

2. Title I, Part C - Education of Migratory Children

a. Title I, Part C, Regional Program Agreement, 2014-2015

The lead school division will be responsible for completing the application and serving as the fiscal agent. One application should be submitted per regional program, and one certification should be submitted by each participating school division to the lead school division.

Lead Regional Program School Division

Name of Lead:	School Division
School Division:	Number:
Typed Name of Superintendent:	
Signature of Superintendent:	Date:

Type name of contact for Title I, Part C, regional program if different than superintendent :

Title I, Part C, Contact:		
Title:		
Mailing Address:		
City, State, Zip:		
Telephone:	E-mail:	Fax:

LIST OF PARTICIPATING SCHOOL DIVISIONS

The following school divisions have applied to participate in this regional program. A Title I, Part C, participating regional program member certification form is attached for each of the school division members included on this list. The Title I, Part C, subgrant award corresponds to the 2014-2015 allocation.

- Please check to assure that signed copies of participating regional program member certification pages for all member divisions are on file with the lead school division.

Name of School Division	Division Number
1.	
2.	
3.	
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10.	
11.	
12.	
Total	0

b. Program Overview

In narrative format:

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1. Describe how the Migrant Education Program (MEP) identifies new and existing migrant students including birth to age 3, ages 3-5, grades K-12, and out-of-school youth. Include the most common qualifying activities and peak seasons for identification and recruitment.
2. Describe the instructional programs or program services to be developed with the requested federal funds based on the results of the division/regional comprehensive needs assessment. Include the process used by the MEP to identify migrant students with the greatest need as priority for services. Include the targeted population(s). (Examples are: ESEA subgroups of students, homeless and migrant students, instructional and administrative staff, paraprofessionals, parents, etc.)
3. Discuss how the division/regional MEP will contribute to the attainment of the ESEA goals below.
 - Supporting student mastery of college-and career- ready reading and mathematics standards, and attainment of proficiency or better on corresponding college-and-career ready reading and mathematics assessments;
 - Meeting annual measurable objective (AMO) targets for reading and mathematics that demonstrate academic growth for all students and subgroups over time, and, for high schools with a graduating class, meeting the federal graduation indicator; and
 - Ensuring that students are taught by highly qualified and effective teachers and providing meaningful professional development and support to promote effective instruction to increase student achievement.
4. Provide a description of the needs assessment that was conducted to support the proposed activities.

c. Coordination of Services

Describe the program services/activities that will be coordinated between the MEP and other federal, state, and local programs. Describe the collaboration of MEP staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in the application.

1. Plans for assisting preschool children in the transition from early childhood programs, such as Title I preschool programs, Head Start, or state-funded preschool programs;
2. Coordination and integration of federal, state, and local services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and job training;
3. Plans for coordinating and integrating federal program funds in the application used in conjunction with other federal, state, and local funds to support services to students, especially students in the targeted subgroups, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program; and
4. Provisions for the arranged transition of students classified as limited English proficient, disabled students, disadvantaged (educationally and economically), migratory students, homeless children and youth, neglected or delinquent youth, and youth who are at-risk of dropping out of school.

d. Measurable Objectives

School divisions completing Title I, Part C, Education of Migratory Children must address the following program specific Measurable Objectives within the narrative in the Coordinated Consolidated Info. Tab in Section E. Measurable Objectives.

- 1) By the end of the 2011-2012 school year and each year thereafter, the percentage of migrant students attaining “Passing” level or above in reading/language arts on the Virginia Standards of Learning will increase.
- 2) By the end of the 2011-2012 school year and each year thereafter, 40 percent of migrant parents who participated in parent activities will report an increased ability to support the reading/language arts achievement of their child.
- 3) By the end of the 2011-2012 school year and each year thereafter, 75 percent of staff who work with migrant students will report that participation in professional development in reading/language arts has improved their delivery of reading/language arts content instruction.
- 4) By the end of the 2013-2014 school year and each year thereafter, 35 percent of migrant students participating in summer services will show a gain between pre- and post-test on the reading consortium assessment.
- 5) By the end of the 2011-2012 school year and each year thereafter, the percentage of migrant students attaining “Passing” level or above in mathematics on the Virginia Standards of Learning will increase.
- 6) By the end of the 2011-2012 school year and each year thereafter, 40 percent of migrant parents who participated in parent activities will report an increased ability to support the mathematics achievement of their child.

7) By the end of the 2011-2012 school year and each year thereafter, 75 percent of staff who work with migrant students will report that participation in professional development in mathematics has improved their delivery of mathematics content

8) By the end of the 2011-2012 school year and each year thereafter, the graduation rate for migrant students will increase.

9) By the end of the 2011-2012 school year and each year thereafter, 25 percent of parents of migrant secondary students who participated in parent activities will report an increased ability to support the education and graduation goals of their child.

10) By the end of the 2011-2012 school year and each year thereafter, 75 percent of staff who work with migrant secondary students will report that participation in professional development has improved their use of dropout prevention strategies.

e. Program Information

In the table below, provide the number of projects that are funded in whole or in part with MEP funds. Also, provide the estimated number of migrant children **participating** in the projects. Since children may participate in more than one project, the number of children may include duplicates.

Please place an "X" by the statement that best describes your program:		Number of MEP Projects	Estimated Number of Migrant Children Participating in the Projects
Regular school year - school day only			
Regular school year - school day/extended day			
Summer/intersession only			
Year round			

In the table below, provide the headcount and FTE by job classification of the staff funded by the Migrant Program. Detailed definitions can be found in the Guidelines, Instructions, Assurance document. (Page 17)

Job Classification	Regular School Year		Summer/Intersession Term	
	Headcount	FTE	Headcount	FTE
Teachers				
Counselors				
All paraprofessionals				
*Qualified paraprofessionals				
Recruiters				
Records transfer staff				
Administrators				

* Includes only the paraprofessionals listed under all paraprofessionals that meet the definition of qualified paraprofessional funded with MEP funds

Migrant Consortium Incentive Grants

A. APPLICATION INFORMATION

PROGRAM	2014 - 2015 Allocation
Migrant Consortium Incentive Grants	0.00

a. Division Allocation	Subtotal	
b. Regional Program - Total of allocations for all divisions in the regional program	Subtotal	

B. PROGRAM OVERVIEW

In narrative format:

Describe the instructional programs or program services to be developed with the requested federal funds based on the results of the division/regional comprehensive needs assessment. Include the targeted population(s). (Examples are: ESEA subgroups of students, homeless and migrant students, instructional and administrative staff, paraprofessionals, parents, etc.)

School Division: 0

Division Number: 115

E. BUDGET SUMMARY

Do the Budget Summary total equal the Detailed Budget? Yes

OBJECT CODE	EXPENDITURE	AMOUNT BUDGETED	FTEs
1000 - Personal Services	Administration		
	Teachers		

	Paraprofessionals		
	Other		
	Total Personal Services	0.00	
2000 - Employee Benefits	Fixed Charges		
	(Administrative and Instruction)		
	Total Employee Benefits	0.00	
3000 - Purchased/Contracted Services	Supportive Services (Med., Dental)		
	Evaluation Services		
	Professional Development		
	Other		
	Total Purchased/Contracted Services	0.00	
4000 - Internal Services	Pupil Transportation		
	Food Services		
	Other		
	Total Internal Services	0.00	
5000 - Other Charges	Travel (Staff/Administrative)		
	Maintenance of Plant		
	Operation of Plant		
	Indirect Cost		
	Other		
	Total Other charges	0.00	
6000 - Materials and Supplies	Administrative		
	Instructional		
	Total Materials and Supplies	0.00	
8000 - Capital Outlay	Equipment for Instruction		
	Buildings		
	Remodeling		
	All Other Equipment		
	Total Capital Outlay	0.00	
	TOTAL BUDGET	0.00	

Note: Object codes 7000 and 9000 are not used in application budgets or in requests for reimbursements for this federal grant.

Note: Expenses for parental involvement programs are to be incorporated into the appropriate object code(s) based on the category of the related charges.

DETAILED BUDGET BREAKDOWN

Include a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000, as shown on page 11.

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000

If applicable, indicate the positions and FTEs supported with funds from this program.

Item Description	FTEs	Total Cost
Total for Object Code:	0.0	0.00

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000

Indicate the fixed charge categories (such as FICA, health insurance, etc.) and specify the amount of each.

Item Description	Total Cost
Total for Object Code:	0.00

JUSTIFICATION FOR PROFESSIONAL DEVELOPMENT - OBJECT CODE 3000

If program funds are expended for professional development, justify such expenditures by demonstrating a relationship between the proposed expenditure for professional development and the program services and activities described in the application. Please indicate how these funds will support any services and activities that are described in this application.

Item Description	Total Cost
Total for Object Code:	0.00

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 3000

Provide a description of evaluation services or other expenses related to purchased or contracted services that are not related to the professional development detailed above.

Item Description	Total Cost
Total for Object Code:	0.00

School Division: 0

Division Number: 115

DETAILED BUDGET BREAKDOWN (CONTINUED)

JUSTIFICATION FOR INTERNAL SERVICES - OBJECT CODE 4000

If program funds are expended for internal services, describe these services below.

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Item Description	Total Cost
Total for Object Code:	0.00

JUSTIFICATION FOR TRAVEL COSTS - OBJECT CODE 5000

Travel must be justified by demonstrating a relationship between the proposed travel and the needs of the program. Please indicate the estimated cost.

Total for Object Code:	0.00

DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 5000

If applicable, indicate indirect costs charged to this program. Indirect costs cannot be claimed against capital outlay and equipment.

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Item Description	Total Cost
Total for Object Code:	0.00

JUSTIFICATION FOR MATERIALS AND SUPPLIES - OBJECT CODE 6000

Provide a description of materials, supplies, and all equipment less than \$5,000 per unit. Indicate the equipment quantity.

Item Description	Quantity	Total Cost
Total for Object Code:	0.00	0.00

JUSTIFICATION FOR CAPITAL OUTLAY - OBJECT CODE 8000

All capital outlay expenditures over \$5,000 must be approved in advance by the Department of Education. If the local school division has established a threshold of a lesser amount, items equal to that amount or greater must also receive prior approval by the Department of Education. Equipment quantities must be specified.

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Item Description	Quantities	Total Cost
Total for Object Code:	0.00	0.00

DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 8000

Provide a description for expenses related to object code 8000 not included in the justification above.

Item Description	Quantities	Total Cost
Total for Object Code:	0.00	0.00

EXPENDITURE ACCOUNTS DESCRIPTIONS

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

OBJECT CODE DEFINITIONS:

1000 PERSONAL SERVICES - All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.

2000 EMPLOYEE BENEFITS - Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.

3000 PURCHASED/CONTRACTUAL SERVICES - Services acquired from outside sources (i.e. private vendors, public authorities or other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payment for rentals and utilities are not included in this account description. (You can only charge indirect on the first 25,000 of a contract). Allowable payments would be to individual or firms that are independent contractors and not employees of the grantee or subgrantee organization. The word honorarium is sometimes used to characterize such payments; it can be problematic when included in a grant because it can be seen as gratuity. On the other hand the term "fee" is commonly used and will raise fewer questions.

4000 INTERNAL SERVICES - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School Division and possibly the county but not a vendor.

5000 OTHER CHARGES - Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (Staff/Administration, office phone charges, training, leases/rental, indirect cost, and other. Meals for working lunch and dissemination of material is capped at the per diem rates for the meal listed in the state travel policy times the number of persons.

Note: Indirect cost cannot be claimed against capital outlay and equipment.

6000 MATERIALS AND SUPPLIES - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in "materials and supplies." Food purchased for the program (Parental Involvement and food required for the program).

7000 PAYMENT TO JOINT OPERATIONS - *For Annual School Report purposes only. (Not used in application budgets or request for reimbursements)*

8000 CAPITAL OUTLAY - Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than \$5,000 unless the LEA has set a lower capitalization threshold.

9000 OTHER USES OF FUNDS - *Debt Service and fund transfers, used with governmental funds only (not used in application budgets or request for reimbursements).*

Page 47

School Division: 0

Division Number: 000

F. Title I, Part C, Regional Program Agreement, 2014-2015

The lead school division will be responsible for completing the application and serving as the fiscal agent. One (1) application should be submitted per regional program, and one (1) certification should be submitted by each participating school division to the lead school division.

Lead Regional Program School Division

Name of Lead:

School Division

School Division:	Number:
Typed Name of Superintendent:	
Signature of Superintendent:	
Date:	

<i>Type name of contact for Title I, Part C, regional program if different than superintendent :</i>		
Title I, Part C, Contact:		
Title:		
Mailing Address:		
City, State, Zip:		
Telephone:	E-mail:	Fax:

LIST OF PARTICIPATING SCHOOL DIVISIONS

The following school divisions have applied to participate in this regional program. A Title I, Part C, participating regional program member certification form is on file for each of the school divisions listed. The Title I, Part C, subgrant award corresponds to the 2014-2015 allocation.

Name of School Division	Division Number
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
Total	0



**Virginia Department of Education
Office of Program Administration and Accountability
P. O. Box 2120
Richmond, Virginia 23218-2120**

Place an "X" by the applicable response.

Original

Revision:
Revision #
Date:

Explain

Amendment #
Amendment #
Date:

Explain

A. COVER PAGE

2014-2015 Local Consolidated Application

*Elementary and Secondary Education Act of 1965 (ESEA), as amended by
the No Child Left Behind Act of 2001, Public Law 107-110*

To be Completed by School Division

Applicant (Legal Name of Agency) LYNCHBURG CITY PUBLIC SCHOOLS		Division Number 115	Coordinator of Consolidated Application Christy Compton	
Mailing Address (Street, City or Town, Zip Code) 915 Court St., P.O. Box 2497 Lynchburg, VA 24505-2497		Mailing Address if different Same		
Phone (ext):	434) 515-5000	Fax:	(434) 455-0979	
Phone (ext):	(434) 515-5012	Fax:	(434) 455-0979	
E-mail:		comptoncj@lcsedu.net		

LOCAL EDUCATIONAL AGENCY CERTIFICATION

Use of Funds: The applicant designated above applies for an allocation of federal assistance as appropriated under ESEA. Funds are available to support local education reform efforts that are consistent with statewide education reform efforts to: 1) provide funding to implement promising education reform programs and school improvement programs based on scientifically-based research; 2) provide a continuing source of innovative and educational improvement; 3) meet the educational needs of all students; and 4) develop and implement education programs to improve student achievement and teacher performance.

