SIG Form 1–Application Cover Sheet

School Improvement Grant (SIG)
Application for Funding

APPLICATION RECEIPT DEADLINE
June 1, 2010, 4 p.m.

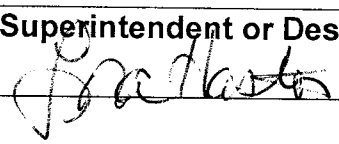
Submit to:
California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814

NOTE: Please print or type all information.

County Name: Tulare		**County/District Code:** 54-71811
Local Educational Agency (LEA) Name Alta Vista Elementary School District		**LEA NCES Number:** District: 0602220 School: 00098
LEA Address 2293 E. Crabtree		
City Porterville	**Zip Code** California	
Name of Primary Grant Coordinator Lora Haston	**Grant Coordinator Title** Superintendent/Principal	
Telephone Number 559.782.5700.2061	**Fax Number** 559.782.5715	**E-mail Address** lhaston@alta-vista.k12.ca.us

CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding.

I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.

Printed Name of Superintendent or Designee Lora Haston	**Telephone Number** 559.782.5700.2061
Superintendent or Designee Signature 	**Date** May 28, 2010

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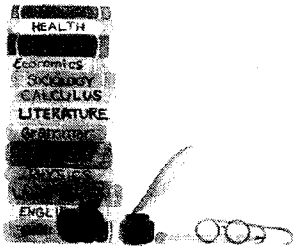

Alta Vista Teachers
2293 East Crabtree Avenue
Porterville, CA 93257
(559) 782-5700
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tfloyd@alta-vista.k12.ca.us
tinafloyd@prodigy.net

May 28, 2010

Superintendent Lora Haston
Alta Vista Elementary School District
2293 East Crabtree Avenue
Porterville, California 93257

Dear Superintendent Haston:

The teachers at Alta Vista School are pleased to support the application for the School Improvement Grant. In assessing the academic needs of children in our community, we are repeatedly aware that to prepare for the demands of the 21st century requires the collaboration of the community, parents, students, teachers, and school administration.

Alta Vista has worked to build a cooperative relationship with a variety of agencies and service providers in an effort to meet the needs of our community, We believe the School Improvement Grant would serve in coordinating and improving our ongoing efforts toward preparing our students for the future.

Sincerely,
Alta Vista Teachers Association
Christina R. Floyd
AVTA President

SIG Form 2–Collaborative Signatures (page 1 of 2)

Collaborative Signatures: The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.

The appropriate administrator and representatives for the District and School Advisory Committees, School Site Council, the district or school English Learner Advisory Council, collective bargaining unit, parent group, and any other appropriate stakeholder group of each school to be funded are to indicate here whether they support this sub-grant application. Only schools meeting eligibility requirements described in this RFA may be funded. (Attach as many sheets as necessary.)

Name and Signature	Title	Organization/ School	Support Yes/No

SIG Form 2, Collaborative Signatures, has been removed due to privacy concerns. Each school's SIG Form 2 is on file with the CDE. See the CDE's Public Access Web page at http://www.cde.ca.gov/re/lr/cl/pa.asp for information about obtaining access to these forms.

SIG Form 2–Collaborative Signatures (page 2 of 2)

School District Approval: The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
54-71811	Alta Vista Elementary School District	Lora Haston	Lora Haston

CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

LEA Name:	Alta District Elementary School District
Authorized Executive:	Lora Haston
Signature of Authorized Executive	Lora Haston

SIG Form 3–Narrative Response

Respond to the elements below. Use 12 point Arial font and one inch margins. When responding to the narrative elements, LEAs should provide a thorough response that addresses **all** components of each element. Refer to *Application Requirements*, B. Narrative Response Requirements on page 18 of this RFA, and the SIG Rubric, Appendix A.

i. Needs Analysis

Response:

In the fall of 2009, the District Leadership Team, consisting of the Superintendent/ Principal, Assistant Principal, and K-8 Academic Coach systematically reviewed the state of the district in light of the -64 API points and the District's status as a Program Improvement 5+ school. This review included the completion of the Academic Program Survey and the District Assistance Survey.

The Superintendent/Principal was newly hired, having begun employment with the District in August of 2009. The Assistant Principal had been a classroom teacher and had been appointed by the Board of Trustees in late Spring, 2009. This information was shared with all staff over time.

The Leadership Team subsequently reviewed student performance on the CST's during school years 2007-2008 and 2008-2009. During this time period, the district was in turmoil, to say the least. The Leadership Team also reviewed student performance on the CST's prior to the aforementioned two years of turbulence and found that student performance had been improving at a rate that exceeded the State's API goal and that student performance on the Math CST approached the required percentage of proficiency. The Leadership Team noted that student performance in Reading Language Arts did not improve at the same rate as mathematics.

This information was shared with parents during Back to School night in the fall of 2009. Certificated and Classified staff meetings offered opportunities to discuss the need for improved student performance and the need to analyze the instructional program. Members of the School Site Council were informed of the rise and fall of the results of the academic program. In addition, District administration spoke informally to members of the greater community of Porterville in response to inquiries about the instructional program at the school.

Reviewing the STAR Data coupled with conversations with veteran employees clearly indicated that student performance had improved under the support provided by Tulare County Office of Education. It was the unanimous conclusion that a return to the partnership with TCOE would begin to "right the academic ship." Subsequently, in November of 2009, district and school administration and certificated staff created an Alternative Governance Council which included TCOE.

When the school was officially identified as being in the bottom 5% of schools in the State of California, based on performance over time on the STAR, administration held a series of meetings with Certificated and Classified staff wherein the implications of this identification were clearly defined and the models of reform were thoroughly discussed. Administration then asked each Certificated and Classified (Instructional Aide) to complete a survey indicating which model of reform he or she was willing to support. Informational presentations were made to the Board of Trustees describing each of the four models of reform and the respective feasibility of each in light of the culture and 100-year history of the Alta Vista Elementary School.

Certificated employees, by an overwhelming majority, stated their willingness to support the Transformational Model, as did Classified instructional support employees. The Board of Trustees also added its support to the implementation of the Transformational model. Employees noted that the return to the partnership with Tulare County Office of Education had actually laid the groundwork for the requirements of the Transformation Model.

The results of the Academic Program Survey are inserted in the table below

Table: Academic Program Survey

EPC Component	Objective	Comments
1. Instructional Program	1.5	No math intervention is in place for students identified as needing intensive intervention in grades four through seven, including ELs and SWDs, who are two or more years below level in mathematics
2. Instructional Time	2.2	The current ELD material is no longer on the State Board of Education adopted programs list. There is a need to adopt a new program. (Recommendation: Insight)
	2.4	There is a need to set criteria for English Learners who score FBB and BB and to differentiate between those who are CELDT level 1, 2 or 3 versus those who are CELDT level 4 or 5. Clear benchmarks need to be established with assessments that explicitly track the progress of Levels 1, 2, 3, with the understanding that these students will most likely continue to be FBB or BB during the

			language acquisition process, but that progress of one CELDT level per year is acceptable as meeting their benchmark. On the other hand, those who are CELDT level 4 or 5 should be targeted for specific, strategic intervention with the goal being that these students move from Basic into Proficient or Advanced on the CST RLA.	
		2.6	There is a need to establish and monitor explicit, strategic intervention support in mathematics for grades kindergarten through eight, including ELs, SWDs, and students with learning difficulties. This process includes the establishment of benchmarks, assessments, and supporting data collection/ analysis system.	
		2.7	Implementation of instructional time for the current SBE-adopted mathematics intervention materials for identified instensive intervention students is **minimal**.	
	3. Lesson Pacing Guide	3.1	The district is in need of the development of an annual instructional/ assessment pacing guide document to be used in each grade level (K-8) for the current SBE-adopted Reading Language Arts / English Language Development and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment. This guide needs to be a dynamic guide that is reviewed and adjusted after each benchmark assessment.	
		3.2	The district is in need of the development of an annual instructional/ assessment pacing guide document to be used in each grade level (K-8) for the current SBE-adopted mathematics program in order for all teachers to follow a common sequence of instruction and	

