Assurance of Fulfillment of Program Requirements with Reduced Grant Award

I hereby certify that the agency identified below will fully and effectively implement all elements of its approved 2009–10 School Improvement Grant (SIG) plan, including all required elements of the selected intervention model at each SIG funded school, as defined by applicable federal statutes and described in our agency's revised SIG application. The reduction in 2009–10 SIG funding from the amount initially requested by our agency will not interfere with our ability to fulfill all required elements of the selected intervention model(s) for our SIG-funded school(s).

Agency Name:	Fontana Unified School District
Name of Authorized Executive:	Cali L. Olsen-Binks
Title of Authorized Executive:	Superintendent
Signature of Authorized Executive:	Cali Olsen Binks
Date:	9-3-10

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SIG Application Checklist

Required Components

The following components must be included as part of the application. Check or initial by each component, and include this form in the application package. These forms can be downloaded at http://www.cde.ca.gov/sp/sw/t1/regsig09rfa.asp. Please compile the application packet in the order provided below.

Include this completed checklist in the application packet

CLOB Form 1 Application Cover Sheet
(Must be signed in **blue ink** by the LEA Superintendent or Designee)

CLOB Form 2 Collaborative Signatures
(Must be signed in **blue ink** by the appropriate personnel at each school selected for participation and by the LEA Superintendent or Designee)

CLOB Form 3 Narrative Response

CLOB Form 4a LEA Projected Budget

CLOB Form 4b School Projected Budget

CLOB Form 5a LEA Budget Narrative

CLOB Form 5b School Budget Narrative

CLOB Form 6 General Assurances
Drug Free Workplace Certification
Lobbying Certification
Debarment and Suspension Certification

CLOB Form 7 Sub-grant Conditions and Assurances (three pages)

CLOB Form 8 Waivers Requested

CLOB Form 9 Schools to Be Served Chart

CLOB Form 10 Implementation Chart for a Tier I or Tier II School

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

SIG Form 1–Application Cover Sheet

School Improvement Grant (SIG)
Application for Funding

APPLICATION RECEIPT DEADLINE

July 2, 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: San Bernardino		**County/District Code:** 3667710
Local Educational Agency (LEA) Name Fontana Unified school District		**LEA NCES Number:**
LEA Address 9680 Citrus Avenue		**Total Grant Amount Requested** $2,000,000 per year
City Fontana	**Zip Code** 92335	
Name of Primary Grant Coordinator Oscar Duenas	**Grant Coordinator Title** Associate Superintendent	
Telephone Number (909) 357-5000	**Fax Number** (909) 357-5094	**E-mail Address** duenos@fusd.net

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

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

Printed Name of Superintendent or Designee Cali L. Olsen-Binks	**Telephone Number** (909) 357-5000 ext. 7010
Superintendent or Designee Signature Cali L Olsen Binks	**Date** **July 1, 2010**

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

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

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

Name and Signature	Title	Organization/ School	Support Yes/No

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

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
3667710	Fontana Unified School District	Cali L. Olsen-Binks	Cali L. Olsen-Binks
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:	Fontana Unified School District
Authorized Executive:	Cali L. Olsen-Binks
Signature of Authorized Executive	Cali L. Olsen-Binks

SIG Form 3–Narrative Response

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

i. Needs Analysis
Response: <u>LEA level procedures, assessment instruments and personnel:</u> Fontana Unified School District was identified as a Program Improvement LEA, Year 1 in September 2008 based on data from the 2005-06 and 2007-08 school years. After a thorough review of the data it was resubmitted for review and the SEA determined that the district had in fact made AYP for the 2005-2006 and 2006-2007 school year. The primary factor leading to the initial identification for Program Improvement was lower-than-required graduation rates in the AYP calculation. The most recent identification as a Program Improvement district, however, came after students with disabilities and English Language Learners in English Language Arts did not meet their AYP thresholds. For the 2007-2008 school year, district leadership in Fontana Unified School District contracted with Total School Solutions to provide an external entity to help assess the district's needs and to provide technical support services. Together, the district and TSS planned and implemented a process to conduct fact-finding, surveys, interviews, and to review student data to determine the areas of greatest need. They identified the most egregious flaws in the current LEA plan in an attempt to provide the revisions necessary to address the needs of all students and to ensure achievement at all levels and for all student sub-groups. Upon reviewing the most current student achievement data, district leadership determined that for 2008-2009 school year, the previous work should be reviewed, updated and adapted with representatives from stakeholder groups. Activities for fact-finding in support of this LEA Plan Addendum included: • Convened a broadly representative District-School Liaison Team (DSLT) to conduct thorough fact-finding through the District Assistance Survey instrument (DAS) (Attachment i.1) and review of data. • All Principals reviewed the DAS by school level and discussed the level of implementation. They also identified roadblocks that made it difficult to follow the Essential Program Components (EPC) with fidelity. • Reviewed of the existing LEA Plan to determine the shortcomings that have contributed to the failure to make Adequate Yearly Progress (AYP) as a district. • Conducted English Learner Subgroup Self Assessment (Attachment i.2) with the Coordinator of English Learner Services and staff and reviewed disaggregated data of student performance as well as a review of the instructional and support services being provided to English Learners with focus on AMAOs and performance objectives. • Conducted a Special Education Evaluation and Annual Performance Review (Attachment i.3) self study with broad representation of SELPA staff, teachers, administrators, and families in an effort to effectively review the implementation of the SELPA plan and services to students

with disabilities, and to identify actions for improvement.

- Site administrators were trained in conducting Academic Program Surveys (APS) (Attachment i.4) at their respective school sites. As a number of sites have been in Program Improvement, many had recently completed the APS in which case those sites submitted a revised APS to the district for review. School sites that had not completed an APS within the last 12 months conducted the APS anew, and submitted those APS results to the district. District staff compiled the results for use with this LEA Plan Addendum.
- Met with a broadly representative committee of families to respond to the Family and Community portion of the DAS and compared family responses to the responses of the DSLT to find differences.
- Worked with the DSLT to compile findings and construct the LEA Plan Addendum for approval by the Fontana Unified School District Board of Trustees and to prepare for submission to the State Board of Education.

<u>Site level procedures, assessment instruments and personnel: Fontana A.B. Miller High School.</u>

- The APS (Attachment i.5) survey was explained and reviewed with the leadership team in the fall of 2009. This exercise was conducted in an effort to prepare the leadership team to assist the other department members to complete the survey. During pre-scheduled department meetings, the leadership team communicated the findings, instructions, and importance of the APS to the respective departments. Teachers received the survey and were given two weeks to complete it. The results were tabulated and discussed with the SIG committee, School Site Council, ELAC, Leadership team, and during schoolwide staff meetings.
- Fontana A. B. Miller High School (MHS) went through a full six year WASC self study during the 2008-2009 school year and continuing through the fall of 2009. WASC granted a one year extension of accreditation in the fall of 2008 as a result of no permanent principal in place at A.B. Miller High School. Student performance data (CST, CAHSEE, CELDT, and local benchmark assessments) was disseminated, reviewed, and analyzed in preparation for the WASC self study visit. All stakeholders (parents, teachers, counselors, District level staff, and administrators) were part of home groups and focus groups in which the data was reviewed and analyzed. Moreover, student performance data was reviewed during stakeholder meetings with staff, departments, School Site Council, ELAC, Leadership team, and student advisory council.
- Fontana A. B. Miller High School went through a full WASC review and site visit in February 2010. A committee of eight outside administrators and teachers from Southern California reviewed the gathered evidence through focus group meetings, classroom observations, self-study report, parent meeting, ASB and ad hoc student meetings, and site leadership team meetings. WASC committee findings regarding student performance, teacher effectiveness, program rigor, and school culture were reviewed with all stake holders in staff meetings, department meetings, Principal/WASC committee, School Site Council, ELAC, Leadership team, and student advisory council.
- Fontana A. B. Miller High School administrators met with District level department heads in an effort to coordinate district resources with the SIG process. Meetings were held with the Superintendent, Deputy and Associate Superintendents, Director of Certificated Human Resources, Director of SELPA, Director of Secondary Instruction, Director of Categorical Programs, Director of Staff Development, Coordinator of English Learner Services, Coordinator of Enrollment Center, Fontana Teachers Association Leadership, and Director of

Food Services. The purpose of these meetings served to educate all District level stakeholders in the requirements, implementation, and coordination of the SIG grant. During these meetings, an emphasis was placed on how services already provided by these departments will supplement the School Improvement Grant. Moreover, school administrators and district personnel outlined new services specifically designed to assist in the implementation of the grant and the sustainability of these services once the grant period is over.

- Fontana A. B. Miller High School is currently the only school in the district designated as a persistently low-achieving school. For this reason, the district focused on obtaining input and analyzing the data with MHS stakeholders during the selection of the intervention model. The input from stakeholders was taken through formal meetings held at the school site as well as the District office.
    - April 5: School Site Council was informed of the placement on the persistently low-achieving schools list. The four models of intervention were presented to the committee. Input was sought by committee members and others in attendance.
    - April 6: “Coffee with the Principal” which was previously scheduled for parents and community members to meet informally with the principal in both English and Spanish; again presented the four models of intervention for parent input.
    - April 6: ELAC committee was informed of the placement on the persistently low-achieving schools list. The four models of intervention were presented to the committee. Input was sought by committee members and others in attendance.
    - April 7: Superintendent addresses staff regarding the low-achieving schools designation.
    - April 12: School site creates School Improvement Grant (SIG) committee and conducts its first meeting.
    - April 12: Community meeting held at MHS and conducted by school site administration. (Attachment i.6)
    - April 13: Community meeting held at MHS and conducted by Superintendent.
    - April 14-May 10: SIG Committee meets as a whole and in work groups; reference narrative xi Consultation with Relevant Stakeholders.
    - April 21: Public hearing during board meeting and board approval for Transformation model.
    - May 5-6: Fontana Teachers Association conducted a vote of the MHS Certificated staff seeking approval of both the Transformation Model and an extended seventh period day. The certificated staff voted to extend their work day to a seventh period day with 89% approval of the plan.
    - May 5: Plan presented to the Superintendent’s advisory council. Council consists of parent and staff representatives from each of the forty-four schools in the Fontana Unified School District.
    - May 11: A.B. MHS Transformation model as proposed by the school site and SIG Committee submitted to the LEA.
    - May 19: Application, MOUs, and plan submitted for board approval.

I. Discrete and specific findings:

District level findings

Fontana Unified School District became a Program Improvement LEA primarily on account of an insufficient graduation rate of 70% since 82.9%—or growth in the rate by 0.1% or 0.2% averaged over two years as required under NCLB legislation for 2006-2007 to avoid classification as PI. Additionally, performance among students with disabilities (those who did not make AYP in English/Language Arts in 2006-2007) remains a concern, and because Title III AMAOs were not met in 2003-2004 and 2004-2005 (AMAOs 2 and 3), the performance of, and services aimed at, English Learners is another primary area of focus.

Throughout the process, the primary considerations were the factors that placed the Fontana Unified School District into LEA Program Improvement status. All involved viewed the LEA Plan Addendum as the vehicle to improve student achievement at all levels within all subgroups. All parties were fully cognizant that ever-increasing thresholds for achievement in English/Language Arts and Mathematics would require sustained and accelerated efforts to assist subgroups, and at each level, to exit Program Improvement status.

The LEA Plan Addendum was also viewed as the opportunity to address poor student achievement by providing thorough and effective interventions at all levels. This was to be accomplished establishing new and comprehensive systems for monitoring student progress in order to effectively diagnose and place students who require strategic or intensive intervention, and move students rapidly toward proficiency and mastery of their grade level standards in English/Language Arts and Mathematics. The factor most prominent in identification of the district for LEA Program Improvement was the graduation rate of 70.0%, below the NCLB threshold of 82.9% (or alternative growth measure). While all contributors to this plan throughout the process placed great emphasis on this and registered great concern, it soon became apparent with deeper study that this was in fact symptomatic of larger and underlying conditions in the district that required comprehensive solutions, which is found in this addendum to the LEA Plan.

From the review of the original LEA Plan, for the term of July 1, 2003-June 30, 2008, it was determined that the plan was unsuccessful in promoting the levels of achievement required to make district AYP annually for the following reasons:

- The LEA Plan contained a wide variety of multiple programs and strategies, mostly in use at the time of its development, to promote student achievement. However, it lacked the coherence and focus sufficient to sustain efforts contained therein to continuously improve student achievement at all levels and among all subgroups.
- The LEA Plan included a variety of programs and strategies that have changed over time, with some that are no longer in use in the district.
- The LEA Plan was developed with an existing structure of district level support that was drastically reduced during the term of the plan, with major cuts to support staff that would have monitored and implemented the plan with school sites. In recent months, this staffing structure has been restored, but only after an extended period of severe reductions of Instructional Services personnel that had the responsibility of the implementation of the LEA Plan.

- The LEA Plan did not have, at its core, activities and strategies connected specifically to the nine Essential Program Components.
- Overtime, the LEA Plan lost its pre-eminence as the guiding focus for reform for all schools, and did not have sufficient stakeholder input and knowledge of the plan's content to drive efforts across the district.
- Insufficient attention and lack of a systematic approach to dropout prevention and monitoring of graduation track status of students from middle school through graduation.
- Until recently the LEA Plan was focused on the elementary level and was severely lacking in any secondary emphasis.

Based on the process used to study the effectiveness of the current LEA Plan and district systems of support and delivery previously described, Fontana Unified School District has developed this LEA Plan addendum to address the following large scale teaching and learning needs of the district and specifically problems of low-achieving students:

- Continue to build and improve a calibrated and aligned comprehensive and universal PreK-12 system of common summative assessments for English/Language Arts and Mathematics. These assessments are built into pacing calendars and administered at regular six to eight week intervals (preferably more frequently), aligned and calibrated to content standards, aligned to adopted curriculum, correlated to blueprints of the STAR assessments in middle and secondary grades, and allied to the CAHSEE as well. Ensure collection, analysis, and dissemination of results to inform instruction in all schools and at all levels, to provide data for monitoring, diagnostic placement, grading, intervention placement, re-teaching, and to inform instruction. Over time, correlate scores with CST and CAHSEE scores to ensure reliability and validity of assessments. Study data to determine program effectiveness, make adjustments, and to determine the performance indicators that demonstrate academic risk (see #1). Continuously evaluate the validity and reliability of assessments through item analysis to make improvements.
- The Online Assessment Reporting System (OARS) has been implemented to facilitate assessment, records, and data collection and analysis in support of the systems described herein that disaggregates and disseminates data quickly and easily to all stakeholders. This system provides easy access, ease-of-use, and readability to teachers, counselors, administrators, and district personnel, and readily understandable in communication to families.
- Involve broad representation from grades K-12 to design a seamless, single, comprehensive academic intervention structure to provide a fully integrated approach to student intervention and serve each student at every level to fully access and become proficient with grade level core content. This system should be built on an intervention model, and provide for direct service to students requiring strategic intervention, intensive intervention, special services, extended day/year instruction, and/or alternative placement, using a uniform set of entrance and exit criteria, placement rubrics, intervention programs/curriculum, course content and sequence, instructional methodology, progress monitoring regimen, pacing structure, and assessments. Monitor student progress and emphasize rapid movement to mainstream placement in core content settings, with safety nets and immediate interventions where necessary. Continuously evaluate program effectiveness and provide all necessary training for teachers, counselors, and administrators in aspects most relevant to the roles of each (i.e.: instructional methodology for teachers; student placement and monitoring for counselors;

master scheduling and supervising intervention programs for administrators, etc.). Integrate with programs that serve special populations (i.e.: Special Education, ELD) to the degree appropriate for those populations.

- Develop consistent and ongoing collaboration time at all school sites and construct staff groupings, train staff, and structure meeting content using a collaborative team model, led by the site principal and School Leadership Team, and provided with ongoing student performance and assessment data. Use the process to identify students in need or at risk, to place students in appropriate courses and intervention programs, to monitor progress, and to plan instruction and evaluate effectiveness.
- Fully implement the EL Master Plan (Attachment i.7), Board approved June 2008, with particular emphasis on a uniform course sequence and course content for SEI and sheltered instructional environments; assessing and monitoring progress in language acquisition and academic achievement for all English Learners; robust and effective intervention systems and strategies with specific student performance indicators that trigger escalating support efforts; and training of instructional and support personnel with coaching to implement best practices in teaching and service to ELs. Create an English Learner Support Team (ELST) to include a coordinator and a core academic teacher from each department.
- Recommend that all language arts and English Language development teachers complete SB 472 training in instructional materials and AB 430 for all administrators. Supplement this staff development with training in proven and scientifically-based instructional strategies for effective first instruction, such as standards calibration training for designing assessments and instruction, effective direct instruction/lesson design, checking for understanding, high student engagement strategies, and differentiated instruction to improve instruction throughout the district, meet the needs of special populations, and increase academic rigor.
- More effectively and thoroughly engage families and community in student achievement, the life of the schools and district, and in decision-making and oversight roles for the schools and district. Create a district outreach position to support schools to more effectively engage and involve their families, by facilitating training for school governance and oversight agencies, navigation of school systems and services, communication and outreach, and other family and family education initiatives. Fully inform families of academic expectations, interventions, and programs for students and families; establish a minimum standard of family outreach, communication, and on-site events (and provide support for these efforts) for every school to implement annually for their communities.

Fontana A. B. Miller High School Site Specific Data:

Analyses of state-adopted standards-aligned material and interventions:

Academic Performance Survey

The site Academic Performance Survey further substantiated the findings of District level surveys, WASC accreditation, and site level discussions. The key findings of the 2009-2010 site level Academic Performance Survey include:

- Instructional Program: The survey found that MHS uses, to a high degree, District approved and standards aligned textbooks and instructional materials for English Language Arts (ELA),

English Language Development (ELD), and Mathematics. The District has implemented textbook adoption procedures throughout the District and guarantees adequate instructional supplies are ordered. An area of concern is the implementation of intervention programs at the school. Although enough materials and support are being provided by the District, the school has failed to offer enough courses in the master schedule to encompass all students who need intensive intervention. According to our survey, objectives 1.3 and 1.4 are only partially implemented.

- Instructional time: The APS found that, through the master schedule, an adequate number of English Language Arts, ELD, and Mathematics courses are offered to provide services to our students. The APS also found that the school in not offering an adequate number of strategic and/or intensive interventions in English Language Arts and Mathematics.
- Lesson pacing guides: The APS found that the District provides adequate California standards-aligned pacing guides and Benchmark assessments in English Language Arts and Mathematics. The pacing guides are readily available on the District Website and Benchmark results are accessible through our web-based, data management system OARS.
- Administrator instructional leadership training: The APS found that the Administrative team has completed all three modules required for Tier II certification. This includes Module I training which consists of 40-hour training and 40-hour practicum in the District adopted English Language Arts and Mathematics instructional materials. The Administrative team will also be trained in any instructional materials adopted through the Transformation intervention. Administrators have also attended District provided on-going training throughout the year such as ELL master Plan, Response to Intervention, technology, Student Safety, and Students with Disabilities.
- Teacher professional development opportunities: The APS found that MHS is staffed with fully credentialed, highly qualified teachers that meet the Elementary and Secondary Education Act (ESEA). The survey also found that a small number of teachers have gone through an intensive 40-hour training on the District adopted curriculum. Most teachers attended the training over five years ago and/or attended the training when the previously adopted materials were in place.
- Instructional support: The APS found that on-going instructional assistance is only partially implemented at MHS. The District provides coaches and content experts that make themselves available to all schools. District level coaches have not been used since a unified English Language Arts and Mathematics programs have not been implemented at MHS.
- Student monitoring: The District provides OARS, a web-based student assessment and monitoring system that all teachers have access to. According to our survey, monitoring of students is only partially implemented due to the lack of collaboration to review student data. Although student benchmark assessments are input into OARS, a systematic procedure to analyze this data has not been implemented. Furthermore, through the APS survey and SIG Committee interviews it has been discovered a majority of teachers are not familiar with the OARS program beyond the required district benchmark assessments in English Language Arts and Mathematics.
- Collaboration: Systematic procedures and adequate time to collaborate regarding student data have not been implemented. In addition training regarding effective collaboration will ensure efficacy.
- Fiscal Support: The APS found that coordination of categorical and general funds to support our English Language Arts and Mathematics programs is needed. This lack of coordination

was primarily due to an absence of consistent leadership at the school level and a coordinated vision. Under new administration beginning with the 2009 school year, coordination of funds to implement the core program has been a priority as emphasized in the fidelity to the SPSA. It was discovered that in prior years planning was delegated to clerical staff rather than by the administrative instructional leadership; this error has been remediated.

