

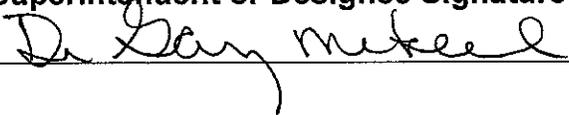
SIG Form 1—Application Cover Sheet

**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: 54-71837
Local Educational Agency (LEA) Name Burton Elementary School District		LEA NCES Number:
LEA Address 264 N. Westwood St.		
City Porterville	Zip Code 93257	
Name of Primary Grant Coordinator Dr. Sharon Kamberg		Grant Coordinator Title Assistant Superintendent, Instruction
Telephone Number 559-782-5354	Fax Number 559-781-1403	E-mail Address skamberg@burtonschools.org
<p>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.</p> <p>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.</p>		
Printed Name of Superintendent or Designee Dr. Gary Mekeel		Telephone Number 559-781-8032
Superintendent or Designee Signature 		Date May 27, 2010

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
54-71837	Burton Elem School District	Dr. Gary Mekeel	<i>Dr. Gary Mekeel</i>
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:	Burton Elementary School District
Authorized Executive:	Dr. Sharon Kamberg
Signature of Authorized Executive	<i>Dr. Sharon Kamberg</i>

DRAFT

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

School Description:

Burton School District will serve the following schools through this School Improvement Grant Application:

Summit Charter Academy (K-12) – Dependent Charter School on Tier III List.

Summit Charter Academy (SCA) is part of Burton School District and is located in Porterville, California, an incorporated city of 53,467 people. Porterville is located in Tulare County, southeast of Fresno and northeast of Bakersfield, close to the foothills of the southern Sierra Nevada range. The school is located in the mostly residential southwest corner of Porterville. Porterville's economic base is by and large agricultural, with some light manufacturing, including a Wal-Mart distribution center and retail store. The average household income is \$37,000. Burton School district has a student enrollment of 3,769 students, a 400+% increase in the last 29 years. The district currently has 7 schools (three K-4 schools, one 5-6 school, one 7-8 school, Summit Charter Academy (K-6) and Summit Charter Academy (7-12). Although Summit Charter Academy occupies two locations it considered one school with the same CDS code. There is also a community day school that serves the entire district.

The student population of the district is diverse: 49% Hispanic, 42% White, 4%

Filipino, 3% Asian, and 2% Black, American Indian, or Pacific Islander. The student population at SCA is 53.3% Hispanic, 38.2% White, 2.7% Filipino, 2.1% Asian, and 2.1% American Indian, 1.6% African American, and 0.1% Pacific Islander. The Hispanic population in SCA has increased 11.3% since the academy's inception. At SCA in 2007-2008 there were 391 students in K-6 and 167 students in 7-10. In 2008-2009, the K-6 population jumped to 526 and the 7-12 population rose to 247; the student increase, especially in the elementary grades is due to the opening of the Collegiate campus, thus freeing classrooms on the Mathew campus.

In 2009-2010, 89 students at SCA (17%) were designated English learners, 97.8% of them being Spanish speakers, with one each of Arabic and Punjabi. Another 3.9% are Redesignated FEP and 9.4% are FEP. 47.2% of those ELs were in grades K-1; another 40.4% are in the rest of the elementary grades. In 2009-2010, 55.9% of the students qualified for Free and Reduced Lunch and all benefited from Compensatory Education funds. SCA is a Title 1 school and receives Title 1 schoolwide funding. Burton School District has been in Program Improvement (PI) status since 2005-2006 but SCA is not a Program Improvement School. However, Summit Charter Academy has fallen into the first year of a Program Improvement status based on the 2009 CST scores. If Summit Charter Academy is not successful in meeting AYP/API targets for the 2010 CST, the school will be in Program Improvement.

The No Child Left Behind Act requires all states to test virtually all students annually in reading/language arts and mathematics in grades 3 through 8, plus once during high school. It also requires all schools and districts to meet targets for adequate yearly progress that place them on track for ensuring that 100% of students will be academically proficient by 2014. The Race To The Top initiatives are currently redefining school reform initiatives.

Burton School District has recently signed a Memorandum of Understanding

with the State of California's Race To The Top application (round 2). In addition to the district's commitment to participate in the state's application, the Burton Elementary Teacher's Association has signed the Memorandum of Understanding. The support from our teacher's union shows incredible commitment from our teachers in their desire to work with the district to increase student achievement.

With the realization that Tier III schools could receive School Improvement Grant (SIG) funding, representatives from each of the stakeholders group began collaborating to write this grant. With a draft Request for Application, team members worked hard to compile the needs assessment data, analyze the implications of the data, and agree on next steps for Summit Charter Academy. Although it is not required that Tier III schools identify one of the four "Turn Around" models, we found through the needs assessment, that our commitment to reform, restructure, and improve our school was well on its way.

Summit Charter Academy bifurcated into two sites in August of 2008 to allow growth at the K-6 level as well as establish an appropriate environment for the Collegiate High School. The principal split between the two sites with the assistance of a full time co-administrator. Currently the K-6 campus houses nearly 600 students and the 7-12 campus houses approximately 240 students. The K-6 campus has a Spanish Dual Immersion program scheduled to move into fifth grade next year. As a K-12 school, all student performance data is collected and figured for the school's Academic Performance Index as well as Adequate Yearly Performance measures.

Response:

An Academic Performance Survey was conducted at the K-6, 7-8, and 9-12 grade spans. The District Academic Survey was completed at the district level. The Director of Categorical Programs and Alternative Education, site principals,

teachers and parents participated in completing the Academic Performance Survey. Grade level teachers worked together to complete the survey. The site principals and the Director of Categorical Programs compiled the data into one document. Through an analysis of the data, patterns began to emerge. A priority matrix was utilized to assist in organizing and prioritizing areas of concern. Through rich conversation, stakeholders began to identify problematic areas, areas where improvement was needed. During Professional Learning Community time, specific areas from the Academic Program Surveys at Elementary, Middle School and High School were identified to improve academic achievement. The areas identified were (Essential Program Components 1.3 HS, 5.2 (HS, M,E), 5.3 (HS, M,E),6.2, (HS, M,E):

- 1.3 The school/district provides the current* SBE-adopted ELA intensive intervention programs and materials or the articulated high school version of those intervention program materials for appropriately identified intensive students achieving below grade six standards. These programs are implemented as designed and documented to be in daily use in every intervention classroom with materials for every identified student. Full implementation means that all identified intensive intervention students (students achieving below grade six grade standards), including ELs and SWDs, are provided with either the 2008 SBE-adopted grade four through eight ELA intensive intervention programs (Programs four and five) or the articulated high school version of these 2008 intensive intervention programs or the 2002/2005 SBE-adoption intensive intervention program materials). These materials are implemented daily as designed.
- District/site placement criteria determine student placement in intensive intervention, which replaces the core English grade nine or ten instructional program.
 - The articulated high school intensive intervention materials address the

needs of below grade six grade readers (intensive learners) and therefore address ELA standards below the grade six.

- Intensive programs are multi-period, stand-alone, intensive programs that are designed to accelerate students' successful reentry into the grade-level core program within two years or less. Students who reenter the grade-level program may need an additional class of strategic support.

5.2 The school/district provides teachers of ELA (in all programs, including special education and ELD) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the SBE-adopted ELA and/or SBE-adopted intensive intervention instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs.

- Data team protocol training to analyze and use data to inform classroom and school-wide practices.
- Participation in subject area/course level team meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.
- Coaching participation: classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction.
- Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards.
- Teacher-led demonstration lessons: reflection and summary sheets from

an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor.

- Curriculum-embedded technology support: use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation.
- Training on RtI² including support on providing tiered intervention.
- Implementation and monitoring of standards-based IEP.
- Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.

6.2 The school/district provides instructional assistance and ongoing support to teachers of Algebra I and Algebra Readiness. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the current adopted program and work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction. (High School)

6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction. (Elementary)
Full implementation means that the school/district provides all mathematics and intervention teachers ongoing, targeted support through content experts, coaches, specialists, or other teacher support personnel with subject matter expertise. The content experts, coaches, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current SBE-adopted instructional programs in mathematics to improve student

achievement.

- The ongoing instructional assistance includes ensuring that all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps.
- Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners.
- The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers.
- The principal structures and monitors the use and impact of coaching services on students' achievement.

Assessment data for STAR testing as well as local benchmark data was collected and analyzed. Growth over the past three years was charted. Although the school is K-12, they are located on two separate sites. It was the interest of the team to look at the data as represented by the grade levels of each campus (K-6 and 7-12). There is belief among the elementary staff that the upper grade campus is pulling the school's performance down. Conversely, it is the belief among the secondary staff that the dual immersion program has a tremendous affect on the school's academic performance. Through discussion with parents, teachers, and board members, general areas of concern were identified; expansion of the dual immersion program, intervention (K-12), and academic rigor across the middle school and high school level. Stakeholder concerns are as follows:

- I. Staff and parents alike are concerned about the progress of the K-4 dual immersion students as they work their way through the English standards at their respective grade levels while learning to be literate in Spanish. With measurements on the state Spanish test, Aprenda III, CSTs, and district benchmarks, data indicates an immediate need to intervene for students not showing proficiency in both English and Spanish as they move through the program. Currently, dual immersion students participate in English and Spanish intervention programs; however, there is a need for phonics intervention in Spanish.
- II. Staff and parents believe the dual immersion program should be supported beyond sixth grade. The idea of developing a biliterate student without support into high school falls short of parent expectations. Parents and staff shared a keen interest in creating opportunities for students to achieve a Seal of Biliteracy.
- III. Over the past several years, the number of English Language Learners has increased dramatically. Although there is a district policy mandating at least 30 minutes of English Language Development each day, inadequate curriculum, technology, and professional development inhibits the progress of English Language Development of this population. Through the APS, teachers expressed the need for an increase in instructing students in the form and function of the English Language. Oral language development is only one part of the equation. English Language Development curriculum needs to focus on form and function as well as fluency. For this School Improvement Grant, the district looked at district and school specific CELDT, and CST data analyzed with the use of the ELSSA, district Benchmark data analyzed with the use of Edusoft, and district administrations observational survey results from ELSSA.

AMAO 1

*An analysis of data shown in Section A for EL Subgroup of the ELSSA and data taken from CELDT, CST and district Benchmark exams indicate that Summit Charter Academy students in the Beginning, Early Intermediate and Intermediate levels in K-12 are failing to make annual progress in learning English in meeting the proficiency growth target and the state average in the last two years. The Beginning, Early Intermediate and Intermediate levels in K-4 are failing to make annual progress in learning English in meeting the proficiency growth target and the state average in the last two years. These grade levels contain our Dual Immersion students.

*Analysis of data indicates that our 5th - 11th grade EL students in Early Advanced and Advanced made and exceeded growth targets and the state average. Eighty-five percent of the students in these grades are maintaining or improving their scales scores on CELDT. The change in CELDT scores this past year, created an overall drop in district wide scores of those students below the Intermediate level.

AMAO 2

*An analysis of data shown in Section A for English Learner Subgroup of the ELSSA questions 2 and 5 and data taken from CELDT, CST and district Benchmark exams indicate that Summit Charter Academy English Learner students are not making their annual progress in attaining English-language proficiency. Only 18 out of 61, 29.5%, students in Cohort 2 were attaining English proficiency.

*Analysis of data indicates that our 5th - 12th grade English Learner students in Early Advanced and Advanced also made and exceeded growth targets and the state average in attaining English-language proficiency. The last two years we have noticed that the students who have been progressing annually on CELDT are the students making annual progress in learning English in meeting the

proficiency growth target and the state average. In fact, this year 23 students were eligible to be reclassified after both CELDT and CST data was available. Only 8 students qualified to be reclassified by meeting Basic (350 or above), CELDT criteria of no section lower than Early Advance, and Teacher formative and summative data.

AMAO 3

The Adequate Yearly Progress for EL subgroup at the LEA level over the last four years, with the exception of last year, placed us as not only a Title III Pilot school, but also as District PI status. We are one of the 98 school districts in the state that are in Year 4 of Program Improvement for districts.

An analysis of data shown in Section A for EL Subgroup of the ELSSA question 3, 4, 7 ELA, and 8 ELA, data taken from CELDT, and district Benchmark exams all indicate that our EL students are failing to meet the percent proficient in ELA the last 4 of 5 years. Only in 2006-07 did our EL Subgroup exceed (24.8%) the percent proficient. This past year our English Learners met the ELA proficiency but we failed to meet the Math proficiency.