			assessment. This guide needs to be a dynamic guide that is reviewed and adjusted after each benchmark assessment.	
	4. School Administrator Instructional Leadership Training	4.1	The school Assistant Principal needs to complete the 40-hour RLA/ELD administrative training in the current SBE-adopted RLA/ELD core or intervention program (AB430). The school Assistant Principal needs to complete the 40-hours of structured practicum in the current district-adopted RLA/ELD or intensive reading intervention program. (The Assistant Principal has completed training as a classroom teacher.)	
		4.2	The school Assistant Principal needs to complete the 40-hour RLA/ELD administrative training in the current SBE-mathematics program (AB430). The school Assistant Principal needs to complete the 40-hours of structured practicum in the current district-adopted mathematics program. (The Assistant Principal has completed training as a classroom teacher.)	
	5. Credentialed Teachers and Professional Development Opportunity	5.2	While the district has provided most teachers of RLA/ELD with a 40-hour instructional materials professional development program, the district anticipates a need for additional training when a new curriculum is adopted. This training will be provided in cooperation with Tulare County Office of Education.	
		5.3	While the district has provided some teachers of mathematics with a 40-hour instructional materials professional development program, the district anticipates a need for additional	

		training when a new curriculum is adopted. This training will be provided in cooperation with Tulare County Office of Education.
6. Ongoing Instructional Assistance and Support for Teachers	6.1	In the district's efforts to provide instructional assistance and ongoing support to all teachers of RLA/ELD and intensive intervention, the district currently employs a part time academic coach to serve K-8. There is a need to add a full-time K-3 coach and convert the existing coach to 4-8 in order to maximize the district's ability to address specific needs in the respective grade levels. The district has contracted with TCOE to provide external assistance. In order to build capacity to sustain the support for curriculum and instruction, two coaches consulting with a county-level support provider greatly improves the district's ability to sustain its efforts.
	6.2	In the district's efforts to provide instructional assistance and ongoing support to all teachers of Mathematics and intensive intervention, the district currently employs a part time academic coach to serve K-8. There is a need to add a full-time K-3 coach and convert the existing coach to 4-8 in order to maximize the district's ability to address specific needs in the respective grade levels. The district has contracted with TCOE to provide external assistance. In order to build capacity to sustain the support for curriculum and instruction, two coaches consulting with a county-level support provider greatly improves the district's ability to sustain its efforts.
7. Student Achievement Monitoring	7.2	The district has a need to develop an ongoing assessment and monitoring system that provides timely data from common assessments

System		based on the current SBE-adopted basic core mathematics and intensive intervention programs. Currently, no system exists to inform teachers and administration on student placement, diagnosis, progress, and effectiveness of instruction.
8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	8.1	The district has a need to create a framework for the entire school year whereby the district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for teachers to analyze, discuss, and utilize the results of the school /district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the current SBE-adopted RLA/ELD programs
	8.2	The district has a need to create a framework for the entire school year whereby the district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for teachers to analyze, discuss, and utilize the results of the school /district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the current SBE-adopted mathematics programs
9. Fiscal Support	9.1	The district will continue to allocate and coordinate district and school site general and categorical funds to support implementation of the EPCs in RLA, and ELD, are aligned and prioritized in the SPSA.

Each Wednesday is an early release day for students, thereby allowing for 2 hours and 30 minutes of professional development for teachers. For the 2010-2011 school year, this time will be focused on data analysis, lesson design, and instructional pacing calendars.

There is also a need to provide for additional staff development time. Therefore, the

budget and schedule are developed to include one additional day each month for professional development, which will include but not be limited to, in the integration of technology into the curriculum. This would total nine (9) days of professional development during the school year, which would involve teacher release time of 1/3 of their school day, or 1/2 of their school day, or the whole day, based on the specific professional development activity. The district vision includes the implementation of Promethean ActivClassroom model, which has been proven to yield double digit percentile increases in student achievement when accompanied by initial and ongoing professional development. The district plans to implement this technology over a three-year time period, thereby creating a site-based support group of teachers.

Student data, both CSTs and local district benchmark assessments, will be incorporated into the process of lesson and instructional design, pacing, and ongoing revision. Currently, the district uses EduSoft as its data warehouse.

Both federal and state revenue sources will be aligned through revision of the LEA Plan and Single Plan for Student Achievement to support the reform efforts under the Transformation Model and the School Improvement Grant.

Staff effectiveness will be determined by implementation of the standards-based instructional model, the use of the standards-based pacing guide, the integration of technology into multi-media presentations, student progress toward meeting district benchmarks, student progress toward proficiency on the CSTs, EL student progress toward re-designation, and the participation in professional development to improve instructional performance. The current certificated evaluation instrument incorporates Commission on Teacher Competency elements; however, with the state-level revision of the CTCs, there is a need to revisit the district evaluation instrument to re-align it with the CTCs.

ii. Selection of Intervention Models

Response:

Certificated and Classified staff reviewed the four models of school reform and determined that the Transformational Model would create the optimum scenario for success.

Alta Vista is a single school district with an enrollment of just over 500 students. Certificated staff includes 25 teachers, with Tulare County Office of Education supplying an RSP teacher, a part time Speech Therapist, a part time Nurse. The requirement of the Turnaround Model to release all staff, then rehire no more than 50% would create a dilemma for Alta Vista in that there is not another site available to which 50% of more of the staff could be assigned.

As previously stated, the administration (Superintendent/Principal and Assistant Principal) were hired by the Board of Trustees for the purpose of restoring the instructional program to one of positive achievement. This administrative team has established a climate of trust

and inclusion with the result that all staff have show an enthusiasm and willingness to do the work at hand and to modify the instructional program so that student performance needs will be more fully addressed.

Transformational Model of School Reform

i. Single School District

ii. Administration is newly hired and has established a climate of trust with the result that all staff have initiated actions to restore successful instructional strategies and to begin the work of updating benchmark assessments for the purpose of further refining instruction

iii. There is no evidence (CST or Benchmarks) that the greatest need is to replace teachers

iv. What happened in 2007-2009

New leadership (superintendent and principal) was hired and brought in a new philosophy. With little capacity-building or collaboration, administration initiated radical changes to instruction and teacher grade level assignments. Teachers were assigned to unfamiliar grade levels and received little, if any, professional development or administrative support in instructional strategies. Likewise professional development in unfamiliar grade level curriculum was not forthcoming. Teachers who had taught middle school were assigned to primary grades. Teachers who had taught primary were reassigned to intermediate grades. The atmosphere became toxic, with the focus changing from that which was beneficial to students to professional and personal survival.

At the end of 2007-2008, the superintendent left the district and after the school year began, an interim superintendent was appointed. The 2008-2009 school year was marked by tension, turmoil, and a lack of trust. The principal was notified that she would be reassigned to the classroom. Two days later, the principal filed for stress leave and did not return. Two board members resigned in protest. Not surprisingly, the CSTs for spring of 2009 resulted in a catastrophic loss of 64 API points as well as a sharp decline in students scoring proficient or advanced in Reading Language Arts and Mathematics.

Koh Boon Hwee, Chairman, DBS Bank Ltd.; former Chairman, Singapore Airlines, stated: "Lack of trust within an organization saps its energy, fosters a climate of suspicion and second-guessing, completely devastates teamwork and replaces it with internal politics. The end result is low morale and the consequent low standards of performance. (As quoted in The Speed of Trust, Stephen M. R. Covey,

page 1, quotes from CEOs).

In the spring and summer of 2009, the Board of Trustees took steps to redefine the district administration. A new Superintendent/Principal and Assistant Principal were hired with the goal of creating a climate of trust so that the district focus could return to supporting students in their academic journey.

In Transforming School Culture, Anthony Muhammad (2009) describes teachers as being in one of four categories, one of which he terms a "Believer." Muhammad maintains that this type of teacher is committed to the ability of each child to succeed with appropriate instruction. Alta Vista Elementary School has a veteran staff who have exhibited the ability to subscribe to a structured model of instruction (Success for All).

iii. Demonstration of Capacity to Implement Selected Intervention Models

Response:
Previously, Alta Vista Elementary School staff demonstrated the willingness and the ability to support and conform to a school wide model of curriculum and instructional delivery, with the result that student achievement, as measured by STAR, increased significantly, meeting AYP proficiency in mathematics and making significant progress toward ELA proficiency.

iv. Recruitment, Screening, and Selection of External Providers

Response:
Prior to 2007-2009 the district had been working with TCOE with great success as indicated by the data in the table below. TCOE has a successful experience working with schools with similar demographic profiles as Alta Vista Elementary School. The long, stable reputation and connection to the community are further indicators of TCOE's capacity to form a successful partnership.