Specific uses of funds for this application are found in the "Guidelines, Instructions, and Assurances" document located on the Department of Education's Web site at:

http://www.doe.virginia.gov/federal_programs/esea/applications/consolidated/guidelines.pdf

Assurances: The local educational agency assures that Title I, Part A, will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under ESEA. **Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances located in the "Application Guidelines, Instructions, and Assurances" document. The assurances and signed cover page must be retained at the division level.**

Certification: We hereby certify that, to the best of our knowledge, the information contained in this application is correct. The agency named above has authorized us as its representatives to file this application, and such action is recorded in the minutes of the School Board meeting held

on June 17, 2014.

Superintendent's Signature
Dr. Scott Brabrand

Superintendent's Name
June 17, 2014

Date

Board Chairperson's Signature
Dr. Regina T. Dolan-Sewell

Board Chairperson's Name
June 17, 2014

Date

Application Submission, Approval, and LEA Expenditure of Funds: In order for the funds to be expendable by July 1, 2014, the electronic application must be received at the Virginia Department of Education by July 1, 2014, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

An award notification is issued by the Virginia Department of Education through OMEGA once an application is fully approved and the allocation is available.

PROGRAMS INCLUDED IN THE CONSOLIDATED APPLICATION

2013- 2014 Allocation	2013- 2014 Consolidated Yes or No	ELIGIBLE PROGRAMS			2014- 2015 Consoli- dated Yes or No	2014 - 2015 Allocation Total
2,911,514.53	Yes	Title I, Part A, Improving Basic Programs (Provide a. and b. subtotal)			Yes	3,057,085.54
		a. Division Allocation	Subtotal	3,057,085.54		
		b. Transferability Funds (funds transferred from Title II, Part A)	Subtotal			
0.00	Yes	Title I, Part C, Education of Migratory Children: (Provide a. or b. subtotal)			No	0.00
		a. Division Allocation	Subtotal			
		b. Regional Program - Total of allocations for all divisions in the regional program	Subtotal			
132,073.12	Yes	Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk - Basic			Yes	132,073.12
535,350.27	Yes	Title II, Part A, Teacher Quality (Provide a. and b. subtotal)			Yes	546,057.28
		a. Division Allocation	Subtotal	546,057.28		
		b. Transferability Funds (funds transferred to Title I, Part A)	Subtotal			
23,416.04	Yes	Title III, Part A, Limited English Proficient: Total of: a + c; b + c; only a; or only c.			Yes	14,130.00
		a. LEP Subgrant - Not part of a consortium	Subtotal	14,130.00		
		b. LEP Subgrant - Consortium Lead Total of allocations for all divisions in the consortium	Subtotal			
		c. Immigrant and Youth Subgrant	Subtotal			
0.00	Yes	Title VI, Part B, Subpart 2, Rural and Low-Income School Program			No	
TOTAL						3,749,345.94

B. LOCAL CONTACT BY PROGRAM AREA**Title I, Part A, Improving Basic Programs**

Name of Contact:	Christy Compton	Title:	Coordinator of Grant Programs
Mailing Address:	915 Court St., P.O. Box 2497 Lynchburg, VA 24505-2397		
Phone:	(434) 515-5012	Ext:	Fax: (434) 455-0979
		E-mail: comptoncj@lcsedu.net	

Title I, Part C, Education of Migratory Children

Name of Contact:	N/A	Title:	
Mailing Address:			
Phone:	Ext:	Fax:	E-mail:

Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk

Name of Contact:	Zoe Whitcomb-Stokes	Title:	Division Case Manager
Mailing Address:	1517 Jackson St. Lynchburg, VA 24504		
Phone:	(434) 455-6232	Ext:	Fax: (434) 455-4140
		E-mail: stokeszq@lcsedu.net	

Title II, Part A, Teacher Quality

Name of Contact:	Christy Compton	Title:	Coordinator of Grant Programs
Mailing Address:	915 Court St., P.O. Box 2497 Lynchburg, VA 24505-2497		
Phone:	(434) 515-5012	Ext:	Fax: (434) 455-0979
		E-mail: comptoncj@lcsedu.net	

Title III, Part A, Limited English Proficient

Name of Contact:	Patty Ferington	Title:	Administrative Designee for Special Education
Mailing Address:	915 Court St., P.O. Box 2497 Lynchburg, VA 24505-2497		
Phone:	(434) 515-5029	Ext:	Fax: (434) 522-3774
		E-mail: feringtonpc@lcsedu.net	

Title VI, Part B, Subpart 2, Rural and Low-Income School Program

Name of Contact:		Title:	
Mailing Address:			
Phone:	Ext:	Fax:	E-mail:

REVISIONS AND AMENDMENTS

Place an "X" in the box indicating whether it is a revision or amendment. Provide an explanation for the revision or amendment, including the location of the changes. (i.e. tab name, cell A75, row 103,...)

NOTE: Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Beginning with Federal Fiscal Year 2014 grants, budget transfers will no longer be accepted without an approved amended application reflecting budget changes.

1.	Revision	<input type="checkbox"/>	
	Amendment	<input type="checkbox"/>	
2.	Revision	<input type="checkbox"/>	
	Amendment	<input type="checkbox"/>	
3.	Revision	<input type="checkbox"/>	
	Amendment	<input type="checkbox"/>	
4.	Revision	<input type="checkbox"/>	
	Amendment	<input type="checkbox"/>	
5.	Revision	<input type="checkbox"/>	
	Amendment	<input type="checkbox"/>	
6.	Revision	<input type="checkbox"/>	
	Amendment	<input type="checkbox"/>	
7.	Revision	<input type="checkbox"/>	
	Amendment	<input type="checkbox"/>	
8.	Revision	<input type="checkbox"/>	
	Amendment	<input type="checkbox"/>	
9.	Revision	<input type="checkbox"/>	
	Amendment	<input type="checkbox"/>	
10.	Revision	<input type="checkbox"/>	
	Amendment	<input type="checkbox"/>	
11.	Revision	<input type="checkbox"/>	
	Amendment	<input type="checkbox"/>	

In narrative format:

Describe, as applicable, how the instructional program or program of services will align with and support the provisions outlined under each principle in Virginia's approved ESEA flexibility plan, including the following:

- Supporting student mastery of college-and-career ready reading and mathematics standards, and attainment of proficiency or better on corresponding college-and-career ready reading and mathematics assessments;
- Meeting annual measurable objective (AMO) targets for reading and mathematics that demonstrate academic growth for all students and subgroups over time, and, for high schools with a graduating class, meeting the federal graduation indicator; and
- Ensuring that students are taught by highly qualified and effective teachers and providing meaningful professional development and support to promote effective instruction to increase student achievement.

Describe the targeted population(s). (Examples are: subgroups of students, homeless and migrant students, instructional and administrative staff, paraprofessionals, parents, etc.)

Explain how the instructional program or program of services supplements, not supplants, the core instructional program or services offered by the LEA to all students and/or all schools.

When using the Title I, Part A, Targeted Assistance Delivery Model, specify grades being served and justification for such, if all grades in school are not being served.

Provide a description of the needs assessment that was conducted to support the proposed activities.

The Lynchburg City Schools' (LCS) Consolidated Application is based on information gathered through a comprehensive needs assessment completed at each school and at the division level. Needs assessment data address graduation rates, reading and math proficiency, SOL results, grade distribution, student and staff attendance, suspension data, student and staff technology needs. Results from parental involvement surveys are also shared. The LCS consolidated application is based on the ESEA flexibility requirements, standards of accreditation requirements, and the 2012-2014 LCS Comprehensive Plan. The Comprehensive Plan has five focus areas: Achievement, Behavior, Culture, Operations, and Personnel. For the last two years, all LCS schools were required to complete a school improvement plan using the Center for Innovation and Improvement (CII) Indistar School Improvement planning tool, and to present their plan to the school board each year. The division-level school improvement team meets monthly. Additionally, each school has a central office representative serving on their school improvement team.

In 2013-2014, LCS implemented the iReady universal assessment for reading and math in grades K-8 and Interactive Achievement in grades 3-11 to monitor student progress based on SOLS. Student achievement data from multiple sources is measured in relation to graduation rate; reading proficiency; advanced, dual, and accelerated math enrollment; SOL performance; and grade distribution.

Personnel information is analyzed through a review of the Instructional Personnel and Licensure (IPAL) report as well as a review of the Comparability Report, school plans, and equitable staff distribution analysis. According to the IPAL report, 100 percent of all teachers and instructional assistants in Title I schools are highly qualified. Professional development opportunities at the school and division level are designed in response to needs assessments and currently include differentiated instruction, tiered interventions in both reading and math, Positive Behavior Intervention Supports (PBIS) and Poverty Simulation. Integrating technology into instruction has also been a focus area with the implementation of pilot technology programs and LCS One Initiative. A School Culture Survey was completed by parents, teachers, students, and community members in the fall of 2013 and reviewed by the school board in the spring of 2014. Feedback from this survey was shared with each principal and will be used for school improvement plans and professional development to improve school culture and climate. This survey will be administered annually and monitored against baseline data.

Lynchburg City Schools must maintain excellence and achieve accreditation with equity. Students of all races, abilities, and socio-economic levels must achieve high standards, attaining proficiency or better in reading, language arts, and mathematics. Our mission is every child, by name and by need, to graduation. Goals and objectives in the application are focused on improving ALL student achievement from below proficiency to proficient and from proficient to advanced, while specifically focusing on achievement of gap groups identified in the ESEA flexibility plan and individual subgroups of economically disadvantaged students, Black, Hispanic

and Asian students, students with disabilities, and English language learner (ELL). Title I, Part A (Title IA) funds provide supplemental teacher and instructional assistants at the elementary level to support these goals. Title I, Part D (Title ID) focuses on prevention and intervention activities, assessment, and services for students with court involvement, substance abuse, mental health, and truancy issues. Set-aside funds in Title IA are used to support parental involvement at the school level, the Homeless Education Liaison, salary differentials, and contracted services for identified focus schools. Title IA and Title IV-B (21st CCLC) funds provide funds for afterschool and out-of-school time programming. The division also provides state and local funding for remedial summer school and accelerated curriculum for selected students through the PETAL program. Title IIIA funds provide professional development for ESI and general education teachers serving ELLs and supplemental technology, software, and materials to enhance and accelerate English language acquisition and reading and math skills of ELL students.

Instructional techniques used by the teachers to support instruction include those identified by Research for Better Teaching (RBT) as having the highest probability for enhancing student achievement. In 2012-2013, LCS completed their 5-year plan of training all teachers on the RBT/Skillful Teacher model, with over 900 teachers trained during this period. LCS supports the use of age appropriate websites, computer software, and manipulatives to support students' learning styles and provide hands-on technology-rich supplemental math and reading programs. Targeted students will participate in Leveled Literacy Intervention by Fountas and Pinnell and Spatial-Temporal (ST) Math from the Mind Research Institute. Focus schools also received Imagine Learning. Immigrant students and/or students identified as ELL receive supplemental instruction focused on English proficiency, language of the academic content areas, and meeting academic standards. All instructional initiatives include a focus on diversity, working to create a climate of high expectation and positive experiences for all students regardless of race, gender, or socioeconomic factors.

Professional Learning Communities and Poverty Simulation continue to be division-level initiatives. Small class sizes are maintained through the use of Title IA and Title IIA funds. We continue to enhance and expand the staff development and SOL resources available to teachers, training teachers to integrate technology into curriculum and instruction. To ensure access to college and career-ready standards, teachers, working under the direct instruction of Lead Academic Coaches, developed pacing guides and other resources for all SOL tested activities and formative assessments to be used in instruction of all students in the division. Pacing guides also addressed the need for establishing positive personal relationships between teachers and students early in the school year. Teams of teachers will work with the Lead Academic Coaches in the summer of 2014 to update and modify these pacing guides to ensure closer alignment with the curriculum framework and essential knowledge in skills in both content and cognitive level.

Differentiated instruction is also a focus of the division. The division emphasizes teaching concepts in many different ways to enhance student success. Classrooms are active and interactive, and students are exposed to learning in as many ways as it takes for them to understand the information. The elementary instructional reading program is rooted in a balanced literacy approach. A new reading program, Harcourt Journeys, was adopted in 2013-2014 in all elementary classrooms. The division continues to use the University of Virginia's Curry School of Education research in Phonological Awareness Literacy Screening (PALS), as it provides teachers with explicit information about what students need to know of the literacy fundamentals. PALS data and i-Ready data is used to drive grouping decisions and for student-specific skill-specific remediation. The information gleaned from data analysis allows multi-tiered interventions to be planned for students. Students receive differentiated instruction in the classrooms from the classroom teacher using the Guided Reading program as a primary intervention.

Students not meeting PALS benchmarks receive additional skill specific remediation from designated teachers in the schools using Leveled Literacy Intervention (LLI). Under the direction of a licensed teacher, Early Intervention Reading Instruction (EIR) Assistants provide supplemental support using both the Harcourt Intervention Station and intervention techniques provided from the PALS website. Students requiring additional support receive one-on-one tutoring in their areas of weakness. Teachers use the PALS website regularly to administer Quick Checks to monitor student progress, discover instructional strategies, and develop ways to improve student achievement in the classroom. Teachers also use iReady instruction for identified students.

Another instructional strategy comes from Rick and Becky DuFour's extensive research in Professional Learning Communities (PLC). Working in PLC, teachers are expected to operate as a grade level or content area team sharing common planning time and communicating regularly about their collective students. They use PLC time to analyze data from division nine-week assessments and share key strategies for teaching particular skills. Teachers interpret Virginia Standards of Learning assessment data and are able to use that data as an instructional resource. The DuFours encourage vertical articulation as well., and each grade level spends time communicating about instructional and motivational strategies that work for individual students as a part of the transition plan at each school. Teachers use data driven instructional and motivation strategies that work for individual students. Teachers also use data driven instructional decisions to help students make the most gains in a short period of time (every child, by name and by need). Teachers in the ELL program meet monthly as a PLC to discuss instructional strategies, application of the WIDA Access test results, SOL results, the English Language Development Standards and other issues of instructional need or common interest, and share professional development information pertinent to the program. Classroom teachers will also receive professional development on division tiered intervention strategies in reading/math and behavior.