- IV. Board members and parents were quite clear in their concern for academic rigor at the middle school and high school levels. The Charter petition calls for the implementation of an International Baccalaureate program. Although the 7 – 12 school is small (240 ADA), the course offering does have honors English courses for 9 – 12 English. Currently, no staff is trained in the required Advanced Placement Courses and therefore can not offer those courses to students. The needs assessment produced a strong desire to move the International Baccalaureate program to the front with an aggressive effort to implement immediately.
- V. Along with academic rigor came the need for intervention within the instructional day. This is not an issue at the K-6 campus as they have fully implemented a Response to Intervention (RTI) model. Through the use of the

Voyager curriculum and categorically funded paraprofessionals, student intervention occurs within the instructional day. However, on the 7-12 campus, intervention is a struggle as administration and staff wants to offer students as many electives as possible. Parent response was clear, there are too many afterschool activities that middle school/high school students are involved in, intervention must be offered during the instructional day.

- VI. As a new school open only six years, the libraries are sparse. Parents and staff believe the hours of operation as well as the selection of books available in English and Spanish needs to be reviewed and upgraded. Access to literature is imperative to improving student achievement.

ii. Selection of Intervention Models

Response:

As a Tier III school, the LEA understands that an intervention model does not need to be identified. However, the district's commitment to improving student achievement is strong. After careful discussion, we believe it prudent that we select and follow one of the four models as closely as possible. After careful analysis of each of the models, all stakeholders agree that the Transformation Model would produce the most academic growth given the circumstances surrounding our dependent charter school.

iii. Demonstration of Capacity to Implement Selected Intervention Models

Response:

As Summit Charter Academy outgrew its first facility, opening a second campus became a natural solution. Supporting two administrators was not financially feasible with so few students on the second campus (240 ADA). Having two full time administrators (one principal and one vice principal) work between the two school sites was a viable solution to begin with. However, after one year of less than acceptable growth, it was obvious that the missing piece was the full time presence of strong leadership at both sites. Splitting time between two sites was too difficult and not effective for either school. In 2009-2010, it was decided to split the administrative assignment and hire an experienced high school principal that would lead the school.

This decision was not made lightly. Aside from the financial impact it would have on the budget, there were concerns voiced about the "vision" of the petition. While placing a principal at each site would ease the day to day management of the schools, there was great concern expressed by parents and staff regarding the unity of the charter as one school.

Board of Directors, staff, and parents pulled together to identify the characteristics of the type of principal they wanted to see in the new principal position at the 7-12 campus. Once again the tenants of the charter petition were revisited; dual immersion, and project-based rigorous instruction with a collegiate focus. Additionally, the new principal would need to have high school experience. One of the criticisms of the efforts to expand the K-8 district into a high school experience was that no one in the district really knew how to create a rigorous high school from the ground up.

The search for the new principal involved all stakeholders. A principal with high school experience, instructional leadership skills, and an understanding that relationships with students and staff are crucial in closing the achievement gap became the description of the perfect administrator. The principal selected

fulfilled the expectations of all stakeholders. His ability to build relationships with students, rally staff to understand the rigor necessary in powerful secondary instruction, and his experience to know and understand what a high school needs to look like assured everyone that he was the right choice.

While the discussion to form another principal position for the new campus was occurring, discussion with the site administration and the Assistant Superintendent for Instruction focused on teacher effectiveness at the 7-12 campus. As a team, the site and district administrator completed walk throughs and lesson observations of all non-tenured staff as well as the scheduled tenure evaluations. Analysis of benchmark data, CSTs, and student grades proved that student performance was not as expected. Students were failing courses with no intervention offered or even discussed. Students were placed in courses they had already passed and were now failing. There was no communication to parents that their students were failing. Some teachers were not scoring assignments and tests. There was no academic rigor. (Appendix A)

Aggressive measures were taken to address each of these issues. With district support, five first and second year teachers (of twelve teachers) resigned or were non-re-elected. The powerful message sent to the rest of the staff was that rigorous, effective initial instruction with intervention as needed will be expected of everyone.

Through the use of the Ventures interviewing program, the new principal and Assistant Superintendent of Instruction screened, interviewed, and hired five new teachers. The focus of the Ventures program is to assist in identifying teacher candidates that have a heart for students. Noting relationships between students and teachers affect student achievement more than any other variable; teachers were hired for "heart" first and "smart" second.

Another measure taken by the district was to review the certificated teacher

evaluation process and make recommendations for improving the evaluation process. With the assistance of the local teacher's union, the district was able to produce and adopt a new teacher evaluation tool based on the California Standards for the Teaching Profession. With this new tool, teachers are measured against the six professional standards adopted by the state. This tool provides specific criteria to assist administrators in evaluating effective teacher performance and instructional practices. (Appendix B) We look forward (with union support) to working with the six school districts writing on behalf of the state for the Race to the Top application.

With the district's most recent action to sign a Memorandum of Understanding with the State of California for their Race To The Top application Round 2, the local teachers union has joined in our commitment to take the necessary action to close the achievement gap and improve student achievement across all grade levels and subgroups. The district will begin discussions with all stakeholders regarding the elements of our evaluation process that will ultimately dismiss ineffective staff while rewarding extraordinary efforts to improve student achievement. It is important to note that the district will become an active part in designing, implementing, and evaluating California's Race To The Top efforts. Although a small district, we pride ourselves on our cutting edge approach to retaining our people, programs and professional development. To that end, we believe strongly in professional staff development.

The district opened the doors to a new professional development training center established to provide in-house, ongoing, coaching and training for all staff. With a Director of Professional Development and one coach, the center is well on its way to assisting in the efforts of training staff. Burton School District is one of eight agencies approved by the state to offer the SB 472 training (K-6 Houghton Mifflin ELA). Every teacher in the district has been trained (and every

new teacher will be trained) in the SB 472 curriculum training. Although no longer funded by the state, it is our belief that this training affords teachers the level of understanding necessary for the delivery of effective, initial instruction. In addition, the district is currently writing manuals to be submitted to the state for the AB430 Administrator Training (with approval sought in September 2010). The list of equally important training offered in house is long, established with the goal of developing highly effective instruction for all students across the district. (Appendix C)

iv. Recruitment, Screening, and Selection of External Providers

Response:

In 2004, the district was identified as a Program Improvement district, although there were no Program Improvement schools in the district. WestEd was hired as an external evaluator to provide guidance as we started our reform initiatives. Although the state standards had been adopted years earlier, the efforts to ensure equitable delivery of instruction across the district had not begun. Essential standards, in kid-friendly language, were identified across the grade levels. Instructional maps were designed to guide the delivery of instruction in windows that would be used as a pacing guide for delivery of instruction. Finally, Edusoft technology was purchased to assist in the development of benchmark assessments for English Language Arts and Mathematics.

At the same time, the district recognized the need for Professional Learning Communities. Administrators and teams of teachers were sent to training on how to establish collaborative relationships among fellow staff members. In an

effort to support Professional Learning Communities, our parents signed in support of a weekly early dismissal each Wednesday allowing for two and one half hours for teaching staffs to meet and collaborate over student data and instruction. This practice continues today on each of our school sites. The practice of the professional learning community is embraced by the district as an effective collaborative tool therefore it is the recommendation that all K-12 staff receives PLC training.

Much of what we learned through our WestEd process continues to influence our practices. With the continued use of Edusoft to analyze our assessment data, the district believes we are on the right path. The biggest challenge we face is building upon the professional development of our teachers, as well as intervention for students not meeting proficiency targets. Both of these issues can be supported with additional resources through this School Improvement Grant. We have the know how, we believe we have the right leadership and teaching staff in place, and we have taken a strong stand on teacher evaluation and reward, we now need the financial resources to address the obstacles preventing all students from reaching their potential.

v. Alignment of Other Resources with the Selected Intervention Models

Response:

Summit Charter Academy's K-6 campus is developing a Spanish Dual Immersion program currently operating through fourth grade. As the program grows, the administrators, staff, and Board of Directors realize the significant impact this program will have on the school's academic performance as well as the district as a whole. Now in its third year of CST testing, the impact can be felt as students struggle to meet proficiency levels established by No Child Left

Behind.

The 7-12 students are equally burdened. Opening their campus without a full time administrator to focus on their vision, the hiring of several ineffective teachers and without intervention programs provided, the secondary campus started with a disadvantage. Having addressed the staffing issues, the school is now focusing on increasing rigor in initial instruction as well as intervention for struggling students.

There is a growing consensus that school improvement occurs when student performance outcomes are placed at the center of our attention. In this SIG project we are going to have to order our priorities so that we view time spent monitoring student progress is just as important as time spent in instruction. The reason a RTI model was adopted was to provide a reliable and valid data-base for informing the broad range of decisions made to improve student's academic growth rates and likelihood of success on high stakes outcomes. After a year of fully implementing the RTI model (Appendix D) with curriculum to support intervention for struggling students (Appendix E), the needs assessment tools (APS) revealed a missing component for the dual immersion student needing support in the acquisition of Spanish. At this time, our team of professionals is researching curriculum for phonemic awareness (syllables in Spanish) and early literacy needs in our dual immersion students.

As we monitor student progress we observe the need for intervention for all subgroups. Additionally, our API and AYP scores tell us that we are not meeting the needs of our growing English Learner population. This subgroup continues to grow while failing to meet proficiency targets set out by NCLB.

It is the recommendation of the administration and staff that we purchase the "Ticket to Read" online reading program which compliments the Voyager intervention program used for intervention during the instructional day. The program is designed for grades K-6, and students work independently on

leveled fluency and reading skills. The "Ticket to Read" program facilitates independent practice from school, home, or any computer that has an internet connection. The online program teaches and builds reading skills at the individual level with adaptive instruction in: phonics, fluency, vocabulary and comprehension. Additional technology would be required as would an increase in the operating hours of the school library (see budget).

On the 7-12 campus, intervention during the instructional day lacks consistency and focus. Beginning with the 2010-2011 school-year, SCA 7-12 will be on a 7 period hybrid schedule that provides blocked learning times 4 days per week. This schedule will also provide an opportunity for student to have two electives per day. The decision to implement this schedule comes in support of our charter's call for our schools to be a project-based learning environment. These 90+ minute learning blocks will provide the time necessary for students to work on those projects. Interestingly, in discussing with students what they wanted in a school schedule, they site two things: more electives (no surprise) and more time to do their work (surprise). This schedule will accommodate our student's interests. With the addition of a 7th period elective 4 days per week, we will reserve the right to preclude a students' elective choice and place them in an additional intervention class if necessary. (Appendix F) An intervention period built into the instructional day provides students a time to focus on improving their performance. This period would not add a cost to the budget. However, the curriculum used during this period would.

The primary within-the-day- intervention at SCA 7-12 is called FIRE (Frequent Intervention Review, and Enrichment). FIRE is a 30 minute instructional period during which all students participate at the intervention level, review level, or enrichment level. Students are placed in an appropriate level of FIRE quarterly as determined by staff analysis of formative assessments,

current grades, and benchmark data. However, there is some fluidity to FIRE placement as well. If a FIRE instructor has reason to believe that a student's needs will be better served by placing the student in another level of FIRE and the change is supported by the grade level and department teams of teachers, the change in placement is made. Student progress is monitored formally by grade level and department teams each quarter with a review of formative assessments, current grades, and benchmark data resulting in possible reassignment of the student to another FIRE level or in maintaining the same level assignment. At present, FIRE curriculum consists of teacher made and district provided curriculum. There is a need for curriculum designed specifically for intervention purposes that support standards based learning. Some curriculum currently being considered are: Algebra Cognitive Tutor by Kaplan Learning, I Can Learn Educational Systems – Pre-Algebra and Algebra, and The Expert Mathematician, Standards Plus ELA and Math, Meeting the California Challenge: Math and English (Globe Fearon), Measuring UP: Math and English (People's Publishing Company), Plato software, and Read 180. The curriculum cost for this item is calculated on an average cost of these programs for the number of students we want to serve. A committee of staff and parents will preview the material to select a curriculum to best meet the needs of the students.

Additional training is need for all certificated staff involved in FIRE Intervention and Review Levels to identify strategies and practices to more effectively diagnose learner needs and prescribe appropriate remediation. Therefore training in differentiated instruction is imperative for all staff.

While immediate intervention for struggling students is clearly identified by stakeholders as a strategic activity for improving student achievement, rigorous initial instruction is paramount. The charter petition calls for rigorous project-based instruction that prepares students to enter a four year college.

With appropriate course syllabi, effective teaching, and intervention this is a manageable task. The needs assessment surveys identified professional development as a necessity. While course offerings provide 9 online AP classes (developed by UC/CSU) we are unable to offer any on site AP classes because our teachers are not AP trained and certified. Therefore, we need to involve our high school staff in AP course training and certification classes as soon as possible.