TCOE has the professional capacity to provide support in the development of a standards-based instructional program that uses curriculum to support standards, and measures student progress or reteaching needs through a system of benchmark assessments. TCOE has the resources to provide ongoing professional development, support, and coaching. Because TCOE was selected in the Fall of 2009 as a support provider under the Program Improvement model, a Consultant with expertise in Reading Language Arts and English Language Development has begun providing coaching services to the certificated staff.

TCOE has the capacity to provide support in the area of fiscal management, technology, and the appropriate alignment of pre-school and after school programs to support the reforms being undertaken. In this era of fiscal constraints, TCOE offers this support at an

affordable cost. Should the school feel the need to continue its partnership with TCOE beyond the time of this grant, the possibility exists.

Alta Vista API Growth

School Year	Base	Growth	Diff	2004-2009	2005-2009
2004	548				
*2005		579	31	31	
*2006		627	48	79	48
*2007	625	642	17	96	65
2008		659	17	113	82
2009	665	601	-64	49	18

*TCOE Partnership

v. Alignment of Other Resources with the Selected Intervention Models

Response:
Available financial resources, unrestricted, restricted, one-time (ARRA) are being aligned to support the Transformation Model. For example, in the acquisition of technology to enhance the teacher's ability to deliver motivating instruction and to immediately assess the student's mastery of the taught standard, the school used ARRA funds to transform two middle school classrooms to ActivClassroom. These two teachers have coordinated schedules with colleagues in primary grades to allow students to benefit from instruction using the Promethean Activ Classroom.

The school has a long-standing relationship with Pro-Youth HEART (Homework, Enrichment, Acceleration, Recreation, Teamwork), which is an after school program sponsored through a community partnership including Pro-Youth, Tulare County Superintendent of Schools, Kaweah Delta Health Care District, College of the Sequoias, State of California, etc. The focus of HEART is to provide a safe, supervised after school literacy/enrichment program that focuses on homework, tutoring, assistance, the development and strengthening of reading, writing, comprehension and math skills, the arts, multicultural awareness, science, nutrition and recreation. During the 2009-2010 school year, Alta Vista administration and HEART administration have had several discussions on the need to align the HEART program more closely with the standards taught during the school day, thereby supporting the district's efforts at school reform.

vi. Alignment of Proposed SIG Activities with Current DAIT Process (if applicable)

Response:
The district is a single school district, and, as such is not included in the District Assistance and Intervention Team process. However, in recognition of Alta Vista's catastrophic loss of 64 API points and its identification as a Program Improvement Year 5+ school, the district's newly hired administration took action during the 2009-2010 school year to partner with Tulare County Office of Education as an external support provider.

vii. Modification of LEA Practices or Policies

Response:

7c)

1. Modifications were made to the middle school schedule increasing academic instructional minutes by 120 minutes a week to more effectively provide universal access.
2. All middle school students are in need of technology based interventions and enrichment in math, RLA, Vocabulary development and computer literacy.
3. The leadership team and middle school staff were looking for ways to provide intervention and standards based instruction to add academic instructional minutes. Discussion ensued as to how the overage in minutes could be more aligned with the standards based model.
4. The middle school schedule will reflect a gain of 120 instructional minutes weekly in intervention and enrichment. Students will be expected to improve academically as demonstrated by assessments listed on the Assessment Analysis Matrix.
5. Modifications will be made in 2010-11 to the Library Clerk's schedule in order to increase student access to the library for the purpose of using software to assess their reading skills in areas that include, but are not limited to, comprehension and vocabulary development.

7d)

1. Revise the assessment model to monitor individual student's academic growth.
2. The current assessment model reflects school-wide progress rather than individual student academic progress. The need for monitoring individual student growth is necessary to identify individual needs and drive standards based instruction.
3. After some research of the Race to the Top Models, the AGC decided to foster a research based individual student growth model.
4. Create an individual student profile based on previous longitudinal assessment data. The data will identify students' needs and inform instruction.

7e)

1. Create and follow a cycle of assessment and analysis.
2. The movement toward the individual student's academic growth model requires multiple

measures to monitor the individual student's progress to adjust the dynamic pacing guide.

3. Certificated staff discussed the need for a cycle of assessment during grade level collaboration time.

4. Develop a cycle of assessment and analysis for the purpose of enhancing academic rigor of instructional strategies. The Assessment Analysis Matrix (AMO) uses multiple measures (Benchmarks, Diagnosis and Placement Inventory, Grade Standard Inventory, CELDT, and CST's). The need for a Certificated Data Manager to compile and disaggregate data is necessary for clear immediate feedback.

7f)

1. Develop grade level benchmarks and dynamic pacing guides Kindergarten through eighth grade.

2. The results of CST's determined that there is a need in monitoring student standard proficiencies. The research by Wiggins & McTighe suggests that identifying essential standards and creating the assessment using the Backwards Design model allows the teacher to measure student progress toward mastery of grade level standards and to adjust instruction based on the results on the benchmark assessments.

3. Pacing guides will be developed to determine rigorous standards based instruction. Grade level representatives will receive training by the Tulare County Office of Education on the development of benchmarks and will create district benchmarks for K-8.

4. Trimester assessments for grades K-8 will correlate with the dynamic pacing guide. The establishment of these trimester assessments will help guide instruction and determine individual progress toward grade level standard proficiency and identify students' need for intensive and strategic interventions.

7g)

1. To identify students at an intensive (FBB & BB) and strategic (Basic) intervention level and instruct according to their needs.

2. To fill the gap in grade level proficiencies, we will provide a method of identifying students in need of intensive or strategic intervention.

3. During a school-wide staff meeting, grade level teams collaborated to design a daily/weekly schedule that reflects required instructional minutes.

4. Identifying students at the intensive or strategic intervention levels and prescribing differentiated levels of instruction. Due to the appropriate placement of students, students

will gain one performance level as measured by the Assessment Analysis Matrix.

7h)

1. Encouragement of regular student attendance through daily monitoring and use of incentives and recognition for perfect and outstanding attendance. Adhere to the guidelines of SARB.

2. According to School Attendance Improvement Handbook, page 9 (California Department of Education Safe Schools and Violence Prevention Office, Sacramento, 2000), "Efforts to improve school attendance cannot be separated from the larger school reform picture. Safe and healthy schools – ones that employ a challenging curriculum and reinforce high expectations for academics, behavior, and social responsibility – are schools that give students the motivation to attend." For Attendance Month 9, ending 04/23/2010, Alta Vista reported attendance of 483.88/511 or 94.69%. The school's goal for student attendance is to gain 2.31%, thereby reaching a goal of 97% student attendance for the school year!

3. In reflecting on the needs with regards to attendance, staff found trimester awards to be effective in encouraging an increase the percentage of attendance.

4. Revise the student-parent handbook to reflect the definition of "perfect attendance." In order to follow the CDE guidelines for truancy and to increase attendance to 95% or more. Celebrate students' perfect attendance through trimester awards assembly.

7i)

ACADEMIC COACHES

1. The number of academic coaches shall increase to provide timely feedback and monitoring of teachers' progress toward improving standards-based instruction and students' academic achievement.

2. To assure continuity of standards-based instruction and interventions, K-3 and 4-8 academic coaches will guide and monitor instructional practices and standards-based curriculum.

3. The school's Alternative Governance Council and Tulare COE collaborated in identifying key positions and personnel who would serve to improve school-wide instructional strategies for Reading-Language Arts and Mathematics.

4. Two full-time academic coaches (K-3, 4-8) will be hired to strengthen instructional strategies and standards-based intervention for RLA and Math. Through ongoing teacher observations and analysis of data from multiple measures (AMO); the academic coaches

will:

- Revise standards-based lessons
- Model effective instructional strategies
- Monitor teachers' effectiveness through summative and cumulative assessments (see AMO)
- Observe and guide teachers for optimal student learning toward grade-level standards using the Successful Practices Observation Tool (SPOT-ON)

Individual students shall make at least one year growth in Reading Language Arts and Mathematics as reflected by the AMO, with the school-wide goal to move at least 10% of the students who previously scored Basic or below into Proficiency.

