met	3	3
San Marcos High	47.2	4	H	Not Met	Not Met	2	2
Santa Barbara High	40.1	5	H	Not Met	Not Met	2	7
La Cuesta High	100	Not Title I	H	Met	Met	no principal	
Alta Vista High	21.1	Not Title I	H	Met	Met	no principal	

Requirement Four Guiding Document

Santa Barbara Unified School District

Using Requirement Four Data Tables as one source of data, address the following questions:

1. **Does the LEA have a system to analyze the relationship between principal vacancies and teacher transfer request, non-reelection, resignation, and retirement?**
After reviewing the data, we found no relationship between principal vacancies and teacher transfer request, non-reelection, resignation, and retirement.
2. **How do district administrators analyze principal recruitment and retention data including results of climate surveys and exit interviews to determine if there are trends that affect program improvement schools?**
District administration is currently in the process of developing climate survey and exit interview protocols. These tools will be implemented next year.
3. **Does the LEA have a system to analyze the relationship between principal experience levels and meeting AYP?**
The LEA is currently in the process of developing a system to analyze relationship.
4. **How do district administrators monitor the placement of experienced principals to ensure that program improvement schools are not routinely led by inexperienced principals?**
The recruitment of experience principals is part of the application and hiring process.
5. **Do high-poverty, high-minority and program improvement schools have significantly fewer experienced principals than other schools in the district?**
No, the experience levels of administrators is evenly distributed.
6. **How do district administrators ensure that principals assigned to high- poverty, high minority and program improvement schools advocate and support high levels of learning for all students, including students identified as gifted, English learners, and students with disabilities?**
As part of the principal yearly evaluation, the progress of subgroups are monitored.
7. **Do district administrators ensure that principals at underperforming schools receive ongoing support from internal and /or external support providers focused on bringing about rapid academic improvement?**
District administrators provide a principal "mentor" and support from the Santa Barbara County Education Office.
8. **Do they attend professional development that focuses on the specific needs of poor, minority and low-achieving students and their teachers?**
Yes, all principals attend professional development that focuses on the specific needs of poor, minority and low-achieving students for their school.
9. **Do the site administrators in high-poverty, high-minority, and program improvement schools participate in professional development as consistently as site administrators in other schools?**
Yes, all principals attend professional development that focuses on the specific needs of poor, minority and low-achieving students for their school.
10. **Are there verifiable trends in site administrator experience and their participation in professional development correlating with teacher retention at schools?**
An analysis of this data indicates there are no trends.

Requirement Four Documentation		
Principal Support Plan		
Santa Barbara Unified School District		
Activity	Description	Funding Source
Principal Mentor	To develop administrators who are effective instructional leaders	General Fund
Administrator Training Program	Two year program with several administrative modules	General Fund

Equitable Distribution Scoring Guide				
Santa Barbara Unified School District			County: Santa Barbara	
		Documentation	Met	Not Met
Requirement One	Immediate solutions for ensuring all NCLB core academic classes will be taught by Highly Qualified teachers.	1. Non-Compliant Teacher Action Plan	<input type="checkbox"/>	<input type="checkbox"/>
	Immediate and long-term solutions for making certain that all teachers of NCLB core academic subjects have subject-matter expertise as necessary to ensure student achievement.	2. Professional Development Needs Assessment	<input type="checkbox"/>	<input type="checkbox"/>
		3. Professional Development Action Plan	<input type="checkbox"/>	<input type="checkbox"/>
		Data Tables and Guidance Documents submitted	<input type="checkbox"/>	<input type="checkbox"/>
Requirement Two	Immediate solutions for ensuring that poor, minority, and underperforming students have access to experienced and effective teachers.	4. Board Policy or other assurance guiding STSP and PIP placement and the equitable distribution of interns.	<input type="checkbox"/>	<input type="checkbox"/>
	Immediate and long-term solutions for ensuring that inexperienced teachers are supported throughout the district.	5. Documentation of new teacher Support system (i.e. BTSA, CSMP)	<input type="checkbox"/>	<input type="checkbox"/>
		Data Tables and Guidance Documents submitted	<input type="checkbox"/>	<input type="checkbox"/>

Santa Barbara Unified School District				
		Documentation	Met	Not Met
Requirement Three	Conduct an analysis of retention rates.	6. Teacher Retention Plan	<input type="checkbox"/>	<input type="checkbox"/>
	Conduct and analysis of recruitment policies.	7. Teacher Recruitment Plan	<input type="checkbox"/>	<input type="checkbox"/>
		Data Tables and Guidance Documents submitted	<input type="checkbox"/>	<input type="checkbox"/>
Requirement Four	Conduct an analysis of the experience rates of site administrators.	8. Documentation of new principal support system (i.e. AB430, ACSA Training, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
	Conduct and analysis of opportunities for administrator training.			
		Data Tables and Guidance Documents submitted	<input type="checkbox"/>	<input type="checkbox"/>