Beginning with the idea of maintaining the early dismissal on Wednesdays to provide teachers real time to review and analyze student data while planning for differentiated instruction, attention must be given to developing researched based instructional strategies. Growth needs to occur in the area of reading for the dual immersion program. Teaching reading in a second language along side instruction in a primary language can be confusing for students as well as teachers. This will be an area where an outside trainer will be utilized to support our dual immersion staff. Currently there are twelve teachers on the dual immersion staff. All stakeholders emphasized the need for professional development in this area. It is the recommendation of the team that an outside staff developer be hired to evaluate the needs of our dual immersion teachers and paraprofessionals and assist in designing a professional development plan for staff.

Parents and community members were very clear in their expectation that the dual immersion program continue into the 7-12 campus. Due to the number of students and staff in those grade levels, a dual immersion program would create a financial burden on the small school. However, with research, a recommendation was put forth to establish a "Seal of Biliteracy" for students working to meet the requirements. The "Seal of Biliteracy" is an award given by a school in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. Appearing on the transcript

of the graduating senior, the "Seal of Biliteracy" is a statement of accomplishment for future employers and for college admissions.

There is much passion around the belief that a "Seal of Biliteracy" is a statement by the school system that biliteracy is important. It encourages students to pursue biliteracy, and communicates clearly that mastery of two or more languages is an important skill for participation in a 21st century diverse world and economy. It is a recommendation from the needs assessment team that we implement the "Seal of Biliteracy" award for students completing the dual immersion program through high school. This will require the addition of Spanish literature courses in the middle school grades over the next three years. The specific criteria for attaining the "Seal of Biliteracy" will be determined by school administrators, staff and the Board of Directors.

The Burton School District Board of Trustees has aggressively advocated for the establishment of an International Baccalaureate program on the 7-12 campus. The intent is to codify the petition's goals for rigorous curriculum and instruction which prepared students to enter a four year college. Over the past several years there has been minor attention to this initiative. Through the needs assessment process, it is recommended that a .5 FTE certificated teacher be assigned the role of International Baccalaureate Coordinator.

The staff, parents and administration believe that life in the 21st century places many changing demands on students making the transition through adolescence. They are at a crucial period of personal, social, physical and intellectual development, of uncertainty and of questioning. The International Baccalaureate® (IB) Middle Years Program is designed to help them find a sense of belonging in the ever-changing and increasingly interrelated world around them and to foster a positive attitude to learning. The IB Middle Years Program, for students aged 11 to 16, provides a framework of academic challenge that encourages students to embrace and understand the

connections between traditional subjects and the real world, and become critical and reflective thinkers. It is the goal of the Board of Trustees and Board of Directors to implement a Diploma program once the middle years program has been established.

Extensive training for teachers will be required as the International Baccalaureate curriculum and course syllabi are written. The budget reflects the cost of this endeavor. With strong instructional leadership and district levels support, the parents are pleased to see this initiative move forward.

In a final effort to fulfill the petition's goal of preparing students to enter a four year college, the needs assessment tool produced the clear message that special attention needs to be paid to the adoption of the common core standards. All work completed through the WestEd process will need to be revisited to ensure alignment between the new standards and the district's instructional maps and benchmark assessments.

Increasing learning time and creating community-oriented schools.

Due to the extended instructional time currently in place to accommodate the Professional Learning Community early dismissal each Wednesday, increasing the instructional day would require extensive negotiations with the teacher's union or collapsing the PLC collaborative time. Given the short turn around of this application, a suitable alternative was not found. It is the desire of the district, administration, and staff that the initiatives set forth in this application be embraced and dutifully practiced in an attempt to increase academic performance. As a Tier III school, Summit Charter Academy believes there will be a positive result as these strategies are put into place. For instance, the restructuring of the 7-12 schedules to allow more in-depth instructional time for core subjects, as well as, the extension of the kindergarten day to be a full day for both dual immersion and regular education classes.

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

Response:

The district is not currently participating in the DAIT process.

vii. Modification of LEA Practices or Policies

Response:

As a Tier III school, the LEA has decided to follow the Transformation model as closely as possible. The charter school currently has autonomy to select curriculum, hire staff, manage their budget, and set and enforce their policies and practices. At this time there is no need to modify LEA practices or policies.

Providing operational flexibility and sustained support.

Currently guided by a Board of Directors consisting of administrators, teachers, and parents, Summit Charter Academy has a Memorandum of Understanding with the district delineating the discretionary powers the board has over financial, personnel, curriculum and instruction. Flexibility to set policies that direct the two schools is outlined in the MOU. (Appendix G). The MOU outlines the flexibility the Board of Directors has to set the policies that direct the two schools.

viii. Sustainment of the Reforms after the Funding Period Ends

Response:

Since the charter school opened its doors in 2005, growth has occurred abundantly as evidenced by the need to add a second facility to the school. With the first graduating class of 2010 and the implementation of the initiatives outlined in this grant, it is the firm belief that growth in student enrollment will produce the revenue necessary to sustain the transformation model. Much of the budget for this grant is one-time expenditures to procure materials and equipment. It is our belief that the district will replicate much of this grant at other schools struggling to meet AYP targets. In essence, we look at this grant as an opportunity to not only fast track our action plan, but to also pilot reform measures that will improve student achievement.

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

Response:

The expectation for student achievement minimally will be that students (overall as well as significant subgroups) meet the state and federal proficiency targets. However, student growth goals will be for students to improve at least one band on the CSTs and district benchmark assessments. Although this is a lofty goal, we are confident that through progress monitoring and interventions matched to student need, this goal is attainable.

Additionally, the LEA will ask the teachers to identify five focus students (one English Language student, a Far Below Basic student, a Below Basic student, and an advanced student) to monitor regularly. It is our philosophy that "what gets measured, gets accomplished". Paying close attention to a group of students in a classroom will affect the entire instructional practice of the teacher.

Every student benefits from this focus. Teachers report progress on focus students after each trimester benchmark assessments as well as weekly formative assessments. Principals will report focus students' progress to the Board of Trustees in their end of the year report. Finally, as the district and union has joined support in the Race To The Top application (Round 2), we will use goals set forth in that document to measure the success of the SIG reform initiatives.

x. Inclusion of Tier III Schools (if applicable)

Response:

As Summit Charter Academy is the only school in the district identified (as a Tier III school) and this grant is written specifically for this school, the grant serves as the description of services and activities that benefit our Tier III schools.

xi. Consultation with Relevant Stakeholders

Response:

As a charter school, Summit Charter Academy is governed by a board of directors. The board is comprised of three parents, three teachers, and two administrators. In addition to this board, there is an active English Language Advisory Committee. Both of these stakeholders participated in the completion of the Academic Performance Survey. The current petition for the charter was

developed with many parents, students, and staff to design the vision for the school. Every reform initiative included in this grant has been aligned with the charter petition. Each of the stakeholders was invited to participate in the discussion which developed this grant. The goal was to ensure that nothing contained in this grant application would violate the tenants of the petition or misdirect the vision of the board of directors. Their signatures on this document demonstrate their collaboration as well as commitment to implement this grant. A joint ELAC and Board of Directors meeting was held where discussion embraced the activities that would drive this grant application. (Appendix H) Parent, staff and director, input is evident throughout the grant narrative.

Responsibilities of the LEA

The LEA has analyzed the needs and the appropriateness of each model. Although Tier III schools do not need to choose one of the four models, the district believes that the grant meets all the tenants of the transformation model. The district believes this model will produce a significant increase in student achievement for all grade levels and all subgroups.

The LEA has the capacity to use SIG funds to provide adequate resources and related support to Summit Charter Academy. Professional development commitments through the Professional Learning Academy will be aligned with recommendations made through out the grant application.

Beginning with the needs assessment and continuing with the support to write this grant application, the LEA will implement, provide resources for implementation, and seek ways to sustain activities written in this grant application once the three year term expires. The LEA will modify any practices or policies that impede the schools' ability to fully implement the interventions set forth in this application. It is the belief of the LEA that these interventions will be sustained through ADA growth as the Summit Charter Academy continues to fill classrooms. Occupying two of the district's newest school sites,

capacity exists to grow the 7-12 campus to 600 students.

The implementation of this grant will be guided by Summit Charter Academy Board of Directors. It is the expectation of the LEA that Summit Charter Academy meet the target goals set forth in the API as well as the AYP in both reading/language arts and math. This monitoring will continue with the use of the Edusoft technology to assist in data collection, analysis and interpretation.

As a Tier III school, the LEA commits to support all activities and strategies outlined in the grant application. The LEA will provide all professional development appropriate for in house while outsourcing any professional development not offered by the district.

The LEA will expect each of the two school sites to establish measureable academic goals for reading/language arts and math. Small, target goals will be established to measure progress toward student achievement on CSTs. Failure to meet goals will result in a review of strategies and programs implemented through the grant.

Program Accountability and Monitoring

The program will be monitored through state and local assessments, as well as the successful implementation of all components of the grant application, i.e. development of "Seal of Biliteracy" and International Baccalaureate programs. It is expected that the school will meet state and local proficiency targets with the assistance of the strategies and activities outlined in the grant.

SIG Form 4a-LEA Projected Budget

LEA Projected Budget

Fiscal Year 2009-10

Name of LEA: Burton Elementary School District	
County/District (CD) Code: 54-71837	
County: Tulare	
LEA Contact: Dr. Sharon Kamberg	Telephone Number: 559-782-5954
E-Mail: skamberg@burtonschools.org	Fax Number: 559-781-1403
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	0	0	0
2000- 2999	Classified Personnel Salaries			
3000- 3999	Employee Benefits			
4000- 4999	Books and Supplies			
5000- 5999	Services and Other Operating Expenditures			
6000- 6999	Capital Outlay			
7310 & 7350	Transfers of Indirect Costs	11,657	4,237	4,237
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted		11,657	4,237	4,237

SIG Form 4b—School Projected Budget

School Projected Budget

Fiscal Year 2009–10

Name of School: Summit Charter Academy	
County/District/School (CDS) Code: 54-71837-1099009	
LEA: Burton Elementary School District	
LEA Contact: Dr. Sharon Kamberg	Telephone Number: 559-782-5954
E-Mail: skamberg@burtonschools.org	Fax Number: 559-781-1403
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–	Certificated Personnel Salaries	39,577	39,577	39,577
1999	Substitutes for training	62,400		
2000–	Classified Personnel Salaries	7,201	7,201	7,201
2999				
3000–	Employee Benefits	6,783	6,783	6,783
3999				
4000–	Books and Supplies	69,032	21,882	21,882
4999				
5000–	Services and Other Operating	68,275	19,990	19,990
5999	Expenditures			
6000–	Capital Outlay	18,000		
6999				
7370 &	Transfers of Direct Support Costs			
7380				
Total Amount Budgeted		271,268	95,433	95,433

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 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.

School Name: Summit Charter Academy

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
- .5 FTE IB Coordinator – Step 25 Column E on certificated salary schedule - working 90 full days or 180 half days.	\$39,577 / yr	1000
- payroll benefits (12.813%)	\$ 5,071 / yr	3000
- 2.5 hrs. library clerk x 180 days x \$14.26 x 2 sites	\$7,201 / yr	2000
- payroll benefits – 20.73%	\$1,712 / yr	3000
- Ticket to Read – Online program for intervention. 163 students x \$29.95	\$4,882 / yr	4300
- Plato online Tutor / Intervention program for 7-12 students (200 students x		
- Read Naturally Reading Intervention for K-6 Books on CDs	\$8,500	4300
- Listening devices for Read Naturally Intervention	\$1,000	4300
- Computers for lab – 30 computers x \$900	\$27,000	4400
- Library Books for Accelerated Reader Program - \$5000 per site = \$10,000	\$10,000 / year	4300
- Road to the Code – Spanish version for intervention with K-1 at-risk students \$50 x 6 teachers	\$300	4300
- I B Curriculum Kits \$269 ea. X 6 core subjects	\$1,578	43000
- Seal of Biliteracy – Medals, certificates, and awards	\$5,000 / yr	43000
- Electrical wiring for development of computer lab in library – estimate	\$10,000	
- cabinetry for computer lab in library - estimate	\$7,000	
- Networking equipment and supplies for the computer lab in the library	\$1,000	
- Avenues Curriculum K-6 Teacher Resource Kits and student textbooks and consumables	\$5,000 / year	43000
- EL Path to Proficiency Training – 4 days- \$130 Materials x 50 Teachers (k-12)	\$6,500	52000
- Professional Dev. Consultant for Dual Immersion	\$10,000	5600

School Name: Summit Charter Academy (Continued)

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
- On going Dual Immersion training according to plan	\$5,000	5200
- PLC Training for 7-12 Teachers (18 Teachers x \$50)	\$900	5200
I B Training courses - \$400 x 8 teachers	\$3,200 / yr	5200
AP Course Training - \$650 x 6 teachers	\$3,900 / yr	5200
Substitutes for training – 200 days EL Paths to Prof + 24 days for Dual Immersion training + 3 days training for 25 teachers in PLC training (75 days) + 3 days Differentiated Instruction x 25 teachers (75 days) + 250 days (5 Day EL Institute x 50 teachers = 624 days	\$62,400	11002
-EI Institute(SB472 type) 5 days @\$750 x 50 Teachers	\$37,500	5200
-IB Conference for Principal & Coord. \$675 x 2 + hotel for 2 (\$600)	\$1,275 / yr	5200

DRAFT

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)

Summit Charter Academy

175 S Mathew

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: Burton School District

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: Dr Sharon Kamberg

Signature: Dr. Sharon Kamberg Date: 5-26-10

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

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

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Wednesday, May 05, 2010

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: Burton School District

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: Dr Sharon Kamberg

Signature: Dr Sharon Kamberg Date: 5-26-10

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

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

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Tuesday, February 24, 2009

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: Burton School District

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: Dr Sharon Kamberg

Signature: Dr Sharon Kamberg Date: 5-26-10

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

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

California Department of Education
1430 N Street
Sacramento, CA 95814

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).