7j) SUBSTITUTE TEACHERS, DENNIS PARKER, BOOKS & SUPPLIES

1. With little or no collaboration and capacity building over the last two years, the previous administration's radical changes left instruction and teacher assignments in disarray, and the entire school community disenfranchised. The new administration realizes that trust, communication, and collaboration is a precursor to effective school reform.

2. Collaboration throughout the school reform process will be vital to the school's overall success in improving students' academic achievement. Anthony Muhammad states in Transforming School Culture, p. 16, "Cultural change is a much more difficult form of change to accomplish. It cannot be gained through force or coercion. . . When a school has a healthy culture, the professionals within it will seek the tools that they need to accomplish their goal of universal student achievement; the will give a school new life by overcoming the staff division that halts transformation." A school culture involves the entire community – students, parents, teachers, instructional aides, and administration. For reform to be effective, capacity building must extend to all stakeholders.

3. Student, parent and staff surveys indicated an overwhelming need to improve the school climate through better communication and collective collaboration. The school's Alternative Governance Council, Tulare COE, and school staff have identified areas for improving the overall capacity of the school community to meet the academic needs of students.

4. First, students will play a proactive role in improving their individual academic achievement by understanding the meaning of being proficient and non-proficient. Through professional development conducted by Dennis Parker, strategies for appropriate and meaningful feedback to students regarding their academic progress will be fostered throughout the school district. Through student surveys and student council, students will have the opportunity to participate in the change in school climate. More recognition of

students who excel academically and opportunities for celebration at each trimester's end will help to promote change.

Second, teachers will be given opportunities to collaborate with, and across their grade level to develop and strengthen curriculum and instruction to better serve identified students. This collaboration will be conducted along with academic coaches, school and district administration. The school district will schedule at least one meeting each month for collaboration. Each meeting will provide feedback to the school administration and academic coaches regarding students and staff progress toward goals set for the trimester. Grade level standards will be the guide when administering benchmarks and measuring progress.

Third, parents will participate in Family Nights. Through the joint efforts of Pro-Youth HEART and Alta Vista School learning activities will be presented to parents and students which reinforce a specific skill or standard identified as an overall need school-wide. Family Nights will serve as a venue for emphasizing the important role parents play in their child's academic growth. In addition, parents will be given the opportunity to serve on additional school committees (School Site Council, ELAC, PTO, etc.) to further their awareness of the vital role they play within the school community.

Fourth, the school administration and district administration will develop a shared vision of school-wide reform by involving the school community. Through a variety of collaborative settings (student council, PTO, School Site Council, ELAC, staff meetings, school board meetings) an overall mission and purpose of Alta Vista School's reform will be published, communicated, and revisited to develop a collective vision of our ongoing efforts to improve.

7K) PROMETHEAN BOARDS, 27 LAPTOPS

1. Using technology in the classroom to enhance the speed and quality of student learning.

2. Currently the computers in the classroom are an average of five years old. Nearly all are desktop computers (only 2 laptops) and do not provide the ability to quickly access information or work with peripheral equipment that would better serve daily instruction. Alta Vista School population has a high concentration of English Language Learners (ELLs). Many academic terms, concepts, and themes are difficult for an English Learner to understand. With a rigorous standards-driven curriculum, it is extremely important for ELLs to visualize the skill/concept to be learned in a meaningful way. Equally important is for the teacher to be able to quickly assess student learning/comprehension. Promethean Activision system (with responders) enables a teacher to not only present the skill/concept to be learned, but provides a means for students to see the concept/skill inaction through visual presentations. To further assure the students' understanding, the ELL can respond to a series of questions, visuals, displays that require his response via a handheld responder which quickly records the individual student's response. In a classroom with a

large number of ELL students the Promethean Activision system and responder would give a teacher quick feedback as to the class and individual student's understanding. With a quick feedback loop, the teacher can quickly respond to the academic needs of students before misunderstanding or bad habits are ingrained.

3. Two teachers obtained Promethean Activision systems on a trial basis through most of the 2009-2010 school year. A presentation was made to the teaching staff, and teachers were allowed to use the Promethean Boards with the help of a trained teacher. During staff meetings, the Promethean Boards and responders were used to familiarize teachers to the capabilities and advantage such a tool could have during classroom instruction. The school administration and district administration surveyed teachers to determine the interest in using a Promethean Board and responders for classroom instruction.

4. The use of Promethean Activision systems will be expanded by the addition of four systems for the 2010-2011 school year. Teachers will be provided new laptop computers which easily network with the Promethean system. With training and help from academic coaches, standards-based lessons and visual displays will be developed that will help teachers provide a rigorous, focused instruction. Data from the AAM will be collected and compared with ELL students who received instruction via the Promethean Activisin system to ELL students who had no access. Each subsequent year, additional Promethean Activision systems will be added as staff builds capacity, and each year data will be collected to determine if a longitudinal difference in ELL academic and language development is evident as the result of using Promethean Activision systems.

7l) EXTENDED DAY PROGRAM

In addressing the needs of second language learners as well as students from a low socio-economic background and, therefore, adding support to the goal of having at least ten (10%) percent more students reach proficiency in English Language Arts and Mathematics as measured by the STAR, the school requests that funding be approved for an Extended Day Program to enhance and support the regular instructional day program. The object of this program would be to provide all students with the opportunity to increase their knowledge and skills by participating in three extended day opportunities, each of which would align with and support essential standards and instruction. Albert Einstein stated that the definition of insanity is to continue doing the same thing and expecting to get different results. This Extended Day proposal focuses on delivery of curriculum in a way that will enable English learner students to acquire language through exposure to expository text in after school programs, to support the State Frameworks in English Language Arts, Mathematics, Science, and English Language Development, based on computer literacy skills, science projects, and education in the arts. While the weight of student proficiency as measured by the CSTs is focused on Mathematics and English Language Arts, there is value in student exposure to expository language that encompasses all the disciplines embodied the California State Frameworks. That is the intent of the program described hereafter, said program being based on both after school

learning time offered to all students and a unique end of the week schedule which is designed both to motivate students and to offer social/study skills to those students whose behaviors interfere with their learning opportunities and the opportunities of other students. This proposal includes three Extended Day offerings:

1. Computer Literacy
2. Applied Science
3. Visual Arts

Computer Literacy and Applied Science would be available to all students two days each week, from 3:00 p.m. to 4:30 p.m., and would operate using cycles of six (6) weeks or two cohorts per trimester. Visual Arts would be available to all students two days each week after school, for three hours each session, and would also include three (3) hours Friday afternoon, for a total offering of nine (9) hours per week.
Currently, the district contracts with Pro-Youth HEART for an after school program that operates from 3:00 p.m. – 5:50 p.m. All students live within walking distance of the school; therefore, transportation is not an issue. Through the MOU with Pro-Youth HEART, students who enroll in either Computer Literacy or Applied Science would have the option of then joining the HEART program until 6:00 p.m. This flexibility will increase the rate of success in that working parents have the assurance that students who remain after school will be supervised.

I. The decision to offer an extended learning opportunity in **Computer Literacy** is based on the need to integrate multi-media and computer skills into curriculum. The schedule will be designed to focus on the needs of students in grades 4-8. While the focus will be on the computer literacy skills, the learning that occurs will include vocabulary development for the second language learner, exposure to and the use of expository text for all students thereby with the goal that an increased percentage of students will score proficient in the English Language Arts STAR, and the development of skills that are imbedded in the frameworks. The schedule will be designed as follows:

A. **Trimester 1 (Grades 7 and 8)**
   - Internet Use Protocol
   - Computer-based vocabulary
   - Research Skills, including APA format for web-based resources
   - Use of word processing and spreadsheet applications for the creation of research projects
   - Power Point/Multi-media Presentations
   - Basic web page design

B. **Trimester 2 (Grades 5 and 6)**
- Internet Use Protocol
- Computer-based vocabulary
- Research Skills, including APA format for web-based resources
- Use of word processing applications for the creation of research projects
- Use of spreadsheet applications for the creation of research projects

C. **Trimester 3 (Grade 4)**
- Internet Use Protocol
- Computer-based vocabulary
- Keyboard skills
- Basic word processing

In Year Two and Year Three, the rigor for grades 5-8 will increase as students gain proficiency in the integration of computer literacy skills to support mathematics and language arts.