C. PROGRAM OVERVIEW (CONTINUED)

To support these instructional strategies and to move the division forward, Title IA and Title IIA funds are used in a variety of ways. Individual schools continue to use their Title IA funds for professional development based on school goals identified in their schoolwide and Indistar plans. Title IA and Title IIA funds provide partial salaries/benefits for division-level Lead Academic Coaches, Instructional Specialist for STEM, and a Coordinator for Equity and Accountability. The Coordinator oversees the Promoting Excellence Through Accelerated Learning (PETAL) program which promotes accelerated learning, furthering academic achievement, and the narrowing of the achievement gap between specific student populations by encouraging students from under-represented groups to take rigorous, academically demanding classes. The Coordinator also takes an active role in ensuring equity in distribution of division-level resources and services to children and secures Poverty Simulation training for staff.

Title IIA Teacher Quality funds are used to help cover Highly Qualified Institutes, Praxis II, and Para Pro testing and to cover the cost of tuition for teachers for selected coursework including advanced placement courses, courses in high need areas and gifted endorsements to create highly qualified staff. The school division continues to implement a plan for the recruitment and retention of personnel who are highly qualified and who exemplify the highest professional standards, scholarship, and innovative instructional practices. The division currently has 98.97% of all core subject classes taught by highly qualified personnel. The 21st Century Community Learning Centers (21st CCLC) funds awarded to seven local schools also provide professional development funds to support training for highly qualified personnel working with the afterschool and out-of-school time programs.

Early intervention continues to be a focus for the division. Character Education is infused into all instruction and it is a focus area in the 2012-2014 LCS Comprehensive Plan. According to a University of South Dakota State University study, character education can alter attitudes towards violence and cut youth crime, drug use, and cheating. Protective factors of increased school involvement, positive alternative activities, and opportunities for mentoring are included in the current comprehensive plan. Parental involvement is encouraged through continuation of the Families and Schools Together (FAST) program at two schools and through parental involvement programs and activities offered at each school. These programs and activities are designed to be capacity building. The "Give Me Five" program for students, parents, and community members is an integral part of this plan. The "Give Me Five" program for parents introduced in 2012-2013 includes a commitment to five minutes or more of daily reading to your child or conversations about school, five hours of volunteer service a year, five days of attendance at school events, five dollars or more to the PTO, and five classes or more beyond high school. In addition, all Title I schools have a Parent Involvement Policy and plan that is updated annually.

The 2012-2014 LCS Comprehensive Plan includes strategies focused on increasing attendance and reducing truancy and dropout rates, while increasing students' academic success and achievement. Working closely with the local judicial system, the LCS Truancy Staff has established procedures for streamlining truancy reporting to the juvenile court. This process expedites the presentation of truancy cases and allows for more effective, timely intervention and services to students. The U.S. Department of Education reports that students who have poor academic performance, repeat a grade, are from low socio-economic background, speak English as a second language, become pregnant, or are frequently absent/truant have a higher risk of dropping out and tend to miss more school.

(http://www.nycenet.edu/daa/reports/flash_report3pdf). Starting in 2013-2014, LCS employs one full-time Attendance/Truancy Clerk at each elementary school to help improve student attendance, help maintain accurate student attendance records, monitor visitor traffic, and help create a safe school environment.

LYNCHBURG CITY SCHOOL'S VISION: A Tradition of Excellence for All

LYNCHBURG CITY SCHOOL'S MISSION: Every child, by name and by need, to graduation.

LYNCHBURG CITY SCHOOL'S GOAL: Excellence in Achievement, Behavior, Culture, Operations and Personnel

Approved August 7, 2012, by the Lynchburg City School Board

The Lynchburg City School's Comprehensive Plan, updated regularly, is available on-line at Lynchburg City School's homepage: <http://www.lcsedu.net/>

D. COORDINATION OF SERVICES (2 PAGES)

Describe the partnerships within the division among the programs in this application and other federal, state, and/or local programs in the delivery of services to the targeted population(s). Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in this application.

The federally funded programs including in the Lynchburg City Schools (LCS) consolidated application include Title I, Part A (Title IA), Title I, Part D (Title ID), Title II, Part A (Title IIA), and Title III, Part A LEP & IY (Title III). These programs provide coordinated services for Lynchburg City School students with particular focus on the achievement of gap and proficiency groups identified in the ESEA flexibility plan. The consolidated application is created with consultation between program coordinators and takes into consideration both the strengths and the needs of the division. The framework for the application is the LCS Comprehensive Plan, the division-level and school-level CII Indistar school improvement plans. The Program Overview identifies specific services to be provided by each program. Title IA services for parents include English Language Learners (ELL) parents at Title I schools and instructional support for all eligible students. Professional development funded by Title IA, Title IIA, and Title IIIA serves all teachers in the division as appropriate, including ELL instructors and teachers working in alternative sites. Truancy services provided in part by Title ID support attendance and reduced suspensions at all schools and for all schools, including Title IA schools and ELL students. Services are integrated, coordinated, and complemented by the development of both the comprehensive plan and the consolidated application. Title ID funded services support eligible students who currently or have previously resided in residential facilities. These services can occur at their zoned school or alternative education site they attend or through community agencies. Students who have been placed in one or more of the local correctional programs may be able to transition back to LCS and continue their education through Edgenuity software purchased for the middle/high school alternative site (Fort Hill Community School- FHCS), and at both local high schools. Thus students enrolled at FHCS experience a reduction in the fragmentation of instruction and the amount of time that could be lost in academic transition, as well as a greater degree of academic choice that can be tailored to individual student needs. This also eliminates duplication as students resume academic instruction upon transition from the Lynchburg Juvenile Detention Center to an alternative education site. In addition there is academic and career software at FHCS, which allows students to explore information about careers and the education needed to pursue a particular profession. In the fall of 2014, LCS finalized plans for a new alternative education program for elementary students. In addition, LCS hired eleven elementary Attendance/Security Clerks to work with families to improve attendance and to help secure safe school environments.

Title IIA and Title IIIA provide professional development for K-12 teachers including Poverty Simulation designed to improve cultural awareness and cultural competency. The division also has an initiative to provide division-wide professional development on Positive Behavior Supports and working with families in poverty to support improved student behavior and attendance and decrease suspensions. Other federal, state, and/or local programs that partner in the delivery of services to targeted population(s) include seven 21st Century Community Learning Center (21st CCLC) grants at four elementary and three middle schools. Individual school improvement Indistar plans address the coordination of services between each of the federal programs and the programs in the consolidated application. Specific areas of coordination that are addressed are extended day program services and Saturday programs (as an alternative program to decrease the amount of instructional time lost due to suspensions), professional development programs, and parental involvement. The individual programs consult and coordinate to offer a variety of supplemental services that maximize services to students and families. The division collaborates with several local colleges including Liberty University (LU), Lynchburg College (LC), Randolph College (RC), Sweet Briar College (SBC), Longwood University, Virginia University of Lynchburg, and Central Virginia Community College (CVCC) to recruit highly qualified personnel and to provide professional development opportunities for teachers and administrators including the Masters in Educational Leadership and Ed.D in Leadership Studies cohort programs provided in partnership with Lynchburg College. Title IA and 21st CCLC programs also work with the local colleges to provide tutors/mentors for extended day programs. Students in these extended day programs also have opportunities to take campus tours and participate in enrichment activities provided at the colleges (e.g. LU's Snowflex, LU's LeHaye Ice Center, LC's Claytor Nature Center & economic and science education programs provided by the colleges). At the secondary level several local and state programs partner with LCS or coordinate to address achievement and attainment of college and career-ready skills, including Beacon of Hope, designed to instill in all LCS students the aspiration to pursue AND the tools and resources to attain a post-secondary education. Other partners include the Lynchburg Partners in Education and the Lynchburg City Schools Education Foundation, Inc. The Foundation accepts financial support from businesses and individuals for selected projects and programs which are consistent with the goals and priorities of the Lynchburg City School Board. The Foundation depends on community support to obtain a variety of innovative and creative educational programs and projects. Contributions are used by the the Foundation to fund programs that are not part of the school division's regular operating budget such as teacher grants, the Tools4Schools warehouse, annual scholar recognition, and student scholarships.

D. COORDINATION OF SERVICES (CONTINUED)

Coordination with local agencies and businesses provide student support and additional academic and non-academic opportunities. If students are unable to participate in a program due to lack of funding, the Division Case Manager attempts to secure Comprehensive Services Act funds through the Family Assessment Planning Team (FAPT) process. Local probation officers work closely with the Division Case Manager, Truancy Team, and Transition Specialist to coordinate services, refer to community resources, and to make appropriate educational placements. Working closely with the local judicial system, the LCS truancy staff has established procedures for streamlining truancy reporting to the juvenile court. This process expedites the presentation of truancy cases and allows more effective, timely services to students.

LCS alternative education programs work with many local businesses and agencies including the Boys and Girls Club, Lynchburg College, Jubilee Family Development Center, and the Presbyterian Home and Family Services to provide career education and/or mentoring. In the Spring of 2012, the middle/high school alternative site piloted a partnership with Lynchburg Public Works called the Public Works Academy. Students work with various departments in Public Works (i.e. Buildings and Grounds, Waste Management, etc.) to obtain employability skills. Thus far, one student has secured a full-time position and several students have secured part-time positions through this partnership. Community partnerships are an integral part of the education program at our alternative sites. Students who go through Placement Meetings are sometimes given community service hours rather than alternative education placement. This allows for the student to make amends for their actions without losing the continuity of their education.

In the fall of 2012, LCS rolled out the "Give Me 5" program, asking every student, parent, and community member to give back. For parents, Give Me 5 including the following: five minutes or more of daily reading to their child or conversation about school, five

hours of volunteer service a year, five days of attendance at school events, five dollars or more to the PTO, and five classes or more beyond high school. This program has yielded tremendous increases in parental participation and involvement in the schools. The "Give Me 5" programs will continue for 2014-2015.

LCS and Head Start will partner to provide a joint application process for entry into either a Virginia Pre-School Initiative or Head Start programs. There is a planned transition process from each program to school services. The Smart Beginning program in the community provides another opportunity for early childhood programs to meet and coordinate expectations, services, and programs, and to provide meaningful support to parents and community. One of their joint efforts is to increase attendance at Pre-registration for kindergarten.

Additional outreach activities include the School Summit held on June 2, 2014. This event will bring together school, government, and private service providers to address the holistic needs of students residing in the City of Lynchburg.

In 2013-2014, the division implemented a new tiered budget development process that is tied in with the division's comprehensive plan. Budget items were ranked according to Tier I/Tier II/Tier III priorities with Tier I priorities ultimately being included in the request for funding consideration. Tier I priorities for 2014-2015 include the hiring of additional personnel including three special education interpreters, two technology technicians, one benefits specialist, one supervisor for English/social studies/libraries and foreign languages and one additional clerical position for Department of Curriculum and Instruction. Other Tier One budget requests include monies for the annual purchase of Interactive Achievement and funds for Renaissance Learning to continue the Accelerated Reader. The division anticipates that these requests for additional operating funds will be approved by City Council in June 2014. Federal grants will continue to be used to supplement, not supplant these division-level initiatives.

E. MEASURABLE OBJECTIVES

1. State up to ten measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds.
2. Describe the scientifically-based research that supports the services and activities (programs, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.

Note: School divisions completing Title I, Part C, Education of Migratory Children, should include program specific Measurable Objectives in the narrative as outlined in the Title I, Part C, tab.

Measurable Objective 1:	Federal program(s) funds planned:	Title IA, Title ID, Title IIA, Title IIIA- LEP & 21st CCLC grants.
By the end of the 2014-2015 school year, 100% of Title I schools will be fully accredited in math and compliant with all annual federal measurable objectives for math in each subgroup and proficiency gap group identified by ESEA based on June 2015 Standards of Learning.		

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:		
<ol style="list-style-type: none"> 1. All LCS schools will continue to monitor and update their comprehensive school improvement plans using the CII Indistar tool. These plans will focus on identification of students in need of interventions, selection of targeted interventions for these students, and monitoring the progress of students receiving the targeted interventions; 2. All schools will utilize i-Ready data and other assessments to monitor student progress; 3. Teachers will work with division-level Lead Academic Coaches to review/update pacing guides for all SOL content areas; 4. Continue Spacial Temporal (ST) Math from MIND research and First In Math in all Title I elementary schools. Fast Forward Math will be piloted in schools in spring 2014; 5. Provide training on acceleration opportunities in math for selected minority students (PETAL); 6. Continue Give Me 5 parent initiative and Give Me 5 for students to increase school involvement and bonding; 7. Continue training in the area of cultural competency and working with students in poverty; 8. Continue training in tiered interventions and acceleration opportunities in math for selected students; 9. Maintain small class sizes; and 10. Utilize Lead Academic Coaches to provide professional development for teachers including observation and co-teaching models. 		

Measurable Objective 2:	Federal program(s) funds planned:	Title IA, Title ID, Title IIA, Title IIIA- LEP & 21st CCLC grants.
By the end of the 2014-2015 school year, 100% of Title I schools will be fully accredited in reading and compliant with all annual federal measurable objectives for reading in each subgroup and proficiency gap group identified by ESEA based on June 2015 Standards of Learning.		

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:		
<ol style="list-style-type: none"> 1. All LCS schools will continue to monitor and update their comprehensive school improvement plans using the CII Indistar tool. These plans will focus on identification of students in need of interventions, selection of targeted interventions for these students, and monitoring the progress of students receiving the targeted interventions; 2. All schools will utilize assessment tools that hold greatest promise to accurately identify student's reading proficiency; 3. Teachers will work with division-level Lead Academic Coaches to review/update pacing guides for all SOL content areas; 4. Continue Benchmark Guided Reading K-5; 5. Utilize PALS Quick Checks to monitor progress of identified students in K-3, maintain documentation for review; 6. Continue Leveled Literacy Intervention as a Tier II strategy for identified K-3 students; 7. Implement scheduling guidelines in all elementary schools to ensure an uninterrupted block of time for reading/language arts. 8. Implement Houghton-Mifflin reading program; 9. Continue Give Me 5 parent initiative and Give Me 5 for students to increase school involvement and bonding; 10. Maintain small class sizes; and 11. Utilize Lead Academic Coaches to provide professional development for teachers including observation and co-teaching models. 		

E. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 3:	Federal program(s) funds planned:	Title IA, Title ID, Title IIA, Title III - LEP and 21st CCLC Grants
By the end of the 2014-2015, decrease total number of students with at least one short term suspension by 5% compared to previous year data. Data will reported in individual school improvement plans and 2012-2014 Comprehensive Plan.		

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:		
<ol style="list-style-type: none"> 1. Behavior of students will be one of the three core components (achievement, behavior, and culture) of each school's CII Indistar improvement plans; 2. Provide division-wide professional development on Positive Behavioral Supports to teachers and support staff to effectively manage, reduce, or diffuse inappropriate student behaviors; 3. Require schools to use Positive Behavior Support Teams to support students who demonstrate repeated inappropriate behaviors; 4. Review school referral processes, content of referrals, and resulting data to ensure the ability to provide effective data analysis of behavior for schools and the division; 5. Input and monitor behavioral data in Datacation; 6. Continue cultural competency training and training for working with students in poverty; and 7. Maintain support through the Supt's Parent Advisory Council, Diversity Council and Key Communications Advisory Board. 8. Employ a Division Case Manager to coordinate needed services/alternative placement for at-risk students (K-12); 9. Day Treatment available, as support, at all elementary, middle, and high schools in the division; 10. Maintain a Homeless Education Liaison Program. 		

Measurable Objective 4:	Federal program(s) funds planned:	Title IA, Title ID, Title IIA, LEP and 21st CCLC Grants
By the end of 2014-2015, there will be a 10 percent reduction in the number of students with 7 or more unexcused absences, as compared to previous year data. Data will be reported in individual school improvement plans and LCS Comprehensive Plan.		

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:		
<ol style="list-style-type: none"> 1. Continue/monitor the Truancy Policy to ensure more timely interventions for truant students; 2. Evaluate the allocation of personnel resources to ensure accurate attendance reporting. LCS will continue to employ one full-time Attendance/Security Clerk at each elementary school; 3. Review current practices and procedures relative to tracking student attendance; 4. Promote family engagement in support of student attendance, including attendance letters sent to families; 5. Maintain mentoring support programs that consist of daily one-to-one contact between staff and students; 6. Provide PETAL Program designed to close the achievement gap between minorities and non-minorities; 7. Employ a Division Case Manager to corodinate needed services/alternative placements for at-risk students (K-12); 8. Utilize a Truancy Team, including a Truancy Officer, Clerical Support, and Student Supports Specialist to serve the schools; 9. Maintain a Homeless Education Liaison Program; 		

E. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 5:	Federal program(s) funds planned:	Title ID
The school division will continue to implement the transition program targeting students returning from residential/correctional facilities during the 2014-2015 school year. Fifty percent (50%) of students returning to the school division will have an improved attendance record; make academic progress as evidenced by passing classes; obtain high school credits, as applicable; and show a reduction in behavioral referrals.		

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:
<p>Services and activities to include:</p> <ol style="list-style-type: none"> 1. Employ a part-time Transition Specialist/part-time Guidance Counselor; 2. Provide referrals to students and families for appropriate services; 3. Communicate with facilities, probation officers, and parents, as needed; 4. Offer mentoring services and provide recommendations and referrals for mentoring/tutoring; and 5. Utilize the Truancy Team to intervene early and prevention absences.

Measurable Objective 6:	Federal program(s) funds planned:	Title I, Part A and Title II, Part A
100% of all teachers of core academic subjects and paraprofessionals in Title I schools will be highly qualified as measured by the 2014-2015 Instructional Personnel (IPAL) Verification Report.		

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:
<p>Services and activities:</p> <ol style="list-style-type: none"> 1. Mentoring program offered for new teachers (using local funds); 2. Staff development offered at the division level and school-level (using local funds, Title IA, Title IIA, and 21st CCLC funds); 3. Personnel Dept. reviews transcripts and works with individual teachers to complete their licensure requirements; 4. Tuition support may be offered for teachers seeking gifted, AP, or other endorsements in areas of greatest need; 5. Central Office staff review all Master Schedules; 6. Principals monitor and adjust schedules so that teachers are not requested to teach out of their area of expertise or endorsement; 7. Funds permitting, special education teachers may be offered the opportunity to complete appropriate units of instruction to allow them to become HQT in areas they teach; and 8. Praxis II, and ParaPro testing may be paid with Title IIA funds.

E. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 7:	Federal program(s) funds planned:	Title IIIA, Title IIA
<p>In the spring of 2015, 61% of English Language Learners will AMAO #3 in Reading and 50% of ELLs will meet AMAO #3 target in math. Eight percent (80%) of ELL students at the high school level will meet the Federal Graduation Index (FGI). The AMAOs for ELLS demonstrating progress in acquiring English language and demonstrating proficiency are TBD.**</p>		
<p>**The VDOE website indicates that progress and proficiency targets have not yet been established for 2014-2015.</p>		

<p>Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:</p>
<p>Provide support to ELL students (K-12) utilizing the WIDA English Language Development Standards to support instruction for students with English proficiency levels 1, 2, 3, 4 or 5.; Translate program information for families of students enrolled in LCS using ELLevations software; Continue Culture Night for families and students; Assess students' strengths and weaknesses using available diagnostic tools, including i-Ready and Interactive Achievement; Provide support to parents of ELL students; Utilize ELLevations software to collect and analyze individual student data from WIDA ACCESS tests, SOL test results. Utilize ELLevations software to facilitate collaboration between ESL teachers and classroom teachers to generate specific goals for each student by language domain. Utilize Houghtlin Mifflin Harcourt materials at targeted elementary schools, a program supplemental to the curriculum and materials provided to all students and supports the development of reading skills for students at different stages of language acquisition. Purchase and implement the use of Oxford Picture Dictionaries for Kids materials and Oxford Picture Dictionary for the Content Areas. Utilize Rosetta Stone English software and laptop computers to complement classroom instruction and support initial English language acquisition of ELL students. Partner with middle and high school attendance programs to support and encourage regular attendance and appropriate coursework to ensure on time graduation of ELL students.</p>

Measurable Objective 8:	Federal program(s) funds planned:	

<p>Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:</p>

E. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 9:	Federal program(s) funds planned:	

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Measurable Objective 10:	Federal program(s) funds used:	

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

F. DETAIL BUDGET BREAKDOWN

Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000.

The amounts by program and object code totals are to be entered on the Consolidated Budget Sheet under the appropriate area.

Do the totals equal the Consolidated Budget Summary sheet? **Yes**

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 1000

Provide a description of the positions supported with funds from this program. Indicate if any positions are newly funded under this program. Explain the supplementary nature of any new positions. **Required if staff positions are to be funded by federal funds.**

Lynchburg City Schools has 57.80 FTE supplemental positions paid with Title I funds. This includes a .60 FTE Coordinator, a .90 FTE Homeless Liaison Coordinator, and 3.40 FTE Lead Academic Coaches. These salaries and benefits are included in Title I Set-Aside. Title I, Part A also includes funds for 25.90 FTE Reading/Math Specialists and 27.0 FTE Instructional Assistants at the school-level.

Title I, Part D funds include salaries/benefits for a 1.0 FTE Division Level Case Manager, .80 FTE Truancy Officer, .15 FTE Transitional Coordinator/Guidance Counselor and .50 Administrative Assistant.

Title II, Part A funds include .35 FTE Coordinator of Accountability and Equity, 2.70 FTE Lead Academic Coaches, and 4.2 FTE Class Size Reduction teachers.

TYPES OF STAFF POSITIONS Administrative, Teacher, Paraprofessional, Reading Specialist, Home School Coordinator, Other (please specify)	If position is being funded with Division Improve- ment set- aside, place an X in the column.	If position is being funded with one percent Parental Involve- ment set- aside, place an X in the column.	FEDERAL PROGRAM FUNDING SOURCES	FUNDING AMOUNTS	FTEs
Value of professional development personnel-related services or stipends on behalf of private schools, from 2014-2015 award year only			Title II, Part A		
Value of professional development personnel-related services or stipends on behalf of private schools, based on retroactive calculations from 2007-2010, if applicable			Title II, Part A		
Coordinator of Grants (Set-Aside = SA)			Title I, Part A	30,412.55	0.60
Division-Level Lead Academic Coaches (SA)			Title I, Part A	240,128.22	3.40
Homeless Liaison (SA)			Title I, Part A	39,716.37	0.90
Teachers R/M & Class Size Reduction (School)			Title I, Part A	1,280,031.65	25.90
Instructional Assistants (School-Level)			Title I, Part A	430,532.13	27.00

Stipends for after school (School-Level)			Title I, Part A	47,000.00	0.00
Academic Coaches (Admin Portion)			Title II, Part A	73,299.34	1.55
Academic Coaches (Prof Dev. Portion)			Title II, Part A	77,646.28	1.15
Class Size Reduction Teachers			Title II, Part A	159,600.00	4.20
Division Case Manager			Title I, Part D, Sub 2	48,118.93	1.00
Administrative Assistant for Truancy Program			Title I, Part D, Sub 2	8,208.66	0.50
Truancy Officer			Title I, Part D, Sub 2	30,907.81	0.80
Transitional Coordinator/Guidance Counselor			Title I, Part D, Sub 2	11,821.34	0.15
Stipends for Summer Work (Outside Contract)			Title I, Part D, Sub 2	500.00	0.00
Coordinator of Equity & Accountability			Title II, Part A	23,783.24	0.35
			Total:	2,501,706.52	67.50

DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 5000

Provide a description for expenses related to object code 5000. The following items must be specified below for ESEA programs, if applicable: parental involvement, professional development for priority, focus, or other schools requiring improvement plans, and division-level allowable set-asides.

Title I, Part A (set-aside) funds support administrative travel (\$1,500) for the division, professional development at the school level (\$13,400), and required professional development for the three focus schools (\$1,000). Title I, Part A funds also include \$2,488.59 in indirect costs. Title I, Part D funds support administrative travel (\$750) for the Truancy Team members. Title II, Part A funds support \$50,000.01 from retroactive calculations and \$38,320 to local private schools from the 2014-2015 budget. Title III, Part A funds include a budget to send four ELL teachers to the 2014 WIDA Conference including \$1,800 for, \$520 lodging, \$160 mileage, \$50 parking, and \$150 meals. All travel will follow state approved travel guidelines. We have also included a Title III, Part A budget for private school for 2014-2015. This is the first year they have elected to participate and we are working closely with VDOE to determine the resources to be provided.

Item Description	Federal Program Funding Source	Total Cost
Private School Set-aside based on 2014-2015 budget only	Title II, Part A	50,000.01
Private School Set-aside based on retroactive calculations from 2007-2010, if applicable	Title II, Part A	38,320.00
Administrative Travel (Set-Aside)	Title I, Part A	1,500.00
Professional Development (School-Level)	Title I, Part A	13,400.00
Travel for Focus Schools (Set-Aside) for	Title I, Part A	1,000.00
	Title I, Part A	
Indirect Costs	Title I, Part A	2,488.59
Local travel costs for Division Case Manager & Truancy Officer	Title I, Part D, Sub 2	750.00
WIDA Conference (registration, lodging, parking, meals & mileage)	Title III, Part A, LEP	2,680.00
Professional Development for private school. LCS will serve as fiscal agent	Title III, Part A, LEP	750.00
	Total for Object Code:	110,888.60

EXPENDITURE ACCOUNTS DESCRIPTIONS

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

OBJECT CODE DEFINITIONS:

- 1000 PERSONAL SERVICES** - All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.
- 2000 EMPLOYEE BENEFITS** - Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.
- 3000 PURCHASED/CONTRACTUAL SERVICES** - Services acquired from outside sources (i.e. private vendors, public authorities or other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payment for rentals and utilities are not included in this account description. (You can only charge indirect on the first 25,000 of a contract). Allowable payments would be to individual or firms that are independent contractors and not employees of the grantee or subgrantee organization. The word honorarium is sometimes used to characterize such payments; it can be problematic when included in a grant because it can be seen as gratuity. On the other hand the term "fee" is commonly used and will raise fewer questions.
- 4000 INTERNAL SERVICES** - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but no a vendor.
- 5000 OTHER CHARGES** - Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (Staff/Administration, office phone charges, training, leases/rental, indirect cost, and other. Meals for working lunch and dissemination of material is capped at the per diem rates for the meal listed in the state travel policy times the number of persons.
Note: Indirect cost cannot be claimed against capital outlay and equipment.
- 6000 MATERIALS AND SUPPLIES** - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in "materials and supplies." Food purchased for the program (Parental Involvement and food required for the program).
- 7000 PAYMENT TO JOINT OPERATIONS** - *For Annual School Report purposes only. (Not used in application budgets or request for reimbursements)*

8000 CAPITAL OUTLAY - Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than \$5,000 unless the LEA has set a lower capitalization threshold.