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.

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:	Burton Elementary School District
Authorized Executive:	Dr. Sharon Kamberg
Signature of Authorized Executive	<i>Dr. Sharon Kamberg</i>

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)

NO WAIVERS REQUESTED AT THIS TIME – None apply

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	Start Over	Implement SWP	
Summit Charter Academy	54-71837-0109009				X							\$482,265 Over 3 yrs

SIG Form 11—Implementation Chart for a Tier III School, (if applicable)

Implementation Chart for a Tier III School

Complete this form for each Tier III school the LEA commits to serve. Identify the services the school will receive or the activities the school will implement. If the LEA is opting to implement one of the four intervention models, indicate which model will be selected. If the LEA has opted to implement other services or activities, provide a brief description at the top of the chart where indicated.

School: Summit Charter Academy

Intervention Model: Turnaround Restart Closure Transformation

Other Semi-Transformation Model as described in grant narrative

Total FTE required: .5 LEA School Other

Services & Activities	Timeline		Projected Costs		Other Resources	Oversight (LEA / School)
	School	LEA	School	LEA		
Replace Principal	Completed 7-09				LEA Budget	LEA
Replace 5 Teachers	Completed 7-09				LEA Budget	LEA/School
Replace 1 Teacher	August 2010				LEA Budget	School
Extend 1 Teacher's Time	August 2010				LEA Budget	School
IB Coordinator .5 FTE	August 2010		44,648			School
Professional Development	Ongoing		130,675		LEA Budget	LEA/School
IB Fees	Ongoing		28,500			School
Curriculum and Materials	August 2010		69,032			School
Extend Library Hours	August 2010		8,913			School

APPENDIX
Table of Contents

APPENDIX A – Data Analysis Charts.....	21
APPENDIX B – Teacher Evaluation.....	24
APPENDIX C – In-House Professional Development Opportunities.....	30
APPENDIX D – RTI Model.....	32
APPENDIX E – Curriculum for RTI Model.....	40
APPENDIX F – Proposed Block Schedule (7-12 site).....	44
APPENDIX G – MOU with Summit Charter School and LEA.....	46
APPENDIX H – Board Agendas and Minutes Approving Submission of SIG.....	52
APPENDIX I – MOU for SIG.....	59

APPENDIX A

API Estimations for SCA

(Data is only available as estimations because the state will always recognize us as ONE charter school. However, it is important for the Mathew Campus to disaggregate the data of our students in order to better inform our instruction. It is also a good tool to compare our progress with that of the districts.)

API (Estimates)	2007	2008 (DI 2nd grade)	2009 (DI 2nd & 3rd)
K-4	776	780	770
5-6	746	754	816
K-6	763	770	787
Total School Actual API	740 K-9	729 K-10	760 K-11

These scores reflect the impact the Dual Immersion program had on the school's API (estimation only). The scores also show the impact the middle school and high school has had each year as they have grown (estimation only).

These scores reflect the percentage of students scoring proficient or advanced on the CST by significant subgroups.

ELA	Schoolwide	Hispanic	White	Soc. Dis.	EL
2006	41.7	33.9	45.3	32.3	Not significant
2007	42.8	28.6	54.5	27.1	Not significant
2008	42.1	30.1	52.3	33.5	22.6
2009	47.0	36.0	63.0	37.0	20.0
MATH	Schoolwide	Hispanic	White	Soc. Dis.	EL
2006	54.5	51.4	54.7	49.6	Not significant
2007	50.4	40.7	60.7	40.0	Not significant
2008	49.6	43.9	53.9	46.2	38.9
2009	53.4	47.9	56.7	45.8	39.6

Table Represents District Benchmark Scores for the 2008-2009 Year. Numbers are separated out for percent proficient for all students and percent proficient for English Learners only. English Learners struggle in many grades levels on the ELA benchmarks. There is urgency in the 7-12 grades for math intervention as well as ELA. Math teacher has been released and an experienced math teacher will be hired. The ELA benchmarks are being reviewed to adjust rigor and align with the CSTs. Professional Development will be provided for the all staff.

1

ELA Benchmark	Test #1 All	Test #1 EL Only	Test # 2 All	Test #2 EL Only	Test #3 All	Test #3 EL Only
2	31	16	35	12	55	20
3	18	0	19	7	44	14
4	24	11	25	13	43	0
5	63	11	43	22	55	11
6	11	0	20	0	12	0
7	38	50	34	50	66	50
8	27	0	41	50	22	0
9	4	33	4	0	28	0
10	6	0	6	0	28	30
11	0	0	9	0	8	0
MATH Benchmark	Test #1 All	Test #1 EL Only	Test # 2 All	Test #2 EL Only	Test #3 All	Test #3 EL Only
2	64	38	68	40	69	0
3	73	80	65	57	65	60
4	36	25	44	57	52	13
5	61	12	37	6	81	44
6	39	43	24	36	19	28
7	28	16	19	17	37	40
8	11	8	18	8	18	11
9	4	8	4	8	0	11
10	20	N/A	0	0	50	0
11	20	0	0	N/A	0	0

APPENDIX B

All parties within the Burton School District understand and agree that the principle objective of the teaching profession is to improve the quality of the educational process and to establish a positive learning environment that promotes opportunities for success for all students. A qualified, well-trained, and highly motivated teaching staff is essential for the success of students. A comprehensive and collaborative evaluation process is a means for achieving that success. The Burton School District observation and evaluation process applies the California Standards for the Teaching Profession (CSTP), the content standards, and the requirements of Education Code 44662 as a means to assist all certificated employees, but especially less experienced professionals, in improving their professional skills.

Description of Evaluation Process

The evaluation process will include pre and post observation conferences, formal observations, and a summary evaluation. The basis for the observation and evaluation will be the California Standards for the Teaching Profession.

- All certificated employees will have a copy of the California Standards for the Teaching Profession and the Burton School District rubric that is used to determine if the employee meets, or does not meet, a standard.
- In support of the professional growth of all educators, BSD administrators will provide opportunities for teachers to become familiar with and understand the California Standards for the Teaching Profession.
- During the pre-observation conference the administrator and certificated employee will discuss the standards and collaboratively determine and record which standards (1 through 5) will be emphasized during the formal observation. There may be a school wide focus upon specific standards.
- During the post-observation conference, the administrator and certificated employee will review and address the comments and ratings provided on the observation form(s) and the summary evaluation. The certificated employee will sign the forms to indicate receiving the form, but not to indicate agreement of the content. The certificated employee will receive a copy of each signed form at the conclusion of the summary evaluation conference.
- If there are areas where the certificated employee is found to not meet the standard, the administrator will design an assistance plan for the employee. If the remedial action eliminates the deficiency, the evaluation shall state the improvement.

Probationary Certificated Employees

Every probationary certificated employee shall receive at least one summary evaluation each school year. The first evaluation shall be no later than January 15. Summary evaluations will be preceded by pre and post observation conferences and by formal observation(s). Administration will provide direction and assistance to help each new teacher grow in professional competency.

For purposes of observation and evaluation, temporary contract teachers will be treated as probationary employees.

Permanent Certificated Employees

Each permanent certificated employee shall receive a written evaluation by an administrator at least once in each two year period. These observations and evaluation will focus upon continuing professional growth and professional competency as delineated by the California Standards for the Teaching Profession (CSTP).

Education Code-EC 44662

- (a) The governing board of each school district shall establish standards of expected pupil achievement at each grade level in each area of study.
- (b) The governing board of each school district shall evaluate and assess certificated employee performance as it reasonably relates to:
 - (1) The progress of pupils toward the standards established pursuant to subdivision (a) and, if applicable, the state adopted content standards as measured by state adopted criterion referenced assessments.
 - (2) The instructional techniques and research-based strategies used by the employee.
 - (3) The employee's adherence to curricular objectives.
 - (4) The establishment and maintenance of a suitable learning environment, within the scope of the employee's responsibilities.

**BURTON SCHOOL DISTRICT
CLASSROOM OBSERVATION SUMMARY**

Teacher: _____ Evaluation Year: _____

Site: _____

Grade Level/Subject: _____

Standards to be Emphasized: _____

Observation Date: _____ Observation Time: _____

Post Observation Conference Date: _____

Lesson Observed: _____

Lesson Objective/Standard: _____

Status

Prob. 1 Perm

Prob. 2 Temp

Assistance Plan
(If yes, assistance plan attached)

Yes No

Areas of Expectation		Observation	
1	Engaging & Supporting All Students in Learning		
1.1	Connecting students' prior knowledge, life experience, and interests with learning goals	<input type="checkbox"/>	
1.2	Using a variety of research-based instructional strategies and resources to respond to students' diverse needs	<input type="checkbox"/>	
1.3	Facilitating learning experiences that promote autonomy, interaction, and choice	<input type="checkbox"/>	
1.4	Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful	<input type="checkbox"/>	
1.5	Promoting self-directed, reflective learning for all students	<input type="checkbox"/>	
2	Creating & Maintaining Effective Environments for Student Learning		
2.1	Creating a physical environment that engages all students	<input type="checkbox"/>	
2.2	Establishing a climate that promotes fairness and respect	<input type="checkbox"/>	
2.3	Promoting social development and group responsibility	<input type="checkbox"/>	
2.4	Establishing and maintaining standards for student behavior	<input type="checkbox"/>	
2.5	Planning and implementing classroom procedures and routines that support student learning	<input type="checkbox"/>	
2.6	Using instructional time effectively	<input type="checkbox"/>	
3	Understanding & Organizing Subject Matter for Student Learning		
3.1	Demonstrating knowledge of subject matter content and student development	<input type="checkbox"/>	
3.2	Organizing curriculum to support student understanding of subject matter	<input type="checkbox"/>	
3.3	Interrelating ideas and information within and across subject matter areas	<input type="checkbox"/>	
3.4	Developing student understanding through research-based instructional strategies appropriate to the subject matter	<input type="checkbox"/>	
3.5	Using materials and resources, including technologies, to make subject matter accessible to students	<input type="checkbox"/>	

Areas of Expectation		Observation	
4	Planning Instruction and Designing Learning Experiences for All Students		
4.1	Drawing on and valuing students' backgrounds, interests, and developmental learning needs	<input type="checkbox"/>	
4.2	Establishing and articulating goals for student learning	<input type="checkbox"/>	
4.3	Developing and sequencing instructional activities and materials for student learning	<input type="checkbox"/>	
4.4	Designing short-term and long-term plans to foster	<input type="checkbox"/>	

BURTON SCHOOL DISTRICT SUMMARY EVALUATION REPORT

Teacher: _____ Evaluation Year: _____

Site: _____

Grade Level/Subject: _____

Status

Prob. 1

Perm

Prob. 2

Temp

For definitions and descriptions of "areas of expectation", refer to the Burton School District Rubric for California Standards for the Teaching Profession.