Table i.1 2009-2010 Academic Performance Survey (Average Score)							
Instructional Program	1.1	1.2	1.3	1.4	1.5		
	82%	80%	69%	89%	64%		
Instructional Time	2.1	2.2	2.3	2.4	2.5	2.6	2.7
	84%	65%	73%	57%	78%	59%	60%
Lesson Pacing Guide	3.1	3.2	3.3				
	84%	71%	84%				
Admin Training	4.1	4.2					
	67%	67%					
Teacher PD Opportunities	5.1	5.2	5.3				
	85%	68%	59%				
Instructional Support	6.1	6.2					
	64%	65%					
Student Monitoring	7.1	7.2					
	73%	64%					
Collaboration	8.1	8.2					
	65%	58%					
Fiscal Support	9.1	9.2					
	68%	67%					

Student Data

California High School Exit Exam

Fontana A. B. Miller's CAHSEE participation rate has approximated 99% for the past several years. Sophomores met the required AYP benchmark for proficiency during 2006-2007 and 2007-2008 in both English Language Arts and Mathematics. They however missed the mark by 10 percentage points during the 2008-2009 year. Success has been noted with students passing the CAHSEE exam, however the proficiency level is 13% below where it should be under AYP benchmarks. Stakeholders believe that a systematic approach to identify and remediate students who are in danger of not scoring proficient on the CAHSEE needs to be implemented. Such a program would consist of identifying students who have consistently scored Far Below Basic and/or Below Basic on the English Language Arts and/or Mathematics California Standards Test and providing them with a research-based intervention class within the regular school day.

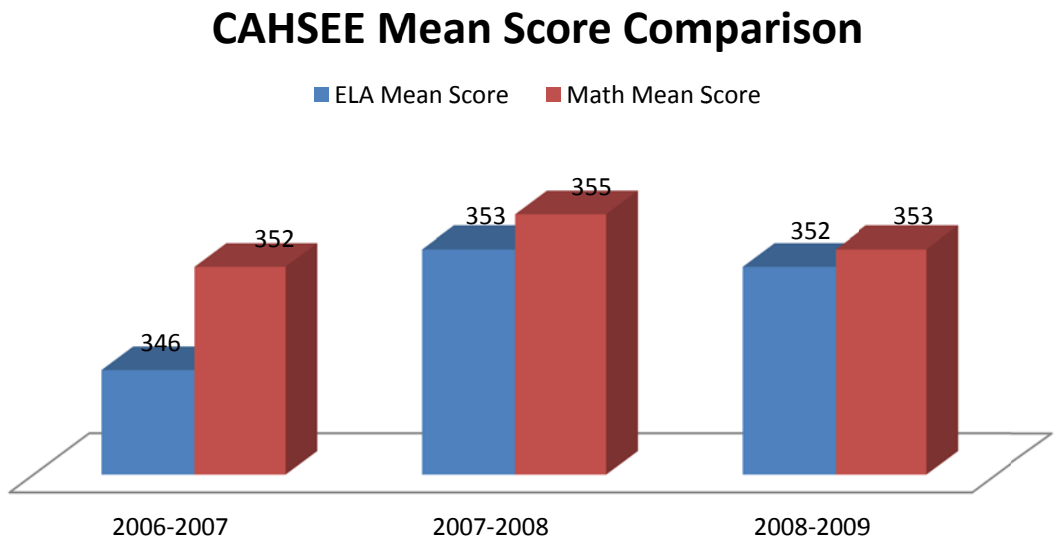
Table i.2

CAHSEE Statistics							
		2006-2007		2007-2008		2008-2009	
		Number	Percent of Total Population	Number	Percent of Total Population	Number	Percent of Total Population
Math	Total Tested	1486	44.0%	1367	43.2%	1254	41.7%
	Total Passed	714	*48.1%	710	*51.9%	615	*49.0%
	10th Tested	724	21.4%	693	21.9%	650	21.6%
	10th Proficient	262	***36.2%**	284	***41.0%**	204	***31.4%**
ELA	Total Tested	1481	43.8%	1344	42.5%	1236	41.1%
	Total Passed	692	*46.7%	721	*53.7%	608	*49.2%
	10th Tested	723	21.4%	697	22.0%	655	21.8%
	10th Proficient	232	***32.1%**	281	***40.3%**	229	***35.0%**
Total Enrolled		3,379	100%	3162	100%	3,006	100%

*Percentage is based on the number of students who took the test and not the total student population.

The average score for both English Language Arts and Mathematics has been just above the passing rate of 350 during the past three years. This further supports the premise that students are passing the CASHEE with a score much lower than the 380 needed to be considered proficient under AYP standards. Findings suggest that implementing a CAHSEE preparatory course will help in increasing the average score as well as increase the number of students who score proficient. These CAHSEE targeted courses must implement test taking strategies, support for the content standards, and include a strands-targeted curriculum to isolate the areas of remediation needed the most.

Graph i.1



California Standards Test and Academic Performance Index

CST data shows API score improvement in 2007 (+19), no improvement in 2008 (0), and a decline in 2009 (-6). During the 2007-2008 school year, several subgroups improved, while others decreased; this gave MHS an overall API of 0. Further analysis shows that the Socio-Economic Disadvantaged (SED) and African-American subgroup made improvements of 20 and 40 points during the 2007 and 2008 tests respectively. However, the growth of the SED subgroup slowed to 2 points and the African-American subgroup decreased 16 points in 08-09. Over this same period of time, the performance of the White subgroup has been decreasing each year and the Hispanic subgroup has stagnated. The English Learners and Students with Disabilities subgroups have shown unstable growth and have been the lowest performers in API scores over the past three years. Special emphasis will be placed on these two subgroups in an effort to increase their performance on the CST tests. A system to identify and remediate these students will be put in place to improve reading, writing, and mathematics ability. Moreover, offering enough sections in the master schedule to provide services to all students who need it will be essential to the improvement of API scores. Students who are identified as Far Below Basic and/or Below Basic will be offered a researched based intervention class within the school day to improve student achievement.

Table i.3 Academic Performance Index (API)						
	2006-2007		2007-2008		2008-2009	
	Score	Growth	Score	Growth	Score	Growth
School Wide	645	19	645	0	639	-6
African American	627	23	645	18	629	-16
American Indian	675	104	600	-75	694	94
Asian	814	114	811	-3	732	-79
Filipino	835	127	778	-57	796	18
Hispanic	636	19	638	2	637	-1
Pacific Islander	766	135	722	-44	708	-14
White	718	36	686	-31	656	-30
Soc Eco Dis.	627	12	635	8	637	2
ELL	599	17	596	-2	581	-14
SWD	420	21	441	18	432	-9
Met Target Growth	Yes		No		No	

The following chart shows the level of proficiency for significant subgroups for the 2007-2008 CST administration by subject. Performance data shows that students had the highest mean score in ELA and the lowest in Mathematics (overall and across subgroups). Data shows that over 35% of the student population is Below Basic or Far Below Basic in English Language Arts; while 74% of the students are Below Basic or Far Below Basic in Mathematics. This further substantiates the need for intervention within the school day to supplement our English Language Arts and Mathematics programs

Table i.4 2007-2008 CST (All Students)

	Tested	Mean Score	Advanced	Proficient	Basic	Below Basic	Far Below Basic
ELA	2017	319	10.2%	20.6%	33.9%	21.4%	13.8%
Mathematics	2020	276	1.3%	6.3%	18.2%	45.8%	28.3%
Science	1971	308	2.1%	10.6%	33.9%	18.8%	34.6%
World History	710	300	4.4%	12.1%	25.9%	20.3%	37.3%
US History	625	307	4.8%	17.8%	30.2%	21.0%	25.8%

Socio-Economically Disadvantaged

	Tested	Mean Score	Proficient +
ELA	1209	314	27.7%
Mathematics	1209	275	6.4%
Science	1176	306	13.6%
World History	422	297	15.7%
US History	354	304	19.9%

English Learners

Tested	Mean Score	Proficient +
915	303	5.4%
918	269	1.4%
894	299	3.9%
322	287	3.3%
277	292	5.2%

Hispanic/Latino

	Tested	Mean Score	Proficient +
ELA	1650	316	27.7%
Mathematics	1653	275	6.4%
Science	1612	307	13.6%
World History	581	298	15.7%
US History	497	305	19.9%

African American

Tested	Mean Score	Proficient +
150	319	32.1%
150	268	7.4%
148	305	13.6%
54	296	11.5%
52	305	17.2%

Students With Disabilities

	Tested	Mean Score	Proficient +
ELA	250	245	2.1%
Mathematics	250	226	1.3%
Science	215	270	1.2%
World History	65	262	5.7%
US History	86	270	1.1%

White

Tested	Mean Score	Proficient +
156	338	41.3%
156	287	12.6%
153	321	26.7%
48	316	30.2%
58	327	35.0%

Similar trends were observed during our 2008-2009 CST administration. Once again students had the highest mean score in ELA and the lowest in Mathematics (overall and across subgroups). There was some improvement in moving students from Below Basic and Far Below Basic to Basic in Mathematics; but the English Language Arts proficiency levels stayed about the same. A minimal number of intervention classes were in place during this school year which affirms the lack of improvement in most areas.

Table i.5 2008-2009 CST (All Students)

	Tested	Mean Score	Advanced	Proficient	Basic	Below Basic	Far Below Basic
ELA	2010	318	8.7%	20.8%	33.8%	21.2%	15.5%
Mathematics	2010	286	1.9%	11.4%	20.8%	39.4%	36.5%
Science	1975	313	4.3%	13.6%	38.9%	21.3%	21.8%
World History	664	301	5.8%	11.8%	27.0%	17.1%	38.2%
US History	584	308	6.3%	15.6%	32.5%	18.0%	27.5%

Socio-Economically Disadvantaged				English Learners		
	Tested	Mean Score	Proficient +	Tested	Mean Score	Proficient +
ELA	1454	315	28.9%	913	301	6.6%
Mathematics	1453	284	13.1%	913	277	5.6%
Science	1420	312	17.3%	898	301	4.8%
World History	499	300	16.6%	302	285	4.5%
US History	401	306	19.1%	260	290	4.5%

Hispanic/Latino				African American		
	Tested	Mean Score	Proficient +	Tested	Mean Score	Proficient +
ELA	1683	318	28.9%	150	312	28.2%
Mathematics	1682	286	12.9%	151	273	7.2%
Science	1655	313	17.7%	145	304	13.2%
World History	548	299	16.2%	55	312	29.8%
US History	488	306	21.5%	36	309	18.6%

Students With Disabilities				White		
	Tested	Mean Score	Proficient +	Tested	Mean Score	Proficient +
ELA	232	243	2.9%	132	326	38.1%
Mathematics	231	236	2.8%	132	294	18.5%
Science	203	281	4.2%	130	320	24.3%
World History	75	261	1.4%	45	303	17.8%
US History	51	259	2.0%	40	328	31.0%

Adequate Yearly Progress

Fontana A. B. Miller High School's AYP was reached during the 2006-2007 school year, meeting 20 out of 20 AYP criteria. In 2007-08 all significant subgroups except English Learners met the AYP criteria. During the 2008-2009, the proficiency rates for all significant subgroups decreased and were below the AYP targets. Since the AYP proficiency score is based on 10th grade CAHSEE, a need to implement a researched based intervention course for Sophomores has been identified.

Table i.6 Adequate Yearly Progress (AYP)

	2006-2007			2007-2008			2008-2009		
	Score	Goal	Met	Score	Goal	Met	Score	Goal	Met
Participation Rate (ELA)	99%	95%	Yes	96%	95%	Yes	96%	95%	Yes
Participation Rate (Math)	99%	95%	Yes	95%	95%	Yes	96%	95%	Yes
Proficient (ELA)	32.7%	22.3%	Yes	40.8%	33.4%	Yes	35.5%	44.5%	No
Proficient (Math)	36.8%	20.9%	Yes	41.0%	32.2%	Yes	31.7%	43.5%	No
API	645	590	Yes	645	620	Yes	639	653	No
Graduation Rate	93.5%	82.9%	Yes	86%	83%	Yes	86.9%	83.1%	Yes
Made AYP	Yes			No			No		

The Annual Measurable Achievement Objectives are used to determine AYP progress and the effectiveness of the district's English Learners' program. These AMAOs are required by Title III under the No Child Left Behind Act. Over the last two years, Fontana A. B. Miller has not met AMAO 2 or AMAO 3.

- AMAO 1: Percent of students making annual progress in Learning English.
- AMAO 2: Percent of students attaining English proficiency on CELDT.
- AMAO 3: Adequate Yearly Progress (AYP) for English Learner Subgroup.
    a. AMAO 3 ER: Met participation rate in ELA.
    b. AMAO 3 EP: Met percent proficient or above in ELA.
    c. AMAO 3 MR: Met participation rate in Mathematics.
    d. AMAO 3 MP: Met percent proficient or above in Mathematics.

Table i.7 Annual Measurable Achievement Objectives

	2006-2007			2007-2008			2008-2009		
	Score	Goal	Met	Score	Goal	Met	Score	Goal	Met
AMAO 1	61.6%	48.7%	Yes	58.5%	50.1%	Yes	58.8%	51.6%	Yes
AMAO 2	32.9%	27.2%	Yes	26.7%	28.9%	No	24.1%	30.6%	No
AMAO 3 ER	99%	95%	Yes	97%	95%	Yes	97%	95%	Yes
AMAO 3 EP	22.3%	22.3%	Yes	28%	33.4%	No	20.1%	44.5%	No
AMAO 3 MR	99%	95%	Yes	96%	95%	Yes	96%	95%	Yes
AMAO 3 MP	29%	20.9%	Yes	31.3%	32.2%	No	19.3%	43.5%	No
Made AYP	Yes			No			No		

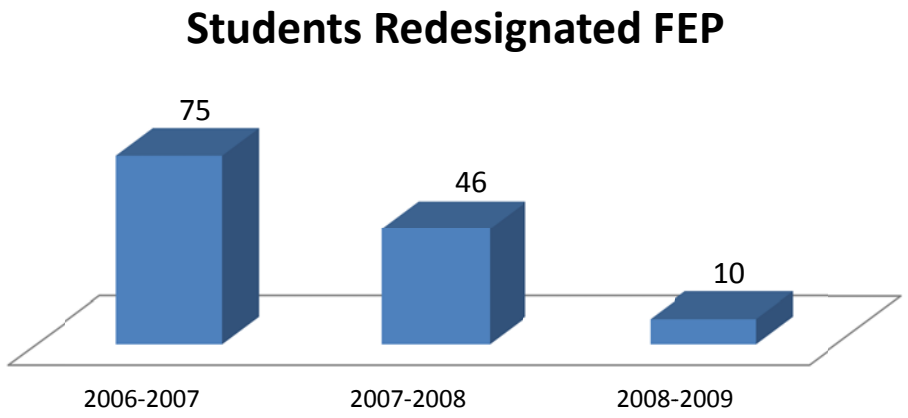
CELDT

The California English Language Development Test (CELDT) is given to all English Language Learners at the beginning of the school year. The test assesses the students' listening, speaking, reading, and writing skills. Over the last four years, we have had the largest concentration of ELL students in the Early Advanced and Intermediate level. About 70% of the students fall into one of these two levels. We have seen a steep decline in the number of students redesignated over the last three year, with only 10 students redesignated last year. Based on the inability to meet AMAO 2, and AMAO 3, it is believed that systematically targeting this population with researched based interventions will be crucial in improving proficiency rates. Intervention classes will also improve CST scores and classroom passing rates, which will in turn improve the ability to reclassify our ELL students.

Table i.8 CELDT Levels

Level	2005-2006		2006-2007		2007-2008		2008-2009	
	#	%	#	%	#	%	#	%
Advanced	298	29%	120	15%	94	11%	104	13%
Early Advanced	440	43%	317	39%	340	40%	331	40%
Intermediate	221	21%	250	31%	268	32%	272	33%
Early Intermediate	54	5%	92	11%	106	13%	86	10%
Beginning	16	2%	37	5%	36	4%	35	4%
Total ELL Enrollment	1029/4,320 (23.8%)		816/3,379 (24.1%)		844/3,162 (26.7%)		828/3,010 (27.5%)	

Graph i.3



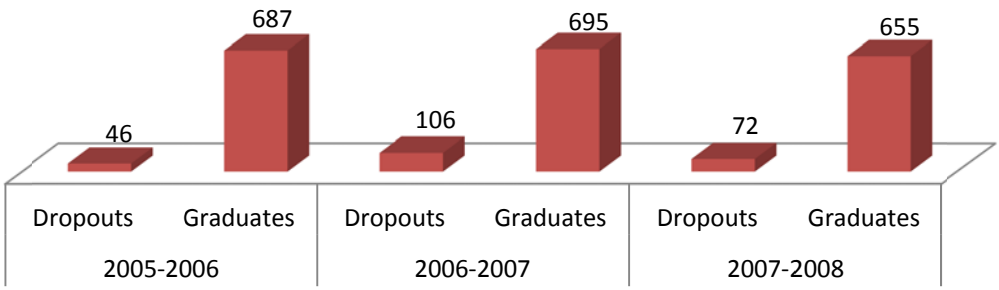
Graduation and Dropout Rate

Fontana A. B. Miller's dropout rate has improved over the last three years. The data below demonstrates the number of 12th grade dropouts by subgroup and gender. The official 4-year derived dropout rate has decreased 5.7 percentage points over the last three years with official data. A system to identify and support our credit deficient students in an effort to improve graduation rates and reduce the number of dropouts has been implemented. An expanded web-based credit recovery program and an opportunity to transfer to the continuation high schools within the District for identified students has been implemented for the 2009-2010 school year.

Table i.9: Dropouts and Graduates

Subgroup	2005-2006		2006-2007		2007-2008	
	Number of Dropouts	Number of Graduates	Number of Dropouts	Number of Graduates	Number of Dropouts	Number of Graduates
American Indian	0	1	2	2	0	2
Asian	1	8	1	14	1	11
Pacific Islander	0	2	1	2	1	1
Filipino	0	10	1	15	0	8
Hispanic	37	483	8	497	61	497
African American	3	87	12	76	5	63
White	4	90	7	89	4	73
Multiple/No Response	1	6	1	0	0	0
Male	25	302	65	316	33	284
Females	21	385	41	379	39	371
Total	46	687	106	695	72	655
4-year Derived Dropout rate	17.7%		13.4%		12.0%	

Graph i.4 Dropouts and Graduates



Advanced Placement

Fontana A. B. Miller High School offers a variety of Advanced Placement courses for students seeking opportunities for increased rigor. The courses offered over the past three years include Biology, Calculus, English Language and Composition, English Literature and composition, European History, French, Government, Physics, Psychology, Spanish, Spanish Literature, Statistics, and US History. The chart below shows the number of students who scored 1, 2, 3, 4, or 5 on the AP exam over the last 3 years. Although there has been success in some courses, stakeholders have voiced concerned in not having enough time to cover the material, implement study sessions, and recruiting more students into the AP program. As part of the Transformation process MHS will be afforded the opportunity of double blocking some AP courses for next year, and adding more academic electives that will feed into the AP program.

Table i.10	Score	Biology	Calculus AB	Calculus BC	English Language & Comp	English Literature & Comp	European History	French Language	Government & Politics: US	Physics B	Physics C: Mechanics	Psychology	Spanish Language	Spanish Literature	Statistics	United States History	Grand Total	Percent by Score	Percent Passing
2007	**5**	**0**	**4**		**0**	**0**		**0**	**1**	**0**		**1**	**24**	**0**	**0**	**0**	**30**	**7%**	**41%**
	4	0	2		4	2		0	1	2		2	36	4	1	1	55	13%	
	3	0	7		22	6		0	7	3		1	21	6	3	6	82	20%	
	2	3	16		25	20		0	14	4		4	6	4	4	7	107	26%	
	1	5	35		1	3		1	11	10		29	6	12	10	11	134	33%	
	total	8	64		52	31		1	34	19		37	93	26	18	25	408		
2008	5		0		2	0			1	0	0	0	13	0	3	0	19	5%	43%
	4		3		2	3			0	0	1	4	21	1	12	1	48	13%	
	3		7		14	17			5	2	0	7	26	4	11	4	97	26%	
	2		9		29	15			14	2	0	5	14	3	5	9	105	28%	
	1		17		1	0			23	7	3	25	3	14	3	15	111	29%	
	total		36		48	35			43	11	4	41	77	22	34	29	380		
2009	5	0	0	0	1	0	0	0	1	0	0	0	5	1	0	0	8	2%	29%
	4	1	0	0	1	3	2	0	4	0	0	0	12	1	5	0	29	8%	
	3	2	3	0	14	8	1	0	10	0	0	3	14	6	4	2	67	19%	
	2	1	5	0	22	14	2	3	13	7	1	5	9	1	9	15	107	30%	
	1	6	22	12	7	0	10	0	10	7	8	16	1	13	4	30	146	41%	
	total	10	30	12	45	25	15	3	38	14	9	24	41	22	22	47	357		

WASC Findings: Staff and School Effectiveness

Fontana A. B. Miller High School went through a full six year self-study and review in February 2010. A committee of eight administrators and teachers from Southern California reviewed our evidence through focus group meeting, classroom observations, self-study report, parent meeting, ASB and ad hoc student meetings, and Leadership team meetings. The WASC committee found the following areas of strength and areas of follow up.

School-wide Areas of Strength:

1. The staff is highly qualified and meets NCLB and CLAD requirements. The staff at MHS is tenured, averaging 17.2 years. Staff has worked together through administrative turnover and evidence suggests they continue to build a strong, cohesive team.
2. MHS offers a variety of programs to help students achieve their academic and career goals including AVID, California Partnership Academies, GATE, Workability, Transition Partnership Program, Career Center, and community partnerships in the Applied Technology and the arts.
3. MHS enforces a strong and fair Tardy/ID Policy daily which encourages regular attendance.
4. The school facility at MHS is clean, well-maintained, and orderly and provides a safe learning environment for all students.
5. In the Miller Introductory Course, 9th grade students are instructed in study skills, note taking, and organization. In addition, they participate in activities that acclimate them to the high school culture and develop school pride.
6. MHS provides formal and informal academic supports that have helped increase pass rates in all grades and the number of juniors and seniors passing the CAHSEE.
   A. Material resources are well-managed and sufficient for the needs of the students and teaching staff.
   B. The use of TeleParent by teachers to inform parents.
   C. Use of OARS to track benchmark data.
   D. MHS has a Student Intervention Team (SIT) that meets to assist at-risk students.
   E. MHS has a Special Education Review Team (SERT) that meets to coordinate services and problem solve on student behavior and academic issues.