II. The rationale for offering all students an extended learning opportunity in **Applied Science** is similar to the rationale for computer literacy. The students who attend Alta Vista have limited exposure to experiences which enhance their ability to acquire vocabulary and scaffolding to broaden their educational experiences. Applied science would offer a vocabulary-rich, hands-on experience in a relaxed, but structured environment, which would incorporate mathematics, reading, and writing. The opportunity to explore and create various projects expands learning while increasing student enthusiasm and motivation for academic pursuits.

Consider the excerpt from the article, "Teaching Science to English Learners, Grades 4-8 (Ann K. Fathman, Mary Ellen Quinn, Carolyn Kessler, NCBE Program Information Guide Series, Number 11, Summer 1992):

> **INTEGRATING SCIENCE AND LANGUAGE LEARNING**
> TEACHING SCIENCE TO ENGLISH LEARNERS, GRADES 4-8 6/4/09 2:57 PM
> file:///Users/morganenriquez/Desktop/untitled%20folder/BE018764.webarchive Page 2 of 28
> Science activities can provide meaning-making experiences about the biophysical environment for English language learners. In order for new knowledge to be acquired-in science and in language-it must be an

active, meaning-making process. The science classroom can also provide an excellent atmosphere for developing the kinds of social behaviors students need in order to find solutions to local and global problems. In science, language becomes the tool for communicating meanings and solutions. For students learning English as a second language, new science concepts can pose difficult problems. Abandoning previously acquired knowledge is a challenging process and may be accomplished only superficially even after formal science teaching. This is particularly relevant for learners who come from diverse cultural backgrounds with world-views that may differ from those reflected in the science classroom (Kessler & Quinn, 1987). To promote the development of a second language through science, it may be helpful to examine learning and teaching principles that aid in the acquisition of both language and content. The principles of learning and teaching that form the basis for a new core science curriculum are remarkably similar to those widely recognized for promoting second language acquisition. The American Association for the Advancement of Science (AAAS) (1989) has formulated a set of recommendations on scientific literacy (including science, mathematics, and technology) as a conceptual base for reform in science education. Both the learning and teaching principles adapted from the Association's recommendations, as specified in Science for All Americans, are listed and explained below in the context of how science and language learning can be integrated (Kessler, Quinn, & Fathman, 1992).

LEARNING PRINCIPLES

The five learning principles proposed by the AAAS include the following:

1. Prior knowledge influences learning.
2. Learning moves from the concrete to the abstract.
3. Learning requires practice in new situations.
4. Effective learning requires feedback.
5. Learning is not necessarily an outcome of teaching.

Prior knowledge influences learning.

Learners construct their own meanings by relating new information and concepts to what they already know. Second language learners come to science with world-views shaped by prior knowledge gained from personal and cultural experiences. This prior knowledge helps students who have been exposed to science concepts and methods in their native languages to acquire similar concepts in a second language. The universality of scientific principles, laws, and procedures across cultures can help students as they learn about those same principles in a new language. However, effective science learning frequently requires that learners restructure their understandings, change perceptions, and even discard long-held beliefs. Learning a second language also requires restructuring within the brain, making new connections between words and concepts and discarding old ones, and changing or resetting parameters

already in place (Cook, 1989).

A. **Trimester 1 (Grades 4-6)**

B. **Trimester 2 (Grades 7 and 8)**

C. **Trimester 3 (Grades 2-3)**

III. The third extended day offering to all students would be in the area of **Visual Arts**. The rationale includes language development, motivation, and the use of differing learning modalities for the purpose of acquiring knowledge and understanding of vocabulary, social science. The hands-on projects would be designed to enhance grade level standards in Social Science, Mathematics, and Language Arts.

Visual and Performing Arts enhanced curriculum and instruction would be available two days each week after school and Friday afternoon. Each trimester would offer instruction and projects based on the following grade levels:

A. **Trimester 1 (Grades 7-8)**

B. **Trimester 2 (Grades 5-6)**

C. **Trimester 3 (Grades 3-4)**

Friday afternoon would be reserved for Grades 1 and 2.

Projects would be designed to include, but not be limited to, vocabulary development, written responses/ descriptions, mathematical patterns and applications. The hands-on approach will enhance the educational experience for second language learners and for students with differing learning modalities.

In discussing the design of this extended educational program, note was made of the reality of students' home environments. In the past, students have made statements to the effect that their parents discard anything that is paper-based, unless it contains a religious symbol. Therefore, the decision was made to create this enhanced learning opportunity based on ceramics and projects that permanently improve the school environment.

In summary, the Extended Day Program is a concept designed to meet the need for

experiences that will broaden the educational experience for all students, but particularly second language learners and students from low socio-economic backgrounds. The goal is that these experiences will lead to increased student achievement in the core areas of English language arts and mathematics, with the result that at least ten (10%) percent more students will achieve proficiency as measured by STAR.

viii. Sustainment of the Reforms after the Funding Period Ends

Response:

The results of the staff development and the acquisition of technology for teaching will remain after the funding period ends. The purpose of the professional development is to build local capacity for the use of a standards-based instructional program, benchmark assessments, and the integration of multi-media/technology into daily instruction and assessment. Once the model is implemented and supported with professional development, the weekly Early Release Wednesday professional development will provide structured and regular opportunities for collaboration.

The proposed reforms are the outcome of a collaborative effort with certificated and classified staff. The likelihood of the restructuring of the academic program and schedule continuing beyond the funding period is highly likely.

With the school's exit from Program Improvement and Persistently Low Achieving status, Title I funds will no longer be set aside for Supplemental Educational Services, but can be used to continue to fund an Academic Coach for grades.

ix. Establishment of Challenging LEA Annual School Goals for Student Achievement

Response: Upon the approval of this grant by the State Board of Education, the Alta Vista LEA Plan will be modified to reflect the goals for improved student performance as contained in this application. The goal for English Learner students, CELDT Levels, 1, 2, and 3, is to improve 1 level per year. The goal for English Learner students, CELDT Levels 4 and 5, is to meet the requirements for re-designation as fluent English speakers and to meet proficiency in English Language Arts and Mathematics, as measured by STAR. The overarching goal for the school is that the number of students meeting proficiency in English Language Arts and Mathematics, as measured by STAR, increase by at least ten (10%) each year.

x. Inclusion of Tier III Schools (if applicable)

Response: The district is a single school district. There are no Tier III schools.

xi. Consultation with Relevant Stakeholders

Response:

Prior to identification as a Persistently Low Achieving School, the administration and certificated and classified staff conducted interactive collaboration sessions to discuss Alta Vista's status as a Program Improvement 5+ school. During those meetings, No Child Left Behind student achievement data was reviewed. It was determined that student achievement and progress toward proficiency showed marked improvement during the previous partnership with Tulare County Office of Education as an External Support Provider. This data was also reviewed with the School Site Council as well as individual parents. In the Fall of 2009, the decision was collaboratively made to re-enter the partnership with TCOE. The Board of Trustees unanimously approved this partnership.

Upon being notified by California Department of Education that Alta Vista Elementary School had been identified as a Persistently Low Achieving School, the administration met with certificated and classified staff to review the four models of school reform. After the results of an anonymous poll, it was evident that all staff overwhelmingly supported the move to the Transformation Model. Subsequently, presentations were made to the School Site Council, Board of Trustees, Migrant, and ELAC parents, with each group of stakeholders indicating their willingness to support the reform efforts. These presentations included discussions describing the restructuring of the school day in order to gain more instructional minutes for tutorial and enrichment programs. Certificated staff and the County Office of Education have been involved in the writing of the plan embodied in this grant application.