Performance Levels:

1. Does not meet the professional standards of competence
2. Progressing toward the professional standards of competence
3. Meets or exceeds the professional standards of competence

Areas of Expectation		Performance Level Comments		
1	Engaging & Supporting All Students in Learning	1	2	3
1.1	Connecting students' prior knowledge, life experience, and interests with learning goals			
1.2	Using a variety of research-based instructional strategies and resources to respond to students' diverse needs			
1.3	Facilitating learning experiences that promote autonomy, interaction, and choice			
1.4	Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful			
1.5	Promoting self-directed, reflective learning for all students			
2	Creating & Maintaining Effective Environments for Student Learning			
2.1	Creating a physical environment that engages all students			
2.2	Establishing a climate that promotes fairness and respect			
2.3	Promoting social development and group responsibility			
2.4	Establishing and maintaining standards for student behavior			
2.5	Planning and implementing classroom procedures and routines that support student learning			
2.6	Using instructional time effectively			
3	Understanding & Organizing Subject Matter for Student Learning	1	2	3
3.1	Demonstrating knowledge of subject matter content and student development			
3.2	Organizing curriculum to support student understanding of subject matter			
3.3	Interrelating ideas and information within and across subject matter areas			
3.4	Developing student understanding through research-based instructional strategies appropriate to the subject matter			
3.5	Using materials and resources, including technologies, to make subject matter accessible to students			

APPENDIX C

Certified Training:

- SB 472 (K-6 ELA Houghton Mifflin)
- Thinking Maps
- Write From the Beginning (Writing with Thinking Maps)
- ELAS – 5 day SB 472 English Learners Professional Development Institute (through Tulare County)
- Working at the Speed of Trust
- Leading at the Speed of Trust
- High Point
- Avenues

Developed:

- Guided Reading Training
- Writing Strategies (trained BES teachers last year)
- Follow up Thinking Map Training
- New Teacher Training
- Becoming a Great (High) School – curriculum and instruction
- Guided Reading - Principal Training
- MSV – Analyzing Running Records

Developing:

- Leadership Academy
- AB 430
- Developing your skills as a master teacher
- Checking for understanding/summarization in any subject

APPENDIX D

Rtl Plan for Summit Charter Academy

A. General Procedures

1. **Academic Area:** Reading and Math
2. **Staff resources and configuration:** Regular education teachers will plan for and lead the Tier I instruction. They will have support in their classrooms from Title I teacher aides, interventionists, special education teachers and district consultants.
3. **Universal screening procedures:** Summit Charter Academy uses the Aimsweb assessment and screening instrument. All students in grades K-6 are screened (benchmarked) three times a year (Fall, Winter and Spring). Students whose scores fall in the "strategic group" are progress monitored at least every two weeks. Students whose scores fall in the "intensive group" are progress monitored at least once a week.
4. **Number of Tiers:** Summit Charter Academy uses a 3-tier system for the efficient allocation of school resources.
5. **Grade level meetings (Data Analysis Team (DAT)):** The grade level data analysis teams will meet at least quarterly to review data, make data-based decisions on which students are benefiting from Tier 1, 2 or 3 instructional intervention and allocate school resources when need to meet the students academic needs. The Data Analysis Team will consist of the site administrator, special education teacher, school psychologist, and general education teacher(s).
6. **Students that enter late:** Students that enter late are given the AIMSweb benchmark by an appropriately trained staff member. Based on their scores the student will be placed in the appropriate tier of instructional intervention. If the student entering late has already been identified as a special education student then their goals will be reviewed and the appropriate level of intensive Tier 3 instructional intervention will be given.
7. **Contacting Parents:** All parents are contacted at the beginning of the year to inform them about the AIMSweb screening and Rtl process. Each parent of a student that falls into the "strategic" or "intensive" groups will be notified at the times when the general education sends out the students progress reports. Parents will be contacted as to how they may access the AIMSweb system in order to review the progress of their child online at their convenience. Any consideration of assessment for eligibility considerations for special education services will follow the due process and notification guidelines outlined in the State and Federal education code and regulations.

B. Tier I

1. **Core Reading:** The Houghton-Mifflin reading series was adopted beginning in August of 2007. This is a research based program and is used in grades K-6 along with Guided Reading. All k-3 teachers, along with the principal received training on Houghton Mifflin and Guided Reading during the 2008-2009 school year.

2. **Length of core reading instruction:** The core reading program is 90 minutes long.
3. **Staff development for core curriculum:** Staff development was delivered to teachers in the Burton School District by trainers from the Houghton-Mifflin reading company during the adoption year. In 2002, all 4-6 grade teachers participated in AB466 (5 day) training regarding the Houghton Mifflin Adoption. K-3 teachers in the district received training from the Literacy Coordinators regarding the ongoing implementation of the curriculum. All district teachers, including SCA teachers, participated in a 5 day Houghton Mifflin training during the 2008-2009. Differentiated instruction will be included in the staff development as presented by trainers.
4. **Types of Instructional Practices:** Delivery of instructional practices can be through large group, small group, learning centers, individualized instruction, peer assistance, parent volunteers, leveled readers.
5. **Progress-Monitoring procedures:** Progress monitoring only occurs with the benchmark tests that are given three times a year to the core group. The probes are given by regular education teachers, Title I teachers, and interventionists. Progress monitoring takes approximately 3-5 minutes per student per trimester for each test administered. These benchmarks take place three times a year (Fall, Winter, Spring). Cutoffs are established for each grade level. Students falling below the cutoffs are assigned to Tier 2 intervention.
6. **Data-based decision making for Tier I:** Each student's progress monitoring will be reviewed by an intervention team that has been trained in interpreting the Aimsweb data. The slope and rate of growth is measured through the benchmark testing. These benchmarks are established by the Aimsweb company. Benchmark will be used to determine the type of interventions students will receive.
7. **Fidelity assurances for Tier I:** Tier I instructors are using individualized research-based instruction as well as Houghton-Mifflin reading series that was adopted in 2007. The administrators use a highly effective evaluation model to assure that there is high quality instruction being implemented with fidelity.

C. Tier II

1. **Tier II interventions for reading:**
 Students will receive an additional 30 minutes a day for enrichment. After 9 weeks some students will receive reading interventions strategies to boost their performance. Students are divided into three groups: Core, Strategic, and Intensive. The largest group is the "core group." This group scored above the benchmark on the Aimsweb testing. They will continue in the core group as long as scores on the benchmarks verify their placement. The "strategic" group is next. This group is smaller and will meet for an additional 30 minutes for a minimum of 9 weeks. The third group is the "Intensive" group. This group will meet in small groups for 30 additional minutes daily for a minimum of 9 weeks. Reading intervention instruction is delivered through research-based strategies and materials.

2. **Length of intervention for reading:** The intervention time will be for 30 minutes for a minimum of 9 weeks.
3. **Number of sessions per week and maximum class size:** Tier II classes will meet daily and there will be a maximum of 8 students per instructor in the strategic and intensive groups.
4. **Who provides interventions:** Interventions are provided for by the regular classroom teachers, Title I teachers, At-risk teachers assistants, regular teacher assistants, related-arts teachers and special education staff to work with special education students.
5. **Staff Development training for Tier II providers in reading:** Staff development training was provided during in-service training in January. The Voyager representatives trained the entire intervention staff for grades K-6 on the Voyager Passport reading program. The training involved all aspects of the reading program to implement the program with fidelity and how to use best practices to maximize student outcomes. Cassandra Brawley will lead the reading intervention team as the Rtl coordinator to make sure that staff receive additional training and that staff are implementing the program with fidelity. Training was also provided to the reading intervention staff for the Aimsweb assessment instrument. The reading interventionists received two days of training on how to administer the test, how to interpret the test results and how to enter them into the online system.
6. **Progress Monitoring procedures:** All Tier II “strategic” students are “progress monitored” using a comprehensive schedule that ensures all students receive testing by the reading interventionist team. When the student has at least six data points the students’ progress is monitored to determine if the student should be moved up, down or remain in Tier II. National norms will be used until local norms can be established to determine the placement of the students within the reading group that will have the greatest impact on moving the student towards the successful acquisition of reading skills. This placement will be determined by the data analysis team (DAT) along with the supporting data and professional judgment.
7. **Data-based driven decisions:** Students will be placed or moved to the appropriate Tier II group as determined by their Aimsweb scores and professional judgment as reviewed by the DAT team. The cutoff scores are determined by the DAT team with guided recommendations from Aimsweb.
8. **Fidelity procedures for Tier II:** Administrators/Rtl coordinator use an evaluation model to assure that the program is being implemented with fidelity and looks for ways to improve the current system. The reading intervention team controls the security of the testing. The Rtl coordinator consistently and constantly performs formal and informal observations to ensure the quality of the implementation of the program always remains high.

D. Tier III

1. **At what point is referral for special education services made?** A child will have had access to the “Core, Strategic and Intensive intervention” groups within Tier II. The child would currently be in the Intensive intervention Tier, or Title I

pullout class. Failure to show adequate progress as detailed in Aimsweb reports will result in a change of intervention for the student. This change may occur within the parameters of their present Tier intervention or through accessing the proper channels to move the student to another Tier intervention, depending on the severity of the problem and/or the number of data points obtained in any given intervention. For instance, we need at least six data points to determine that a student is not responding to the intervention that they are currently participating in. The Aimsweb system allows us to chart the interventions used with each student and graph their progress or lack thereof. When a student fails to make adequate progress in Title I/Tier II reading interventions after obtaining at least six data points, additional strategies will be introduced. The program may be changed entirely or the existing program may be supplemented with other research based interventions to address individual student needs. If after four data points are collected it is clear that the student is not making adequate progress, the DAT team will discuss the possibility of making a referral for a comprehensive assessment to rule out whether the student has a specific learning disability.

2. **Number of sessions per week:** Students are provided the opportunity for instruction four days a week.
3. **Who provides intervention?** There is one full-time certified, highly qualified teacher that provides direct instruction to the Tier III. The teacher plans and oversees the instruction that is delivered by one full-time special education interventionist as well as the six full-time reading interventionists.
4. **Training and Staff development for Tier III providers:** The training is exactly the same as the Tier II providers receive.
5. **Progress Monitoring procedures:** Students in Tier III not only receive the Aimsweb benchmark tests three times a year, but will also have their progress monitored on weekly basis using the Aimsweb progress monitoring probes.
6. **Data-based decision making procedures:** These procedures follow the Tier II model with one distinct difference; if the student is identified with a specific learning disability, then the IEP team makes educational decisions for the child instead of the DAT team. Also, a student may receive Tier III services without being identified as a student with a learning disability.
7. **How are parents kept informed at this level?** Parents are notified in writing that their children have qualified to receive Tier III services for reading. They *must* sign and return an "Acceptance of Services" notice and either accept or decline services. The notice is sent twice, and the parents are contacted by phone to inform them and get their approval for pull-out services. Progress monitoring can be discussed with parents at parent/teacher conferences, where students on an IEP will receive progress reports at the time of the year that general education students' parents receive their progress reports.
8. **How is fidelity of implementation monitored at Tier III?** Language, SRA, Read Naturally and Voyager Passport are all research-based reading programs that will be implemented at the Tier III level. The Rtl coordinator/RSP teacher will be responsible for assuring that these programs are implemented with fidelity

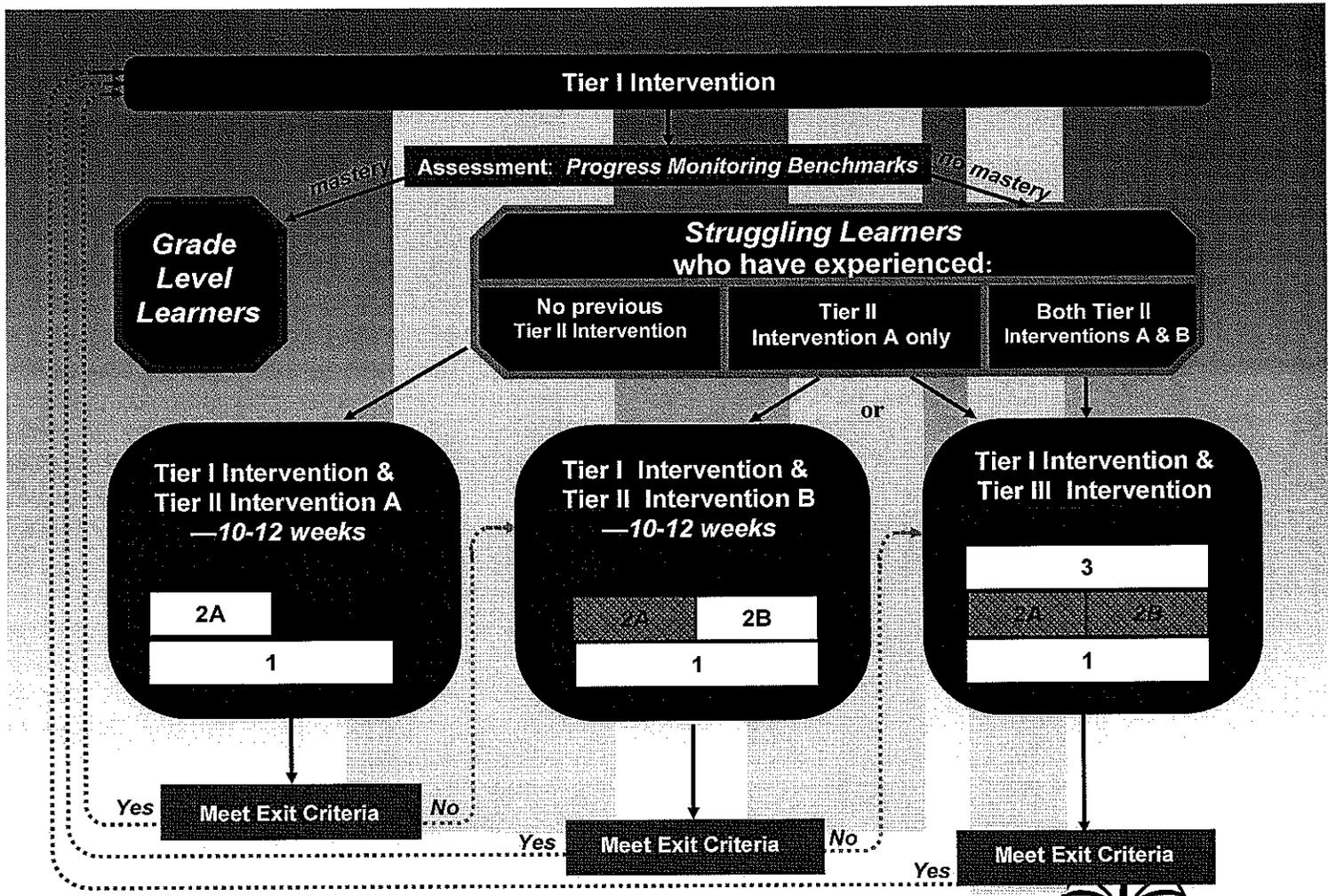
and that high quality instruction is taking place.