School-wide Critical Areas for Follow-Up

1. Develop and implement a formalized process for departmental and school-wide analysis of student data in order to better meet the needs of all students.
2. Develop and implement a systemic approach to using classroom assessments, benchmark data or student achievement results as a basis of informing instruction and supporting professional development.
3. School action plans (WASC, SPSA, etc.) need to be aligned to each other, reflect common goals and current, research-based practices.
4. The MHS administrative team needs to take a proactive role in developing teacher leaders who accomplish the vision and mission of the school through the curricular and instructional programs.
5. Time for teacher collaboration is needed.
6. Professional development goals should be enumerated and explicitly linked to data and student needs, research-based instructional practices and pedagogy.
7. Evaluate overall levels of rigor in all classes, and ensure fidelity to appropriate grade level California content standards.

8. Increase participation in diverse clubs, organizations, and activities to meet the needs and interests of all students and families.
9. Outreach and education regarding academics, college admittance, testing, etc. needs to be accomplished for families, in accordance with their diverse needs.
10. Increase school-wide multicultural understanding and tolerance for all students and staff.

Coordination of Services:
Through a series of meetings and negotiations, the District level personnel have agreed to support the SIG process and Fontana A.B. Miller High School through the following coordination of services:

Superintendent:

- The site SIG team works on the Transformation model and application, while the LEA SIG team negotiates and substantiates the site SIG team recommendations.
- The district office is committed to making A. B. Miller a priority in the implementation of the SIG, LEA Plan, Professional Development, EL Master Plan, and allocation of resources.
- The district office will train all District Directors on the Center on Innovation and Improvement (CII) handbook.
- The district office will assist in providing information to Stakeholders such as DAC, DELAC, GATE, PTA, Superintendent's Advisory, Chamber of Commerce, Faith Based Leadership, and other site administrators.
- The district office will allocate District resources to ensure proper support and implementation of SIG components.
    - Rigorous Curriculum and Instruction: Instructional & Student Services (ISS) Professional Development Team, Assessment and Evaluation, Secondary Instruction, EL Services, Career and Technical Education
    - Assessment and Accountability: EL Services, Special Education, Assessment & Evaluation, ISS Professional Development Team
    - Teacher Quality and Professional Development: Professional Development, ISS Professional Development Team
    - Student and Family Support: Categorical Programs, Fontana School Police, Enrollment Center, Child Welfare and Attendance
    - Stakeholder Engagement: Superintendent of Schools, Technology, Career and Technical Education, San Bernardino County Library, Categorical Programs
    - Leadership and Governance: Superintendent of Schools, Human Resources, Secondary Instruction, Professional Development
    - Organization and Structure: Instructional & Student Services, Human Resources
    - Resources for Sustainability: Superintendent of Schools, Human Resources, Business Services, Instructional & Student Services, and Fontana School Police

Secondary Instruction:

- Secondary Instruction will prioritize Fontana A.B. Miller's SIG plan by providing staff and other resources to ensure proper implementation of the plan.
- Secondary Instruction will provide MHS with support implementation of Direct Interactive Instruction and Thinking Maps through professional development activities that follow the

instructional coaching cycle of planning, demonstration, observation, and feedback.

- Secondary Instruction will provide staff for site level department meetings, SIG planning and implementation, and administrative support concerning the implementation of Core Curriculum and Instruction.
- Secondary Instruction will provide staff to help MHS in the PLC process, assisting in collaboration through core curricular areas and the development of common assessments.
- Secondary Instruction will allocate funds to implement new textbook adoption for English Language Arts and intervention classes.

Assessment & Evaluation:

- Training for all Miller Staff members in the district data management system OARS
- Assist with administration of State mandated testing (CELDT, CST, CAHSEE)

Special Education (SELPA):

- SELPA will provide adequate staffing for RSP, SDC, ED, OI, and VI students within the school site.
- SELPA will facilitate staff development through the use of District level coaches (Teachers on Assignments) and coordination with Staff Development department.

English Learner Services:

- EL Services will facilitate the implementation of the School Improvement Grant trough the use of EL Coaches and classroom resources for site ELL department.
- EL Services will provide the site with professional development opportunities geared towards ELL students such as the implementation of the FUSD EL Master Plan, and research-based instructional strategies that are proven to be effective with English Learners such as Guided Language Acquisition Design (GLAD), Specially Designed Academic Instruction in English (SDAIE), and Structured Instruction Observation Protocol (SIOP).

Categorical Programs:

- The Categorical Department will assist in the alignment of the state and federal funds, SPSA, Smaller Learning Communities, SIG, and parental involvement support.

Human Resources:

- Human Resources will assist in the implementation of the School Improvement Grant by negotiating with the Fontana Teachers Association, staff hiring and removal, staff transfers, and reconciling credentialing issues.

Staff Development:

- Staff Development will work with site and district administration to set up and conduct site specific professional development. The staff development provided will be based on information gathered through the SIG needs assessment and work around site calendar and schedules.

Enrollment Center:

- The Enrollment Center will take over the enrollment of students for A. B. Miller High School commencing with the 2010-2011 school year. Currently, parents enroll their students at the

school site, taking valuable time away from our clerical staff to assist Guidance Staff in the services provided to students. The new procedures will allow the allocation of time and clerical staff into the implementation of the School Improvement Grant tasks, such as identifying at risk students.

Food Services:

- Food services will provide the school adequate staff and facilities to feed our students through the implementation of the School Improvement Grant; which includes a shortening of the Lunch period from 46 minutes to 30 minutes.

Selection of intervention model

After careful analysis of the pertinent data and surveys by all stakeholders, the LEA is confident that the Transformation Model will bring the greatest increase in student achievement at A. B. Miller High School. The decision was based upon parent and community feedback, the ability of the LEA to support the transformation model through the coordination of existing LEA services, the findings from the APS indicating a lack of interventions and current state-adopted materials, consistently stagnate growth in leading academic progress indicators, WASC recommendations and the LEA's previous replacement of the principal with the intent to transform MHS.

The analysis suggested that improvement in the following areas will bring about increased student achievement:

- Implement targeted professional development.
- Cohesive Instructional model needs to be implemented.
- Implement a process to distribute, review, and analyze student performance data.
- Provide A. B. Miller with the operational flexibility to implement all SIG tasks.
- Increase learning time to provide interventions within the school day.
- Increase rigor by providing a higher level of rigorous instructional practices, academic electives, honors, and AP courses.
- Improve family and community involvement.

These areas of need are best resolved by the increase in operational flexibility, community oriented school structures, instructional and personnel effectiveness afforded by the transformation model.

ii. Selection of Intervention Models

Response:

Board of Education Vote:

The Fontana Unified School District Board of Education voted (5-0) on April 21, 2010 to move forward with the transformation model of school improvement to be applied to AB Miller High School beginning with the 2010-11 school year.

Findings of the Needs Analysis:

Fontana A. B. Miller High School site specific data:

The site Academic Performance Survey further substantiated the findings of District level surveys, WASC accreditation, and site level discussions. The key findings of the 2009-2010 site level Academic Performance Survey (Table ii.1) include:

- **Instructional Program:** The survey found that MHS uses, to a high degree, District approved and standards aligned textbooks and instructional materials for English Language Arts (ELA), English Language Development (ELD), and Mathematics. The District has implemented textbook adoption procedures throughout the District and guarantees adequate instructional supplies are ordered. An area of concern is the implementation of intervention programs at the school. Although enough materials and support are being provided by the District, the school has failed to offer enough courses in the master schedule to encompass all students who need intensive intervention. According to our survey, objectives 1.3 and 1.4 are only partially implemented.
- **Instructional time**: The APS found that, through the master schedule, an adequate number of English Language Arts, ELD, and Mathematics courses are offered to provide services to our students. The APS also found that the school in not offering an adequate number of strategic and/or intensive interventions in English Language Arts and Mathematics.
- **Lesson pacing guides**: The APS found that the District provides adequate California standards-aligned pacing guides and Benchmark assessments in English Language Arts and Mathematics. The pacing guides are readily available on the District Website and Benchmark results are accessible through our web-based, data management system OARS.
- **Administrator instructional leadership training**: The APS found that the Administrative team has completed all three modules required for Tier II certification. This includes Module I training which consists of 40-hour training and 40-hour practicum in the District adopted English Language Arts and Mathematics instructional materials. The Administrative team will also be trained in any instructional materials adopted through the Transformation intervention. Administrators have also attended District provided on-going training throughout the year such as ELL master Plan, Response to Intervention, technology, Student Safety, and Students with Disabilities.
- **Teacher professional development opportunities**: The APS found that MHS is staffed with fully credentialed, highly qualified teachers that meet the Elementary and Secondary Education Act (ESEA). The survey also found that a small number of teachers have gone through an intensive 40-hour training on the District adopted curriculum. Most teachers attended the training over five years ago and/or attended the training when the previously adopted materials were in place.
- **Instructional support**: The APS found that on-going instructional assistance is only partially implemented at MHS. The District provides coaches and content experts that make themselves available to all schools. District level coaches have not been used since a unified English Language Arts and Mathematics programs have not been implemented at MHS.
- **Student monitoring**: The District provides OARS, a web-based student assessment and monitoring system that all teachers have access to. According to our survey, monitoring of students is only partially implemented due to the lack of collaboration to review student data. Although student benchmark assessments are input into OARS, a systematic procedure to

analyze this data has not been implemented. Furthermore, through the APS survey and SIG Committee interviews it has been discovered a majority of teachers are not familiar with the OARS program beyond the required district benchmark assessments in English Language Arts and Mathematics.

- **Collaboration**: Systematic procedures and adequate time to collaborate regarding student data have not been implemented. In addition training regarding effective collaboration will ensure efficacy.
- **Fiscal Support**: The APS found that coordination of categorical and general funds to support our English Language Arts and Mathematics programs is needed. This lack of coordination was primarily due to an absence of consistent leadership at the school level and a coordinated vision. Under new administration beginning with the 2009 school year, coordination of funds to implement the core program has been a priority as emphasized in the fidelity to the SPSA. It was discovered that in prior years planning was delegated to clerical staff rather than by the administrative instructional leadership; this error has been remediated.

Table ii.1 2009-2010 Academic Performance Survey (Average Score)							
Instructional Program	1.1	1.2	1.3	1.4	1.5		
	82%	80%	69%	89%	64%		
Instructional Time	2.1	2.2	2.3	2.4	2.5	2.6	2.7
	84%	65%	73%	57%	78%	59%	60%
Lesson Pacing Guide	3.1	3.2	3.3				
	84%	71%	84%				
Admin Training	4.1	4.2					
	67%	67%					
Teacher PD Opportunities	5.1	5.2	5.3				
	85%	68%	59%				
Instructional Support	6.1	6.2					
	64%	65%					
Student Monitoring	7.1	7.2					
	73%	64%					
Collaboration	8.1	8.2					
	65%	58%					
Fiscal Support	9.1	9.2					
	68%	67%					

Student Data

California High School Exit Exam

Fontana A. B. Miller's CAHSEE participation rate has approximated 99% for the past several years. Sophomores met the required AYP benchmark for proficiency during 2006-2007 and 2007-2008 in both English Language Arts and Mathematics. They however missed the mark by 10 percentage points during the 2008-2009 year. Success has been noted with students passing the CAHSEE exam, however the proficiency level is 13% below where it should be under AYP benchmarks.

Stakeholders believe that a systematic approach to identify and remediate students who are in danger of not scoring proficient on the CAHSEE needs to be implemented. Such a program would consist of identifying students who have consistently scored Far Below Basic and/or Below Basic on the English Language Arts and/or Mathematics California Standards Test and providing them with a research-based intervention class within the regular school day.

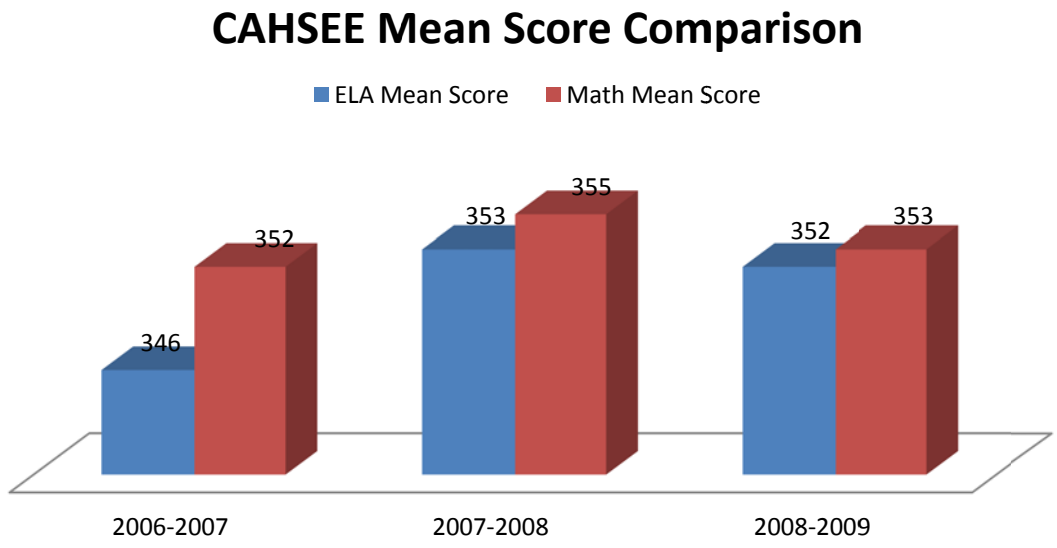
Table ii.2

CAHSEE Statistics							
		2006-2007		2007-2008		2008-2009	
		Number	Percent of Total Population	Number	Percent of Total Population	Number	Percent of Total Population
Math	Total Tested	1486	44.0%	1367	43.2%	1254	41.7%
	Total Passed	714	*48.1%	710	*51.9%	615	*49.0%
	10th Tested	724	21.4%	693	21.9%	650	21.6%
	10th Proficient	262	***36.2%**	284	***41.0%**	204	***31.4%**
ELA	Total Tested	1481	43.8%	1344	42.5%	1236	41.1%
	Total Passed	692	*46.7%	721	*53.7%	608	*49.2%
	10th Tested	723	21.4%	697	22.0%	655	21.8%
	10th Proficient	232	***32.1%**	281	***40.3%**	229	***35.0%**
Total Enrolled		3,379	100%	3162	100%	3,006	100%

*Percentage is based on the number of students who took the test and not the total student population.

The average score for both English Language Arts and Mathematics has been just above the passing rate of 350 during the past three years. This further supports the premise that students are passing the CASHEE with a score much lower than the 380 needed to be considered proficient under AYP standards. Findings suggest that implementing a CAHSEE preparatory course will help in increasing the average score as well as increase the number of students who score proficient. These CAHSEE targeted courses must implement test taking strategies, support for the content standards, and include a strands-targeted curriculum to isolate the areas of remediation needed the most.

Graph ii.1



California Standards Test and Academic Performance Index

CST data shows API score improvement in 2007 (+19), no improvement in 2008 (0), and a decline in 2009 (-6). During the 2007-2008 school year, several subgroups improved, while others decreased; this gave MHS an overall API of 0. Further analysis shows that the Socio-Economic Disadvantaged (SED) and African-American subgroup made improvements of 20 and 40 points during the 2007 and 2008 tests respectively. However, the growth of the SED subgroup slowed to 2 points and the African-American subgroup decreased 16 points in 08-09. Over this same period of time, the performance of the White subgroup has been decreasing each year and the Hispanic subgroup has stagnated. The English Learners and Students with Disabilities subgroups have shown unstable growth and have been the lowest performers in API scores over the past three years. Special emphasis will be placed on these two subgroups in an effort to increase their performance on the CST tests. A system to identify and remediate these students will be put in place to improve reading, writing, and mathematics ability. Moreover, offering enough sections in the master schedule to provide services to all students who need it will be essential to the improvement of API scores. Students who are identified as Far Below Basic and/or Below Basic will be offered a researched based intervention class within the school day to improve student achievement.

Table ii.3 Academic Performance Index (API)						
	2006-2007		2007-2008		2008-2009	
	Score	Growth	Score	Growth	Score	Growth
School Wide	645	19	645	0	639	-6
African American	627	23	645	18	629	-16
American Indian	675	104	600	-75	694	94
Asian	814	114	811	-3	732	-79
Filipino	835	127	778	-57	796	18
Hispanic	636	19	638	2	637	-1
Pacific Islander	766	135	722	-44	708	-14
White	718	36	686	-31	656	-30
Soc Eco Dis.	627	12	635	8	637	2
ELL	599	17	596	-2	581	-14
SWD	420	21	441	18	432	-9
Met Target Growth	Yes		No		No	

The following chart shows the level of proficiency for significant subgroups for the 2007-2008 CST administration by subject. Performance data shows that students had the highest mean score in ELA and the lowest in Mathematics (overall and across subgroups). Data shows that over 35% of the student population is Below Basic or Far Below Basic in English Language Arts; while 74% of the students are Below Basic or Far Below Basic in Mathematics. This further substantiates the need for intervention within the school day to supplement our English Language Arts and Mathematics programs

Table ii.4 2007-2008 CST (All Students)

	Tested	Mean Score	Advanced	Proficient	Basic	Below Basic	Far Below Basic
ELA	2017	319	10.2%	20.6%	33.9%	21.4%	13.8%
Mathematics	2020	276	1.3%	6.3%	18.2%	45.8%	28.3%
Science	1971	308	2.1%	10.6%	33.9%	18.8%	34.6%
World History	710	300	4.4%	12.1%	25.9%	20.3%	37.3%
US History	625	307	4.8%	17.8%	30.2%	21.0%	25.8%

Socio-Economically Disadvantaged

	Tested	Mean Score	Proficient +
ELA	1209	314	27.7%
Mathematics	1209	275	6.4%
Science	1176	306	13.6%
World History	422	297	15.7%
US History	354	304	19.9%

English Learners

Tested	Mean Score	Proficient +
915	303	5.4%
918	269	1.4%
894	299	3.9%
322	287	3.3%
277	292	5.2%

Hispanic/Latino

	Tested	Mean Score	Proficient +
ELA	1650	316	27.7%
Mathematics	1653	275	6.4%
Science	1612	307	13.6%
World History	581	298	15.7%
US History	497	305	19.9%

African American

Tested	Mean Score	Proficient +
150	319	32.1%
150	268	7.4%
148	305	13.6%
54	296	11.5%
52	305	17.2%

Students With Disabilities

	Tested	Mean Score	Proficient +
ELA	250	245	2.1%
Mathematics	250	226	1.3%
Science	215	270	1.2%
World History	65	262	5.7%
US History	86	270	1.1%

White

Tested	Mean Score	Proficient +
156	338	41.3%
156	287	12.6%
153	321	26.7%
48	316	30.2%
58	327	35.0%

Similar trends were observed during our 2008-2009 CST administration. Once again students had the highest mean score in ELA and the lowest in Mathematics (overall and across subgroups). There was some improvement in moving students from Below Basic and Far Below Basic to Basic in Mathematics; but the English Language Arts proficiency levels stayed about the same. A minimal number of intervention classes were in place during this school year which affirms the lack of improvement in most areas.

Table ii.5 2008-2009 CST (All Students)

	Tested	Mean Score	Advanced	Proficient	Basic	Below Basic	Far Below Basic
ELA	2010	318	8.7%	20.8%	33.8%	21.2%	15.5%
Mathematics	2010	286	1.9%	11.4%	20.8%	39.4%	36.5%
Science	1975	313	4.3%	13.6%	38.9%	21.3%	21.8%
World History	664	301	5.8%	11.8%	27.0%	17.1%	38.2%
US History	584	308	6.3%	15.6%	32.5%	18.0%	27.5%

Socio-Economically Disadvantaged				English Learners		
	Tested	Mean Score	Proficient +	Tested	Mean Score	Proficient +
ELA	1454	315	28.9%	913	301	6.6%
Mathematics	1453	284	13.1%	913	277	5.6%
Science	1420	312	17.3%	898	301	4.8%
World History	499	300	16.6%	302	285	4.5%
US History	401	306	19.1%	260	290	4.5%

Hispanic/Latino				African American		
	Tested	Mean Score	Proficient +	Tested	Mean Score	Proficient +
ELA	1683	318	28.9%	150	312	28.2%
Mathematics	1682	286	12.9%	151	273	7.2%
Science	1655	313	17.7%	145	304	13.2%
World History	548	299	16.2%	55	312	29.8%
US History	488	306	21.5%	36	309	18.6%

Students With Disabilities				White		
	Tested	Mean Score	Proficient +	Tested	Mean Score	Proficient +
ELA	232	243	2.9%	132	326	38.1%
Mathematics	231	236	2.8%	132	294	18.5%
Science	203	281	4.2%	130	320	24.3%
World History	75	261	1.4%	45	303	17.8%
US History	51	259	2.0%	40	328	31.0%

Adequate Yearly Progress

Fontana A. B. Miller High School's AYP was reached during the 2006-2007 school year, meeting 20 out of 20 AYP criteria. In 2007-08 all significant subgroups except English Learners met the AYP criteria. During the 2008-2009, the proficiency rates for all significant subgroups decreased and were below the AYP targets. Since the AYP proficiency score is based on 10th grade CAHSEE, a need to implement a researched based intervention course for Sophomores has been identified.