9000 OTHER USES OF FUNDS - *Debt Service and fund transfers, used with governmental funds only (not used in application budgets or request for reimbursements).*

G. LOCAL EDUCATIONAL AGENCY BUDGET SUMMARY

AMOUNT BUDGETED

Allocation from Page 2 of the Coordinated Consolidated Info. Tab	Title I, Part A		Title I, Part C	Title I, Part D	Title II, Part A		Title III, Part A		Title VI, Part B, Subpart 2
	3,057,085.54	0.00	0.00	132,073.12	546,057.28		14,130.00		0.00
	Division Title I, Part A Allocation	Transferability Funds			Budget for Recalculated Private School Set-asides from 2007-2010 (if applicable)	Working budget allocation for 2014-2015	LEP	I/Y	
OBJECT CODE - EXPENDITURE TYPE					50,000.01	496,057.27	14,130.00	0.00	
1000 - Personal Services									
Administration	30,412.55	0.00	0.00	48,118.93		97,082.58	0.00	0.00	0.00
Teachers	1,280,031.65	0.00	0.00	0.00		159,600.00	0.00	0.00	0.00
Paraprofessionals	430,532.13	0.00	0.00	0.00		0.00	0.00	0.00	0.00
Priority Schools, if applicable	0.00	0.00							
Focus Schools, if applicable	0.00	0.00							
Other Title I Schools in Improvement, if applicable	0.00	0.00							
Parental Involvement	0.00	0.00							
Professional Development						77,646.28			
Value of professional development personnel-related services or stipends on behalf of private schools					0.00	0.00			
Other	325,756.36	0.00	0.00	51,437.81		0.00	0.00	0.00	0.00
Total Personal Services	2,066,732.69	0.00	0.00	99,556.74	0.00	334,328.86	0.00	0.00	0.00
2000 - Employee Benefits									
Fixed Charges (Administrative and Instruction)	789,939.99	0.00	0.00	24,961.04		93,346.17	0.00	0.00	0.00
Fixed Charges (Priority Schools, if applicable)	0.00	0.00							
Fixed Charges (Focus Schools, if applicable)	0.00	0.00							
Other Title I Schools in Improvement, if applicable	0.00	0.00							
Fixed Charges (Parental Involvement)	0.00	0.00							
Fixed Charges (Professional Development)						27,280.62			
Value of professional development personnel-related benefits on behalf of private schools					0.00	0.00			

Total Employee Benefits	789,939.99	0.00	0.00	24,961.04	0.00	120,626.79	0.00	0.00	0.00
3000 - Purchased/Contracted Services									
Supportive Services (Med., Dental)	0.00	0.00	0.00	0.00					0.00
Evaluation Services	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
Priority Schools, if applicable	0.00	0.00							
Focus Schools, if applicable	40,000.00	0.00							
Parental Involvement	0.00	0.00							
Other Title I Schools in Improvement, if applicable	0.00	0.00							
Professional Development	0.00	0.00	0.00	0.00		0.00	7,000.00	0.00	0.00
Teacher Quality (i.e., assessments; recruitment)	0.00	0.00	0.00	0.00		2,781.62	0.00	0.00	0.00
Tutoring Services	0.00	0.00	0.00	0.00			0.00	0.00	0.00
Private School Set-Aside					0.00	0.00			
Other	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
Total Purchased/Contracted Services	40,000.00	0.00	0.00	0.00	0.00	2,781.62	7,000.00	0.00	0.00
4000 - Internal Services									
Public School Choice Transportation	0.00	0.00	0.00	0.00			0.00	0.00	0.00
Pupil Transportation	21,000.00	0.00	0.00	0.00			0.00	0.00	0.00
Food Services	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
Priority Schools, if applicable	0.00	0.00							
Focus Schools, if applicable	0.00	0.00							
Other Title I Schools in Improvement, if applicable	0.00	0.00							
Professional Development	0.00	0.00				0.00			
Parental Involvement	0.00	0.00							
Other	0.00	0.00	0.00	2,405.34	0.00	0.00	0.00	0.00	0.00
Total Internal Services	21,000.00	0.00	0.00	2,405.34	0.00	0.00	0.00	0.00	0.00
5000 - Other Charges									
Travel (Staff/Administrative)	1,500.00	0.00	0.00	750.00		0.00	0.00	0.00	0.00
Maintenance/Operation of Plant	0.00	0.00	0.00	0.00					0.00
Indirect Cost	2,488.59	0.00	0.00	0.00		0.00	0.00	0.00	0.00
Priority Schools, if applicable	0.00	0.00							
Focus Schools, if applicable	1,000.00	0.00							
Other Title I Schools in Improvement, if applicable	0.00	0.00							
Private School Set-Aside					50,000.01	38,320.00			
Professional Development	13,400.00	0.00				0.00			
Parental Involvement	0.00	0.00							
Other	0.00	0.00	0.00	0.00	0.00	0.00	3,430.00	0.00	0.00
Total Other Charges	18,388.59	0.00	0.00	750.00	50,000.01	38,320.00	3,430.00	0.00	0.00
6000 - Materials and Supplies									
Administrative	500.00	0.00	0.00	2,000.00		0.00	550.00	0.00	0.00

Instructional	89,953.41	0.00	0.00	2,400.00			3,150.00	0.00	0.00
Priority Schools, if applicable	0.00	0.00							
Focus Schools, if applicable	0.00	0.00							
Private School Set-Aside					0.00	0.00			
Other Title I Schools in Improvement, if applicable	0.00	0.00							
Professional Development	0.00	0.00				0.00			
Parental Involvement	30,570.86	0.00							
Other	0.00	0.00		0.00					
Total Materials and Supplies	121,024.27	0.00	0.00	4,400.00	0.00	0.00	3,700.00	0.00	0.00
8000 - Capital Outlay									
Equipment for Instruction	0.00	0.00	0.00	0.00			0.00	0.00	0.00
Buildings	0.00	0.00	0.00	0.00					0.00
Remodeling	0.00	0.00	0.00	0.00					0.00
Professional Development	0.00	0.00				0.00			
Parental Involvement	0.00								
All Other Equipment	0.00	0.00	0.00	0.00			0.00	0.00	0.00
Total Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL BUDGET	3,057,085.54	0.00	0.00	132,073.12		546,057.28	14,130.00	0.00	0.00

DOES BUDGET EQUAL ALLOCATION?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
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H. SPECIFIC PROGRAM APPLICATION FORMS**1. Title I, Part A – Improving Basic Programs****a. STUDENT ELIGIBILITY CRITERIA FOR TITLE I TARGETED ASSISTANCE SCHOOLS**

Describe the eligibility criteria that will be used to select students for participation in the Title I program in Targeted Assistance schools. Eligible children are children identified by the school as failing, or most at risk of failing, to meet the state's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the school divisions with input from the schools. Children from preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. [ESEA, Title I, Part A, Section 1115]

All eligible Title I, Part A schools have schoolwide programs.

b. TITLE I, PART A, NEW SCHOOLWIDE SCHOOL PROGRAMS FOR 2014-2015

Plans for any new programs must be submitted in advance of the application. Contact your Title I specialist in the Office of Program Administration and Accountability for due date and additional information.

Name of School(s) Implementing New Schoolwide Programs for 2014–2015:

Lynchburg City Schools is not adding any new schoolwide programs for 2014-2015.

TARGETED ASSISTANCE PROGRAMS

Provide the number of full-time equivalent (FTE) staff funded through Title I, Part A, participating in targeted assistance programs job category. For administrators and supervisors who serve both targeted assistance and schoolwide programs, report the FTE attributable to the targeted assistance duties only. See guidelines for full description of staff categories. **Staffing information in this section must be identical to the information listed on the 35% and Above or Below 35% Low-Income tab (whichever is applicable), in the TITLE I, PART A, ALLOCATION TO ELIGIBLE SCHOOLS section in Columns 7-10 for Targeted Assistance Program.**

Staff Category	Staff FTE	Percentage Qualified	Staff FTE funded w/ 2014-2015 Year Funds	Staff FTE funded w/ Prior Year Funds
Teachers				
Paraprofessionals				
Other Paraprofessionals (paraprofessionals that do not provide instructional support such as parental involvement, computer assistance)				
Clerical support staff				
Administrators (nonclerical)				

SCHOOLWIDE PROGRAMS

Provide the number of FTE paraprofessionals who served in schoolwide program schools and the percentage of these paraprofessionals who were qualified in accordance with Section 1119 (c) and (d) of ESEA. **This number includes ALL paraprofessionals, not only Title I funded paraprofessionals.**

	Paraprofessionals FTE	Percentage Qualified
Paraprofessionals	108.00	100.00

d. Indistar® Requirements

The LEA understands that the use of Indistar®, as an improvement planning tool, will be required by all schools not Fully Accredited, designated as priority or focus schools, and any school including Title I identified schools not meeting required proficiency targets, graduation rates, or participation rates.

e. Public School Choice (PSC)

Please note that, although school divisions will no longer be obligated by federal law to provide transportation for public school choice, a student who is already taking advantage of public school choice must be permitted to remain at his or her school of choice until he or she has completed the highest grade in that school because ESEA flexibility does not waive ESEA section 1116(b)(13).

Identify funds that may be used to fund transportation for those students who previously opted for PSC by placing an "X".

- Will utilize Title I, Part A funds
- Will utilize local funds
- Will utilize other funds
- LEA is not required to offer PSC

f. TITLE I, PART A, MAINTENANCE OF EFFORT

Average Per Pupil Expenditure from Non-Federal Funds:

(A)For FY Ending June 30, 2012 \$8,859.00 (B)For FY Ending June, 30, 2013 \$9,342.00

g. TITLE I, PART A, ELIGIBLE ATTENDANCE AREAS

SOURCES OF DATA FOR DETERMINING UNDUPLICATED NUMBER OF CHILDREN, AGES 5-17,

05 - 07	
05 - 08	
06 - 06	
06 - 07	
06 - 08	60.5%
06 - 12	
07 - 08	
07 - 09	
07 - 11	
07 - 12	
08 - 08	
08 - 09	
08 - 12	
09 - 10	
09 - 11	
09 - 12	51.7%
10 - 12	
11 - 12	

**h. ALLOWABLE AND REQUIRED SET-ASIDES FOR DIVISIONS OPERATING
TITLE I, PART A, BASIC PROGRAMS**

DIVISION LEVEL: IMPROVEMENT ACTIVITIES (Optional for Divisions with Priority, Focus, or Other Title I Schools in Improvement)	A	B
Up to 20 percent may be set aside for divisions that have Priority, Focus, or other Title I Schools in Improvement. This figure represents the maximum amount that may be set aside out of Title I, Part A, funds.		
Twenty percent of the total allocation representing the maximum allowable set-aside for Priority, Focus, or other Title I Schools in Improvement		611,417.11
Indicate amount of set aside for each category, if applicable:		
Set-Aside for Priority Schools	0.00	
Set-Aside for Focus Schools	41,000.00	
Set-Aside for Other Title I Schools in Improvement	0.00	
Total Amount Set-Aside for Priority, Focus, or Schools in Improvement from Title I, Part A, funds		41,000.00
DIVISION LEVEL: PROGRAM ADMINISTRATION		
(1000) Personal Services - Nonsalary Differential		270,540.77
(1000) Personal Services - Salary Differential		360,842.11
(2000) Employee Benefits (Fixed Charges)		261,804.01
(3000) Purchased/Contracted Services		
(4000) Internal Services		0.00
(5000) Other Charges		4,956.29
(5000) Other Charges: Public School Choice Transportation, if applicable		0.00
(6000) Materials and Supplies		500.00
(8000) Capital Outlay		0.00
Initiatives		
Teacher Quality (5 percent - Title I, Part A, Section 1119)		0.00
Title I Preschool Program		0.00
Private School Services (as necessary; not applicable for bypass divisions)		0.00
Parental Involvement (Required if allocation is \$500,000 or more)		
Amount of school division allocation ESEA funds (from Page 2):	3,057,085.54	
1 percent of allocation (This amount is calculated if school division receives \$500,000 or more from Title I, Part A.)	30,570.86	30,570.86
95 percent of 1 percent must be used at the school level	29,042.32	
5 percent of 1 percent is set aside by the school division for parental involvement initiatives	1,528.54	
Parental Involvement funded by LEA Funds	0.00	
Homeless (as necessary)		54,361.43
Neglected/Delinquent (as necessary)		0.00

School Division Set-Asides TOTAL (Feeds Box A on Allocation to Eligible Schools Page)

1,024,575.47

TITLE I, PART A, ALLOCATION TO ELIGIBLE SCHOOLS

**Low-Income Factor
35 percent and Above**

<p>A.</p> <p>Division's Title I Allocation : <u>#####</u></p> <p>Minus Set-Asides (if applicable): <u>#####</u></p> <p>Amount for Distribution to Schools: <u>#####</u> (Feeds Box 12)</p> <p>Divisionwide Average From Low-Income Families <u>60.9%</u></p>	<p>B.</p> <p style="text-align: center;">*PER PUPIL EXPENDITURE CALCULATION</p> <p>Step 1:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">2,032,510.07</td> <td style="text-align: center;">÷</td> <td style="text-align: right;">2,631.0</td> <td style="text-align: center;">=</td> <td style="text-align: right;">772.52</td> </tr> </table> <p>Amount for Distribution to Schools Low-Income Pupils in Served Schools</p>	2,032,510.07	÷	2,631.0	=	772.52
2,032,510.07	÷	2,631.0	=	772.52		

C. (1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
List of schools from highest poverty to lowest	Is School Served? Yes or No	Grade Span of School	Targeted Assistance School? Yes or No	Schoolwide Program School? Yes or No	Priority School? Yes or No	Focus School? Yes or No	Number of Title I, Part A FTE Teachers funded with 2014-2015 funds	Number of Title I, Part A FTE Teachers funded with Prior Year funds	professionals funded with 2014-2015 funds	Number of Title I, Part A FTE Para-professionals funded with Prior Year funds	Number of Low-Income Pupils Served	Percent Low-Income	Minimum School Allocation	Distribution Balance: 2032510.07 from Box A	School Reallocation Amount (Do Not Use if you have schools in School Improvement)	School Allocation Total (Cols. 15 and 16)	Adjusted PPE
TOTALS FOR DIVISION							25.9	0.0	27.5	0.0	#####		2,032,510.07	2,032,510.07	0.00	2,032,510.07	
Balance to Reallocate													0.00				
William M. Bass Elementary	Yes	PK - 05	No	Yes	No	No	3	0	3.0	0.0	257	92.8%	198,538.61	1,833,971.46	35,155.17	233,693.78	909.31
Dearington Elementary/Innovation	Yes	PK - 05	No	Yes	No	No	2	0	3.0	0.0	177	85.9%	136,736.71	1,697,234.75	23,272.61	160,009.32	904.01
Perrymont Elementary	Yes	PK - 05	No	Yes	No	No	3	0	3.0	0.0	330	77.5%	254,932.85	1,442,301.90	-5,497.93	249,434.92	755.86
T.C. Miller Elementary for Innovat	Yes	KG - 05	No	Yes	No	No	1.5	0	2.5	0.0	203	76.6%	156,822.33	1,285,479.57	-3,383.31	153,439.02	755.86
Linkhome Elementary	Yes	PK - 05	No	Yes	No	No	3.8	0	3.0	0.0	363	73.0%	280,426.13	1,005,053.44	-6,227.04	274,199.09	755.37
Robert S. Payne Elementary	Yes	PK - 05	No	Yes	No	Yes	3.6	0	3.0	0.0	357	72.1%	275,790.99	729,262.45	-6,189.51	269,601.48	755.19
Heritage Elementary	Yes	PK - 05	No	Yes	No	Yes	3	0	3.5	0.0	303	72.0%	234,074.71	495,187.74	-5,252.62	228,822.09	755.19
Sheffield Elementary	Yes	PK - 05	No	Yes	No	No	3	0	3.0	0.0	304	68.0%	234,847.23	260,340.51	-11,995.48	222,851.75	733.06
Sandusky Elementary	Yes	PK - 05	No	Yes	No	No	2	0	2.0	0.0	210	56.9%	162,229.99	98,110.52	-11,519.29	150,710.70	717.67
Paul Munro Elementary	Yes	PK - 05	No	Yes	No	Yes	1	0	1.5	0.0	127	46.0%	98,110.52	0.00	-8,362.60	89,747.92	706.68

i. Narrative: Priority and Focus Schools, and Other Title I Schools in Improvement

This section should be completed only if the division has priority or focus schools or other Title I schools in improvement identified by the Virginia Department of Education and will be using a portion or all of the allowable Title I set-aside (up to 20 percent), as identified on the "35% and Above Low-Income" or "Below 35% Low-Income" tab on line 13, to help fund required interventions in these schools. School divisions may use funds from multiple sources to fund the required interventions.