SIG Form 4a–LEA Projected Budget

LEA Projected Budget

Fiscal Year 2009–10

Name of LEA: Alta Vista Elementary School District	
County/District (CD) Code: 54-71811	
County: Tulare	
LEA Contact: Lora Haston	Telephone Number: 559.782.5700.2061
E-Mail: lhaston@alta-vista.k12.ca.us	Fax Number: 559.782.5715
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries			
2000–2999	Classified Personnel Salaries			
3000–3999	Employee Benefits			
4000–4999	Books and Supplies			
5000–5999	Services and Other Operating Expenditures		N/A	
6000–6999	Capital Outlay			
7310 & 7350	Transfers of Indirect Costs			
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted				

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SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2009–10

Name of LEA: Alta Vista Elementary School District	
County/District (CD) Code: 54-71811	
County: Tulare	
LEA Contact: Lora Haston	Telephone Number: 559.782.5700.2061
E-Mail: lhaston@alta-vista.k12.ca.us	Fax Number: 559.782.5715
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	K-3 Academic Coach	73,000	73,000	73,000
	4-8 Academic Coach	73,000	73,000	73,000
	Certificated Data Manager	73,000	73,000	73,000
	Substitute Teachers (collaboration)	33,000	33,000	33,000
	Extended Day Certificated Instructors	24,000	24,000	24,000
	2% Stipends for achieving academic goals (gross salary increase)		38,000	39,000
2000–2999	Bilingual Instructional Aide	30,000	30,000	30,000
	2% Stipends for achieving academic goals (gross salary increase)		17,000	17,500
3000–3999	Employee Benefits - Certificated	33,000	33,000	33,000
	Employee Benefits – Classified	23,442	23,442	23,442
4000–4999	Books and Supplies	21,400	3,900	3,900
	Laptops (27)	15,000	15,000	15,000
	Digital Video Cameras (9)	3,000	3,000	3,000
	Standards Plus K-8 (ELA and Math)	34,276	17,481	17,481
5000–5999	Services and Other Operating Expenditures (TCOE)	30,000	30,000	30,000
	Dennis Parker Professional Dev.	10,000	10,000	10,000
6000–6999	Promethean Boards/Active Expression Response System (13)	35,000	35,000	35,000
	9 Doc Cameras/Projectors	9,000		
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted		520,118	531,823	533,323

Budget Narrative Instructions

Instructions for Completing Budget Narrative

Use the LEA and school budget narrative forms to describe the costs associated with each activity reflected in the budget. Please include both school and district level budget forms. A general description of activities and their corresponding range of object codes are provided below. See the complete list of object codes on page 41.

Activity	Object Codes
For all personnel, include number of full-time equivalent (FTE) employees, number of days, rate of pay, etc., and a brief description of the duties/services to be performed.	1000–2999
Benefit costs charged to this program must be proportionate to the salary charged to the program. Costs for PERS reduction must be identified separately.	3000–3999
Costs for instructional materials and other materials/office supplies must be identified separately. Provide examples of what will be purchased or other justification. For example, general office supplies at $100 per month x 20 months = $2,000.	4000–4999
Each expense must be listed separately with the costs broken out. Identify costs for rental of meeting facilities (when justified), rental of equipment, equipment repair, etc. For all instructional consultant contracts/services include FTE, number of days, rate of pay, etc., and a brief description of the duties/services to be performed. Costs must be broken out and detail must be provided describing how the expenditure supports the School restructuring plan.	5000–5999
Capital outlay costs are allowable under this sub-grant. Please provide detail describing how the expenditure supports the action plan.	6000–6999

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SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the School budget. The School budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include School budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Currently, the district employs one part time Academic Coach to serve grades kindergarten through grade eight. While the enrollment of 500+ makes this appear to be logical, the task of coordinating the development of a standards-based instructional program, complete with standards-based assessments, and pacing guides, that covers nine grade levels of standards in Reading Language Arts, Mathematics, Social Science, Science, and English Language Development is an impossible task. Therefore, the budget includes two **fulltime academic coaches (2.0 FTE)**, one to serve the early literacy grades (K-3) and the other to serve the intermediate and middle school grades (4-8).	438,000	1000–1999
In order to drive a standards-based, data driven instructional program, the budget includes a certificated **Data Manager**. This position would be responsible for overseeing the collection and disaggregation of data and for leading professional development in the use of the data to guide instruction.	219,000	1000-1999
In addition to the Early Release Wednesday currently included in the academic calendar, the school plans to employ **substitute teachers** in order to schedule a minimum of one release day each month for each certificated employee for professional development, which may include, but not be limited to data analysis, lesson pacing, lesson design, professional development in the use of technology and multi-media to present standards based lessons with easily monitored checking for understanding.	99,000	1000-1999

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Extended Day Certificated Instructors for the purpose of providing English language support to second language learners and for providing learning experiences for students from low socio-economic backgrounds in order to support the school-wide goal of increasing the percentage of students scoring Proficient by at least 10% each year.	72,000	1000-1999
Certificated Stipends (2%) for ALL staff when School reaches Safe Harbor (Year 1 and Year 2). All staff are included because all staff contribute to the student-centered, standards based instructional program.	77,000	1000-1999
Bilingual Instructional Aide for the purpose of providing dedicated support to students who fall in the CELDT 1, 2, 3 ranges in order to meet the school goal that each of these students demonstrate at least one year's growth as measured by the annual CELDT.	90,000	2000-2999
Classified Stipends (2%) for support staff when School reaches Safe Harbor (Year 1 and Year 2). All staff are included because all staff contribute to the student-centered, standards based instructional program.	34,500	2000-2999
Employee Benefits – Certificated	99,000	3000-3999
Employee Benefits – Classified	70,326	3000-3999
Professional Development Reading Materials for Staff Book Study (Year One: Eric Jensen, Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What You Can Do About It). There is a need in grades K-3 to have sets of leveled readers for use with reading intervention groups.	29,200	4000-4999

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
In order to enable teachers to integrate multi-media into standards-based lessons, the district is requesting funding for **laptop computers** (27), **digital video cameras** (9), **document cameras and projectors** (9). These purchases would be made over a three-year time period in order to provide for professional development and technical support and to build local capacity to sustain the use of technology as a teaching tool and data collection/management tool.	45,000 9,000 9,000	4000-4999
Standards Plus K-8 is a supplemental standards-based mini lesson program that supports the instructional program focus on essential standards. Each mini-lesson is self-contained and provides the teacher the ability to analyze student needs on a daily basis. Intervention and re-teaching are incorporated into each day's educational program, so that student learning gaps are minimized.	69,238	4000-4999
The District will operate with Tulare County Office of Education as its External Support Provider. TCOE will furnish a consultant who will provide staff development in Reading Language Arts and English Language Development. TCOE will provide technical expertise in the development of standards-based lessons, benchmark assessments, dynamic pacing guides. The Dennis Parker Institute will provide additional professional development in instructional strategies.	90,000 30,000	5000-5999
District intends to purchase Promethean ActivExpression systems for 13 classrooms, grades 2-8 over a three-year time period, beginning with grade 8 and ending with grade 2. Staff development is included in the purchase. Research by Marzano and others indicates that student achievement in ActivClassrooms increases by more than 10%.	105,000	6000-6999

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Object of Expenditure Codes

School districts and county superintendents of schools are required to report expenditures in accordance with the object classification plan in the California School Accounting Manual. The use of these object codes will facilitate the preparation of budgets and the various financial reports requested by federal, state, county, and local agencies. The California School Accounting Manual is available from the CDE Publication Sales (call 1-800-995-4099).

1000–1999 Certificated Personnel Salaries
1100 Certificated Teachers' Salaries
1200 Certificated Pupil Support Salaries
1300 Certificated Supervisors' and Administrators' Salaries
1900 Other Certificated Salaries

2000–2999 Classified Personnel Salaries
2100 Classified Instructional Salaries
2200 Classified Support Salaries
2300 Classified Supervisors' and Administrators' Salaries
2400 Clerical, Technical, and Office Staff Salaries
2900 Other Classified Salaries

3000–3999 Employee Benefits
3101 State Teachers' Retirement System, certificated positions
3102 State Teachers' Retirement System, classified positions
3201 Public Employees' Retirement System, certificated positions
3202 Public Employees' Retirement System, classified positions
3301 OASDI/Medicare/Alternative, certificated positions
3302 OASDI/Medicare/Alternative, classified positions
3401 Health and Welfare Benefits, certificated positions
3402 Health and Welfare Benefits, classified positions
3501 State Unemployment Insurance, certificated positions
3502 State Unemployment Insurance, classified positions
3601 Workers' Compensation Insurance, certificated positions
3602 Workers' Compensation Insurance, classified positions
3701 OPEB, Allocated, certificated positions
3702 OPEB, Allocated, classified positions
3751 OPEB, Active Employees, certificated positions
3752 OPEB, Active Employees, classified positions
3801 PERS Reduction, certificated positions
3802 PERS Reduction, classified positions
3901 Other Benefits, certificated positions
3902 Other Benefits, classified positions

4000–4999 Books and Supplies
4100 Approved Textbooks and Core Curricula Materials
4200 Books and Other Reference Materials
4300 Materials and Supplies
4400 Noncapitalized Equipment
4700 Food