Table ii.6 Adequate Yearly Progress (AYP)									
	2006-2007			2007-2008			2008-2009		
	Score	Goal	Met	Score	Goal	Met	Score	Goal	Met
Participation Rate (ELA)	99%	95%	Yes	96%	95%	Yes	96%	95%	Yes
Participation Rate (Math)	99%	95%	Yes	95%	95%	Yes	96%	95%	Yes
Proficient (ELA)	32.7%	22.3%	Yes	40.8%	33.4%	Yes	35.5%	44.5%	No
Proficient (Math)	36.8%	20.9%	Yes	41.0%	32.2%	Yes	31.7%	43.5%	No
API	645	590	Yes	645	620	Yes	639	653	No
Graduation Rate	93.5%	82.9%	Yes	86%	83%	Yes	86.9%	83.1%	Yes
Made AYP	Yes			No			No		

The Annual Measurable Achievement Objectives are used to determine AYP progress and the effectiveness of the district's English Learners' program. These AMAOs are required by Title III under the No Child Left Behind Act. Over the last two years, Fontana A. B. Miller has not met AMAO 2 or AMAO 3.

- AMAO 1: Percent of students making annual progress in Learning English.
- AMAO 2: Percent of students attaining English proficiency on CELDT.
- AMAO 3: Adequate Yearly Progress (AYP) for English Learner Subgroup.
    - e. AMAO 3 ER: Met participation rate in ELA.
    - f. AMAO 3 EP: Met percent proficient or above in ELA.
    - g. AMAO 3 MR: Met participation rate in Mathematics.
    - h. AMAO 3 MP: Met percent proficient or above in Mathematics.

Table ii.7 Annual Measurable Achievement Objectives									
	2006-2007			2007-2008			2008-2009		
	Score	Goal	Met	Score	Goal	Met	Score	Goal	Met
AMAO 1	61.6%	48.7%	Yes	58.5%	50.1%	Yes	58.8%	51.6%	Yes
AMAO 2	32.9%	27.2%	Yes	26.7%	28.9%	No	24.1%	30.6%	No
AMAO 3 ER	99%	95%	Yes	97%	95%	Yes	97%	95%	Yes
AMAO 3 EP	22.3%	22.3%	Yes	28%	33.4%	No	20.1%	44.5%	No
AMAO 3 MR	99%	95%	Yes	96%	95%	Yes	96%	95%	Yes
AMAO 3 MP	29%	20.9%	Yes	31.3%	32.2%	No	19.3%	43.5%	No
Made AYP	Yes			No			No		

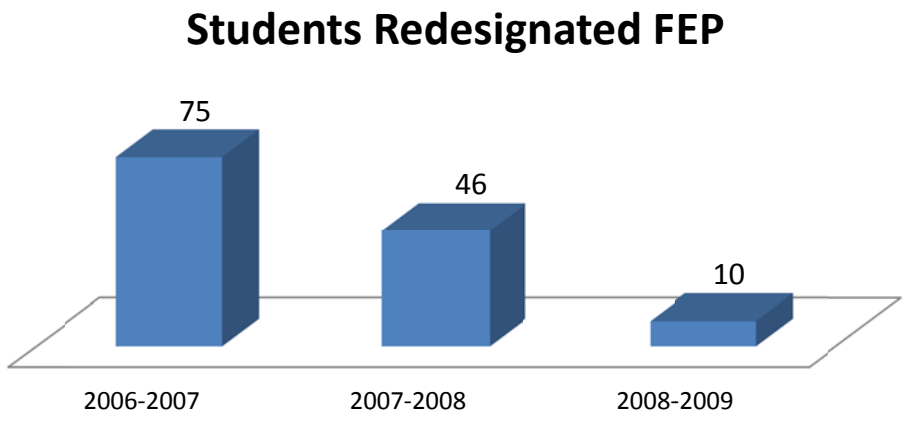
CELDT

The California English Language Development Test (CELDT) is given to all English Language Learners at the beginning of the school year. The test assesses the students' listening, speaking, reading, and writing skills. Over the last four years, we have had the largest concentration of ELL students in the Early Advanced and Intermediate level. About 70% of the students fall into one of these two levels. We have seen a steep decline in the number of students redesignated over the last three year, with only 10 students redesignated last year. Based on the inability to meet AMAO 2, and AMAO 3, it is believed that systematically targeting this population with researched based interventions will be crucial in improving proficiency rates. Intervention classes will also improve CST scores and classroom passing rates, which will in turn improve the ability to reclassify our ELL students.

Table ii.8 CELDT Levels

Level	2005-2006		2006-2007		2007-2008		2008-2009	
	#	%	#	%	#	%	#	%
Advanced	298	29%	120	15%	94	11%	104	13%
Early Advanced	440	43%	317	39%	340	40%	331	40%
Intermediate	221	21%	250	31%	268	32%	272	33%
Early Intermediate	54	5%	92	11%	106	13%	86	10%
Beginning	16	2%	37	5%	36	4%	35	4%
Total ELL Enrollment	1029/4,320 (23.8%)		816/3,379 (24.1%)		844/3,162 (26.7%)		828/3,010 (27.5%)	

Graph ii.3



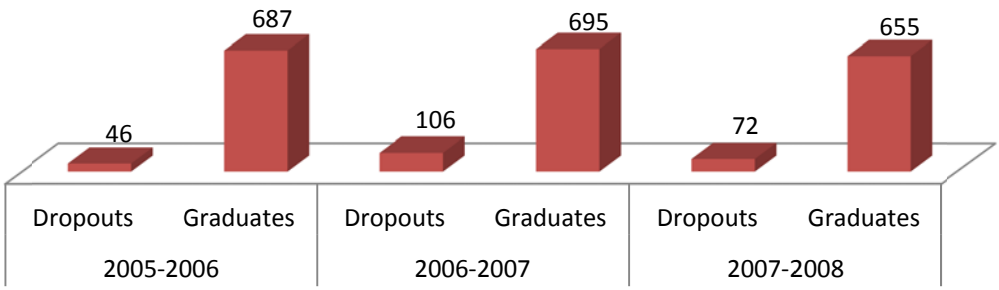
Graduation and Dropout Rate

Fontana A. B. Miller's dropout rate has improved over the last two years. The data below demonstrates the number of 12th grade dropouts by subgroup and gender. The official 4-year derived dropout rate has decreased 5.7 percentage points over the last three years with official data. A system to identify and support our credit deficient students in an effort to improve graduation rates and reduce the number of dropouts has been implemented. An expanded web-based credit recovery program and an opportunity to transfer to the continuation high schools within the District for identified students has been implemented for the 2009-2010 school year.

Table ii.9: Dropouts and Graduates

Subgroup	2005-2006		2006-2007		2007-2008	
	Number of Dropouts	Number of Graduates	Number of Dropouts	Number of Graduates	Number of Dropouts	Number of Graduates
American Indian	0	1	2	2	0	2
Asian	1	8	1	14	1	11
Pacific Islander	0	2	1	2	1	1
Filipino	0	10	1	15	0	8
Hispanic	37	483	8	497	61	497
African American	3	87	12	76	5	63
White	4	90	7	89	4	73
Multiple/No Response	1	6	1	0	0	0
Male	25	302	65	316	33	284
Females	21	385	41	379	39	371
Total	46	687	106	695	72	655
4-year Derived Dropout rate	17.7%		13.4%		12.0%	

Graph ii.4 Dropouts and Graduates



Advanced Placement

Fontana A. B. Miller High School offers a variety of Advanced Placement courses for students seeking opportunities for increased rigor. The courses offered over the past three years include Biology, Calculus, English Language and Composition, English Literature and composition, European History, French, Government, Physics, Psychology, Spanish, Spanish Literature, Statistics, and US History. The chart below shows the number of students who scored 1, 2, 3, 4, or 5 on the AP exam over the last 3 years. Although there has been success in some courses, stakeholders have voiced concerned in not having enough time to cover the material, implement study sessions, and recruiting more students into the AP program. As part of the Transformation process MHS will be afforded the opportunity of double blocking some AP courses for next year, and adding more academic electives that will feed into the AP program.

Table ii.10	Score	Biology	Calculus AB	Calculus BC	English Language & Comp	English Literature & Comp	European History	French Language	Government & Politics: US	Physics B	Physics C: Mechanics	Psychology	Spanish Language	Spanish Literature	Statistics	United States History	Grand Total	Percent by Score	Percent Passing
2007	**5**	**0**	**4**		**0**	**0**		**0**	**1**	**0**		**1**	**24**	**0**	**0**	**0**	**30**	**7%**	**41%**
	4	0	2		4	2		0	1	2		2	36	4	1	1	55	13%	
	3	0	7		22	6		0	7	3		1	21	6	3	6	82	20%	
	2	3	16		25	20		0	14	4		4	6	4	4	7	107	26%	
	1	5	35		1	3		1	11	10		29	6	12	10	11	134	33%	
	total	8	64		52	31		1	34	19		37	93	26	18	25	408		
2008	5		0		2	0			1	0	0	0	13	0	3	0	19	5%	43%
	4		3		2	3			0	0	1	4	21	1	12	1	48	13%	
	3		7		14	17			5	2	0	7	26	4	11	4	97	26%	
	2		9		29	15			14	2	0	5	14	3	5	9	105	28%	
	1		17		1	0			23	7	3	25	3	14	3	15	111	29%	
	total		36		48	35			43	11	4	41	77	22	34	29	380		
2009	5	0	0	0	1	0	0	0	1	0	0	0	5	1	0	0	8	2%	29%
	4	1	0	0	1	3	2	0	4	0	0	0	12	1	5	0	29	8%	
	3	2	3	0	14	8	1	0	10	0	0	3	14	6	4	2	67	19%	
	2	1	5	0	22	14	2	3	13	7	1	5	9	1	9	15	107	30%	
	1	6	22	12	7	0	10	0	10	7	8	16	1	13	4	30	146	41%	
	total	10	30	12	45	25	15	3	38	14	9	24	41	22	22	47	357		

Fontana A. B. Miller High School went through a full six year self-study and review in February 2010. A committee of eight administrators and teachers from Southern California reviewed our evidence through focus group meeting, classroom observations, self-study report, parent meeting, ASB and ad hoc student meetings, and Leadership team meetings. The WASC committee found the following areas of strength and areas of follow up.

School-wide Areas of Strength:

1. The staff is highly qualified and meets NCLB and CLAD requirements. The staff at MHS is tenured, averaging 17.2 years. Staff has worked together through administrative turnover and evidence suggests they continue to build a strong, cohesive team.
2. MHS offers a variety of programs to help students achieve their academic and career goals including AVID, California Partnership Academies, GATE, Workability, Transition Partnership Program, Career Center, and community partnerships in the Applied Technology and the arts.
3. MHS enforces a strong and fair Tardy/ID Policy daily which encourages regular attendance.
4. The school facility at MHS is clean, well-maintained, and orderly and provides a safe learning environment for all students.
5. In the Miller Introductory Course, 9th grade students are instructed in study skills, note taking, and organization. In addition, they participate in activities that acclimate them to the high school culture and develop school pride.
6. MHS provides formal and informal academic supports that have helped increase pass rates in all grades and the number of juniors and seniors passing the CAHSEE.

   Material resources are well-managed and sufficient for the needs of the students and teaching staff.
   The use of TeleParent by teachers to inform parents.
   Use of OARS to track benchmark data.
   MHS has a Student Intervention Team (SIT) that meets to assist at-risk students.
   MHS has a Special Education Review Team (SERT) that meets to coordinate services and problem solve on student behavior and academic issues.

School-wide Critical Areas for Follow-Up

1. Develop and implement a formalized process for departmental and school-wide analysis of student data in order to better meet the needs of all students.
2. Develop and implement a systemic approach to using classroom assessments, benchmark data or student achievement results as a basis of informing instruction and supporting professional development.
3. School action plans (WASC, SPSA, etc.) need to be aligned to each other, reflect common goals and current, research-based practices.
4. The MHS administrative team needs to take a proactive role in developing teacher leaders who accomplish the vision and mission of the school through the curricular and instructional programs.
5. Time for teacher collaboration is needed.
6. Professional development goals should be enumerated and explicitly linked to data and student needs, research-based instructional practices and pedagogy.

7. Evaluate overall levels of rigor in all classes, and ensure fidelity to appropriate grade level California content standards.
8. Increase participation in diverse clubs, organizations, and activities to meet the needs and interests of all students and families.
9. Outreach and education regarding academics, college admittance, testing, etc. needs to be accomplished for families, in accordance with their diverse needs.
10. Increase school-wide multicultural understanding and tolerance for all students and staff.

Public Hearings:

The Board of Education made the decision to adopt the transformation intervention model following a public hearing eliciting input from the community on April 21, 2010. In addition to the public hearing, two additional public meetings were held to gather input from the community. MHS sponsored a public meeting on April 12, 2010 attended by approximately 50 community members. A FUSD sponsored public meeting was held on April 13, 2010 attended by approximately 100 community members. An overview of the criteria for identification as a Persistently Low-Achieving School, a presentation of the four improvement models, and a brief summary of the process for applying for the School Improvement Grant (SIG) were given at both meetings. Both meetings were then open for public comment. Public comment indicated a preference for the transformation model of intervention for MHS. Rational for the transformation model included public comment on a desire to maintain consistency in administration and instructional staff. The community also spoke to the need to maintain MHS as a local comprehensive public school.

Staff Input:

Several mandatory and voluntary staff meetings were held between March 2010 and May 2010. The purpose of these meetings was to gather staff input on both the model of intervention as well as the 5% status. A “straw poll” of the staff was conducted for both classified and certificated personnel. The classified vote indicated a 100% vote for the transformation model. Certificated showed a 95.5% response for transformation, 3% for turnaround and 1.5% for school closure.

Lead by the principal of MHS, volunteers were solicited to form a working SIG committee. Most volunteers were taken, however an over sampling of elective and special education teachers resulted in asking two members to represent those areas. Additional members were sought to gain further representation of the local union, FTA. The committee met after school, during the school day with release time and on the weekends. The committee was charged with researching the four models, reviewing data of student performance and site/district programmatic surveys.

Following the Board of Education decision to adopt the transformation model, the SIG committee began working on key components of the transformation model. The first two critical decisions were how to extend the instructional day for increased learning time and the creation of a rigorous, transparent and equitable evaluation process for teachers. Both items were created by the committee, the brought back to staff, the SSC, ELAC and to FTA for negotiations. Following the negotiated agreement, the entire certificated bargaining unit voted on the method of extending instructional time from a six period day to a seven period day. The MHS staff voted to accept the seven period day with an affirmative vote of 89%.

The SIG Committee the began the writing and formalization of the SIG Application as well as creating a three year plan designed to improve teacher and administrative effectiveness to facilitate instructional reforms that are based upon frequently gathered assessment data used to change instructional practice. The SIG Committee relied upon the CII handbook for Effective Implementation of School Improvement Grants to design the three year plan.

Rejection of the other three models

School Closure was rejected as a model of intervention for several reasons. First, the size of Fontana A. B. Miller High School (ADA 2900) and the ability of the remaining high schools within Fontana Unified School District to accommodate the MHS student body makes the proposition of closure virtually impossible; none of the four other comprehensive high schools within FUSD have the physical plant to accommodate the significant increase in student body population. In addition, FUSD has also begun a secondary initiative that would maintain all high schools in the district between 2500 and 3000 ADA, closing MHS would move all remaining high schools above the desired school size of the reform initiative. A second reason for the rejection of the school closure model was a desire to return MHS to its previous positive academic standing. Public comment indicated a great deal of community pride in MHS and a desire to improve performance rather than close what has become a community institution. "I do not want AB Miller to close down. Please, we have to work so AB Miller can succeed!" (AC, parent comment 4/13/2010) Additional rationale for rejecting the school closure model involved the physical plant of MHS. While the school is twenty years old, it is in a superior condition to many comparable high schools. The theater, all-weather track, multiple natural grass fields, all weather turf stadium, field house and other physical features bring in additional monies which have supplemented the development of the newly opened science wing and modernized classroom facilities.

The **Turnaround** model of school improvement was rejected primarily due to the ability of FUSD to support AB Miller in their improvement efforts. FUSD has a proven track record in turning around low achieving schools. In the last eight years, twelve schools have exited from Program Improvement; of which one is a Title I Achieving School and three are California Distinguished School. Additional improvement programs include three schools exiting the School Assistance and Intervention Team (SAIT) process and two schools implementing the Quality Education Investment Act reform process, both of which have made significant growth. There is every indication that the track record of improvement witnessed in previous FUSD endeavors can be replicated at the MHS through the proposed reforms being undertaken by the "Secondary Initiative." The turnaround was also rejected by the MHS staff; only 3% voted in favor of the turnaround model. The community also spoke out against the implementation of the turnaround model. "I believe that at AB Miller the staff is good, we only need to find the way that it works better…." (LL, parent comment 4/13/2010). To support those staff members unwilling to participate in the transformation process, all staff has been given the opportunity to transfer to another school site. Those staff members remaining are committed to the transformation model and the necessary reforms.

The **Restart** model was rejected by the LEA Board of Education. FUSD is not currently a charter provider; this model would require FUSD to seek an outside provider to adopt the restart model. The school size (2900 ADA) and its configuration as a comprehensive high school limits the available charter providers. The timeline for adoption, less than six weeks, also precludes adequate evaluation and assessment of a charter provider. The restart model was therefore rejected.

Adoption of the Transformation Model

All models and data have been analyzed with regard to the student population, teachers, administration, and district office support and have concluded that the best model to implement is the transformation model. The MHS administration and leadership team is working under the assumption that most of the teachers are highly qualified, as reflected in our WASC School-wide Areas of Strength. It is assumed that a lack of site-based instructional support in English Language Arts and Mathematics (in the form of collaborative teams, planning and intervention), lack a systematic procedure to analyze the student achievement data, a general lack of adequate time to collaboration in cross-curricular teams, and lack of coordination of categorical and general funds to support our English Language Arts and Mathematics programs is at the heart of the inability to close the achievement gap. This conclusion is supported by the data provided by the APS and our WASC review. Furthermore, the data from CAHSEE validated stakeholders' belief that a systematic approach to identify and provide intervention to students who are in danger of not scoring proficient on the CAHSEE needs to be implemented. Such a program would consist of identifying students who have consistently scored Far Below Basic and/or Below Basic on the English Language Arts and/or Mathematics California Standards Test and providing them with a researched based intervention class within the regular school day.

Through the transformation model MHS will be able to increase collaboration within departments, between departments and grade level/subject matter teams. Furthermore, the transformation model will provide the resources necessary to add valuable instructional time, provide flexibility in scheduling, add intervention/remediation classes in Mathematics and Language Arts and provide community activities that increase familial support and involvement. This model will also allow the school to help increase teachers' expertise within the various content areas and will provide the professional development opportunities that will allow for the effective utilization of student data, provide assistance to implement the latest research-based instructional strategies, all in an effort to drive instruction and amplify student engagement with the hope of increasing overall student achievement for all learners at MHS.

iii. Demonstration of Capacity to Implement Selected Intervention Models

Response:

Fontana Unified School District will assist Fontana A.B. Miller High School—the solely identified Persistently Low Achieving School within the District—to effectively utilize the School Improvement Grant funds and apply the transformation model of school improvement. The school district will assist in a number of ways including, but not limited to, coordinating with other funding sources such as SBCP, SLC, EIA/LEP, and General Fund monies to ensure proper implementation of the School Improvement Grant. It was determined through a collaborative process that encompassed all stakeholders that the best intervention model for MHS is the Transformation Model. Below is an outline of required and permissible actions that will take place at MHS along with the funding source and foreseeable barriers for each item.

(1) Developing and increasing teacher and school leader effectiveness:

(A) Replace the principal.

Plan: The Principal was replaced in December of 2008 at the start of the second semester of the 2008-2009 school year. This change was implemented in an effort to improve student achievement

and to initiate a transformation of the processes and overall culture of the school. The LEA's direction to the new principal consisted of a three-year plan to improve student achievement tied to specific actions: 2009-2010 School Safety and Behavioral Expectations, 2011-2012 Academic Intervention, and 2012-2013 Curriculum and Instruction. As a result of the Persistently Low Achieving designation, the district's three-year plan has been expanded and accelerated to meet SIG guidelines under the Transformation Model. For example, the LEA allowed the Principal to replace any administrator on staff during the 2008-2009 school year. As a result, one Assistant Principal and the Athletic Director returned and three new Assistant Principal's were hired. The additional team members were chosen due to their experiential knowledge of student discipline and corresponding interventions, alternative education and interventions for at-risk students, and academic and instructional support for secondary students who are significantly behind in their academic skill set.
Funding: The administrative team is already in place and salaries are covered by the District's general funds. Additional administrative work- days for training, reporting, and School Improvement Grant management will be paid through SIG funds.
Funding Source: SIG and LEA General Funds.
Barriers: The economic crisis affecting all levels of education has resulted in a reduction of administrative positions throughout the District. The LEA will ensure that A.B. Miller High School is protected from these administrative cuts in an effort to maintain the continuity and effectiveness of the team that is already in place.