Required interventions for priority schools may be funded with: 1) School Improvement 1003(g) or 1003(a) grants as awarded by the Office of School Improvement; 2) Title I, Part A, funds reserved at the division level; or 3) other local, state, or federal funds.

Priority Schools

For divisions that have schools identified as **priority** schools, Title I, Part A, funds may be **needed to support required interventions. Describe how the designated amount of Title I, Part A, funds set aside will be used to meet these requirements. (See pages 13-14 in the Guidance, Instructions, and Assurances document for the requirements).**

Lynchburg City Schools did not have any Priority Schools for 2013-2014. We do not anticipate having any Priority Schools for 2014-2015, but we will submit an amendment this fall if we have a school/s identified as a priority school.

For divisions that have schools identified as focus schools, Title I, Part A, funds may be needed to support interventions as determined by the Office of School Improvement. Describe how the designated amount of Title I, Part A, funds set aside will be used to implement the intervention strategies and supports to improve the achievement of proficiency gap groups and other subgroups not meeting federal AMOs. (See pages 14 in the Guidance, Instructions, and Assurances document for the requirements.)

Lynchburg City Schools (LCS) had three focus schools for 2013-2014: Heritage Elementary School, Robert S. Payne Elementary School, and Paul Munro Elementary School. It is anticipated that these three schools will remain as focus schools for 2014-2015. We do not anticipate having any additional schools move into focus school status, but we complete an amendment this fall if any additional school/s are identified as focus schools. LCS has set aside \$40,000 in Title I, Part A school improvement funds in order to maintain the required contract with University Instructors. We have also set-aside \$1,000 in travel to support required school improvement travel. These set-aside funds will complement the Title I allocations awarded to these three schools. LCS will continue to work closely with the Office of School Improvement to implement interventions designed to improve the academic achievement of subgroups of students not meeting one or more AMO(s). The Director of School Improvement will take the lead in ensuring compliance with any school improvement sanctions. In 2012-2013 LCS made the decision to require all schools to complete a comprehensive school improvement plan using the Center for Innovation and Improvement (CII) Indistar plans. These plans focus proper identification of students in need of interventions, the provision of targeted intervention strategies, and monitoring the progress and effectiveness of formative assessments, increased principal participation in instructional practices and observations, and increased professional development to support best instructional practices.

2014-2015 Focus School Budget:

\$40,000 to continue contract with University Instructors (3000)

\$ 1,000 to support required school improvement travel and professional development

We may complete a budget amendment this fall if any additional schools move into focus school status. In addition to division-level funds, Title I focus schools may also utilize their school allocations to support the school improvement efforts outlined in their Title I schoolwide plans for CII Indistar plans.

For divisions that have schools identified as Title I schools requiring improvement plans (not including priority or focus), Title I, Part A, funds may be needed to support interventions as determined by the Office of School Improvement and the division's and school's improvement planning process. Describe how the designated amount of Title I, Part A, funds set aside will be used to implement the intervention strategies and supports to improve the achievement of proficiency gap groups and other subgroups not meeting federal AMOs.

LCS has not set-aside any additional funds for Title I schools required to complete school improvement plans. In 2012-2013 LCS made the decision to require all schools to complete a comprehensive school improvement plan using the Center for Innovation and Improvement' (CII) Indistar tool. These plans focus on the proper identification of students in need of interventions, the provision of targeted intervention strategies, and monitoring the progress and effectiveness of students receiving the targeted interventions. Key components in these plans included the development of formative assessments, increased principal participation in instructional practices and observations, and increased professional development. The Director of School Improvement will take the lead in completing regular analysis of data points to help schools make strategic, data-driven decisions. The Director will also ensure compliance with any school improvement sanctions.

LCS will implement the following strategies to address the needs of all students including individual gap groups identified through ESEA flexibility waiver:

- Development of tiered intervention system;
- Collaboration with an external VDOE contractor (University Instructors);
- Continuing monthly division-level leadership team meetings with representation from Title I, C&I, Special Education, ELL, and principals from the three focus schools;
- Monitoring and modifying the division level improvement plan, as necessary. The plan will be aligned with the needs of each focus school and with the 2012-2014 LCS Comprehensive Plan;
- Continuing quarterly meetings with principals from focus schools; and
- Providing technical assistance to schools on data analysis and development of tiered interventions.

j. SKIPPED SCHOOL PROVISION

If on the Allocation to Eligible Schools a school was "skipped" that was eligible for Title I under the Eligible Attendance area you selected, provide the name(s) of the school in the box below.

Lynchburg City Schools does not have any skipped schools for 2014-2015

The criteria for the skipped school provision can be found in the Guidelines, Instructions, and Assurances document on page 14.

Did the school(s) meet the criteria for skipped schools provision?

Place an "X" in the appropriate yes or no box.

Yes

No

If yes, explain how the provision was met in the section below. If no, explain why the school was skipped in the section below.

N/A

k. TITLE I, PART A, HOMELESS CHILDREN AND YOUTH

All school divisions must complete this page.

Local Homeless Education Liaison: Sheila Ashworth

193 Total number of children and youth identified as homeless in the school division (year-to-date) for 2013-14 based on the definition in Title X, Part C, Section 725. (*Place mouse cursor over comment in cell A9 for definition.)

1. How does the LEA ensure that staff, homeless families, and the community are aware of the educational rights of students experiencing homelessness, including immediate enrollment and transportation to the school of origin?

The Homeless Education Liaison (HEL) ensures schools have brochures and posters outlining the educational rights of homeless children and youth. The HEL presented information to all principals and also visits each school periodically to address any additional questions or concerns they may have regarding the rights of homeless children and youth. She also provides trainings to LCS bus drivers and nurses. Noted posters have been distributed and will be periodically updated for the Daily Bread, Salvation Army, Hands Up Lodge, Network for Women in Crisis, Domestic Violence Center, transitional living programs at Miriam's House and Family Living Center, offices of subsidized housing and some of the local motels/hotels. The HEL also has monthly to bi-monthly contacts with area shelters and families residing in these shelters. The HEL will continue to serve on the regional Homelss Housing Coalition to share information about the local

2. Describe the process used to identify the needs of students experiencing homelessness.

When the HEL receives a referral a Homeless Student Identification Form is completed. This form helps to establish student needs by collecting basic information on a student, such as their name, former address, custody, current living arrangements, school of origin, special education needs, etc. Further dicussion notes whether a child needs transportation, school supplies, uniforms, counseling services, medical care, etc. Referrals and assessment information may come from one or more of the following: guidance counselors, teachers, principals, parents, students, concerned citizens, and community-based program staff. Once a child has been noted as homeless, the HEL ensures that the child receives free lunch, school supplies, uniforms, and transporation, as needed. Referrals for additional community services may also be made.

3. Describe how Title I, Part A plans to coordinate services with the homeless education program to meet the identified needs of students experiencing homelessness. Include a description of the services that will be provided with funds reserved under Title I, Part A, Section 1113(c)(3)(A).**

LCS receives funds under the McKinley-Vento Homeless Assistance Improvement Act of 2011 in the amount of \$26,000/year. LCS also utilizes Title I set-aside funds in the amount of \$55,449.66 for .90 FTE salary and benefits for the Homeless Education Liaison (HEL). The school division serves homeless students through this position. The HEL monitors and coordinates educaitonal services for homeless children and youth. The HEL ensures timely enrollment, m akes transporation arrangements to the school of origin, identifies homeless students, tracks SOL data, and makes referrals for student/s and families to appropriate community resources. The HEL works directly with the four area shelters and other transitional living programs, as needed to ensure the educational needs are met.

** LEAs that have identified no homeless children and youth are not required to set aside Title I, Part A, funds if the following McKinney-Vento Homeless Education Assistance Improvement Act of 2001 (Title X, Part C) requirements for outreach and identification have been met:

- a. A homeless education liaison has been appointed by the LEA;
- b. Public notice of the educational rights of homeless children and youth is disseminated where such children and youth receive services under the McKinney-Vento Act, such as schools, family shelters, and soup kitchens;
- c. The liaison collaborates with local service providers such as social services, shelter staff, and other community support services to ensure identification of homeless children and youth; and
- d. The LEA has established a process to identify homeless students in its local student data record system.

Guidance related to the LEA homeless liaison, the definition of homelessness for educational purposes, suggestions for identifying these children and youth, and suggestions for potential services that can be provided through Title I, Part A, funding can be found on the Project HOPE-VA Web site: www.wm.edu/hope or by contacting Project HOPE-VA, Virginia's Education for Homeless Children and Youth Program: phone: 757-221-4002 or e-mail: homlss@wm.edu.

I. TITLE I, PART A, PRESCHOOL PROGRAM (if applicable)

Superintendent's Region: _____

School Year: _____

Number of Participating Students:			
Number of Eligible Students on Waiting List:			
Number of Participating Schools or Centers:			
Number of Teachers:			
Number of Paraprofessionals:			
Average Number of Pupils Per Class/Average Class Size:			
Number of Classrooms:			
Total Preschool Budget (Personnel and Program):			
School Year Title I, Part A, Preschool First Established	FY		
Length of the Program Day (type X to left of selection):	<input type="checkbox"/>	Half Day	<input type="checkbox"/> Full Day
Curriculum:	Primary Curriculum		
	Secondary Curriculum (if applicable)		
Test/Evaluation Design:	Primary Test		
	Secondary Test (if applicable)		
Other Preschool Programs with which Title I is collaborating:	<input type="checkbox"/>	Virginia Preschool Initiative	<input type="checkbox"/> Head Start
	<input type="checkbox"/>	Early Childhood Special Education	
	<input type="checkbox"/>	Others (specify)	
Students Must Be:	<input type="text"/>	by	<input type="text"/>
		Age	Date

3. Title I, Part D, Subpart 2 - Neglected, Delinquent, or At-Risk

a. PROGRAM INFORMATION

Section 1

Please place an "X" beside the manner in which services are delivered.

x	Division provides services directly to the students.
	Division contracts with residential facility to provide services.
	Other

In order to receive funding to operate the Title I, Part D, Subpart 2, Section 1423 program, please provide information for each of the following requirements that are specified in the federal legislation. If a particular item does not apply, please indicate this with "N/A." The goals and objectives reflected in the application should relate to your program.

1. Program Description – Describe the program to be assisted.

Title I, Part D Subpart 2 funds will assist in the continuation of the truancy program (K-12) and transitional services. The truancy team continues to implement and enforce a truancy prevention/intervention program in conjunction with the base schools, courts, police department, and probation officers. Title I, Part D funds facilitate part-time clerical support to assist truancy staff with City Attorney Letters to parents, D-Trak, and data collection. The Day Treatment program provided by Horizon Behavioral Healthcare, Anderson Counseling Services, Strategic Therapy Associates, and Dominion Day Services, provides alternatives for both in and out of the school setting for elementary, middle, and high school students who have received a long-term suspension, are at-risk of receiving a long-term suspension, or who need additional supports for behavioral concerns.

2. Formal Agreements – Describe the formal agreements regarding the program to be assisted between:

a) the school division, and b) the correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system.

N/A.

Starting in summer 2014, there will be quarterly meetings scheduled between Division Case Manager and the Director/Principal of the Lynchburg Detention Center.

3. Coordination between Schools and Facilities – As appropriate, describe how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

Lynchburg City Schools (LCS) will comply with requests from the Lynchburg Juvenile Detention Center, statewide residential or correctional facilities for students' academic and/or IEP records to ensure that the student is participating in an appropriate educational program. The facility may call and talk with principals, guidance staff, and teachers to assist the facility in making the correct grade and academic placements within their facilities.

4. Students Returning from Correctional Facilities – Describe the program operated by participating schools for children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide these children and youth and other at-risk children and youth.

The transitional program includes the Division Case Manager consulting with the individual students and parents during the LCS Placement Meeting/s. This meeting determines the best educational setting within LCS for students returning from residential/correctional facilities. The Transitional Specialist/Guidance Counselor will meet with students in an individual and/or group setting to discuss and explore services available to them. The Transitional Specialist may use the "Get Real About Violencee," "LifeSkills Training," and other video/computer curriculum as deemed appropriate based on students' particular needs and issues. The Transitional Specialist will make referrals to community agencies for additional services, as needed, and work closely with community agencies and probation officers to support the students as they adjust to school and community life.