E. Special Education Procedures:

1. **When does a student get referred for a comprehensive assessment that may qualify them for special education services?** After a student has been through the three tiers of intervention and has not shown adequate progress with the progress monitoring assessments, the DAT team will decide if the student should be referred for a comprehensive evaluation to determine if the student is entitled to special education services.
2. **Who makes the decision for a comprehensive evaluation?** The Data Analysis Team (DAT) will make this decision, however, the parent may at any time request, in writing, a comprehensive evaluation to determine if their child qualifies for special education services. The DAT team is comprised of the grade level teacher(s), one of the site administrators, the RSP teacher/Rtl coordinator and the district psychologist, although other staff who have been involved with the child may be asked to participate on the team.
3. **What are the general procedures to be used for the comprehensive evaluation?** As outlined in federal regulations, the IEP team makes the decision as to whether the student qualifies for special education services.
4. **What are the components of a comprehensive evaluation:** The student is assessed in all areas of suspected disability. The assessment will include a review of past academic performance, review of progress monitoring data and a screening of hearing and vision. Other components of the comprehensive evaluation may include: attendance, amount of time in current school system, teacher observations, a processing assessment, an abbreviated IQ assessment to rule-out Mental Retardation, visual-motor tests, classroom-based assessment, and the length of time a student has been in each Tier.
5. **Describe progress monitoring procedures after students begin receiving special education services:** Progress monitoring will occur every week and will be administered by a teacher/interventionists trained in administering the AimsWeb assessment.
6. **Data-based decision making procedures once a student begins receiving special education services:** Progress monitoring reports will be shared with parents at the end of each grading period.
A student is making adequate progress if the scores are at or above the established grade-level criterion for both the performance level and the rate of growth. The student may discontinue Tier 3 intervention and receive Tier I instruction only because the student will receive special education services, an IEP meeting must be held to change or discontinue intervention services.
If the student is not making adequate progress because the scores fall below grade-level criteria for both performance level and rate of growth then the student will continue to receive special education services.
7. **Procedures for monitoring the fidelity of implementation of special education services:** Fidelity of the program will occur by administrative staff doing systematic evaluation through observation and walk-through.

	Tier I: Core Class Instruction	Tier II: Small Group Interventions	Tier III: Intensive
Focus	All students	Students identified as not responding to Tier I	Students with NO response to Tier I or Tier II
Program	Scientifically-based curriculum	Content specific to program	Individualized interventions
Grouping	Formats designed to meet all student needs	Homogenous small groups 1:5	Homogenous small groups 1:3
Daily Time	90+ minutes of instruction	15-45 minutes in addition to the 90+ minutes of core instruction	30-60 minutes in addition to the 90+ minutes of core instruction
Assessment	Fall, Winter, Spring Benchmarks	Bi-weekly to weekly progress charted	Weekly progress charted
Interventionist	General Education Teacher	Highly Trained Interventionist	Highly Trained Education Specialist
Setting	General Education Classroom	Appropriate Setting	Appropriate Setting

KINDERGARTEN		
A Core Programs	B Specialized Programs	C Time/Grouping Conditions
<ul style="list-style-type: none"> Houghton Mifflin (English and Spanish) 	<ul style="list-style-type: none"> Voyager Passport Voyager Pasaporte for Dual-Immersion Program Ladders to Literacy Road to the Code DaisyQuest 	<ul style="list-style-type: none"> Skilled and trained teachers High quality implementation 15-45 minutes of small group directed instruction Small groups (3-5 students) 2-5 days a week
GRADE 1		
A Core Programs	B Specialized Programs	C Time/Grouping Conditions
<ul style="list-style-type: none"> Houghton Mifflin (English and Spanish) 	<ul style="list-style-type: none"> Voyager Passport Voyager Pasaporte for Dual-Immersion Program Road to the Code DaisyQuest 	<ul style="list-style-type: none"> Skilled and trained teachers High quality implementation 15-45 minutes of small group directed instruction Small groups (3-5 students) 2-5 days a
GRADE 2-3		
A Core Programs	B Specialized Programs	C Time/Grouping Conditions
<ul style="list-style-type: none"> Houghton Mifflin (English and Spanish) 	<ul style="list-style-type: none"> Voyager Passport Voyager Pasaporte for Dual-Immersion Program DaisyQuest Language! Read Naturally SRA Rewards 	<ul style="list-style-type: none"> Skilled and trained teachers High quality implementation 30-45 minutes of small group directed instruction Small groups (3-5 students) 2-5 days a week
GRADE 4-6		
A Core Programs	B Specialized Programs	C Time/Grouping Conditions
<ul style="list-style-type: none"> Houghton Mifflin (English and Spanish) Holt (6th grade only) 	<ul style="list-style-type: none"> Voyager Passport Voyager Pasaporte for Dual-Immersion Program DaisyQuest Language! Read Naturally SRA Rewards 	<ul style="list-style-type: none"> Skilled and trained teachers High quality implementation 30-45 minutes of small group directed instruction Small groups (3-5 students) 2-5 days a week



Vaughn, S. (2003, December). How many tiers are needed for Response to Intervention to achieve acceptable prevention outcomes? Paper presented at the National Research Center on Learning Disabilities Responsiveness-to-Intervention Symposium, Kansas City, MO.



APPENDIX E

Overview of Voyager Passport Curriculums

Passport Level A—Phonemic Awareness

Passport Level A Curriculum Guide Phonemic awareness is critical to decoding skills, and in Voyager Passport Level A, students are explicitly taught to segment, blend, and manipulate phonemes. Phonics instruction strategically dovetails with phonemic awareness as students learn to map letters to sounds. In the systematic progression, students next use their phonics knowledge to decode regular words and to develop fluent word recognition. In the second half of Level A, students begin to read controlled sentences and recognize basic sight words. By the end of the year, students are reading brief informational passages.

While the primary focus is on instruction in the code, oral vocabulary and comprehension are introduced in the first lesson and continue throughout the 12 Adventures. Concept knowledge and high-utility vocabulary words are incorporated into read-alouds and text discussions. Kindergarten students learn to hone their listening comprehension skills and eventually apply the same ability to reading text.

Level A Student Text

In Level A, students are first taught letter sounds, beginning with the consonant m. By the end of the year, students can fluently read meaningful sentences with up to 8 words.

Passport Level B—Connecting Phonemes to phonics and word study

Curriculum Guide Passport Level B systematically connects phonemes to phonics and word study. Phonic elements are introduced in isolation, and practiced and reviewed to confirm accuracy. Students assemble phonemes in gradually more complex word types, and increase automaticity in reading regular words and common sight words. Word recognition skills converge when students read meaningful, daily passages, deliberately controlled to ensure success and develop fluency.

Vocabulary and comprehension instruction (Read to Understand) occurs daily. Explicit vocabulary instruction helps students comprehend text. Read-alouds extend concept knowledge of daily passages, providing comprehension instruction before, during, and after reading.

Level B Student Text Start of Year Text

In Level B, students begin the year reading stories with short, 3-4 word sentences. Text consists of decodable words and sight words, such as the and is. Rebuses, or pictures representing words, are used for words that contain phonic elements not yet introduced but necessary for an engaging story.

End of Year Text

By the end of the year, students are reading multiple-paragraph selections up to 125 words. First grade students can now read complex word types, including multi-syllabic words, in passages that stimulate discussion.

Passport Level C—Orthographic patterns to help with decoding

Level C Curriculum Level C explicitly teaches common orthographic patterns so students learn to recognize words quickly without decoding. The first 12 weeks review phonic elements,

regular word reading, high frequency words, and spelling. Following the Word Works part of the lesson, students read engaging passages in Read to Understand.

Midyear, less time is spent on Word Works and more time in Read to Understand. Instruction focuses on fluency--attending to rate, accuracy, and expression. Students learn new and useful vocabulary words, and apply comprehension strategies to more complex passages.

Level C Student Text Start of Year Text

Students begin the year reading controlled text passages with 2-3 lines of text per page or illustration. Words are predominantly monosyllabic, weighted toward the phonic elements that have just been taught. The topics require minimal background knowledge and are relevant to students' daily lives.

End of Year Text

By the end of the year, students read dense, expository passages of 400 words. Vocabulary consists of multisyllabic words as "different," "animals," and "chimpanzees." As the words and sentence structure become more complex, students are able to learn interesting and substantial content.

Passport Level D—Vocabulary, Morpheme and Comprehension development

Level D Curriculum Level D begins with an intensive 8-week jump start in Word Works, ensuring students have the solid foundation needed to recognize words quickly and effortlessly. Next, advanced word study improves recognition of more advanced elements. Students learn specific, useful vocabulary words before reading passages, and are taught morphemes to unlock the meaning of multiple words.

Level D includes explicit instruction in comprehension strategies, organized before, during, and after reading. Fluency instruction helps students read informational text with accuracy and prosody. The lesson design ensures students spend as much time reading aloud as possible through choral, partner, and timed readings.

Level D Student Text Start of Year Text

Throughout the year, teachers guide students through grade-level appropriate social studies and science content. With the exception of pre-taught words, the text starts at a mid-first grade readability level.

End of Year Text

By the end of the year, passages have increased in length and complexity. In this example, teachers help students make connections between the Easter Islands and Stonehenge. Even passage titles contain complex word patterns such as "mysterious".

Passport Level E—Comprehension and Reading strategies

Level E Curriculum In Level E, students learn to predict, question, find the main idea, summarize, and make inferences. Each passage makes expository text structures—such as compare and contrast or cause and effect—transparent and easy to understand. A 2-day day instructional model allows students to reread passages, reinforcing the meaning of new vocabulary words and making the content memorable.

Word level instruction is the primary focus in the first 6-weeks. Students receive accelerated, explicit review of consonant digraphs, vowel combinations, rule-based words, and syllable

types. In subsequent lessons, Advanced Word Study teaches students to decode multi-syllabic words found in complex text.

Level E Student Text Start of Year Text

The goal of Level E is to help intervention students become more conscious readers of more demanding text. Students begin the year reading brief passages respectful of their background knowledge: big ideas are conveyed through short sentences.

End of Year Text

By the end of the year, students read 400 word passages on intriguing phenomena like "raining snakes and frogs." Sentences are longer and more complex than in the beginning of the year, and many of the words are domain-specific to science and social studies

Passport Level F—Vocabulary and Comprehension development

Level F Curriculum Level F instruction is devoted primarily to comprehension and vocabulary. Students are taught how to analyze informational text for meaning and how to apply strategies to unfamiliar text. Explicit vocabulary instruction helps students deepen their understanding of words and generate words they truly understand.

Acceleration is key to Level F instruction. Priority skills are built into a systematic routine, promoting transferable learning. Complexity and length of text increases until students access passages written at the same level as their grade level textbooks. Word-level instruction includes common orthographic patterns, word building, and morphemes.

Level F Student Text Start of Year Text

While the topics are sophisticated and empowering, the text in the beginning of the year is relatively brief and the concepts straightforward. Initial lessons devote substantial time to instruction at the word level.