(B) Rigorous, transparent, and equitable evaluation system for teachers.
Plan: The LEA will implement an evaluation system in conjunction with the current LEA certificated evaluation that is completed every two years. The new evaluation system will be conducted yearly with quarterly reviews by the site's administration. The SIG Evaluation will be based on quarterly, monthly, and weekly observations and data gathering tools designed to assess professional practices, student achievement, and implementation of SIG tasks. The observation and data gathering tools that will be used in the yearly SIG evaluation include:

- Student achievement growth data.
- Classroom observations.
- Professional collaboration.
- Family and community outreach efforts.
- Teacher professional duties.

The SIG Evaluation was negotiated with the local certificated bargaining unit, Fontana Teachers Association (FTA), and signed as a MOU on May 25, 2010 and approved by the LEA Board of Education on June 2, 2010 (Attachment iii.1)
Funding: Minimal funding will be required for this portion of the plan. SIG funding will be used to provide adequate number of evaluation forms and to increase copy allocations for teachers to complete their portfolios/lesson plans/outlines.
Funding Source: SIG, LEA General Funds, and Site General Funds.
Barriers: Minimal barriers are foreseen since the cost of the forms and increased copy allocations can be covered with the school's general funds if SIG funds are limited or unavailable. Operational flexibility will be utilized to supersede District mandated copy allocations.

(C) Identify and reward or remove school leaders, teachers, and other staff.
Plan: Provide schoolwide and individual rewards system to recognize the staff effort of improving

student achievement. Awardees will be selected for outstanding work and/or improvement in the following categories:

- Completion of specific SIG Tasks.
- Improvements in standardized testing (CST, CAHSEE and overall API progress).
- Teacher attendance.
- Community involvement.

The school will provide an awards system that will include:

- Miller monetary bonuses.
- Luncheons.
- Miller spirit gear.
- Reward raffles.
- Administrators will teach classes for rewarded teachers.

The plan also has a system to remove staff members who do not obtain minimum percentage proficiency on SIG yearly evaluation. The human resources department will facilitate this procedure in conjunction with the site administrative team. A MOU was signed on May 25, 2010 to support this process with the certificated bargaining unit negation team. The MOU received Board of Education approval on June 2, 2010. (Attachment iii.2)

Funding: Adequate SIG funds will be allocated to ensure monetary rewards are paid as well as other rewards for staff. Funds will be allocated to cover rewards for all certificated staff; funds not used will supplement other tasks within the School Improvement Grant such as professional development, technology, and parental involvement. Removal of staff members will not require additional funding since the procedures will be handled by the Human Resources department at the District level.

Funding Source: SIG, LEA ,LEA General Funds, and Site General Funds.

Barriers: The SIG funds will have to be allocated to encompass all certificated staff that meet or exceed the expectations outlined for the rewards. This will result in a certain amount of funds that will not be used until the end of the school year or may have to be carried over to the following school year. Funds that are allocated for rewards and not used will have to be re-allocated to supplement other segments of the SIG.

(D) Professional development.

Plan: The LEA will utilize SIG funding and other allocated resources to focus on the implementation of the Transformation Model at Fontana A.B. Miller High School. Utilizing additional state and federal categorical funds, twenty-two (22) Teachers on Assignment (TOA) are dedicated to support teachers on the implementation of the Core Curriculum, ELD, Educational Technology Integration, Interventions and research-based Instructional strategies. The TOAs are trained to serve as instructional coaches and facilitate collaborative meetings. The TOAs will implement collaboration protocols at the site level utilizing the cycle of effective instruction as the framework for coaching. Coaching, which differs from mentoring, will be provided by the TOAs. Coaching focuses on the related teaching strategy, content area, program implementation, feedback and correctives with student learning results as the clear priority. The format of this type of professional development is job-embedded and teachers will benefit from multiple opportunities to learn in this model. As needed, schools and district leadership will identify outside technical assistance from organization with a proven track record of enhancing teacher performance and improving student achievement.

To help ensure resources are aligned to support the selected intervention, these multi-funded TOAs

will participate in frequent, intensive trainings in a variety of research based strategies and curriculum. All professional trainings will then be carried into the classroom via demonstration lessons. Trainings on strategies and curriculum offered include, but are not limited to: Marzano's Nine Effective Instructional Strategies, Thinking Maps, Differentiated Instruction, Direct Interactive Instruction, Guided Language Acquisition Design, technology integration, classroom management, and SB472 in the content areas.

The modified Teacher Evaluation form Part II calls for "Ongoing Observation Through Administrative Walkthroughs." The Department of Professional Development will help foster a process of communication between administrators and teachers to increase the focus on student learning. The department will support the site administrators' efforts with strategies and tools to effectively structure classroom visits and feedback. Marzano's new iObservation system will be used by administration to improve inter-rater reliability and focus both teachers and administration on instructional techniques shown to improve student achievement.

To achieve successful implementation of all activity planned for the school; the secondary TOAs and Coordinators will meet with teachers and departments to identify instructional gaps and specific areas for support. Classroom demonstration lessons, co-planning and co-teaching opportunities will be afforded to each content area teacher. To support the system, the Director of Professional Development will meet each quarter with the site leadership team to update progress on training goals and coaching support. The LEA has fully identified the resources needed to achieve successful implementation of all activities planned for MHS.

The LEA will provide relevant and data driven professional development opportunities to staff in an effort to increase student achievement. Professional Development opportunities will be offered during the school day, after school, weekends, and during off-track time periods. Teachers will be compensated for their participation in the professional development seminars and workshops that are held outside their regular school day; they will be provided release time for professional development functions that occur during their regular work day. In addition, the Fontana Teachers Association has agreed to four additional professional development hours during teacher prep time as part of the SIG evaluation process. These hours will be in addition to the previously negotiated monthly two-hour after school opportunities. The LEA and the school will institute a system for measuring changes in instructional practices resulting from professional development. Measuring tools will include: Academic Performance Survey, Student Advisory Council Survey, classroom visits, and staff professional development surveys. The LEA will support the school site in allowing the utilization of the District's Professional Development evaluation tools/system. The focus of our staff development will be in the following categories:

- Standards based curriculum and alignment
- Direct Interactive Instruction
- Differentiated Instruction: GATE, EL, SWD
- Thinking Maps
- Collaboration: Professional Learning Communities (PLC)
- Intervention Models: RtI^2, alternative education, conflict resolution
- Parent involvement and education

Professional Development evaluation and effective implementation has been negotiated to be reflected in the SIG teacher evaluation. This will be measured by both administrative observations

and teacher portfolios.
Funding: School Improvement funds will be used to hire TOAs, subsidize substitute teachers, provide hourly teacher compensation, and professional development seminars/workshops. Moreover, the SIG funds will be used to create a professional development resource center that will contain computers, manipulatives, teaching resources, and supplies to assist teachers in the implementation of the professional development plan. District level funds will be used to supplement SIG professional development when appropriate.
Funding Source: SIG, LEA General Funds, Site General Funds, CAHSEE Intensive Instruction and Services (if available), Discretionary Block Grant**,** Economic Impact Aid/Limited English Proficiency, Economic Impact Aid/State Compensatory Education, Gifted and Talented Education Program, AB 825 School and Library Improvement Block Grant, Title I, Title II, Title III, and Carl Perkins.
Barriers: A coordinated articulation process must be implemented to ensure adequate funds are allocated for teacher compensation, supplies, conferences, and presenters. The LEA will have to work with site administrators in the planning and implementation of the professional development plan to ensure that enough funds are allocated.

(E) Financial incentives and/or promotion/career growth to recruit, place, and retain staff.
Plan: FUSD will provide financial incentives to staff for completing tasks outside their regular work day that are essential to the proper implementation of the SIG implementation such as professional development, collaboration time, extended day, extra working days, leadership training, and community involvement. There will be a systematic approach to assist in the development of teacher leaders by providing promotion and career growth opportunities such as participation in administrative duties, leadership training, department chair training, the creation of lead teacher roles (grade level leaders, etc.), and instructional coaches. Staff will also have more opportunities to be involved in the decision making process through participation in the School-wide Leadership Team, SLC/SIG/AVID advisory team, ELAC, SSC, and district level committees. Extended learning time for all students has already been negotiated as part of the Transformation process for the upcoming 2010-2011 school year. The LEA will provide Fontana A. B. Miller with flexibility in hiring, removing, and accepting transfers. MHS will not be required to accept a staff member without the mutual consent of the staff member and principal, regardless of the employee's seniority. Human Resources will assist the site in removing staff members who fall below the standards set forth by the SIG evaluation by placing them at other school sites within the District.
Funding: Adequate SIG funds will be allocated to compensate staff for successful completion of tasks outside their regular work day that are essential to the proper implementation of the SIG such as Professional Development, collaboration time, extended day, extra working days, and release time during the school day for staff members to attend promotion and career growth opportunities. The LEA will use District level support and funds to supplement SIG funds when appropriate and available.
Funding Source: SIG, LEA General Funds, Site General Funds, Economic Impact Aid/Limited English Proficiency, Economic Impact Aid/State Compensatory Education, Gifted and Talented Education Program, Title I, Title II, and Carl Perkins.
Barriers: Although the LEA will allocate SIG fund and District level funds needed to accomplish all the components of the SIG, the final allocation will be based on actual SIG funding and available District level funds allocations.

(2) Comprehensive instructional reform strategies:
(A) Identify & implement instructional program (data driven/research-based/standards based).

Plan: Implement a standards-based curriculum and assessment system that incorporates curriculum aligned to the CST, revised pacing guides, and common assessments in core curricular areas. The Academic Program Survey demonstrated a need for accelerating the new English Language Arts textbook adoption at Fontana A.B. Miller High school regardless of the fact that the other high schools in the district may have to wait to do so; the LEA has pledged funding for this adoption to ensure textbooks, supplemental materials, and training are available before the commencement of the 2010-2011 school year. The LEA—in conjunction with site administration—will conduct periodic reviews to help ensure that the curriculum is being implemented with fidelity, is having the intended positive impact on student achievement, and is being modified in real time to match the needs of individual students. This task will require an administrator to conduct and present program effectiveness studies, systematic classroom visits, teacher surveys, and collection of student work/data.

The LEA and School site will provide additional support and professional development to teachers and administration in order to implement effective instructional strategies to support students with disabilities in the least restrictive environment and to ensure that Limited English Proficient students acquire language skills to master academic content. MHS is in the initial steps in creating a school-wide RtI2 model which will rely on a pyramid of interventions to be used systematically. Support will be provided through Professional Development in RtI^2 and differentiated instruction. Moreover, funds will be allocated to ensure proper staffing in intervention courses that may include classroom aides, EL specialist, and a SWD specialist. In accordance with the FUSD EL Master Plan, an English Learner Support Team (ELST) will be created to better monitor EL student's academic growth and redesignation.

The new instructional program will also include technology-based supports and interventions such as Computer Based Instruction (CBI), computer labs, staff notebook computers, interactive whiteboards, and document cameras.

Rigor will be increased by offering opportunities for students to enroll in advanced AP classes, academic electives, Chaffey Junior College congruent enrollment, and participation in existing academies (TEAM, H.S.A., AVID, GATE).

The new instructional program will facilitate the transition from middle school to high school by offering incoming freshmen the Miller Introductory Course (MIC) during the school year and Summer School enrichment courses that offer reading, writing, math, study skills, organizational skills, drugs and alcohol prevention, and school involvement within the curriculum.

Increasing the graduation rate will be a major goal within the SIG parameters. The site will use a computer-based credit recovery program (A+), small learning communities, remedial classes, Adult Education, congruent enrollment, extended day ROP classes and independent studies. The plan includes a systematic approach to identify and provide these services to at-risk students by conducting quarterly grade monitoring, parent-teacher conferences, academic intervention meetings, Alcohol and other Drugs Recovery programs, and counselor presentations.

Funding: The instructional reforms will be the cornerstone of the A. B. Miller SIG plan. The LEA, site administration and stakeholders all believe that the instructional reforms implemented will have the

greatest impact on student achievement. Specifically, changes to the Math intervention program (in the form of Algebra readiness) and the replacement of the outdated ELA adoptions as well as the use of benchmark tests in other core areas such as science and social studies should all have a positive impact on increasing student achievement. The LEA has pledged to use District funds to implement this comprehensive overall of the instructional program at the beginning of the school year since SIG funding will not be available to the LEA until October 2010. Once SIG funding is available, SIG funds will be the primarily used to provide the required services of the SIG plan while District level funds will be used to supplement and ensure the plan is fully implemented. Funds will be allocated for the following tasks. ELA Adoption: textbooks, supplemental materials, and the associated professional development. Contract with Action Learning Systems to assist in the alignment of site-based common assessments to the state standards. Additional working days for administrators to conduct and present program effectiveness studies, surveys, and data. Targeted and specific professional development that includes follow-up monitoring and support. Additional staffing in remedial courses that may include classroom aides, ELL specialist, and a SWD specialist. Expanded Educational Technology resources such as Computer Based Instruction, computer labs, staff laptops, interactive white boards, projectors, printers, scanners, storage media, document cameras, student responders, and digital microscopes. Instructional supplies and activities for Advanced Placement classes & academic elective, Freshmen Miller Introductory Course (MIC), TEAM, H.S.A., AVID, and GATE. Chaffey congruent enrollment and participation in existing academies (SLC, TEAM, H.S.A., AVID, GATE).

- Summer school enrichment courses for incoming 9th graders.
- Instructional supplies and activities for remedial classes and independent studies.
- Counseling services for at-risk students: Alcohol and other Drugs Program, parent meetings outside the regular work day, anger management, and truancy.
- After school tutoring (tutoring center).

Funding Source: SIG, LEA General Funds, Site General Funds, CAHSEE Intensive Instruction and Services (if available), Discretionary Block Grant**,** Economic Impact Aid/Limited English Proficiency, Economic Impact Aid/State Compensatory Education, Gifted and Talented Education Program, AB 825 School and Library Improvement Block Grant, Title I, Title II, Title III, Title IV, and Carl Perkins.
Barriers: Allocation of funding for the instructional programs will be a priority for the LEA and the school site although the funding allocated for this part of the plan will be determined by what portion of the funding will come from the SIG and the amount available from District level funding (categorical and general funds) for the upcoming year. Some aspects of this plan may be readjusted or canceled due to lack of funding.

(B) Promote the continuous use of student data.
Plan: The LEA and Fontana A. B. Miller will continue to implement the current data management system OARS to develop and promote the continuous use of student data to drive instruction. To ensure teachers have time to use this data to inform planning and instruction, core subject matter teachers will have a subject specific common preparatory period for the 2010-2011 school year. The common preparatory period will allow teachers, administrators, support staff, and District level personnel adequate time within the school day to meet, discuss, create, and/or modify student data, surveys, and assessments. Furthermore, subject-specific and/or program-specific professional development will be provided and conducted during these common preparatory periods. The SIG will provide adequate funding, meeting opportunities, and collaboration time to effectively review

student data such as:

- Site-based common assessments.
- CST and CAHSEE cluster data (via OARS).
- District benchmark assessments (via OARS).
- Student surveys and quarterly failure rates.
- Student data: CELDT, CAHSEE, STAR, graduation rates (via OARS).

Funding: SIG and District level funding will be used to provide data analysis assistance, staff development opportunities, extra-duty pay for collaboration time that occurs outside the regular work day, and supplies to conduct and input common/benchmark assessments (scanners, printers, computers, etc.).

Funding Source: SIG, LEA General Funds, Site General Funds, Economic Impact Aid/Limited English Proficiency, Economic Impact Aid/State Compensatory Education, Gifted and Talented Education Program, Title I, Title II, Title III, and Title IV.

Barriers: The primary barrier to effectively implement the plan will be the final SIG funding allocation as well as final District level funding resources (categorical and general). Data analysis is an imperative process within the plan and therefore will continue to occur inside the teacher's regular work day regardless of funding.

(3) Increasing learning time and creating community-oriented schools:

(A) Establish schedules and strategies that provide increased learning time.

Plan: In order to secure approval from Fontana Teachers' Association (FTA) of the Transformation Model at Fontana A. B. Miller, and due to the timeline of the SIG application process and funding, the LEA has committed to guarantee funding for year one of the extended school day plan. While the extended day is budgeted for all three years, in an attempt to show good faith, the LEA will allocate District level funding prior to receiving the SIG funds. Extending or restructuring the school day will serve to add time to better implement strategies that increase student achievement and build relationships between students, faculty, and other school staff. The addition of a 7th period class will create 124 additional sections to implement intervention classes, add academic electives, retain and supplement current electives, reduce the number of credit deficient students, and reduce class size in the four core content areas.

Funding: The LEA has committed to guarantee funding for year one for the extended school day; approved SIG funds will be used in place of District funds once the grant is approved. If the grant is not approved, the District will cover the teacher compensation cost for the entire 2010-2011 school year.

Funding Source: SIG, LEA General Funds, and Site General Funds.

Barriers: Lack of SIG funding will require cancellation of the extended learning time for the second and third years of the grant. The increased learning time is the foundation to the SIG plan and allows for the implementation of intervention and enrichment courses; most SIG activities will not be implemented without the extended learning time.

(B) Provide ongoing mechanisms for family and community engagement.

Plan: The LEA and school site will partner with parents and parent organizations, community-based organizations, State and local agencies, as well as others to improve the school culture and climate, improve student discipline, and create a safe school environment that meets students' social, emotional, and health needs. In order to coordinate these services and promote these opportunities with the MHS Community, an Instructional Support Teacher to focus on Community Involvement.

This person will also serve as a liaison between teachers and parents, assisting with communication regarding student achievement. Parent involvement opportunities will also be available through meetings and events such as "Coffee with the Principal," SSC and ELAC meetings, report card pick-up, Back to School Night, the "Spring Spectacular" performance, monthly parent workshops, movie nights, a car show, restaurant nights, a carnival, and multicultural days. Furthermore, parents will have the opportunity to be involved in their students' education through Zangle Parent Connect, TeleParent, the school website, email, classroom visits, and the availability of translators. The LEA and school site will partner with city, county, and state agencies such as CalSAFE, San Bernardino County Social Services, CalWorks, and Child Protective Services to provide services to our at-risk students such as anger management classes, crisis counseling, truancy classes, and the Alcohol and Other Drugs prevention program.

The LEA and school site will also provide students with positive behavioral rewards and promote extracurricular activities (arts and sports) through the funding of "physicals" for sports, the purchasing of athletic equipment, facility improvements, guest speakers, college fieldtrips, and additional coaches/advisors.

Funding: SIG funds will be allocated to implement the following aspects of the parent/community involvement plan:

- Food for parent/community meetings.
- Entertainment for parent/community meetings.
- TeleParent, translators, Parent Connect.
- Arts and Sports.
- Site Instructional Support Teacher focused on Community Involvement
- Guest speakers.

Funding Source: SIG, LEA General Funds, Site General Funds, Discretionary Block Grant, Economic Impact Aid/Limited English Proficiency, Economic Impact Aid/State Compensatory Education, Gifted and Talented Education Program, AB 825 School and Library Improvement Block Grant, Title I, Title II, Title III, and Title IV.

Barriers: Final SIG funding allocation to pay for personnel and activities. Lack of community participation, apathy, and misunderstanding of SIG components.

(4) Providing operational flexibility and sustained support:

(A) Give the school sufficient operational flexibility.

Plan: The LEA will provide MHS with flexibility in hiring and removing staff members. MHS will not be required to accept a staff member without the mutual consent of the staff member and principal. Human Resources will assist the site in removing staff members who fall below standards set forth by the SIG evaluation and placing them at other school sites within the District.

- Flexibility in hiring and removing staff members.
- Flexible curriculum maps (teachers will be encouraged to collaboratively edit the maps based on information from common assessments and student needs)
- New ELA adoption
- Extending learning time
- District photocopy allocation
- Leadership team decisions
- Math program (Algebra Readiness for 9th grade core intervention).

Funding: No additional funding needed for this section of the plan. Funds have been allocated for the new ELA textbook adoption; extended learning time, revised curricular maps, photocopy

allocations, and intervention math program in the other sections of the plan.

Funding Source: Funding already allocated in other sections of the plan**.**
Barriers: The LEA will have to negotiate with Fontana Teacher's Association the acceptance of the items that may be in contrast to the current Bargaining Agreement.