5. Student Characteristics – Describe the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

All of the LCS programs supported with Title I, Part D funds or otherwise, work with students who may have learning disabilities, substance abuse problems, gang involvement issues, pregnant or parenting situation, limited English proficiency, one year or more behind the expected grade level, and/or at-risk due to other individual or environmental factors. The majority of students currently in the alternative program are identified as having one or more of the targeted characteristics.

6. Coordination with Social, Health, and Other Services – As appropriate, describe how the schools and facility will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted re-entry and outreach programs, referrals to community resources and scheduling flexibility.

Program staff are equipped with a Student Resource Manual, maintained by the Division Case Manager, to make referrals, as needed.

7. Business Partnerships – As appropriate, describe any partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring services for participating students.

Several of the LCS' Alternative education programs, as well as base schools, have partnerships with local businesses and agencies. This allows students to engage in meaningful relationships that may foster skills, awareness about a particular occupation, or help encourage students to pursue a career or interest. Specifically, the Fort Hill Community School (FHCS-, which includes the former Pride Center), which many students attend, partners with the following businesses/agencies to provide career education and/or mentoring: Boys and Girls Club, Lynchburg College, Jubilee Family Development Center, and Lynchburg City Public Works.

8. Parent Involvement – As appropriate, describe how the program will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

The Transition Specialist, Division Case Manager, truancy staff, and day treatment staff will communicate with parents and guardians using a variety of methods including: phone, fax, e-mail, home visits, and/or meetings to assist in prevention, assessment, and referrals for services. Parents are always given a truancy staff business card with their staff member's name, phone number, and address to facilitate open communication. The Transitional Specialist will also communicate with parents, as needed, using all of the methods identified above.

9. Coordination with Federal, State, and Local Programs – Describe how this program will be coordinated with other federal, state, and local programs, such as programs under Workforce Investment Act of 1998 (Title I, of PL 105-220), and career and technical education programs serving at-risk children and youth.

A student may be referred to the Department of Rehabilitation Services or other such agencies, as needed. A transition student, upon completion of an alternative education placement or an at-risk transitional setting may enroll in one of the several vocational technology programs provided by LCS.

10. Coordination with Juvenile Justice Programs – Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

Students residing in local residential facilities attend school in the LCS traditional or alternative education classrooms.

11. Work with Probation Officers – As appropriate, describe how the facility will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

The Transitional Specialist and truancy staff will communicate with probation officers by phone, fax, e-mail, and meetings to assist in prevention, assessment, and referrals for services. The Trauncy staff coordinates with the Court Service Unit, Juvenile and Domestic Relations Court, Community Court, and miscellaneous court officials for students attending court on truancy and other related charges. Truancy and other program staff coordinate with the aforementioned to attend court and assist, as needed.

12. Individualized Education Program – Describe the efforts of participating schools to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

LCS will comply with requests from the Lynchburg Juvenile Detention Center, state-wide residential or correctional facilities for students' academic needs and/or IEP records to ensure that the student is participating in an appropriate educational program. LCS can/will attend IEP meetings at facilities, as requested.

13. Alternative Placements – As appropriate, describe the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a regular public school program.

The Division Case Manager will consult with the individual students and/or parents during placement meetings and other times to determine the best educational setting in LCS for students returning from residential/correctional facilities who may or may not be able to return to the traditional classrooms. In addition, the placement meetings address educational placements of students who have received a long-term suspension, a community involved reportable offense, and/or students that are having extreme difficulty maintaining in the traditional classroom. All students, after completing the program at the alternative site are encouraged to transition back to the home school with individual support to the students with a weekly/monthly "check-in" to see if there are concerns on the part of the student or school.

Program Narrative for LEA Agreements with Correctional Facilities

(Complete this section for each correctional facility entering into an agreement with a school division.)

Please list the section as “not applicable” or complete the information below.

NOT APPLICABLE

Facility Name:	Contact Person:
Address:	City/Zip Code:
Address:	E-mail:

Indicate type of facility: Residential County Correctional Facility
 Identify students served: Neglected Delinquent

Each correctional facility entering into an agreement with the school division to provide services to children and youth under Title I, Part D, Subpart 2, Section 1425, must meet specific requirements. If such agreements have been made, type the response to each area listed below:

<p>1. Individualized Education Program – Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an Individualized Education Program under Part B of the Individuals with Disabilities Act.</p>
<p>2. Notification of Special Education Need – If the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need.</p>
<p>3. Transition Assistance – Where feasible, provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling.</p>

4. Dropout Re-entry, School Completion, Employment – Provide support programs that encourage children and youth who have dropped out of school to re-enter school once their term at the correctional facility has been completed, or gain employment or seek a secondary school diploma or its recognized equivalent.

5. Qualified Staff – Work to ensure that the correctional facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

6. High Academic Achievement Standards – Ensure that educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

7. Technology for Coordination – To the extent possible, use technology to assist in coordinating educational programs between the correctional facility and the community school.

8. Parental Involvement – Where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities.

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9. Coordination of Federal, State, and Local Funds – Coordinate funds received under this subpart with other local, state, and federal funds available to provide services to participating children and youth, such as funds made available under Workforce Investment Act of 1998 (Title I, of PL 105-220), and career and technical education funds.

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10. Coordination with Juvenile Justice Programs – Coordinate programs operated under this subpart with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

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11. Business Partnerships – If appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth.

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Section 2 (b)
Program Narrative for LEA Agreements with Correctional Facilities
(Complete this section for each correctional facility entering into an agreement with a school division.)

Please list the section as "not applicable" or complete the information below.

NOT APPLICABLE

Facility Name:	Contact Person:
Address:	City/Zip Code:
Phone (ext)	E-mail:

Indicate type of facility:

Residential

County Correctional Facility

Identify students served:

Neglected

Delinquent

Each correctional facility entering into an agreement with the school division to provide services to children and youth under Title I, Part D, Subpart 2, Section 1425, must meet specific requirements. If such agreements have been made, type the response to each area listed below:

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

2. Notification of Special Education Need – If the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need.

3. Transition Assistance – Where feasible, provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling.

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4. Dropout Re-entry, School Completion, Employment – Provide support programs that encourage children and youth who have dropped out of school to re-enter school once their term at the correctional facility has been completed, or gain employment or seek a secondary school diploma or its recognized equivalent.

--

5. Qualified Staff – Work to ensure that the correctional facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

--

6. High Academic Achievement Standards – Ensure that educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

--

7. Technology for Coordination – To the extent possible, use technology to assist in coordinating educational programs between the correctional facility and the community school.

--

8. Parental Involvement – Where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities.

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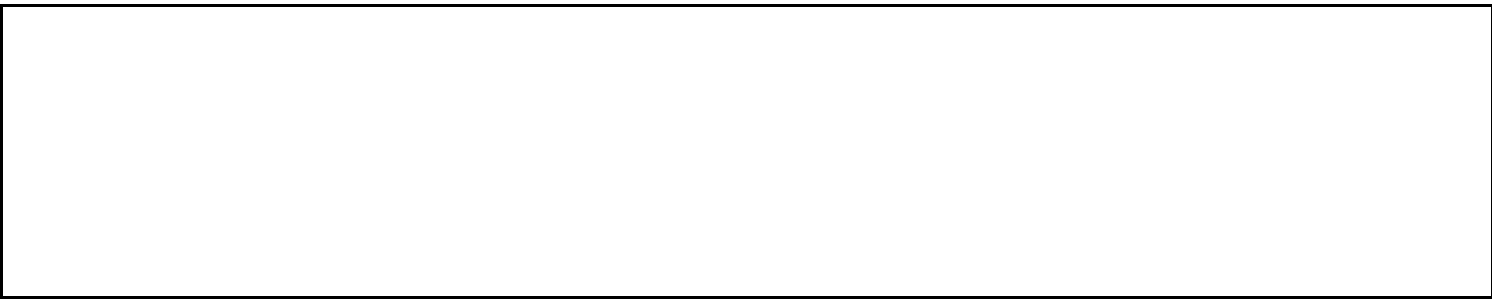
9. Coordination of Federal, State, and Local Funds – Coordinate funds received under this subpart with other local, state, and federal funds available to provide services to participating children and youth, such as funds made available under Workforce Investment Act of 1998 (Title I, of PL 105-220), and career and technical education funds.

--

10. Coordination with Juvenile Justice Programs – Coordinate programs operated under this subpart with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

--

<p>11. Business Partnerships – If appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth.</p>



4. Title II, Part A, Teacher Quality**a. HIGHLY QUALIFIED TEACHERS****Part 1****Progress Toward Meeting the Goal of 100 Percent Highly Qualified Teachers and Paraprofessionals**

As required by the ESEA, 100 percent of teachers teaching federal core academic subjects in all schools, and including special education teachers, were required by the end of the 2005-2006 school year to be designated highly qualified. Additionally, 100 percent of paraprofessionals working in an instructional capacity in Title I schools were required to be highly qualified as of June 30, 2006. To ensure that the division has attained or made progress toward these goals, please provide the following information on teacher and paraprofessional quality. These data may be obtained from the most recent verified Instructional Personnel and Licensure Report (IPAL), which provides division results on the highly qualified status of instructional personnel. These data should also be used to determine needed activities to meet the highly qualified goals.

See Instructional Personnel and Licensure Report (IPAL), as outlined in Superintendent's Memorandum Number #275-13, October 11, 2013.

Note: All teachers hired for Class Size Reduction must be highly qualified at the time of hire.

Teachers (all schools and all federal core content subjects)

Number of classes taught by Highly Qualified Teachers in core subjects	<u>2,117</u>
Number of classes taught by non-Highly Qualified Teachers in core subjects	<u>22</u>
Total classes within Core Academic Subjects	<u>2,139</u>
Percent of classes taught by Highly Qualified Teachers in core subjects	<u>98.97%</u>

Paraprofessionals (Title I schools only)

For **targeted assistance** schools, only count instructional paraprofessionals working in the Title I classrooms.

For **schoolwide** schools, count all instructional paraprofessionals in the entire school.

Total Highly Qualified Instructional Paraprofessionals	<u>108</u>
Total Instructional Paraprofessionals who are Not Highly Qualified	<u>0</u>
Total Instructional Paraprofessionals	<u>108</u>
Percent of Highly Qualified Paraprofessionals	<u>100.00%</u>

Part 2**EQUITABLE DISTRIBUTION OF HIGHLY QUALIFIED AND EXPERIENCED TEACHERS**

Describe how the division assures that students in high poverty and/or high minority schools are not taught by inexperienced, unqualified, or out-of-field teachers at a higher rate than students in other schools. To do this, examine highly qualified teacher (HQT) data and teachers' experience levels at the highest poverty and/or highest minority schools at each grade span and indicate whether these percentages are similar in other schools with lower poverty or minority percentages. Outline strategies used to ensure an equitable distribution.

LCS has implemented several strategies to help ensure the needs of all students are met. Schoolwide plans for Title I schools and Indistar school improvement plans for all schools are reviewed annually by central office personnel to ensure equitable distribution of staffing at higher poverty and/or higher minority schools. Title I Principals are encouraged to use the Schoolwide Review Rating Rubric self-assessment tool to review staff qualifications and needs. In the spring of 2014, the Coordinator of Grants shared an updated report on staff experience levels by school with the Superintendent and Directors to help ensure the equitable distribution of HQT and experienced staff for higher poverty and higher minority schools. This report compared the teacher experience levels of all schools. The discussion included a comparison of the experience level of teachers at the lowest poverty school (34.88% at Bedford Hills Elementary) to the experience level of teachers at the highest poverty school (92.80% at William M. Bass Elementary). The team also compared teacher experiences levels at higher minority schools (i.e. William M. Bass Elementary and Dearington Elementary) against lower minority schools (i.e. Bedford Hills and Paul Munro Elementary) based on the IPAL, Years of Service Report, and Student Data Record Collection. Additional strategies to assure equitable distribution of staffing include discussion at annual staffing meetings and participation in recruitment events to recruit highly qualified staff for all open positions. The division will continue to utilize Title IA and Title IIA funds to provide Class Size Reduction teachers at the highest minority/poverty school (Bass), at focus schools, and schools accredited with warning. The Coordinator of Equity will take the lead in securing Poverty Simulation training for all staff to promote cultural awareness and cultural competency.

School Division: LYNCHBURG CITY PUBLIC SCHOOLS

Division Number: 115

b. PRIVATE SCHOOL PARTICIPATION

Each year, the school division must contact all eligible private (nonprofit) schools and engage in meaningful consultation on the availability of equitable services funded by Title II, Part A. (ESEA Section 9501(c)(3) and Title IX, Uniform Provisions, Part E, Subpart 1).

1. Are there private nonprofit schools in your school division's attendance area?

Yes (If yes, complete the remainder of this page.) **No (If no, it is not necessary to complete the rest of this page.)**

2. Place an "X" in the appropriate block(s) to indicate how private schools in the division were notified on the availability of equitable services funded by Title II, Part A. (Copies of the notification must be kept on file for monitoring purposes.)

<input type="checkbox"/> Regular Mail	<input checked="" type="checkbox"/> Certified Mail
<input checked="" type="checkbox"/> Telephone Calls	<input checked="" type="checkbox"/> Meetings
<input checked="" type="checkbox"/> Visits to the Private School	<input checked="" type="checkbox"/> Other (Please specify) E-mail to all private schools

3. What is the public school division's projected K-12 enrollment for the 2013-2014 school year?

8,244

4. Determining Set-Asides (These fields will calculate automatically once enrollment figures have been entered.)

a. Proposed Professional Development Budget	\$ 143,246.90
b. Previous Eisenhower 2001-2002 funds allocated for professional development	\$ 78,002.00
c. Amount of funds allocated for professional development from 2001-2002 Class-Size Reduction funds	0.00
d. Larger amount to use for set-aside calculations	\$ 143,246.90

5. Was the school division required to recalculate private school set-asides for the 2007-2008 through 2010-2011 award years?