End of Year Text

By the end of the year, both length and complexity of the text increases. In one passage, students learn to distinguish myth from fact and to understand scientific cause and effect relationships. To comprehend this text they read multisyllabic words from science, such as *atmosphere* and *temperature*, and words with less common orthographic patterns, like *mirage*

APPENDIX F

Summit Charter Collegiate Academy

Proposed Daily Schedule for 2010-2011

7 period/ 6 period rotating block – one day all period (does not include per 7), 4 days rotating, with constant intervention and constant elective

All Period Day

Per 1	8:05 – 9:01
Passing	
Per 2	9:05 – 10:01
Brunch	10:01 – 10:13
Passing	
Per 3	10:17 – 11:13
Passing	
Per 4	11:17 – 12:13
Intv/Lunch	12:13 – 12:43
Intv/Lunch	12:43 – 1:13
Passing	
Per 5	1:17 – 2:13
Passing	
Per 6	2:17 – 3:15

Rotating Schedule

Per 1/2	8:05 – 9:41
Brunch	9:45 – 9:57
Passing	
Per 3/4	10:01 – 11:36
Intv/Lunch	11:36 – 12:06
Intv/Lunch	12:06 – 12:36
Passing	
Per 5/6	12:40 – 2:11
Passing	
Success	2:15 – 3:15

All Period Minimum Day

2:15 PM Dismissal

Per 1	8:05 – 8:51
Passing	
Per 2	8:55 – 9:41
Brunch	9:41 – 9:53
Passing	
Per 3	9:57 – 10:43
Passing	
Per 4	10:47 – 11:33
Intv/lunch	11:33 – 12:03
Intv/Lunch	12:03 – 12:33
Passing	
Per 5	12:37 – 1:23
Passing	
Per 6	1:27 – 2:15

Rotating Schedule Minimum Day

2:15 PM Dismissal

Per 1/2	8:05 – 9:23
Brunch	9:23 – 9:35
Passing	
Per 3/4	9:39 – 10:57
Passing	
Intv/lunch	11:01 – 11:31
Intv/Lunch	11:31 – 1:01
Passing	
Per 5/6	1:05 – 2:15

All Period Professional Learning Day

1:00 PM Dismissal

Per 1	8:05 – 8:28
Passing	
Per 2	8:32 – 8:55
Passing	
Per 3	8:59 – 9:22
Brunch	9:22 – 9:34
Passing	
Per 4	9:38 – 10:01
Passing	
Per 5	10:05 – 10:28
Passing	
Per 6	11:32 – 12:00
Intv/Lunch	11:00 – 11:30
Intv/Lunch	11:30 – 12:00
Dismissal	12:00

Rotating Schedule Professional Learning Day

1:00 PM Dismissal

Per 1/2	8:05 – 9:56
Brunch	8:56 – 9:08
Passing	
Per 3/4	9:12 – 10:03
Passing	
Per 5/6	10:07 – 11:00
Intv/Lunch	11:00 – 11:30
Intv/Lunch	11:30 – 12:00
Dismissal	12:00

APPENDIX G

**BURTON SCHOOL DISTRICT
AND
THE SUMMIT CHARTER ACADEMY
MEMORANDUM OF UNDERSTANDING
June 30, 2009**

THIS MEMORANDUM OF UNDERSTANDING ("Memorandum") is made and entered into as of June 30, 2009 and between the Burton School District, a California public school district ("District"), and the Summit Charter Academy, a California public charter school ("Charter School"), as authorized by the Burton Summit Charter Academy Petition, which does not allow the Charter School to enter into any contracts except for memorandums of understanding between the District and Charter School, such as this Memorandum.

NOW, THEREFORE, for and in consideration of the covenants and agreements hereinafter set forth, the parties agree as follows:

1. TERM:

- 1.1. **Term:** The term of this Memorandum shall be for the term of the charter petition, including any renewal periods of the charter.
- 1.2. **Renewal:** This Memorandum shall be reviewed and agreed to annually on or prior to June 30th. A mid-year discussion meeting will be scheduled.

2. ADMINISTRATIVE SERVICES PROVIDED BY THE DISTRICT:

- 2.1. **Oversight Charge:** The parties' agreement to the provision of any services listed below does not in any way limit or otherwise affect the District's right to receive payment of Charter School revenues for oversight expense as authorized by Education Code section 47613.
- 2.2. **Services Provided:** The District has agreed to provide the following services:
 - 2.2.1. **Business Services:**
 - 2.2.1.1. **Accounting:** maintaining a chart of accounts, account code structure, and financial ledgers; maintenance and posting of all financial transactions to the Charter School's ledgers, preparation of required financial reports including monthly cash flow and balance sheets, monthly reconciliation to bank statements and annual reports and statements; and inclusion in District's annual audit.
 - 2.2.1.2. **Payroll:** including preparation of pay warrants; distribution of payroll checks and execution of direct deposits; calculation and forwarding of all tax, benefit, retirement, and other withholdings; and, preparation of and forwarding of tax withholdings and related documentation to state and federal tax authorities.
 - 2.2.1.3. **Accounts Receivable and Payable:** including processing of all purchase orders and check requests in a timely fashion, holding of all deposits, and posting relevant information to appropriate ledgers.
 - 2.2.1.4. **Budget Development and Fiscal Planning:** The District will identify revenues, compare estimated revenues with actual

revenues, monitor expenditures, and prepare and revise long-term financial projections.

- 2.2.1.5. **Purchasing:** the Charter School shall use the procedures of the District's Purchasing Department to purchase goods and services related to the conduct of school business and all such purchases shall be processed through the Purchasing Department. Purchase agreements negotiated by the District may include the Charter School as appropriate. The Charter School shall pay the actual direct costs of the goods or services purchased.
- 2.2.2. **Insurance:** The District, through its purchasing pools, will provide insurance coverage to the Charter School, including workers' compensation, unemployment insurance and general liability insurance.
- 2.2.3. **Technology/Student Data Information Management:** The District will establish and provide technical assistance in the maintenance of a student information management system that tracks the following, at a minimum: average daily attendance, enrollment, standardized and alternative assessment data, emergency contacts, race/ethnicity, age, address, parent/guardian, immunization, and discipline/suspension/expulsion, access to the District's network and Internet access. The Charter School shall have full responsibility for entering data into this system. The District will prepare and file appropriate attendance and related reports to the State.
- 2.2.4. **Maintenance:** The District will provide the same standard of maintenance services to the Charter School's facility as are provided to all regular non-charter schools in the District.
- 2.2.5. **Transportation:** The District will provide all home to school transportation services. Field trips will be invoiced at the J141 mileage rate.
- 2.2.6. **Food Services:** The District will provide the Charter School with food services and any related services to ensure compliance with, and funding from, State and Federal child nutrition programs.
- 2.2.7. **Facility Services:**
- 2.2.7.1. **Custodial Services:** The District will provide the Charter School with all custodial services .
- 2.2.7.2. **Grounds Maintenance:** The District will provide the Charter School with all landscaping and grounds maintenance services.
- 2.2.8. **Program Evaluation:** The Charter School will administer state-mandated and District approved benchmark tests in partnership with the District and consistent with the Charter School policies.
- 2.2.9. **State and Federal Programs Compliance Support:** California charter schools are exempt from most state mandated categorical compliance matters, however, are subject to federal compliance processes due to their participation in federally funded programs (e.g., Title I). Assistance may include the generation of required reports, supervision of rules, regulations and procedures related to categorical programs, oversight of categorical budgets and other related activities.

2.2.10. **Personnel Services:** The District will provide the Charter School with Personnel (Human Resource) Services for certificated and classified services. Fingerprinting is required of all volunteers and employees and will be paid by the district.

3. **SPECIAL EDUCATION:**

3.1. Provision of Special Services: Children with disabilities attending the Charter School shall be served in accordance consistent with the Re-authorization of IDEA. The Charter School shall cooperate fully with the District in the identification and referral of students who may have exceptional needs, assessments and development of IEPs, and the provision of special education services to Charter School Students.

4. **CENTRALIZED SERVICE REIMBURSEMENT TO THE "DISTRICT":** The District incurs centralized services for Transportation, Food Services, Maintenance and Operations, Curriculum Development, Business Services, Testing and Special Education. All of these services for District Schools are paid out of ADA generated by all District students. P2 ADA generated by the Charter School for Centralized Services shall be reimbursed in the following manner.

- 4.1. Discretionary Funding K-6: The Charter School will receive \$62.40 per ADA based on current year CBEDS. In addition an annual allocation of categorical funding will be provided based on district allocation formulas.
- 4.2. Discretionary Funding 7-8: The Charter School will receive \$76.00 per ADA based on current year CBEDS. In addition an annual allocation of categorical funding will be provided based on district allocation formulas.
- 4.3. Discretionary Funding 9-12: The Charter School will receive \$87.60 per ADA based on current CBEDS. In addition, an annual allocation of categorical funding will be provided based on district allocation formulas.
- 4.4. The district will provide expenses associated with the (7-12) after school sports programs. This will include initial purchase of equipment and uniforms.
- 4.5. The district will provide transportation and coaching expenses consistent with current District practice. Stipends will be consistent with the BETA/District contract.
- 4.6. The district will provide for transportation and annual equipment replacement cost for the Charter School's music and athletic programs.
- 4.7. The District will provide for promotional advertisement support associated with promotion of Charter School enrollment.
- 4.8. The District will provide support for high school opportunities, which prepare students for entrance into the University of California system, i.e. International Baccalaureate Program and/or establishing relationships with outside agencies.
- 4.9. The District will provide funding to support approved student clubs. Stipends will be consistent with the BETA/District contract.
- 4.10. The District will provide support for the Charter School administrator and/or Board of directors to attend a charter school conference and a Dual Immersion conference annually.
- 4.11. The District will provide support for the Charter School Dual Immersion students (grades two and above) to take the Aprenda 3 assessment.

5. **DELEGATED AUTHORITY:** As discussed in the Charter Petition, the Summit Charter Academy Board of Directors shall have the authority to:

- 5.1 Adopt, deliver, and adapt all aspects of the curriculum consistent with adherence to California State Standards and district curriculum adoption process, as approved by the board of Directors and the Board of Trustees.
- 5.2 Design and implement all aspects of site-specific professional development and continuous improvement strategies under the provisions of the district's Program Improvement Corrective Action Plan utilizing district identified/selected professional development opportunities.
- 5.3 The Charter School may create the school's schedule, including length of day and school year with Board of Trustee approval.
- 5.4 Expend discretionary Charter School funds as the Charter so selects within compliance guidelines.
- 5.5 Negotiations with the District on the annual Memorandum of Understanding on facilities and/or services to be provided by the District.
- 5.6 Certain site-based operational matters consistent with the mission and purpose of the Charter School (such as school dress code, parent compact, and student discipline).
- 5.7 The Charter School, with the Board of Director's and Board of Trustees approval, may choose to exercise its' site based budgeting authority to adjust staffing ratios or to employ other cost saving measures in order to free discretionary dollars.

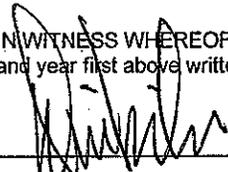
6. MISCELLANEOUS:

- 6.1 **Amendments:** This Memorandum may be altered, amended, changed or modified only by agreement in writing executed by a duly authorized representative of each party.
- 6.2 **Mutual Indemnity:** Each party shall indemnify, defend and save the other, its governing board, officers, agents, and employees harmless from any and all claims, damages, losses, causes of action and demands, including reasonable attorneys fees and costs, incurred in connection with or in any manner arising out of the subject matter of this Memorandum to the extent such claims, damages, losses, causes of action and demands, including reasonable attorneys fees and costs, are attributable to the indemnifying party's negligent or intentionally wrongful acts.
- 6.3 **Severability:** If any provision or any part of this Memorandum is for any reason held to be invalid and or unenforceable or contrary to public policy, law, or statute and/or ordinance, such provisions shall be deemed provisions of the Charter School petition so amended thereby, and the remainder of this agreement shall not be affected thereby and shall remain valid and fully enforceable.
- 6.4 **Prevailing Authority:** In the event of a conflict between the law and the terms of this Memorandum, the law shall prevail, and any such conflicting terms shall be severed from this Memorandum and nullified. To the extent that this Memorandum is inconsistent with any of the terms of the Charter and such inconsistency would not constitute a material revision to the Charter if the Charter were so amended to conform to the Memorandum, the Charter shall be deemed amended to conform to the terms of this Memorandum. Any provision in this Memorandum which is inconsistent with the Charter and which would constitute a material revision to the Charter if the Charter were so amended to conform to the Memorandum, shall not be valid unless and until the Charter is amended pursuant to Education Code 47607 and any other applicable laws.
- 6.5 **Instructional Materials:** The District will provide state adopted core instructional materials for each student through participation in the district's

curriculum adoption process. The district will be responsible for the AV costs for use of the Tulare County Office of Education ERS services.

- 6.6 **The Associated Student Body Accounts:** The Charter School associated student body accounts will be overseen by the District and are operated by the Charter under the same rules and regulations as the District schools.

IN WITNESS WHEREOF, the parties hereto have executed this Memorandum as of the day and year first above written.