(B) School receives ongoing, intensive technical assistance and support from the LEA and SEA.
Plan: Obtain board approval and Board Resolution stating support for all School Improvement Grant (SIG) components. (Attachment iii.3)
Funding: No additional funding needed for this section of the plan.
Funding Source: No funding needed.
Barriers: Board must approve all aspects of the plan and be in agreement with the transformation of A. B. Miller High School (MHS)

The LEA has one school identified as persistently low achieving. The superintendent has prioritized the transformation model at MHS.

iv. Recruitment, Screening, and Selection of External Providers

Response:

The LEA does not intend to use external entities to provide technical assistance in selecting, developing, or implementing the transformation model at A.B. Miller.

v. Alignment of Other Resources with the Selected Intervention Models

Response:

Coordination of Services:
Through a series of meetings and negotiations, the District level personnel have agreed to support the SIG process and Fontana A.B. Miller High School through the following coordination of services:

Superintendent:

- The site SIG team works on the Transformation model and application, while the LEA SIG team negotiates and substantiates the site SIG team recommendations.
- The district office is committed to making A. B. Miller a priority in the implementation of the SIG, LEA Plan, Professional Development, EL Master Plan, and allocation of resources.
- The district office will train all District Directors on the Center on Innovation and Improvement (CII) handbook.
- The district office will assist in providing information to Stakeholders such as DAC, DELAC, GATE, PTA, Superintendent's Advisory, Chamber of Commerce, Faith Based Leadership, and other site administrators.
- The district office will allocate District resources to ensure proper support and implementation of SIG components.
    - Rigorous Curriculum and Instruction: Instructional & Student Services (ISS) Professional Development Team, Assessment and Evaluation, Secondary Instruction, EL Services, Career and Technical Education
    - Assessment and Accountability: EL Services, Special Education, Assessment &

Evaluation, ISS Professional Development Team
- Teacher Quality and Professional Development: Professional Development, ISS Professional Development Team
- Student and Family Support: Categorical Programs, Fontana School Police, Enrollment Center, Child Welfare and Attendance
- Stakeholder Engagement: Superintendent of Schools, Technology, Career and Technical Education, San Bernardino County Library, Categorical Programs
- Leadership and Governance: Superintendent of Schools, Human Resources, Secondary Instruction, Professional Development
- Organization and Structure: Instructional & Student Services, Human Resources
- Resources for Sustainability: Superintendent of Schools, Human Resources, Business Services, Instructional & Student Services, and Fontana School Police

Secondary Instruction:

- Secondary Instruction will prioritize Fontana A.B. Miller's SIG plan by providing staff and other resources to ensure proper implementation of the plan.
- Secondary Instruction will provide MHS with support implementation of Direct Interactive Instruction and Thinking Maps through professional development activities that follow the instructional coaching cycle of planning, demonstration, observation, and feedback.
- Secondary Instruction will provide staff for site level department meetings, SIG planning and implementation, and administrative support concerning the implementation of Core Curriculum and Instruction.
- Secondary Instruction will provide staff to help MHS in the PLC process, assisting in collaboration through core curricular areas and the development of common assessments.
- Secondary Instruction will allocate funds to implement new textbook adoption for English Language Arts and intervention classes.

Assessment & Evaluation:

- Training for all Miller Staff members in the district data management system OARS
- Assist with administration of State mandated testing (CELDT, CST, CAHSEE)

Special Education (SELPA):

- SELPA will provide adequate staffing for RSP, SDC, ED, OI, and VI students within the school site.
- SELPA will facilitate staff development through the use of District level coaches (Teachers on Assignments) and coordination with Staff Development department.

English Learner Services:

- EL Services will facilitate the implementation of the School Improvement Grant trough the use of EL Coaches and classroom resources for site ELL department.
- EL Services will provide the site with professional development opportunities geared towards ELL students such as the implementation of the FUSD EL Master Plan, and research-based instructional strategies that are proven to be effective with English Learners such as Guided Language Acquisition Design (GLAD), Specially Designed Academic Instruction in English (SDAIE), and Structured Instruction Observation Protocol (SIOP).

Categorical Programs:

- The Categorical Department will assist in the alignment of the state and federal funds, SPSA, Smaller Learning Communities, SIG, and parental involvement support.

Human Resources:

- Human Resources will assist in the implementation of the School Improvement Grant by negotiating with the Fontana Teachers Association, staff hiring and removal, staff transfers, and reconciling credentialing issues.

Staff Development:

- Staff Development will work with site and district administration to set up and conduct site specific professional development. The staff development provided will be based on information gathered through the SIG needs assessment and work around site calendar and schedules.

Enrollment Center:

- The Enrollment Center will take over the enrollment of students for A. B. Miller High School commencing with the 2010-2011 school year. Currently, parents enroll their students at the school site, taking valuable time away from our clerical staff to assist Guidance Staff in the services provided to students. The new procedures will allow the allocation of time and clerical staff into the implementation of the School Improvement Grant tasks, such as identifying at risk students.

Food Services:

- Food services will provide the school adequate staff and facilities to feed our students through the implementation of the School Improvement Grant; which includes a shortening of the Lunch period from 46 minutes to 30 minutes.

The LEA has pledged to supplement SIG funding with the District categorical and general funds to ensure proper implementation of the SIG plan. Furthermore, due to the unavailability of SIG funding until October 2010, the LEA will use District level funds to ensure critical aspects of the SIG plan are implemented for the commencement of the 2010-2011 school year. Site level Categorical and general funds will also be used to ensure proper implementation of the SIG plan through coordination and inclusion within the school's SPSA. The following is a list of District and site level funds and how they will be used to supplement and/or front-load SIG funding.

General Funds (District and Site)

Program Intent: General funds provide the core educational program and an equitable base facilities and materials to all students.

SIG Tasks: Funding will be used to supplement and front-load SIG funds to ensure the proper implementation of the following SIG tasks:

- FTA negotiated increased learning time compensation.
- FTA negotiated API/AYP goal bonus.
- FTA negotiated Additional Service to Community Bonus.

- Extra working days for administration.
- Staff incentives/awards.
- Community Liaison.
- Part–time Probation Officer on campus.
- Campus Security Officer extended hours.
- Instructional & Student Services Teacher on Assignment salaries.
- School Site Instructional Support Teachers salaries.
- Clerical aides/Clerks to assist with data management.
- Link Crew/Peer Leading/MIC stipend.
- RtI^2 Training.
- AVID training.
- Professional Learning Communities training.
- Advanced Placement training.
- Substitute coverage for teachers to attend professional development.
- ACSA training for administrators.
- Assistance with the creation of site-based common assessments by outside consultants.
- Business cards for all staff.
- Marque to improve communication with community.
- Commitment to Graduate program.
- Instructional materials to support all academic programs.
- Student rewards system to improve student achievement.
- Supplemental reading materials for all students.
- TeleParent system to improve community involvement.
- Parent workshops.
- Movie Nights.
- Community fall carnival.

CAHSEE Intensive Instruction and Services (District)
Program Intent: Provides supplemental funding to support additional programs and services for students who have not passed the California High School Exit Exam.

SIG Tasks: Funding will be used to supplement and front-load SIG funds to ensure the proper implementation of the following SIG tasks:

- One-on-one or small group instruction.
- State Approved CAHSEE Preparation/Intervention Materials
- Additional teaching staff.
- Diagnostic assessment and interpretive materials.
- Pupil counseling.
- Appropriate staff development.
- Parent workshops.

Discretionary Block Grant (District & Site)

Program Intent: Provide one-time resources to support a variety of uses that sites and districts may select to address a range of operational and school improvement needs. Use of funds is proposed by each school's School Site Council.

SIG Tasks: Funding will be used to supplement and front load SIG funds to ensure the proper implementation of the following SIG tasks:

- Classroom and laboratory supplies and materials.
- School and classroom library materials.
- Educational technology.
- Deferred maintenance.
- One-time expenditures designed to close the achievement gap,
- RtI^2 Training.
- AVID training.
- Professional Learning Communities training.
- Substitute coverage for teachers to attend professional development.
- Supplemental Instructional Materials to support academic program.

Economic Impact Aid/Limited English Proficiency (District & Site)

Program Intent: Provides supplemental funding to support additional programs and services for English learners and economically disadvantaged students. Economic Impact Aid (EIA) is included in the consolidated application and all local education agencies are eligible to participate to the extent they provide services to English learners and economically disadvantaged students.

SIG Tasks: Funding will be used to supplement and front-load SIG funds to ensure the proper implementation of the following SIG tasks: Paraprofessionals

- Supplemental resource teachers.
- Support for English Learner Advisory Committee.
- Supplemental materials.
- Extra assistance for low income students.
- Training for teachers to support needs of low income and/or English learner students.
- Instructional & Student Services Teacher on Assignment salaries.
- School Site Instructional Support Teachers' salaries.
- RtI^2 Training.
- AVID training.
- Professional Learning Communities training.
- Substitute coverage for teachers to attend professional development.
- Instructional Materials to support academic program.
- Technology to support the implementation of the instructional model.
- Parent workshops.

Economic Impact Aid/State Compensatory Education (District & Site)

Program Intent: Provides supplemental funding to support additional programs and serve economically disadvantaged students and low achieving students. Economic Impact Aid (EIA)/SCE is included in the consolidated application and all local education agencies are eligible to participate to the extent they provide services to economically disadvantaged students and low achieving students.

SIG Tasks: Funding will be used to supplement and front-load SIG funds to ensure the proper implementation of the following SIG tasks:

- Paraprofessionals.
- Supplemental resource teachers.
- Supplemental materials.
- Extra assistance for low income, low achieving students.
- Training for teachers to support needs of low income and/or low achieving students.
- Extra working days for Administration.
- Community Liaison.
- Part–time Probation Officer on campus.
- Campus Security Officer extended hours.
- School Site Instructional Support Teachers' salaries.
- Clerical aides/Clerks to assist with data management.
- RtI^2 Training.
- AVID training.
- Professional Learning Communities training.
- Advanced Placement training.
- Substitute coverage for teachers to attend professional development.
- Assistance with the creation of site-based common assessments by outside consultants.
- Commitment to Graduate program.
- Instructional materials to support academic program.
- Supplemental reading materials.
- TeleParent system to improve community involvement.
- Technology to support the implementation of the instructional model.
- Parent workshops.

Gifted and Talented Education Program (District & Site)

Program Intent**:** Gifted and Talented Education (GATE) funding supports unique opportunities for high-achieving and underachieving students in public elementary and secondary schools in California who are identified as gifted and talented.

SIG Tasks: Funding will be used to supplement and front-load SIG funds to ensure the proper implementation of the following SIG tasks:

- Instructional materials for Advanced Placement and academic elective courses.
- Training for teachers to support needs GATE students.
- Classroom and laboratory supplies and materials.
- School and classroom library materials.
- Educational technology.
- RtI^2 Training.

- AVID training.
- Professional Learning Communities training.
- Advanced Placement training.
- Substitute coverage for teachers to attend professional development.
- Instructional Materials to support academic program.
- Student rewards system to improve student achievement.
- Parent workshops.

AB 825 School and Library Improvement Block Grant (District & Site)
Program Intent: To provide state resources targeted towards site-level improvement and library material needs. Dollars allocated to the School Library Program must be used toward supporting needs as identified in the district-wide school library plan.

SIG Tasks: Funding will be used to supplement and front-load SIG funds to ensure the proper implementation of the following SIG tasks:

- School Library Materials.
- Training for staff.
- Core and supplemental instructional materials and resources.
- Library resources, including books, periodicals, computer software, and computers.
- Equipment necessary to provide access to school library resources within the school library and online resources.
- Instructional Materials to support academic program.
- Supplemental reading materials.
- Technology to support the implementation of the instructional model.

NCLB: Title I (District)
Program Intent: The purpose of Title I, Parts A and D, is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on the state content standards and assessments. There are two grant types for Title I, Part A (Basic Grant) and Part D (Neglected and Delinquent). Together these two grant types form the Title I entitlement program.

SIG Tasks: Funding will be used to supplement and front-load SIG funds to ensure the proper implementation of the following SIG tasks:

- Instructional & Student Services Teacher on Assignment salaries
- TeleParent system to improve community involvement.
- Parent workshops.
- Professional Development

NCLB: Title II, Part A, Teacher Quality (District)
Program Intent: The purpose of Title II, Part A is to increase the academic achievement of all students by helping schools and districts to: (1) improve teacher and principal quality through professional development and other activities, including reduced class sizes; and (2) ensure all teachers are highly qualified. It combined Eisenhower Professional Development Grant and federal Class-Size Reduction programs into one program that focuses on preparing, training, and recruiting

high-quality teachers. Allows LEAs increased flexibility to allocate funds among professional development, class-size reduction, and other teacher quality activities.

SIG Tasks: Funding will be used to supplement and front-load SIG funds to ensure the proper implementation of the following SIG tasks:

- Purposes based on comprehensive collaborative needs assessment that involves teachers, paraprofessionals, principals, parents, and other relevant school personnel.
- Reforming teacher and principal recruitment and retention initiatives.
- Teacher and principal mentoring.
- FTA negotiated increased learning time compensation.
- FTA negotiated API/AYP goal bonus.
- Staff incentives/awards.
- RtI^2 Training.
- AVID training.
- Professional Learning Communities training.
- ACSA training for administrators.

NCLB: Title III, Immigrant Education Program/Limited English Proficient (LEP) Program (District)

Program Intent: The purpose of Title III is to assist English Language Learner students to acquire English and achieve grade-level and graduation standards. This program is a sub-grant of the Consolidated Application. Sub-grants are made available to eligible local educational agencies (LEAs) to provide supplementary programs and services to limited-English-proficient (LEP) students (known as English learners in California).

SIG Tasks: Funding will be used to supplement and front-load SIG funds to ensure the proper implementation of the following SIG tasks:

- Enhanced instruction in the core academic subjects.
- Instructional & Student Services Teacher on Assignment salaries
- High-quality professional development for teachers and other staff.
- Upgrading program objectives and instructional programs.
- Identifying and improving curricula, materials, and assessments.
- Providing tutorials for academic and/or career and technical education.
- Coordinating language instruction program with other programs and services.
- Providing community participation programs, including family literacy and parent outreach.
- RtI^2 Training.
- Professional Learning Communities training.
- Substitute coverage for teachers to attend professional development.
- Supplemental reading materials.
- TeleParent system to improve community involvement.
- Technology to support the implementation of the instructional model.

Carl Perkins (District and Site)

Program Intent: The purpose of Perkins funds it to support Career Technical Education in an effort

to improve student achievement and participation.

SIG Tasks: Funding will be used to supplement and front-load SIG funds to ensure the proper implementation of the following SIG tasks:

- RtI^2 professional development.
- Substitute coverage for teachers to attend professional development.
- Instructional Materials to support Career and Technical program.
- Technology to support the implementation of the instructional model.

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

Response

The LEA is currently not receiving DAIT services and not under DAIT.

vii. Modification of LEA Practices or Policies

Response:

The LEA has agreed to modify the following policies and practices for Fontana A.B. Miller High School.

Policy: ELA Textbook Adoption (Attachment vii.1) ELA adoption was postponed per SBE waiver.
Rational: The current material is missing intervention instructional material for EL and SWD based upon the Academic Performance Survey. Additionally teacher input indicates that the prior adoption is not fully addressing state standard aligned pacing guides.
Process for Revision: The LEA had previously selected a ELA adoption for the 2009-10 school year using the LEA standardized textbook adoption procedures. These procedures include teacher, community and parent input. The need for ELA adoption was indicated by the APS as well as teacher review of standard aligned LEA pacing guides. The site level SIG committee and ELA department found this to be a priority need for the school.
Proposed Revision and Outcomes: The Superintendent has directed Secondary Instruction to move forward with the high school adoption for MHS and earmarked funds to do so. Using the formal textbook adoption process, the District has selected a new ELA core curriculum. Adoption was LEA Board approved at the June 23, 2010 school board meeting for only MHS.
An updated curriculum containing built in differentiated instructional materials will support all teachers in the ELA department in providing for their students varied level of need. The LEA staff development office has assured all teachers will be afforded AB 430 training for the new Holt adoption.
The new adoption will better meet the needs of the EL and SWD populations as well as all students in need of remediation. ELA proficiency is anticipated as a result of instructional material alignment.

Policy: Standardized high school instructional time. Instructional time is determined by negotiated certificated agreement (Attachment vii.2).

Rational: Previously the six period day precluded intensive intervention for the number of students needing said intervention during the school day.
Process for Revision: After meeting with community members, SSC, ELAC, leadership team and SIG committee as well as reviewing student achievement data; it was determined that the current instructional time is not conducive to built-in interventions during the school day. The APS reaffirmed the need for intervention during the instructional day. A staff vote was conducted with 89% of the staff approving additional instructional time to allow for a seven period day for the 2010-2011 school year. An MOU was signed with the Fontana Teachers Association to allow for an extension of the school day to a seven period day for all teachers at a reduced compensation rate of hourly pay rather than per diem compensation. In order to reach the MOU the LEA agreed to pay for the extended instructional time through categorical dollars for the 2010-2011 school year as a sign of support for the transformation model at MHS.
Proposed Revision and Outcomes: The seven period day allows A.B. Miller to maintain a full offering of CTE classes, enrichment electives, expand AP offerings, and most importantly build in intensive intervention courses for the approximately 1/3 of the student population that require them. This also affords a reduced class size by approximately 20% in core classes. MHS expects to see an increase in CAHSEE proficiency as well as passage rate. In addition MHS anticipates improved student achievement scores in State and Federal measures as well as SIG planned goals.

Policy: The negotiated bargaining unit agreement regarding teacher compensation and evaluation. (Attachment vii.3)
Rational: Provide a school-wide and individual rewards system to recognize the staff effort of improving student achievement and removal from MHS those teachers not achieving in the SIG evaluation process. in order to net results faster and maximize the motivation of staff members to increase student achievement by implementation of a reward/removal system for MHS.
Process for revision: As a required element of the SIG transformation model selected by the LEA, the site level SIG committee created a quarterly evaluation for all certificated employees working at MHS. The site level SIG committee consisted of teachers and administrators from MHS as well as LEA representatives. The LEA then reached a MOU with the local certificated bargaining unit to adopt the new evaluation and revise the existing agreement's article 9 for evaluation of employees. Guidelines were established by the SIG committee for both removal and reward of staff members.
Proposed revision and expected outcomes: The plan will examine teachers who have made positive results and will provide a system for removal of teachers who are not obtaining minimum percentage proficiency on SIG yearly evaluations. Reward awardees will be selected for outstanding improvement and achievement in teacher attendance, community involvement, CST, API, and CAHSEE improvement, and completion of SIG tasks.

Policy: Administrative Consistency. As a result of the economic crisis in California, FUSD issued a Reduction In Force notice to every administrator in March 2010, the LEA agreed to rescind all MHS

administrative RIF notices and assigned all MHS administrators back to the site for the 2010-2011 school year.
Rational: Maintaining consistency within administration is a vital component of effectively implementing the proposed modifications. If the LEA were to disband MHS's current administrative team, a period of readjustment for staff and students would ensue; thus delaying the progress that must be made. In addition, the WASC self-study indicated an area of need for MHS involved the persistent turnover of administrative staff at MHS over the past seven years.
Process for revision: The MHS staff and community indicated through public comment at the SIG community meetings a desire to maintain the current administrative team. In addition the WASC self-study conducted in the fall of 2009 indicated a critical area of need to be administrative consistency. There has been a commitment from the LEA to keep the newly appointed administrative team intact to lead the transformation process. This will ensure that MHS is protected from administrative cuts that might disband the site's current team.
Proposed revision and expected outcomes: It is expected that improvements in student achievement, student discipline, and teacher effectiveness will occur as a result of consistent leadership.

Policy: Administrative work year. Administrative work days will be decreased by five days for the 2010-2011 school year due to the economic crisis hitting all levels of education. The LEA will ensure that MHS be able to add to work days and year to extend student instructional time. Administrators at MHS will be expected to serve an additional 15 days.
Rational: Implementing the modifications for SIG will require administration to take on additional responsibilities. These responsibilities will be a drastic increase to the already demanding workload of administrators, as they, the administrators, manage the grant and ensure its compliance.
Process for revision: The SIG committee agreed that the additional work days are needed and will be paid using the SIG funds. The LEA will provide additional administrative work days for training, reporting, and School Improvement Grant management. Administration accepted the SIG committee's proposal.
Proposed revision and expected outcomes: As a result of the administrators working additional days, the LEA's proposal for raising student achievement will be effectively and efficiently implemented. In addition the likelihood for retention of current administrators at MHS will be increased.

Policy: Teacher Evaluation (Attachment vii.4) Per district policy, teacher evaluations for a tenured teacher are observed twice a year, with one formal and one informal observation, every two years. The evaluation is negotiated by the collective bargaining agreement and follows the California Standards for the Teaching Profession. Probationary teachers are observed four times a year, with two formal and two informal observations per year, for two years.
Rational: The additional evaluation is a necessary component in ensuring staff accountability and compliance of the grant.
Process for revision: The LEA and the Fontana Teachers Association (FTA) negotiated the additional evaluation. The LEA consulted the SIG committee for evaluation recommendations and the FTA consulted the bargaining members for evaluation recommendations, as well, prior to the negotiations.
Proposed revision and expected outcomes: The expected outcome is implementation of

expectations, which will net high student achievement. The evaluation is to be completed every two years. The new evaluation system will be conducted yearly with quarterly reviews by the site's administration. The SIG Evaluation will be based on quarterly, monthly, and weekly observations and data gathering tools designed to assess professional practices, student achievement, and implementation of SIG tasks

Policy: Staffing Flexibility Current LEA policies and negotiated agreements for transfers and employment are based upon seniority.
Rational: Giving the school operational flexibility will allow MHS to put effective teachers in key areas and classes. This allows students to be placed with the appropriate teachers for maximization of instruction and overall improvement in subject proficiency.
Process for revision: Proposed by the MHS SIG committee and presented to the LEA and bargaining unit agreement was reached to allow any teacher who did not wish to remain at MHS for the 2010-2011 school year to be transferred to another school within the district. All parties agreed. Human Resources will assist with removing staff members who fall short of the standards set forth by the SIG evaluation and placing them at other school sites within the district for the 2011-2012 school year. Miller will receive ongoing, intensive technical assistance and support from LEA in this area.
Proposed revision and expected outcomes: The LEA will provide MHS with flexibility in hiring, removing, and accepting transfers. MHS will not be required to accept a staff member without the mutual consent of the staff member and principal.