Yes **No**

6. If the division was required to recalculate private school set-asides for the 2007-2008 through 2010-2011 award years, complete the following:

a. What is the total value of additional services that was determined during recalculations?	\$ 190,683.54
b. What is the value of additional services that have been budgeted/provided to date? (from 2011-2012 carryover, if applicable, and additional services set-aside in the 2012-2013 and 2013-2014 applications)	\$ 100,000.00
c. What is the value of additional services that will be provided from the 2014-2015 award? (from Cell L9 on Consolidated Budget Summary tab)	\$ 50,000.01
d. Balance of additional services that must be provided by 2016-2017	\$ 40,683.53

7. Complete the chart below:

- In Column A, list all eligible private schools in the geographic boundaries of the school division.
- In column B, indicate the participation status of the listed private school(s) for the **2014-2015 award year**, as a result of consultation.
- In Column C, indicate whether additional services will be provided to the school as a result of private school recalculations from 2007-2010.
- In column D, enter the K-12 enrollment of private schools participating in services for the **2014-2015 award year**.
- Column E will automatically calculate the value of services for the **2014-2015 award year**.
- **For divisions that needed to recalculate and provide additional services:** In Column F, enter the mutually agreed upon additional value of services for each school from recalculations, as indicated from the template/consultation agreements completed over the summer.
- The estimated total value of services to be provided for each school will calculate in Column G.
- In Column H, indicate the method of notification for each private school.

8. For the 2014-2015 award year, enter the estimated private school set aside (Cell K144) onto the Summary Budget Tab under the “Budget for 2014-2015” column. The amount should be indicated as “Private School Set-Aside” for the appropriate object codes. On the Budget Detail pages, list the amounts in the appropriate object codes in the “Private School Set-Aside for 2014-2015” lines.

	Value of services for participating private schools - from 2014-2015 allocation only	Value of additional services to be provided from 2014-2015 funds, if applicable	Total Value of Services to be provided from 2014-2015 funds, (current year + retroactive amount)
	\$38,303.56	\$50,000.01	\$88,303.57

A	B	C	D	E	F	G	H
Private Schools	Participation Status for 2014-2015 award year? (Yes/No)	Is school receiving additional services as a result of recalculation from 2007-2010? (Yes/No)	K-12 Enrollment	Estimated Value of Services from 2014-2015 allocation, per school (calculated field)	Additional Value of Services to be provided per school, based on retroactive calculations (if applicable). Enter amount from consultation agreement	Total Value of Services to be provided from 2014-2015 funds, per school (current year + retroactive amount)	Method of Notification (for non-participating schools only)
Bridges Treatment Center	Yes	Yes	46.0	585.56	5,003.44	5,589.00	

5. Title III, Part A, Limited English Proficient

Sections 3116 and 3121 of the ESEA require that subgrantees accepting Title III funds submit a local plan that includes the following components:

- A description of how the use of Title III funds is supplemental to the core programs and services for ELLs required under other local, state, and federal laws;
- A description of the instructional programs and services designed to help ELLs make progress in learning English and attain English proficiency, while meeting the state's academic content standards;
- A description of how the funds will be used to meet the Annual Measurable Achievement Objectives (AMAOs) and how schools will be held accountable for meeting the AMAOs;
- A description of how parental and community participation will be promoted; Parental and community participation outreach programs funded by Title III must be Title III specific;
- A description of high quality professional development to be provided for educators of ELLs. Professional development funded by Title III must be of sufficient intensity and duration to have a positive and lasting impact on teacher performance; and
- A description of how the local plan will be evaluated at least once every two (2) years to determine the effectiveness of the programs and services funded by Title III.

In narrative format:

Describe how the use of Title III funds is supplemental to the core programs and services and core language programs and services provided to ELLs as required under local, state, and federal laws.

We will renew and utilize the ELLevations software to collect and analyze individual student data from WIDA Access tests, SOL test results, and student demographic information. In addition, ELLevations software will be used to facilitate collaboration between ESL teachers and classroom teachers as they generate specific goals for each student by language domain. The renewal of Rosetta Stone English licenses will complement classroom instruction and support initial and continued English language acquisition of ELL students.

Describe the instructional programs and services designed to help ELLs make progress in learning English and attain English proficiency, while meeting the state's academic content standards.

Students are assessed using the ACCESS for ELLs and SOL tests. Results are analyzed by the ESL teacher and the level of ELL services is determined based on this analysis. Level 1 and Level 2 students are pulled out of their classrooms either individually or in small groups for instruction in both social and academic language. Level 3-5 students may be served in either a pull-out model or inclusive model within their general education classrooms. The program model depends on the grade level and individual needs of students. Middle school and high school students receive one class period per day of instruction by an ESL teacher. The ESL teachers will be coaches for their general education curriculum as they integrate the English Language Development Standards into daily classroom instruction.

ESL teachers meet in Professional Learning Community group on a monthly basis to discuss instructional strategies, application of the WIDA ACCESS test information and other issues of instructional need or common interest. The Central Office Administrator assigned to the Title III program attends these PLC sessions, as appropriate.

Describe how the funds will be used to meet the Title III Annual Measurable Achievement Objectives (AMAOs) and how schools will be held accountable for meeting the Title III AMAOs.

Title IIIA LEP funds will be blended with IY funds (if awarded) and used to purchase software and supplemental materials designed to accelerate English language acquisition with a focus on increasing students' English language across the curriculum areas in order to meet both reading and math AMAOs as well as the English progress and proficiency AMAOs. Schools are accountable for ALL students meeting SOL objectives, which includes having ELL students achieve AMAOs. In addition, funds will be used to support professional development for both ESL and general education teachers. ESL teachers are aware of and participate in the development of Title I school-wide plans and school improvement plans for focus schools, where achieving objectives and meeting AMAOs is a primary goal.

Describe how parental and community participation will be promoted. Parental and community participation outreach programs funded by Title III must be Title III specific.

Parents are encouraged to participate in the development and review of their child's annual ELL Service Plan each year. Each school encourages parents of ELL students to participate in teacher/parent conferences and to attend PTA/PTO meetings. Parents are asked to participate in the "Give Me 5" program at all schools, asking every parent of every child to give the following: five minutes or more of daily reading to your child or conversation about school, five hours of volunteer service a year, five days of attendance at school events, five dollars or more to the PTA/PTO and five classes or more beyond high school. GED support is offered to parents through the Lynchburg City School's Adult Learning Center and at select schools with a 21st Century Community Learning Center (21st CCLC) grant funds. Title III funds are used to put on a divisionwide Culture Night each spring during which parents are asked to offer artifacts from their native culture and ELL students put on performances representing their native culture. Community agencies such as the Literacy Council, public library, Centra Health, and the Central Virginia Community College are invited to host a booth at Culture Night in order to familiarize ELL's family members with services available to them in the community and to familiarize participating agencies with our diverse population. Selected schools will offer a program designed specifically for parents of ELLs to explain the ESL program/services.

Describe the high quality professional development to be provided to educators of ELLs. Professional development funded by Title III must be Title III specific and of sufficient intensity and duration to have a positive and lasting impact on the teacher performance.

Title IIIA funds will be used to support the attendance of ESL teachers, including registration, travel, lodging, and incidental meal costs associated with professional development activities. Four ESL teachers will attend the annual WIDA professional development conference to be held in Atlanta, GA in the fall of 2014. This conference will provide participants with innovative and multiple meaningful tools or resources that can be implemented into practice after participants give school based presentations within the school division. These presentations will prepare teachers with strategies to meet the needs of our ELL population within their classrooms. In addition, on-site training from ELLvations for all seven ESL teachers will be provided in order to maximize the use of this software program in planning student specific goals and programs.

Describe how the local plan will be evaluated at least once every two (2) years to determine the effectiveness of the programs and services funded by Title III. Include information about a timeline for the evaluation process and list the stakeholders who will be involved in the process.

Results of the ACCESS for ELLs assessments as well as the Standards of Learning data are reviewed at both the individual school level and the division level annually to determine the effectiveness of the programs and services funded by Title III. Data is reviewed by the Title III Coordinator, building level and division level administrators and ESL teachers. Continuation of the ELLvations software will enhance and extend the data analysis process. Throughout each school year, results of division wide assessments are reviewed in order to monitor, and, if necessary, adjust instruction. Beginning in the 2012-2013 school year, administrators made a decision to require all Lynchburg City Schools to form a school improvement team and to develop (and/or modify) a school improvement plan using the Center for Innovation and Improvements' Indistar model. These plans are reviewed by the division level school improvement team on a quarterly basis and reviewed by the school board annually.

Immigrant and Youth (IY) Funds under Title III

Purpose of Immigrant and Youth (IY) Funds

Under Section 3115(e) of the ESEA, the purpose of the Title III Immigrant and Youth (IY) funds is to improve student achievement by supporting immigrant students as they adjust to the U.S. school system and to implement programs that provide enhanced instructional opportunities for immigrant students. Immigrant students may or may not be designated as English language learners (ELLs). Immigrant and Youth funds must be expended on programs and services for immigrant students.

Immigrant and Youth Allowable Activities

Please place an "X" next to all that apply.

- Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth
- Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth
- Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children or youth, including the payment of costs providing classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services
- Other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
- Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

Describe how the division will use Immigrant and Youth (IY) funds to provide enhanced instructional opportunities **specifically** for immigrant students:

Describe how the division will evaluate the success of the enhanced instructional opportunities targeting immigrant students or their families:

According to Title III, Part A, Section 3114 (b), a state educational agency shall not award an LEP subgrant if the amount of the subgrant is less than \$10,000. However, the law permits school divisions to apply in consortium with one or more other school divisions to reach the \$10,000 threshold. School divisions that meet this criterion and wish to apply for Title III LEP subgrants in a consortium must identify a lead school division. The lead school division will be responsible for completing the application and serving as the fiscal agent. One (1) application should be submitted per consortium. One (1) certification should be submitted by each participating school division **to the lead school division. The Department will consider consortium memberships finalized by July 1. Requests to join or exit a consortium will not be accepted after July 1.**

Lead Consortium School Division

Name of Lead School Division:	School Division Number: 115
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Typed Name of Superintendent:	Date:
Signature of Superintendent:	

Type name of contact for Title III consortium if different than superintendent :

Title III Contact:		
Title:		
Mailing Address:		
City, State, Zip:		
Telephone:	E-mail:	Fax:

LIST OF PARTICIPATING SCHOOL DIVISIONS

The following school divisions have applied to participate in this consortium. A Title III participating consortium member certification form is attached for each of the school division members included on this list. The LEP subgrant award corresponds to the 2012-2013 LEP subgrant allocation.

Please check to assure that signed copies of participating consortium member certification pages for all member divisions are on file with the lead school division.

Name of School Division	Division	LEP Subgrant Award	Immigrant and Youth Subgrant
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
Total	0	0.00	0.00

b. Title III Program Details

Types of Language Program

Indicate the number of language program(s) used by your school division or consortium members. **Do not use X's instead of actual numbers.** If you are the consortium fiscal agent, this information should include all school divisions within the consortium. Some school divisions may have multiple programs. If multiple programs are used, please report each program. For program definitions, please go to the following link:

http://www.ncela.gwu.edu/files/rcd/BE021775/Glossary_of_Terms.pdf

Dual Language	
Two-way immersion	
Transitional bilingual	
Developmental bilingual	
Heritage language	
Sheltered English instruction	
Structured English immersion	
Specially designed academic instruction delivered in English (SDAIE)	
Content-based ESL	x
Pull-out ESL	x
Other (Explain) Individual work stations usign Rosetta Stone software on laptop computers for ELL students	x

Professional Development Activities

Indicate the number of professional development activities your school division or consortium members plan to conduct with Title III funds and/or Immigrant and Youth funds. If you are the consortium fiscal agent, this information should include all school divisions within the consortium.

Instructional strategies for ELLs	x
Understanding and implementation of assessment of ELLs	
Understanding and implementation ELD standards and academic content standards for ELLs	x
Alignment of the curriculum in language instruction educational programs to ELD standards	
Subject matter knowledge for teachers	

Participant Information

Indicate the estimated number of teachers, administrators, and other personnel who will participate in each type of professional development activity by putting the total number of participants in the corresponding box. If you are the consortium fiscal agent, this information should include all school divisions within the consortium.

Professional development provided to content classroom teachers	300
Professional development provided to LEP classroom teachers	4
Professional development provided to principals	
Professional development provided to other school personnel/nonadministrative	
Professional development provided to community-based organizational personnel	

Activities for Immigrant and Youth

Complete this section only if you are applying for Immigrant and Youth funds. Please indicate which activities will be conducted with Immigrant and Youth funds by placing an "X" in the corresponding box. An "X" may appear in more than one box.

Family Literacy, parent outreach, and training	
Support for personnel, including teacher aids, to provide services for immigrant children and youth	
Provision of tutorials, mentoring, and academic career counseling	
Identification and acquisition of curricular materials, software, and technologies	
Basic instructional services	
Other instructional services, such as programs of instruction to the educational system and civics education	
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive community services	
Other activities for the education of immigrant children and youth (please describe below)	

6. TITLE VI, PART B, SUBPART 2, RURAL AND LOW-INCOME SCHOOLS**a. Title VI, Part B, Subpart 2, Use of Funds**

These funds may be used for one or more of the seven categories listed below. Please indicate the areas by placing an "X" in the corresponding box. These categories must align with the measurable objectives indicated in the application and must support the goals of the *Elementary and Secondary Education Act of 1965* (ESEA) listed on page 5.

Please check all categories that apply.

- | | |
|--|--|
| | 1. Recruitment and retention of teachers, including the use of signing bonuses and other financial incentives. |
| | 2. Professional development for teachers, including programs that train teachers to utilize technology to improve teaching and to train teachers of students with special needs. |
| | 3. Parental involvement activities. |
| | 4. Activities authorized under Title I, Part A, Improving Basic Programs Operated by Local Educational Agencies. |
| | 5. Activities authorized under Title II, Part A, Teacher and Principal Training and Recruiting Funds. |
| | 6. Activities authorized under Title III, Part A, Language Instruction for Limited English Proficient and Immigrant and Youth. |
| | 7. Activities authorized under Title I, Part A, Improving Basic Programs Operated by Local Educational Agency to support schools in improvement status. |

b. Enhanced Student Achievement or Division Improvement Activities Being Implemented With Title VI, Part B, Subpart 2, Funds

Describe how funds under this subpart will be used in conjunction with other federal funds in order to enhance student achievement or how they will be used for division improvement and/or school improvement as stated in Section 1116, Title I, Part A.