Date 6-22-09

BSD Board of Education President

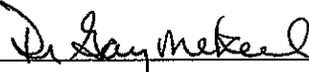
Date



Date 6-22-09

SCA Board of Directors Chair

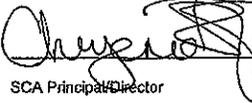
Date



Date 6-22-09

BSD Superintendent

Date



Date 6-22-09

SCA Principal/Director

Date

APPENDIX H

In compliance with the Americans with Disabilities Act and Government Code section 54954.1, if you need special assistance to participate in this meeting, please contact the Administrative Assistant, (559) 781-8020. Notification 48 hours prior to the meeting will enable the School District to make reasonable arrangements to ensure accessibility to this meeting (28 CFR 35.102-35.104 ADA Title II)

**Burton Elementary School District
Board of Education**

Special Board Meeting

AGENDA

For the **special** meeting of Monday, May 24, 2010, **CLOSED SESSION beginning at 5:00 p.m., OPEN SESSION beginning at 5:15 p.m.** in the Burton School District Board Room at 274 N. Westwood Street, Porterville, California.

1. OPENING CEREMONY

1.1 Call to Order

1.2 Attendance

Board of Education:	Present	Absent
Devin Wilson, President	_____	_____
Lisa Ruffa, Vice President	_____	_____
Phillip Giannetto, Clerk	_____	_____
John Hodge, Member	_____	_____
Eddie Hernandez, Member	_____	_____
Dr. Gary Mekeel, Secretary/Superintendent	_____	_____

2. OPPORTUNITY FOR MEMBERS OF THE PUBLIC TO ADDRESS THE BOARD ABOUT ANY ITEMS WITHIN THE BOARD'S JURISDICTION BUT WHICH ARE NOT ON THE AGENDA *(Public input for agenda items is accepted at the time the matter is considered)*

3. ADJOURN TO CLOSED SESSION

3.1 Conference with Labor Negotiators (Ed Code 54957.6)

Agency Designated Representative: Dr. Gary Mekeel, Superintendent

Employee Organizations: BETA/ CSEA and Unrepresented Administrators

4. RECONVENE TO OPEN SESSION

4.1 Pledge of Allegiance

4.2 Report of Action Taken in Closed Session (if any)

5. OPPORTUNITY FOR MEMBERS OF THE PUBLIC TO ADDRESS THE BOARD ABOUT ANY ITEMS WITHIN THE BOARD'S JURISDICTION BUT WHICH ARE NOT ON THE AGENDA *(Public input for agenda items is accepted at the time the matter is considered)*

6. CURRICULUM AND INSTRUCTION

- 6.1 Recommendation for Approval of School Improvement Grant **(Enc. 1)**
(Action item)

7. CONSTRUCTION, BUILDINGS AND GROUNDS

- 7.1 A Review of the District's Proposed Maintenance Plan for All District School Sites
(Enc. 2) (Action item)
- 7.2 A Review of the Status of District Grounds Contracts at SCCA, JMA/BES and
Recommendation for Future Action **(Action item)**

8. ADJOURNMENT

MINUTES OF THE SPECIAL BOARD MEETING
OF THE
BOARD OF TRUSTEES
BURTON SCHOOL DISTRICT
May 24, 2010

1. OPENING CEREMONY

Call to Order:

The meeting was called to order at 5:05 p.m. in the Burton School District Board Room located at 274 N. Westwood Street, Porterville, California.

Present: Devin Wilson, President; Lisa Ruffa, Vice President; John Hodge, Member and Dr. Gary Mekeel, Superintendent/ Secretary

Delayed Arrival: Phillip Giannetto

Absent: Eddie Hernandez

2. OPPORTUNITY FOR MEMBERS OF THE PUBLIC TO ADDRESS THE BOARD ON CLOSED SESSION ITEMS

The public was asked if there was anyone who wished to address the Board on Closed Session items. There were none forthcoming.

3. CLOSED SESSION

The meeting adjourned to Closed Session at 5:05 p.m.

4. RECONVENEMENT

The meeting reconvened to Open Session at 5:15 p.m.

Pledge of Allegiance:

The flag salute was led by President Wilson.

5. OPPORTUNITY FOR MEMBERS OF THE PUBLIC TO ADDRESS THE BOARD ABOUT ANY ITEMS WITHIN THE BOARD'S JURISDICTION BUT WHICH ARE NOT ON THE AGENDA

President Wilson asked if there was anyone who wished to address the Board about any items within the Board's jurisdiction but which are not on the agenda. There were none forthcoming.

Mr. Giannetto left the meeting at 5:20 p.m.

6. CURRICULUM AND INSTRUCTION

Approval of School Improvement Grant Application:

Mrs. Kamberg distributed a copy of the School Improvement Grant Application to be submitted to the state and proceeded to review the focus of the grant. As part of President Obama's efforts to reform education by providing grant money to states to allocate to schools needing improvement, the application, if successful, would be used to assist in measures to improve student performance of the charter schools and to assist in fully implementing the elements of the charter's petition. It was then moved by Mr. Hodge, seconded by Mrs. Ruffa, to approve the School Improvement Grant Application written on behalf of Summit Charter Academy and Summit Collegiate Charter Academy.

Motion passed: 3-0

7. CONSTRUCTION, BUILDINGS AND GROUNDS

Review of the District's Proposed Maintenance Plan:

This item was postponed until a June board meeting.

Review of the Status of District Grounds Contracts:

This item was postponed until a June board meeting.

8. ADJOURNMENT

The meeting adjourned at 5:30 p.m.

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please contact the SCA office at (559) 782-5902. Notification 48 hours prior to the meeting will enable us to make reasonable arrangements to ensure accessibility to this meeting (28 CFR 35.102-35.104 ADA Title II)

**Summit Charter Academy
Board of Directors Meeting
May 25, 2010 @ 5:00pm
Summit Charter Academy Mathew Campus-Library
175 South Mathew, Porterville, CA 93257**

AGENDA

1. CALL TO ORDER

Attendance	Present	Absent
Randy Daniel, Chair	_____	_____
Dan Holloway, Vice Chair	_____	_____
Sheila Boyer	_____	_____
Tamra Behrens	_____	_____
Amy Hanson	_____	_____
Patrisia Espinoza	_____	_____
Dave Huchingson, Principal-SCCA	_____	_____
Cheyenne Ruffa, Principal-Mathew	_____	_____

2. CLOSED SESSION

- A. Student A
- B. Student B
- C. Student C
- D. Student D
- E. Student E
- F. Student F
- G. Student G
- H. Student H
- I. Student I
- J. List of 64 students from Mathew campus who have not complied with the school compact.
Discussion on action needed to be taken with students.
- K. Parent/Guardian Letter to Board regarding students attending the Collegiate campus.

3. REPORT OF ACTION TAKEN IN CLOSED SESSION

- A. Student A
- B. Student B
- C. Student C
- D. Student D
- E. Student E
- F. Student F
- G. Student G
- H. Student H
- I. Student I
- J. List of 64 students from Mathew campus who have not complied with the school compact.
Discussion on action needed to be taken with students.
- K. Parent/Guardian Letter to Board regarding students attending the Collegiate campus

4. PUBLIC COMMENT

5. PRINCIPAL/DIRECTOR REPORT
 - A. Current Enrollment
 - a. Mathew
 - b. SCCA
 - B. 2010-2011 Projected Enrollment
 - a. Mathew
 - b. SCCA
6. BOARD ADMINISTRATION/INFORMATION
 - A. Approval of Minutes from April 27, 2010 (Enclosure 1, Action Item)
7. SCHOOL POLICIES AND CURRICULUM
 - A. Schedule Petition Revision meeting (working session)
 - B. SCCA Schedule for 2010-2011 School Year(Enclosure 2, Action Item)
 - C. SCCA Student/Parent Contract (Enclosure 3, Action Item)
 - D. SCCA Student Handbook (Enclosure 4, Action Item)
 - E. SCCA Course List 2010-2011 (Enclosure 5)
 - F. SCCA becoming an IB School (Enclosure 6)
 - G. SCCA FAQ (Enclosure 7)
 - H. SCCA 6 year plan for College (Enclosure 8)
 - I. Mathew Handbook (Enclosure 9, Action Item)
 - J. Joint Staff Development for the 2010-2011 school year
 - K. School Improvement Grant (SIG) application (Enclosure 10, Action Item)
8. DISTRICT/BOARD/COMMUNITY RELATIONSHIPS
9. BUDGET/PERSONNEL
 - A. Budget Update
 - B. MOU for the 2010-2011 school year (open conversation with BUSD)
10. CALL FOR AGENDA ITEM
11. ADJOURNMENT

APPENDIX I

**BURTON SCHOOL DISTRICT
AND
THE SUMMIT CHARTER ACADEMY
MEMORANDUM OF UNDERSTANDING
May 24, 2010**

THIS MEMORANDUM OF UNDERSTANDING ("Memorandum") is made and entered into as of May 24, 2010 and between the Burton School District, a California public school district ("District"), and the Summit Charter Academy, a California public charter school ("Charter School"), as authorized by the Burton Summit Charter Academy Petition, which does not allow the Charter School to enter into any contracts except for memorandums of understanding between the District and Charter School, such as this Memorandum.

NOW, THEREFORE, for and in consideration of the covenants and agreements hereinafter set forth, the parties agree as follows:

1. TERM:

- 1.1. **Term:** The term of this Memorandum shall be for the term of the School Improvement Grant.
- 1.2. **Renewal:** This Memorandum shall be reviewed and agreed to annually on or prior to June 30. A mid-year discussion meeting will be scheduled.

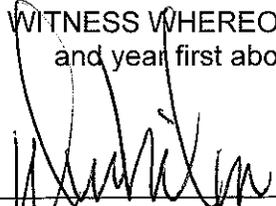
2. ADMINISTRATIVE SERVICES PROVIDED BY THE DISTRICT:

- 2.1. **Oversight Charge:** The parties' agreement to the provision of any services listed below does not in any way limit or otherwise affect the District's right to receive payment of Charter School revenues for oversight expense as authorized by Education Code section 47613.
- 2.2. **Services Provided:** The District has agreed to provide the following services:
 - 2.2.1. **Business Services:**
 - 2.2.1.1. **Accounting:** maintaining a chart of accounts, account code structure, and financial ledgers; maintenance and posting of all financial transactions to the Grant's and inclusion in District's annual audit.
 - 2.2.1.2. **Payroll:** including preparation of pay warrants; distribution of payroll checks and execution of direct deposits; calculation and forwarding of all tax, benefit, retirement, and other withholdings; and, preparation of and forwarding of tax withholdings and related documentation to state and federal tax authorities.
 - 2.2.1.3. **Accounts Receivable and Payable:** including processing of all purchase orders and check requests in a timely fashion, holding of all deposits, and posting relevant information to appropriate ledgers.
 - 2.2.1.4. **Purchasing:** the Charter School shall use the procedures of the District's Purchasing Department to purchase goods and services related to Grant and all such purchases shall be processed through the Purchasing Department. The Grant

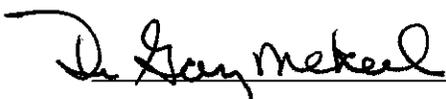
shall pay the actual direct costs of the goods or services purchased for implementation for the Grant.

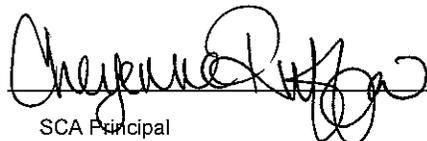
- 2.2.2. **Technology/Student Data Information Management:** The District will establish and provide technical assistance in the maintenance of new technology and equipment purchased through the grant. The District will continue to support a student information management system that tracks the following, at a minimum: average daily attendance, enrollment, standardized and alternative assessment data, emergency contacts, race/ethnicity, age, address, parent/guardian, immunization, and discipline/suspension/expulsion, access to the District's network and Internet access. The Charter School shall have full responsibility for entering data into this system.
- 2.2.3. **Program Evaluation:** The Charter School will administer state-mandated and District approved benchmark tests in partnership with the District and consistent with the Charter School policies. The Charter School will comply with all evaluation reports as outlined in the Grant RFA. The District will be provided with summary data annually reflecting progress on the goals of the grant.
- 2.2.4. **Personnel Services:** The School Improvement Grant will provide financial support for increased personnel for implementation of the grant. The district will sustain the cost of personnel after the three year grant period as deemed necessary by stakeholders.
- 2.2.5. **CENTRALIZED SERVICE:** The District will collect indirect costs at the appropriate level (4.44% for 2010-11). The School Improvement grant will support the cost of staff development both in-house as well as outside providers.
- 2.2.6. **Instructional Materials:** The Charter School will provide state adopted intervention materials for each student through participation in the School Improvement Grant. The district will be responsible for ordering and processing curriculum for the Charter School.

IN WITNESS WHEREOF, the parties hereto have executed this Memorandum as of the day and year first above written.


 _____ 5/24/10
 BSD Board of Education President Date


 _____ 5-25-10
 SCA Board of Directors President Date


 _____ 5/24/10
 BSD Superintendent Date


 _____ 5/25/2010
 SCA Principal Date


 _____ 5/25/10
 SCCA Principal Date