Policy: 9th Grade Algebra Course (Attachment vii.6) The LEA policy states that all students receive mathematic instruction in the 9th grade no lower than the Algebra I level. MHS will be allowed to identify students in need of intensive intervention in mathematics and place them into an Algebra Readiness course.
Rational: The need for a pre-algebra intentive intervention program was identified by MHS. Aproximately 120 entering 9th grade students are FBB or BB currently in their algebra readiness course in the 8th grade.
Process for revision: The APS indicated a lack of intensive intervention available for 9th grade students who are significantly below grade level. Additionally, examination of current student performance data on CST's as well as the 9th grade failure rate of Algebra 1 students the math department and SIG committees determined that there was a need for pre-algebra as a course for incoming 9th grade students. Data analysis by counseling department to identify students in need of intensive intervention entering the 9th grade showed a need for approximately 5 sections of pre-algebra for incoming 9th grade students.
Proposed revision and expected outcomes: Students will postpone Algebra I for a year, but will be better prepared for the curriculum and should result in improved student achievement in both the CST and CAHSEE assessments.

The LEA recognizes that additional exceptions to policy and flexibility in operations are foundational for the success of MHS in the transformation process. The LEA Cabinet and District Office

personnel have given MHS open access to address any barriers in a successful implementation. Additional items of operational flexibility will need to occur as the model is implemented.

viii. Sustainment of the Reforms after the Funding Period Ends

Response:

The LEA intends to implement a waiver to extend the funding through September 30, 2013.

The LEA will continue utilizing the above mentioned (Narrative V) allocated categorical resources to sustain the implementation of the Transformation Model at MHS. The Division of Instructional & Student Services established goals for a three-year period (2009-12). The Division goals are: Increase student achievement, provide continuous staff development, increase organizational effectiveness and efficiency, and align the PK-16 system. Through the integration of services, the LEA will provide systematic support to build a strong infrastructure by establishing significant roles and responsibilities for developing, monitoring, and supporting MHS. By establishing and cultivating leadership at the school level, on-site leaders will ensure program-level coordination and collaboration.

The clear and comprehensive plan for use of resources other than SIG funds includes leverage site-based funds, categorical funds, and general funds available through the district. Additionally, to support initiatives focused on RtI² implementation, funding from the local SELPA will be allocated appropriately. The commitment to the success of the initiative outlined in the application is not only based on the dedication of human and capital resources, but in the commitment to future funding and fiscal coordination.

The following is a list of District and Site level funding and how they may be used to sustain the implementation of the Transformation Model at A. B. Miller High School:

General Funds (District and Site)

- Link Crew/Peer Leading/MIC stipend.
- Maintain business cards for all staff.
- Marque to improve communication with community.
- Commitment to Graduate program.

CAHSEE Intensive Instruction and Services (District)

- One-on-one or small group instruction.
- State Approved CAHSEE Preparation/Intervention Materials
- Additional teaching staff.
- Diagnostic assessment and interpretive materials.
- Pupil counseling.
- Appropriate staff development.
- Parent workshops.

Discretionary Block Grant (District & Site)

- Classroom and laboratory supplies and materials.
- School and classroom library materials.
- Educational technology.
- Deferred maintenance.
- One-time expenditures designed to close the achievement gap,
- RtI^2 Training.
- AVID training.
- Professional Learning Communities training.
- Substitute coverage for teachers to attend professional development.
- Supplemental Instructional Materials to support academic program.

Economic Impact Aid/Limited English Proficiency (District & Site)

- Supplemental resource teachers.
- Support for English Learner Advisory Committee.
- Supplemental materials.
- Extra assistance for low income students.
- Training for teachers to support needs of low income and/or English learner students.
- Instructional & Student Services Teacher on Assignment salaries.
- School Site Instructional Support Teachers' salaries.
- RtI^2 Training.
- AVID training.
- Professional Learning Communities training.
- Substitute coverage for teachers to attend professional development.
- Instructional Materials to support academic program.
- Technology to support the implementation of the instructional model.
- Parent workshops.

Economic Impact Aid/State Compensatory Education (District & Site)

- Paraprofessionals.
- Supplemental resource teachers.
- Supplemental materials.
- Extra assistance for low income, low achieving students.
- Training for teachers to support needs of low income and/or low achieving students.
- Extra working days for Administration.
- Community Liaison.
- Part–time Probation Officer on campus.
- Campus Security Officer extended hours.
- School Site Instructional Support Teachers' salaries.
- Clerical aides/Clerks to assist with data management.
- RtI^2 Training.
- AVID training.
- Professional Learning Communities training.
- Advanced Placement training.

- Substitute coverage for teachers to attend professional development.
- Assistance with the creation of site-based common assessments by outside consultants.
- Commitment to Graduate program.
- Instructional materials to support academic program.
- Supplemental reading materials.
- TeleParent system to improve community involvement.
- Technology to support the implementation of the instructional model.
- Parent workshops.

Gifted and Talented Education Program (District & Site)

- Instructional materials for Advanced Placement and academic elective courses.
- Training for teachers to support needs GATE students.
- Classroom and laboratory supplies and materials.
- School and classroom library materials.
- Educational technology.
- RtI^2 Training.
- AVID training.
- Professional Learning Communities training.
- Advanced Placement training.
- Substitute coverage for teachers to attend professional development.
- Instructional Materials to support academic program.
- Student rewards system to improve student achievement.
- Parent workshops.

AB 825 School and Library Improvement Block Grant (District & Site)

- School Library Materials.
- Training for staff.
- Core and supplemental instructional materials and resources.
- Library resources, including books, periodicals, computer software, and computers.
- Equipment necessary to provide access to school library resources within the school library and online resources.
- Instructional Materials to support academic program.
- Supplemental reading materials.
- Technology to support the implementation of the instructional model.

NCLB: Title I (District)

- Instructional & Student Services Teacher on Assignment salaries
- TeleParent system to improve community involvement.
- Parent workshops.
- Professional Development

NCLB: Title II, Part A, Teacher Quality (District)

- Purposes based on comprehensive collaborative needs assessment that involves teachers, paraprofessionals, principals, parents, and other relevant school personnel.
- Reforming teacher and principal recruitment and retention initiatives.
- Teacher and principal mentoring.
- FTA negotiated increased learning time compensation.
- FTA negotiated API/AYP goal bonus.
- Staff incentives/awards.
- RtI^2 Training.
- AVID training.
- Professional Learning Communities training.
- ACSA training for administrators.

NCLB: Title III, Immigrant Education Program/Limited English Proficient (LEP) Program (District)

- Enhanced instruction in the core academic subjects.
- Instructional & Student Services Teacher on Assignment salaries
- High-quality professional development for teachers and other staff.
- Upgrading program objectives and instructional programs.
- Identifying and improving curricula, materials, and assessments.
- Providing tutorials for academic and/or career and technical education.
- Coordinating language instruction program with other programs and services.
- Providing community participation programs, including family literacy and parent outreach.
- RtI^2 Training.
- Professional Learning Communities training.
- Substitute coverage for teachers to attend professional development.
- Supplemental reading materials.
- TeleParent system to improve community involvement.
- Technology to support the implementation of the instructional model.

Carl Perkins (District and Site)

- RtI^2 professional development.
- Substitute coverage for teachers to attend professional development.
- Instructional Materials to support Career and Technical program.
- Technology to support the implementation of the instructional model.

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

Response:

The LEA has established four annual goals for student achievement for MHS. These goals were established cooperatively with the site level SIG Committee, SSC, ELAC and LEA. The annual goals for student achievement are challenging, measurable, and based on state and district assessments in reading/language arts (RLA) and mathematics. The LEA is committed to supporting

these goals for MHS, as the goals are realistic and reflect high expectations for improved student achievement.

On June 27, 2010, the LEA created a Strategic Plan for the District that established increase student achievement as the primary goal for each school. The MHS principal will report to the director of secondary instruction all students who have not passed CAHSEE or are credit deficient by grade level. The report will also include specific remediation plans for each student to be completed by the site level administration or counselors and submitted for review to the LEA. While each of the below goals were created prior to the June 27, 2010 LEA committee meeting; they align with the LEA prioritized strategic plan.

Goal #1: Student proficiency rates on the California Standardized Tests (CST) in ELA and Mathematics will increase annually by 5%. (See Attachment ix.1 for current scores.)

Table ix.1

Annual Proficiency Goals on State Assessments (CST)	Proposed Proficiency Goals			
	2008/2009	2009/2010	2010/2011	2011/2012
Math	11.4%	16.4%	21.4%	26.4%
ELA	20.8%	25.8%	30.8%	35.8%

Monitoring:

The MHS administration will implement a revised master schedule of courses for all CORE teachers of common assessed courses to share a common planning period. All teachers of CORE subject areas will adhere to the LEA standards based pacing guide. MHS administration will evaluate lesson plans quarterly as part of the SIG negotiated quarterly evaluation of teacher effectiveness.

The MHS department heads of CORE subject areas and MHS administration will lead department members in the creation of common assessments for all CORE assessed courses. These common assessments will be built over the next three years beginning with 9th grade CORE subjects. MHS staff will receive imbedded professional development through Solution Tree for Professional Learning Communities to assist with this process. The department heads will attend training in the summer of 2011.

The LEA will provide quarterly benchmark exams to each CORE subject area for MHS. The MHS teachers will give the exams to students and enter data into LEA provided student assessment system (OARS). The MHS administrators will meet within two weeks of the exam with each subject area teams of teachers during a common planning period. The MHS teachers will create a remediation/reteach plan for students not meeting LEA benchmark goals. This plan will be evaluated and is part of the negotiated SIG teacher quarterly evaluation for teacher effectiveness.

Goal #2: Student proficiency rates for the Academic Performance Index (API) in ELA and Mathematics will increase annually by 5%. (See Attachment ix.2 for scores analyzed.).

Table ix.2

Annual Growth Goals on API	Proposed Goals			
	2008/2009	2009/2010	2010/2011	2011/2012
Overall API	638	647	655	662

Monitoring:

Using the procedures outlined in goal #1, the LEA will assist MHS through consultation with the Director of Secondary Education in securing standards based materials and accompanying professional development for all CORE subject area teachers at MHS. The LEA has secured funding for an updated ELA adoption outside of the allowable postponed LEA adoption to ensure standards aligned ELA material for all CORE teachers at MHS. This adoption was approved at the June 23, 2010 board meeting.

MHS will provide collaboration time through common planning periods for each CORE course offered. The department chair or administrator will facilitate data discussions based upon the identifiable significant subgroups comprising the API. For MHS these subgroups include: English Language Learners, Socio/Economically Disadvantaged, Student With Disabilities, Hispanic/Latino, White and African American Subgroups. The principal will monitor quarterly collaboration and professional development as led by the assistant principal/department chair of each department. The negotiated SIG quarterly evaluation will assess individual teacher/leader effectiveness.

MHS will use common rubrics for district essay benchmarks. The 2010- 2011 rubrics (see attachment ix.5) will replace the previous rubric used by the LEA in order to align more closely with the state rubrics. Teachers will have opportunities to participate in collaborative planning and writing calibration workshops. These opportunities allow teachers to discuss and form outlines for how the writing instruction for a given genre should be performed and how scores on district essay benchmarks are predictors for performance on the CAHSEE writing component. District essay benchmarks will be given twice-once each semester. After calibration training teachers will use common rubrics and exchange essays by grade level. Teachers will analyze essay scores using OARS to develop a plan to move students out of the Intensive or Strategic level and into the Benchmark or Advanced level for the second district essay benchmark during second semester.

School wide attendance will be monitored by the assistant principal for attendance and child welfare to assist in assurance of participation rates and daily attendance. The assistant principal will work with the attendance office on a monthly basis to identify students with attendance below 90% and facilitate SARB meetings to address these issues with parents. The assistant principal will identify for the testing coordinator those pupils potentially at risk for nonattendance during the testing

window.

Goal #3: Graduation rates will increase annually by 0.3 % as required by the AYP growth guideline.

In an effort to reflect challenging expectations and realistically improve student achievement on state assessments, MHS will work to increase our graduation rate.

Table ix.3

Graduation Rates	2007-2008	Goal for 2008-2009	Goal for 2009-2010	Goal for 2010-2011
	86%	86.3%	86.6%	86.9%

Monitoring:

As part of the transformation model, MHS is extending the school day from a six period day to a seven period day. One advantage of the additional period will be the ability of MHS to afford students the opportunity for credit recovery during the regular school day. The extension of the school day was achieved negotiation between the LEA and the certificated bargaining unit and supported by an 89% vote of the staff. The principal at MHS is responsible for the bell schedule and extending the seven period day beyond the SIG grant time frame.

Additional opportunities for credit recovery for MHS student within the school day and on the school site include computer based instruction and Regional Occupational Programs which have been increased commencing with the 2010-2011 school year for MHS. Additional opportunities for credit recovery include partnerships with Chaffey Community College, Valley College and Fontana Adult Education. The site level administrator, assistant principal, for career technical education is responsible for the ongoing administration of these programs. Counselors, who report directly to the principal, are directed to place students in need of credit recovery in one of the on-site or off site options for students.

As a preventative measure, counselors meet with students to inform them of state and district requirements for graduation and to explain what classes will be accepted to meet the various requirements. Counselors continually monitor student four year plans and credit accumulation to ensure progression towards graduation. Counselors meet with students individually to plan credit recovery and to make sure state and district graduation requirements are being fulfilled. Counselors attend IEP meeting for students with special needs. Counselors utilize TeleParent and parent conferencing to inform students and parents of credit deficiencies and to enable parents to communicate with teachers for specific class guidance.

Beginning with the fall of 2009, students at risk of non-graduation by credit deficiency were identified by an assistant principal. Counselors then met with students and contacted parents to create an intervention plan most appropriate to achieve credit recovery and graduation. A systematic approach was given by MHS administration to counselors to assist in identifying potential candidates for alternative education programs within the LEA. This had not been past practice at MHS prior to

the fall of 2009. The system is now in place to increase the data pull to a quarterly basis to allow for more targeted intervention.

Goal 4: Student passage and proficiency rates on the California High School Exit Examination (CAHSEE) will increase annually by 5%.

Table ix.4

CAHSEE Statistics			Goals		
		2008-2009	2010-2011	2011-2012	2012-2013
		2009-2010 unavailable			
Math	Total Percent Passed	70%	75%	80%	85%
	Total Percent Proficient	31.7%	36.7%	41.7%	46.7%
ELA	Total Percent Passed	70%	75%	80%	85%
	Total Percent Proficient	35.5%	40.5%	45.5%	50.5%

Monitoring:

Commencing in July 2010, all students at MHS will be screened for potential deficiency in ELA and Mathematics by examining summative assessments, end of course examination, course grades, CST results, benchmark examination and CAHSEE scores if applicable. The assistant principal will create a spread sheet for each grade level and make it available to each counselor. The examination of these multiple measures will determine placement in remediation/intervention courses for the pending school year. Courses to be selected by the counselor include: pre-algebra (9th grade only), CAHSEE prep (math and ELA), Read 180, ELD additional support and study skills. Students will be tracked by intervention method applied and achievement on CAHSEE in both math and ELA.

x. Inclusion of Tier III Schools (if applicable)

Response:

The LEA has no identified Tier III schools.

xi. Consultation with Relevant Stakeholders

Response:

The Local Educational Agency, in conjunction with the school site, followed the federal and state guidelines in communicating with all stakeholders the process of choosing one of the four intervention models. The LEA and the school site developed a course of action that included:

- Notification of staff was made on March 8, 2010 during an after school staff meeting. The staff was informed that the school had been placed on the state's lowest performing schools list. The staff was made aware of how we were placed there and the preliminary implications. The LEA, along with school administration, then began developing a timeline and plan in accordance with the federal and state guidelines to notify parents, community, students and other stakeholders. The school site immediately made available to all staff, the link to the state and federal guidelines via the web. Preliminary plans were presented for a grant writing committee to be formed with a cross-curricular emphasis. (Attachment xi.1)

- On March 17, 2010, the LEA presented an explanation of Fontana A.B. Miller's inclusion on the state's persistently low-achieving school list to the governing Board and the community during open session at the board meeting. The school site held a discussion in their leadership meeting that afternoon, outlining the desire of the LEA to apply for and seek the school improvement grant in an effort to support the school in its effort to improve student achievement. (Attachment xi.2)

- On April 5, 2010, the School Site Council was informed of the placement on the lowest performing schools list and the implications therein. Principal Griggs explained to the group through the four models available and discussed how they could impact the school site. She made available the state website and any information the school site had gathered. All stakeholders were invited to community meetings held on April 12 and April 13 at 6:00 pm, and to the board meeting on April 21st. Members were also invited to call or e-mail any questions, comments or concerns to site and district administration. (Attachment xi.3)

- On April 6, 2010, Principal Griggs held her first "Coffee with the Principal" which was open to the public. The persistently low-achieving schools list was discussed, and participants were encouraged to attend one of two community meetings to be held on April 12 and April 13 at 6:00 pm in the A.B. Miller Theater. Later that afternoon, the ELAC Committee met and was informed of the placement on the lowest performing schools list and the implications therein. Assistant Principal Titus explained to the group through the four models available and discussed how they could impact the school site. He made available the state website and any information the school site had gathered at that point. All were invited to community meetings to be held on April 12 and April 13 at 6:00 pm and to the board meeting on April 21st. Members were also invited to call or e-mail any questions, comments or concerns to site and district administration. (Attachments xi.4, xi.5)

- On April 7, 2010, a regularly scheduled staff meeting was held. Superintendent Olson-Binks was present and informed the staff of the LEA's formal understanding of Fontana A.B. Miller's placement on the persistently low-achieving schools list. She reviewed the four models mandated by the state and assured the staff of the LEA's commitment to MHS. At the end of the meeting, Principal Griggs announced the formation of a School Improvement Grant

Committee. She asked volunteers to e-mail their interest. (Attachment xi.6, xi.7)

- On April 8, 2010, a list of the SIG Committee members was e-mailed to all the staff. The staff was also informed of a Straw Poll that would be conducted regarding the four models for change. Certificated staff was also made aware of the Department of Education Academic Program Survey (APS) for High Schools that would need to be completed by all. (Attachments xi.8, xi.9)

- On April 12, 2010, the initial meeting of the SIG Committee took place. Preliminary information was made available and the purpose of the committee was outlined. At 6:00 p.m. a community meeting was held by the school site to inform all stakeholders of A.B. Miller's placement on the lowest performing schools list and the implications that would follow. Prior to the community meeting stakeholders were informed via TeleParent. Principal Griggs presented the community with the four models mandated by the state for school improvement. She expressed the school site and LEA's desire to seek funds through a school improvement grant. During the meeting, stakeholders were encouraged to provide input to the process and fill-out comment cards to share their questions, comments or concerns. (Attachment xi.10, xi.11)

- On April 13, 2010, the LEA held a community meeting at 6:00 p.m. in order to inform all stakeholders of A.B. Miller's placement on the lowest performing schools list and the implications that would follow. Prior to the community meeting stakeholders were informed via TeleParent. Superintendent Olson-Binks presented the community with the four models mandated by the state for school improvement. She expressed the school site and LEA's desire to seek funds through a school improvement grant. During the meeting, stakeholders were encouraged to provide input to the process and fill-out comment cards to share their questions, comments or concerns. (Attachment xi.12, xi.13)

- On April 14, 2010, the SIG Committee met and discussed organization and duties to be delegated to members. Work groups were established, timelines verified and norms for meetings distributed.

- On April 16, 2010, the LEA and School Administration attended a county SIG information meeting. At this meeting, affected districts and sites were taken through the process of applying for the school improvement grant. In addition there was a live virtual call with California Department of Education. A meeting was held following the workshop with district personnel and site administration to clarify next steps.

- On April 19, 2010, school site administration met with LEA to discuss best practices and how the district would implement an effective strategy for A.B. Miller High School. The SIG Committee met afterschool to set the agenda for "what's next" in the process after receiving direction from the LEA. (Attachment xi.15)

- On April 21, 2010, Superintendent Olson-Binks presented the four models for school improvement mandated by the state to the board of Education in open session. After discussion, the Board voted 5-0 to implement the school transformation model for A.B. Miller

High School. (Attachment xi.16, xi.17)

- On April 22, 2010, the SIG Committee met and had an all day work session. During this time, sub-groups met to work on different parts of the grant. (Attachment xi.18, xi.19)

- On April 24, 2010, the SIG Committee met and had an all day work session. During this time, sub-groups met to work on different parts of the grant. (Attachment xi.20)

- On April 26, 2010, Principal Griggs attended negotiations with the FTA, where the SIG grant for A.B. Miller High School was discussed. (Attachment xi.21)
- On April 27, 2010, the SIG Committee met to de-brief on where they were at, and to discuss the agenda for the April 29 all day work session.