5000–5999 Services and Other Operating Expenditures
5100 Subagreements for Services
5200 Travel and Conferences
5300 Dues and Memberships
5400 Insurance

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Object of Expenditure Codes, Page 2

5000–5999 Services and Other
5500 Operations and Housekeeping Services
5600 Rentals, Leases, Repairs, and Noncapitalized Improvements
5700–5799 Transfers of Direct Costs
5710 Transfers of Direct Costs
5750 Transfers of Direct Costs—Interfund
5800 Professional/Consulting Services and Operating Expenditures
5900 Communications

6000–6999 Capital Outlay
6100 Land
6170 Land Improvements
6200 Buildings and Improvements of Buildings
6300 Books and Media for New School Libraries or Major Expansion of School Libraries
6400 Equipment
6500 Equipment Replacement
6900 Depreciation Expense (for proprietary and fiduciary funds only)

7000–7499 Other Outgo

7100–7199 Tuition
7110 Tuition for Instruction Under Interdistrict Attendance Agreements
7130 State Special Schools
7141 Other Tuition, Excess Costs, and/or Deficit Payments to Districts or Charter Schools
7142 Other Tuition, Excess Costs, and/or Deficit Payments to County Offices
7143 Other Tuition, Excess Costs, and/or Deficit Payments to JPAs

7200–7299 Interagency Transfers Out
7211 Transfers of Pass-Through Revenues to Districts or Charter Schools
7212 Transfers of Pass-Through Revenues to County Offices
7213 Transfers of Pass-Through Revenues to JPAs
7221 Transfers of Apportionments to Districts or Charter Schools
7222 Transfers of Apportionments to County Offices
7223 Transfers of Apportionments to JPAs
7281 All Other Transfers to Districts or Charter Schools
7282 All Other Transfers to County Offices
7283 All Other Transfers to JPAs
7299 All Other Transfers Out to All Others

7300–7399 Transfers of Indirect Costs (Effective 2008-09)
7310 Transfers of Indirect Costs 7350 Transfers of Indirect Costs—Interfund
7370 Transfers of Direct Support Costs (Valid through 2007-08)
7380 Transfers of Direct Support Costs—Interfund (Valid through 2007-08)

7430–7439 Debt Service
7432 State School Building Repayments
7433 Bond Redemptions
7434 Bond Interest and Other Service Charges
7435 Repayment of State School Building Fund Aid—Proceeds from Bonds
7436 Payments to Original District for Acquisition of Property
7438 Debt Service—Interest
7439 Other Debt Service—Principal

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SIG Form 6–General Assurances and Certifications

General Assurances
(Required for all Applicants)

Note: All sub-grantees are required to retain on file a copy of these assurances for your records and for audit purposes. Please download the General Assurances form at http://www.cde.ca.gov/fg/fo/fm/. Your agency should **not** submit this form to the CDE.

Certifications Regarding Drug-Free Workplace, Lobbying, and Debarment and Suspension

Download the following three forms from http://www.cde.ca.gov/fg/fo/fm/, and obtain the necessary signatures and include the original forms with your application submission.

1. Drug-Free Workplace
2. Lobbying
3. Debarment and Suspension

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California Department of Education (http://www.cde.ca.gov/fg/fo/fm/drug.asp)
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Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations* (*CFR*) Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
   a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
   b. Establishing an on-going drug-free awareness program to inform employees about:
      1. The dangers of drug abuse in the workplace
      2. The grantee's policy of maintaining a drug-free workplace
      3. Any available drug counseling, rehabilitation, and employee assistance programs
      4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
   c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
   d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
      1. Abide by the terms of the statement
      2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
   e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
   f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
      1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
      2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
   g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address. city, county, state, zip code)

2293 E. Crabtree Avenue

Porterville, CA 93257

Check [ ] if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the

identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Alta Vista Elementary School District

Name of Program: Elementary education, grades Kindergarten - eighth

Printed Name and Title of Authorized Representative: Lora Haston Superintendent/Principal

Signature: _____ Date: _____

CDE-100DF (May-2007) - California Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

Last Reviewed: Tuesday, February 24, 2009

PDF processed with CutePDF evaluation edition www.CutePDF.com

California Department of Education (http://www.cde.ca.gov/fg/fo/fm/lobby.asp)
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Lobbying

Certification regarding lobbying for federal grants in excess of $100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations* (*CFR*) Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," (revised Jul-1997) in accordance with its instructions;

c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Alta Vista Elementary School District

Name of Program: Elementary education, grades Kindergarten - Eighth Grade

Printed Name and Title of Authorized Representative: Lora Haston Superintendent/Principal

Signature: Lora Haston Date: _____

ED 80-0013 (Revised Jun-2004) - U. S. Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

Last Reviewed: Tuesday, February 24, 2009

California Department of Education (http://www.cde.ca.gov/fg/fo/fm/debar.asp)
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Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion--lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," " person," "primary covered transaction," " principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

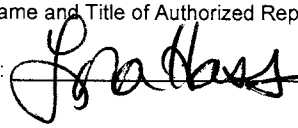
Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: Alta Vista Elementary School District

Name of Program: Elementary education, grades kindergarten - eighth

Printed Name and Title of Authorized Representative: Lora Haston Superintendent/Principal

Signature:  Date: _____

ED 80-0014 (Revised Sep-1990) - U. S. Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

Last Reviewed: Tuesday, February 24, 2009

SIG Form 7–Sub-grant Conditions and Assurances (page 1 of 3)

Sub-grant Conditions and Assurances

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;

2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;

3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

4. Report to the CDE the school-level data as described in this RFA.

5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.

6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.

7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.

8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.

9. The applicant will use funds only for allowable costs during the sub-grant period.

10. The application will include all required forms signed by the LEA Superintendent or designee.

11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).

DRAFT

SIG Form 7–Sub-grant Conditions and Assurances (page 2 of 3)

12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.

13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.

14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.

15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html (Outside Source)

16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.

17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.

18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.

19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.

20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.

21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

DRAFT

SIG Form 7–Sub-grant Conditions and Assurances (page 3 of 3)

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name:	Alta Vista Elementary School District
Authorized Executive:	Lora Haston
Signature of Authorized Executive	

DRAFT

SIG Form 8–Waivers Requested

Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 24 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

☒ Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

Note: If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

❑ "Starting over" in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.

Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to "start over" in the school improvement timeline. (**Note**: This waiver applies to Tier I and Tier II schools only)

❑ Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (**Note**: This waiver applies to Tier I and Tier II schools only)

DRAFT

SIG Form 9–Schools to Be Served

Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note**: An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)				WAIVER(S) TO BE IMPLEMENTED		PROJECTED COST
						Turnaround	Restart	Closure	Transformation X	Start Over	Implement SWP	
Alta Vista Elementary School	6053854	000098	X						X			1,550,302

DRAFT

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: Tier (I) or II (circle one)
Intervention Model: □ Turnaround □ Restart □ Closure [X] Transformation
Total FTE required: _____LEA __4.0__ School _____ Other

Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
Certificated Salaries	2010-2013	657,000		Title II, Title III	Lora Haston and Alternative Governance Team
Certificated Substitute Salaries	2010-2013	99,000		Title II, Title III	
Certificated Stipends for mtg. Goal(s)	2011-2013	77,000			
Certificated Salaries for Ext. Day	2010-2013	72,000			
Classified Bilingual Aide	2010-2013	90,000			
Classified Stipends for mtg. Goal(s)	2011-2013	34,500			
Employee Benefits – Certificated	2010-2013	99,000			
Employee Benefits – Classified	2010-2013	70,326			
Books and Supplies	2010-2013	29,200		ARRA	
Laptops/Digital Video Cameras	2010-2013	54,000		ARRA	
Standards Plus K-8	2010-2013	34,276			
TCOE (External Service Provider) Dennis Parker Institute	2010-2013 2010-2011	90,000 30,000		Title II	
ActivPromethean Classrooms	2010-2013	105,000			
Document Cameras/Projectors	2010-2013	9,000			

California Department of Education (http://www.cde.ca.gov/fg/fo/fm/drug.asp)
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Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations* (*CFR*) Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
   a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
   b. Establishing an on-going drug-free awareness program to inform employees about:
      1. The dangers of drug abuse in the workplace
      2. The grantee's policy of maintaining a drug-free workplace
      3. Any available drug counseling, rehabilitation, and employee assistance programs
      4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
   c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
   d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
      1. Abide by the terms of the statement
      2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
   e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
   f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
      1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
      2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
   g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address. city, county, state, zip code)

2293 E. Crabtree Avenue

Porterville, CA 93257

Check [ ] if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the

identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Alta Vista Elementary School District

Name of Program: Elementary education, grades Kindergarten - eighth

Printed Name and Title of Authorized Representative: Lora Haston Superintendent/Principal

Signature: Lora Haston Date: 5/28/10

CDE-100DF (May-2007) - California Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

Last Reviewed: Tuesday, February 24, 2009

Alta Vista Elementary School District
Board of Trustees
MINUTES

Regular Meeting
Board of Trustees
Wednesday, May 12, 2010
5:30 P.M.
Alta Vista Elementary School District
Administration Office
2293 East Crabtree Ave
Porterville, Ca 93257-5225

1. Call to Order – 5:30 p.m. In accordance with Board bylaw 9324, a recording is being made of this meeting, and the recorder shall be placed in plain view of all persons present, insofar as possible.

__X__ Mrs. Behrens __X__ Mrs. Miley __A__ Mrs. Perez

__X__ Mr. Williams __X__ Mrs. Williams

Staff & Guests: Lora Haston, Teresa Orth, Denise Carver, Nick Nichols, Mary Howe, Liz Spindler, Cliff Cantrell, Vanessa Reilly, Wayne Haston

2. Flag Salute/Moment of Silence

3. Welcome: Welcome to a meeting of the Alta Vista Elementary School District Board of Trustees. Please read the brochure regarding Alta Vista Board meetings and procedures for addressing the Board. Audience members desiring to address the Board on any item *on the agenda* are asked to raise their hand at the time the item is up for discussion, which is the board discussion. When recognized by the Board president, please state your name for the record. Speakers will be limited to 2 minutes and a total of 10 minutes per item. For items *not on the agenda,* audience members may address the Board during "Public Comments" at the end of the agenda.

3a. Request to Vary the Sequence

If any of the Board Members wish to vary the sequence of the Agenda or to pull an item from routine business for discussion, now is the time to make this request.

4. Adjourn to Closed Session 5:22 p.m.

Motion: E. Williams Second: L. Behrens Vote: 4-0

1. Public Employee Employment Gov. Code 54957 - Superintendent/Principal

5. Return to Open Session 6:33 p.m.

Motion: E. Williams Second: L. Miley Vote: 4-0

Public Report – No Action – Offer of Employment next meeting

6. Routine Business

A. Approval of Agenda

B. Approval of Minutes of: Regular Meeting 4-14-10

C. Approval of Minutes of: Special Meeting 4-19-10

D. Consent Items/Warrants

E. Budget Revisions

Motion: L. Miley Second: E. Williams

Vote: 4-0

7. Reports and Information Items

1. Administration Report (This is the opportunity for Administration to share involvement in school and/or community activities).
   - *Mrs. Haston participated in the Porterville Cancer Run/Walk on May 1st.*
2. Board Reports (This is the opportunity for Board members to share their recent involvement in school and/or community activities).
   - *Lee Behrens reported on student 4-H event/participation at the fair.*
3. Staff Reports (This is the opportunity for Staff to share recent school activities).
   - *Board and guests visited the Butterfly Pavillion.*
   - *Mr. Cantrell reported that STAR testing was finished.*
4. Operations Services (Lora Haston & Denise Carver)
5. Heart Afterschool Partnership Program-*3 yr. contract is up, HEART has submitted a proposal for 2010-11. Next month it will be decided which afterschool program, HEART or Cal-Tutoring*
6. Persistently Low-Achieving Schools Update-*Transformation Model – School Reform*
7. Vendor Agreement w/PUSD for 2010-11- *Consideration of action in June*

8. Action Items

A. Adoption of 2010-2011 School Year Calendar

Public Comment
Board Discussion

Motion: L. Miley Second: L. Behrens

PRESENTER: Lora Haston

RECOMMENDED ACTION: Consideration for approval

BACKGROUND: Each year the Board must adopt a new calendar for the upcoming school year.

BUDGET IMPACT:
Annual:
One Time:
On going:
N/A: X

Vote: 4-0 *Draft 2 was selected*

B. Agreement to partner with TCOE to improve the performance of English learner (EL) students in grades K-4.

Public Comment
Board Discussion

Motion: L. Behrens Second: L. Miley

PRESENTER: Lora Haston

RECOMMENDED ACTION: Consideration for approval

BACKGROUND: To improve the instruction of the English Learner and to provide resources to help with this process.

BUDGET IMPACT:
Annual:
One Time:
On going:
N/A:

Vote: 4-0

C. Rescind approval of Contract with SIA

Public Comment
Board Discussion

Motion: L. Behrens Second: L. Miley

Presenter: Lora Haston

RECOMMENDED ACTION: Consideration for approval

BACKGROUND: To rescind its previous action to enter into a contract with School Innovations & Advocacy and enter a new contract with a different vendor due to cost.

BUDGET IMPACT:
Annual:
One Time:
On going:
N/A: X

Vote: 4-0

D. Approve Contract with Axiom

Public Comment
Board Discussion

Motion: L. Behrens Second: L. Miley

Presenter: Lora Haston

RECOMMENDED ACTION: Consideration or approval

BACKGROUND: To provide SARC and Mandated Cost Services.

BUDGET IMPACT:
Annual:
One Time:
On going:
N/A: X

Vote: 4-0

E. Resolution No. 2009-10-14 In the Matter of Ordering Regular Governing Board Member Elections.

Public Comment
Board Discussion

Motion: L. Behrens Second: E. Williams

Presenter: Lora Haston

RECOMMENDED ACTION: Consideration for approval

BACKGROUND: We need to order an election for three Board Members on Nov. 2, 2010 Ballot.

BUDGET IMPACT:

Annual:
One Time:
On going:
N/A: X

Vote: 4-0

F. Approval of the Submission of School Improvement Grant

Public Comment
Board Discussion

Motion: E. Williams Second: L. Behrens

Presenter: Lora Haston

RECOMMENDED ACTION: Consideration for approval

BACKGROUND: Seeking Board for School Improvement Grant

BUDGET IMPACT:
Annual:
One Time:
On going:
N/A: X

Vote: 4-0

G. Approval of Remember Jenn Curriculum

Public Comment
Board Discussion

Motion: E. Williams Second: L. Miley

Presenter: Lora Haston

RECOMMENDED ACTION: Consideration for approval

BACKGROUND: This curriculum was presented at the April Meeting by the Central California Family Crisis Center.

BUDGET IMPACT:
Annual:
One Time:
On going:
N/A:

Vote: 4-0

H. Purchase of Lawnmower

Public Comment
Board Discussion

Motion: L. Behrens Second: E. Williams - *Motion to purchase Kabota Diesel*

Presenter: Lora Haston

RECOMMENDED ACTION: Consideration for approval

BACKGROUND: Review quotes and select model.

BUDGET IMPACT:
Annual:
One Time:
On going:
N/A:

Vote: 4-0

9. Board Work Session - Goal Setting

Recommend separate meeting for Goal Setting 2010-2020

- **Academics**
- **Facilities**
- **Employees**
- **Site Operations** - *Special Board Meeting - Monday the 24th @ 4:30 p.m. (1 hr. meeting)*
- **Other**

10. Public Comment:

Again, when recognized by the Board President, please state your name. Each speaker will have up to three (3) minutes to address the board and a maximum of 20 minutes will be given to any item. The Board President may extend the speaking time at his/her discretion. Please understand that the Board does not take action on non-agendized items.

This was not needed at this meeting:

Reconvene to Closed Session (Time)

Motion: _____ Second:_____ Vote:_____

Return to Open Session (Time)

Motion: _____ Second:_____ Vote:_____

Public Report:

11. Adjournment - 8:13 p.m.

Motion: E. Williams Second: L. Miley Vote: 4-0

NOTICE: The district adheres to the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please call the school office at 559-782-5700 at least three days before the meeting.

NOTICE: If documents are distributed to board members concerning an agenda item within 72 hours of a regular board meeting, at the same time the documents will be made available for public inspection at the District Office located at 2293 E. Crabtree Ave., Porterville, CA 93257.