- On April 29, 2010, the SIG Committee met and had an all day work session. Two main areas had to be addressed for the afternoon staff meeting: 1. Bell schedule and teaching day, and 2. Teacher evaluation under the SIG grant. A staff meeting was held at 2:45, and Principal Griggs walked the staff through what the SIG Committee had come up with thus far. An open discussion was held and the announcement of a staff meeting for May 5, 2010 to vote on the items discussed was announced. (Attachment xi.22, xi.23)

- May 3, 2010, Principal Griggs attended negotiations with the FTA, where the SIG grant for A.B. Miller High School was discussed. The School Site Council met and was advised of the LEA recommendation of the school transformation model as the one that would be suggested for A.B. Miller High School. Assistant Principal Merlos discussed what this would mean, and the progress the SIG grant committee was making in writing a plan to implement this model at Miller. (Attachment xi.24, xi.25)

- On May 5, 2010, the FTA conducted a bargaining member vote on the extension of instructional time by going to a seven period day. The FTA began taking ballots at 10:30 A.M., and concluded at the end of the staff meeting at approximately 3:45 P.M. Those bargaining unit members who were not present were called by FTA management and asked to cast their ballot over the phone or in person first thing the next morning. The staff was made aware that the results would be made known the following day.

- May 5, 2010 Principal Griggs presented MHS transformation plan to Superintendent's Advisory Council for input. The Council is comprised of parent and staff representatives from each of the forty-four schools in the Fontana Unified School District.

- On May 6, 2010, the results of the survey were announced to all staff at 8:30 A.M. 101 voted "Yes," 13 voted "No," and 6 "Opted-out." Eighty-nine percent of the staff voted to pass the newly proposed school schedule. A minimum of seventy-five percent was required by bargaining unit contract to change the workday. Those employees "opting-out" of the vote abstained because they were retiring or would not be working at MHS after June 1, 2010.

- On May 7, 2010, the SIG committee met and reviewed the status of the grant application.

Members split-up and continued to work on various parts of the grant, and met briefly upon conclusion of the workday to give the committee an update on the progress made.

- May 18, 2010 Certificated bargaining unit negotiations for SIG grant items met with LEA and came to a tentative agreement. MHS administration met with the director of certificated human resources to determine staffing and address MHS teachers wishing to leave MHS and not participate in the transformation model.

- May 25, 2010 MOU signed between the Fontana Unified School District and the Fontana Teachers Association agreeing to 1.) Increased instructional time for all students, 2.) Reward/Removal SIG evaluation and participation, 3.) Acceptance of the Transformation model of school improvement.

The LEA has worked with the school administration, faculty, parents and students in an effort to gain valuable input regarding the direction they want to take the school. Thanks to these sessions, the Fontana Unified School District Board of Education took action to implement the transformation model for Fontana A.B. Miller High School. The LEA in conjunction with the school site formed a SIG Committee to write and apply for competitive funds to assist in the transformation. The LEA has placed a large amount of trust and responsibility on the school site to plan and develop a transformation model that best addresses their specific needs and areas of improvement. The LEA believes the changes that are necessary would best be developed and directed by those most affected, namely the stakeholders of Fontana A.B. Miller High School.

SIG Form 4a–LEA Projected Budget

LEA Projected Budget

Fiscal Year 2009–10

Name of LEA: Fontana Unified School District	
County/District (CD) Code: 3667710	
County: San Bernardino	
LEA Contact: Oscar Duenas	Telephone Number: (909) 357-5000
E-Mail: duenos@fusd.net	Fax Number: (909) 357-5094
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			
1999				
2000–	Classified Personnel Salaries			
2999				
3000–	Employee Benefits			
3999				
4000–	Books and Supplies			
4999				
5000–5999	Services and Other Operating Expenditures			
6000–	Capital Outlay			
6999				
7310 &	Transfers of Indirect Costs			
7350				
7370 &	Transfers of Direct Support Costs			
7380				
Total Amount Budgeted				

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2009–10

Name of School: Fontana A. B. Miller High School	
County/District/School (CDS) Code: 3667710	
LEA: Fontana Unified School District	
LEA Contact: Oscar Duenas	Telephone Number: (909) 357-5000
E-Mail: duenos@fusd.net	Fax Number: (909) 357-5094
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**	**$1,086,420**	**$1,213,660**	**$1,213,660**
1140	Teacher Salaries (Substitutes)	$ 81,000	$ 81,000	$ 81,000
1150	FTA Negotiated Increased Learning Time Per Teacher x135 teachers ($4,068 Stipend)	$ 549,180	$ 549,180	$ 549,180
1150	API/Test Score Increase $1,000 per Certificated Staff Stipend (150 staff members)	$ 150,000	$ 150,000	$ 150,000
1150	Link Crew/Peer Leading/MIC Stipend – Not 1st Year (3x$3,000ea.)	$ 0	$ 9,000	$ 9,000
1320	Extra Working Days for Administrators (15/10/10 Days x 5 Administrators)	$ 40,000	$ 27,000	$ 27,000
1910	Teacher on Assignment x2 (1st year 2nd Semester start 1/11/11)	$ 65,620	$ 131,240	$ 131,240
1910	Community Outreach Teacher x2 (1st year 2nd Semester start 1/11/11)	$ 65,620	$ 131,240	$ 131,240
1950	Additional Service to Community $1,000 per Teacher/Counselor Stipend x 135 Teachers/Counselors	$ 135,000	$ 135,000	$ 135,000
2000-2999	**Classified Personnel Salaries**	**$ 30,139**	**$ 56,504**	**$ 56,504**
2210	CSO (1 additional employee x8hrs/day)	$ 14,631	$ 29,262	$ 29,262
2410	Clerical Support (1 Clerk Typist)	$ 11,735	$ 23,469	$ 23,469

2920	Translator (Monthly Parent Workshops x150hrs @ $17.15)	$ 2,573	$ 2,573	$ 2,573
2929	Day Care (Monthly Parent Workshops x150hrs @ $8.00)	$ 1,200	$ 1,200	$ 1,200
3000-3999	**Employee Benefits**	**$ 187,471**	**$ 254,414**	**$ 254,414**
3101	State Teachers' Retirement System, certificated positions (8.25%)	$ 89,630	$ 100,127	$ 100,127
3202	Public Employees' Retirement System, classified positions (9.709%)	$ 2,810	$ 5,370	$ 5,370
3312	OASDI, Classified (6.2%)	$ 1,795	$ 3,429	$ 3,429
3331	OASDI Certificated (1.45%)	$ 15,754	$ 17,599	$ 17,599
3332	Medicare Classified (1.45%)	$ 438	$ 820	$ 820
3352	Apple Classified (3.75%)	$ 45	$ 45	$ 45
3411	Health and Welfare Benefits Certificated ($17,000 per full time employee)	$ 34,000	$ 68,000	$ 68,000
3412	Health and Welfare Benefits Classified ($17,000 per full time employee)	$ 17,000	$ 34,000	$ 34,000
3501	State Unemployment Insurance/SUI, certificated positions (0.72%)	$ 7,823	$ 8,739	$ 8,739
3502	State Unemployment Insurance, classified positions (0.72%)	$ 218	$ 407	$ 407
3601	Workers' Compensation Insurance, certificated positions (1.25%)	$ 13,581	$ 15,171	$ 15,171
3602	Workers' Compensation Insurance, classified positions (1.25%)	$ 377	$ 707	$ 707
4000-4999	**Books and Supplies**	**$ 125,293**	**$ 126,683**	**$ 128,683**
4210	Student Friendly Reading Materials (Magazines; Books; Free Printing for Students)	$ 15,000	$ 15,000	$ 15,000
4310	Instructional Materials	$ 52,293	$ 51,683	$ 53,683
4330	Monthly Parent Workshops	$ 5,000	$ 5,000	$ 5,000
4390	Movie Nights on Lawn (Community – Open to the School)	$ 3,000	$ 5,000	$ 5,000
4440	Technology	$ 50,000	$ 50,000	$ 50,000
5000-5999	**Services and Other Operating Expenditures**	**$ 388,876**	**$ 257,500**	**$ 255,500**
5220	RTI Training (10 teachers per year)	$ 15,000	$ 17,500	$ 17,500

5220	AVID Training (Summer Institute)	$ 10,000	$ 20,000	$ 20,000
5220	PLC Training (School-wide Implementation)	$ 20,000	$ 40,000	$ 40,000
5220	AP Training (Advanced Placement)	$ 10,000	$ 10,000	$ 10,000
5712	Business Cards for Staff (English/Spanish Contact Numbers)	$ 4,000	$ 1,000	$ 1,000
5801	Outside Pacing Guides/Bench Mark	$ 10,000	$ 0	$ 0
5801	Probation ½ Matching Funds	$ 32,000	$ 42,000	$ 42,000
5801	Fall Carnival (Homecoming)	$ 3,000	$ 3,000	$ 3,000
5801	Honor and Celebrate Successful Graduates	$ 15,000	$ 15,000	$ 15,000
5813	Outside Catering-community events	$ 5,000	$ 20,000	$ 20,000
5840	Teleparent Contract (software)	$ 3,000	$ 3,000	$ 3,000
5850	Consultant Services/PLC Consultant	$ 10,000	$ 10,000	$ 8,000
5881	Staff Incentives/Awards Perfect Attendance; Teacher of the Month; Staff Shirts/Miller Gear; Tickets for School Activities) 250 Staff	$ 30,000	$ 40,000	$ 40,000
5882	Student Rewards for Improvement (Credit T-Shirts; 380 Reward; Good Grade Lunch Activity 4/year; Other Student Reward	$ 12,876	$ 32,000	$ 32,000
5882	Student Award Activities	$ 4,000	$ 4,000	$ 4,000
6000-6999	**Capital Outlay**	**$ 100,000**	**$ 0**	**$ 0**
6400	Message Board, English/Spanish Capable (Cypress/Walnut)	$ 100,000	$ 0	$ 0
7300-7399	**Transfers of Indirect Costs (Effective 2008-09)**	**$ 85,801**	**$ 91,239**	**$ 91,239**
7310	Transfers of Indirect Costs 7350 Transfers of Indirect Costs—Interfund 4.78% (2010-11 rate)	$ 85,801	$ 91,239	$ 91,239
Total Amount Budgeted		**$1,795,000**	**$2,000,000**	**$2,000,000**

Budget Narrative Instructions

Instructions for Completing Budget Narrative

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

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

SIG Form 5a–LEA Budget Narrative

LEA Budget Narrative

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

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
All expenditures will be at the School level.		

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:

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
• **<u>Teacher Incentives</u>**		
1. FTA Negotiated additional pay @ $4,068 per teacher x 135 Extending or restructuring the school day will serve to add time to better implement strategies that increase student achievement and build relationships between students, faculty, and other school staff. The addition of a 7th period class will create 124 additional sections to implement intervention classes, add academic electives, retain and supplement current electives, reduce the number of credit deficient students, and reduce class size in the four core content areas. These funds will compensate teachers for the extended learning time.	$549,180.00	1150
2. API/Test score increase in student achievement reward certificated staff @ $1,000.00 x 150 certificated staff In support of financial incentives for successful teaching and student improvement. Funds will provide school-wide and individual rewards system to recognize the staff's effort of improving student achievement.	$150,000.00	1150

3. Additional service to community @ $1,000 x 135 teachers/counselors In support of increased family and community engagement. Funding will encourage and reward teachers for participating in family oriented activities outside their regular work day. Teachers must complete 40 additional hours of community service work to be eligible for reward.	$135,000.00	1950
4. Staff Incentives: Ex: Perfect Attendance Teacher of the Month Staff Shirts/Miller Gear Tickets for school activities In support of financial incentives for successful teaching and community oriented schools. Funding will be used to recognize teachers who go above and beyond their regular duties. Awards will be given in categories such as perfect attendance and teacher of the month.	$30,000.00	5881
• **Personnel**		
1. Community Liaison (x 2) 1 for Miller to community (outreach) 1 for Community to Miller (bringing outside services to our stakeholders) In support of community oriented schools and providing a mechanism for family and community engagement. Community liaisons will be used to organize, promote, and manage community oriented events in an effort to improve parent involvement within the school.	$146,015.00 (total) $65,620.00 $44,815.00 $7,877.00 $17,000.00 $3,912.00 $6,791.00	 1910 3101 3331 3411 3501 3601

2. Probation Officer (1/2 matching funds) 1 @ $32,000.00 In support of community oriented schools and improved school climate and discipline. The probation officer will provide support, resources, and classes to our at risk students within the regular school day. The officers will also work with parents to support them with their students' education. Anticipated cost increases during years two and three accounted budget.	$32,000.00	5801
3. CSO Extended Hours (after hours to supervise ongoing community activities) In support of community oriented schools and providing a mechanism for family and community engagement. The CSO will run after school student-centered activities that will support our at risk students. CSO will also be used during the regular school day to provide support to our existing security officers.	$50,000.00 (total) $14,631.00 $1,405.00 $898.00 $219.00 $23.00 $8,500.00 $108.00 $189.00	 2210 3202 3312 3322 3352 3412 3502 3602
4. Teacher on Assignment (TOA)(x 2) 1 for Data and Assessment 1 for Staff Training/RTI In support of ongoing, high quality, job-embedded professional development in order to ensure teachers are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. The TOAs will support teachers the collecting and analyzing student	$146,015.00 (total) $65,620.00 $44,815.00 $7,877.00 $17,000.00 $3,912.00 $6,791.00	 1910 3101 3331 3411 3501 3601

data in an effort to improve instruction and student achievement. Furthermore, TOAs will provide job-embedded professional development and support to classroom teachers. TOAs will meet with teachers and departments to identify instructional gaps and specific areas for support. Classroom demonstration lessons, co-planning and co-teaching opportunities will be afforded to each content area teacher.		
5. Clerical Support (1 clerk) In support of measuring changes in instructional practices resulting from professional development. The additional clerk will assist the TOAs and community liaisons in performing their duties.	$23,075.00 (total) $11,735.00 $1,405.00 $898.00 $219.00 $22.00 $8,500.00 $108.00 $188.00	 2410 3202 3312 3322 3352 3412 3502 3602
6. Link Crew/Peer Leading/MIC stipend The new instructional program will facilitate the transition from middle school to high school by offering incoming freshmen the Miller Introductory Course (MIC) during the school year and Summer School enrichment courses that offer reading, writing, math, study skills, organizational skills, drugs and alcohol prevention, and school involvement within the curriculum. Peer Leading and Link Crew programs will also provide support to incoming 9th graders throughout the year.	$0.00 (year 1) $9,000.00 (year 2)	 1150

7. Administration additional workdays @ 15 days x 5 Additional days will be used to attend training, reporting, and School Improvement Grant management throughout the year outside the administrators' regular working days.	$40,000.00	1320
• **<u>Staff Development</u>**		
1. RTI Training The LEA will provide relevant and data driven professional development opportunities to staff in an effort to increase student achievement. Professional Development opportunities will be offered during the school day, after school, weekends, and during off-track time periods.	$15,000.00	5220
2. Consultant In support of ongoing, high quality, job-embedded professional development that supports implementation of effective strategies to support students with disabilities in the least restrictive environment; implementing a schoolwide "response-to-intervention" model.	$10,000.00	5850
3. AVID Training Summer Institute In support of providing learning academies that prepare students for college and careers that include providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework.	$10,000.00	5220

4. Professional Learning Community Training school wide implementation In support of instituting a system of measuring changes in instructional practices and support for ongoing professional development	$20,000.00	5220
5. Advanced Placement Training In support of increasing rigor by offering opportunities for students to enroll in advanced coursework.	$10,000.00	5220
6. Sub Coverage @ $150.00 a day x 5 days x 135 teachers In support of on-going, high quality professional development. Teachers will be provided release time for professional development functions that occur during their regular work day.	$81,000.00	1140
• **Supplies/Other**		
1. Outside Pacing Guides/Benchmarks In support of ensuring that the curriculum is being implemented with fidelity and is having the intended impact on student achievement. These will be aligned with California's adopted academic content standards.	$10,000.00	5801
2. Business Cards for all staff with English/Spanish contact numbers @ $40.00 x 150 In support of community oriented schools and providing mechanisms for family and community engagement by making teachers	$4,000.00	5712

more accessible to community stakeholders.		
3. Bilingual Message Board In support of community oriented schools and providing mechanisms for family and community engagement. The message board will be used to inform community stakeholders regarding campus activities and events in both Spanish and English.	$100,000.00 (year 1 only)	6400
4. Commitment to Graduate (C2G) EX: Freshman connection 4 year tracking of students On time celebration Student Rewards Graduation ceremony In support of improving school climate through a system of positive behavioral supports as well as increasing graduation rates and improving the transition from middle to high school.	$15,000.00	5801
5. Additional Instructional Materials for 7th period day In support of implementing a per-pupil school-based budget formula that is weighted based on student needs. Funds will be used to provide additional instructional materials and supplies to all classroom teachers.	$52,293.00	4310
6. Student rewards Ex: Credit Shirts, 380 reward, attendance, behavior. In support of improving school climate, increasing graduation rates and providing family and community engagement. Funds will be used to	$16,876.00	5882

recognize and reward students for improvement in academics, athletics, attendance, and behavior.		
7. Student friendly reading material (books and magazines) In support of improving school climate and implementing a per-pupil school-based budget formula that is weighted on students needs.	$15,000.00	4210
8. Teleparent contract In support of providing mechanisms for family and community engagement as well as community-oriented schools. Teacher will use the Teleparent phone system to send multi-lingual messages to parents regarding their students' performance and upcoming events.	$3,000.00	5840
9. Technology Ex: Scanners, printers, document cameras, computers, projectors, and software. In support of implementing a per-pupil school-based budget formula that is weighted on students needs and to assist staff in disaggregating formative, interim and summative data to inform instruction. Technology will also be used to implement technology-based teaching strategies within the classroom.	$50,000.00	4440
• **<u>Community Involvement</u>** 1. Monthly Parent Workshops and Report Card Pick-up (translators, supplies, food, and day care) The LEA and school site will partner	$5,000.00 $2,573.00 $1,200	4330 2920 2929

with parents and parent organizations, community-based organizations, State and local agencies, as well as others to improve the school culture and climate, improve student discipline, and create a safe school environment that meets students' social, emotional, and health needs.		
2. Movie Night on the lawn Community – open to the public Parent involvement opportunities will be available throughout the school year in an effort to improve parent participation within the school.	$3,000.00	4390
3. Fall Carnival (Homecoming week) In support of community-oriented schools and to provide mechanisms for family and community engagement.	$3,000.00	5801
4. Catering for parent workshops and events. In support of partnering with parents and parent organizations, faith- and community-based organizations, state and local agencies, and others to create a safe school environment. Funds will be used to provide food for parent involvement opportunities available through pre-scheduled meetings and events such as "Coffee with the Principal," SSC and ELAC meetings, report card pick-up, back to school night(s), the "Spring Spectacular" performance, monthly parent workshops, movie nights, a car show, restaurant nights, carnival, and multicultural days	$5,000.00	5813

• **<u>Other</u>** 1. Transfer of Indirect (4.7%).	$85,801.00	7310

Object of Expenditure Codes

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

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

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

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

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

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

Object of Expenditure Codes, Page 2

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

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

7000–7499 Other Outgo

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

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

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

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

SIG Form 6–General Assurances and Certifications

General Assurances

(Required for all Applicants)

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

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

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

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

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:	Fontana Unified School District
Authorized Executive:	Cali L. Olsen-Binks, Superintendent
Signature of Authorized Executive	Cali L Olsen Binks

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:

X 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)

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	
Fontana A.B. Miller	36-67710-3630555	061392010301		X					X			$5,795,000 over 3 years

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

Implementation Chart for a Tier I or Tier II School

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

School: Tier: I or II (circle one)

Intervention Model: □ Turnaround □ Restart □ Closure X Transformation

Total FTE required: _____LEA _____ School _____ Other

Required Component Acronym	Services & Activities	Timeline	Projected Costs **School**	**LEA**	Resources	Oversight
Developing and Increasing Teacher Leader Effectiveness						
RP	Replace the Principal	December 2008--current	$0	$0	LEA General Funds	Superintendent
RP	Administrative Team Established Assistant Principals 75% replaced	October 2009	$0	$0	LEA General Funds	Site Principal
ES	Teacher and Counselor Evaluation created evaluating student growth, teacher effectiveness and with principal and teacher involvement	Developed May, 2010. Implementation August 2, 2010	$0	$0	LEA HR department secured MOU through negotiated bargaining process. Associated costs to be covered by routine LEA expenditures.	Site Principal and Fontana Teacher's Association
OF	15 days of extended administrative work year	July 1, 2010	$40,000	$0	SIG Grant	Principal/ Assistant Supt. Instruction

IRR	Teacher incentives for improved student achievement $1,000 per cert. staff member for school wide improvement in AYP or API to meet goals.	August 1, 2010	$150,000	$0	SIG Grant	Principal and Director of Assessment and Evaluation
IRR, OF	Staff incentives: Perfect Attendance, Teacher of the Month, Staff Shirts/Miller Gear, Tickets to school activities—currently not permissible per LEA administrative regulations	August 1, 2010	$30,000	$0	SIG Grant	Principal
ES, IRR, OF	Teachers who do not achieve 80% of the negotiated SIG evaluation will be removed from the school site.	August 1, 2010	$0	$0	LEA routine expenditures	Principal and Director of Certificated Human Resources
IRR, OF	Teachers who do not wish to participate in the school transformation process will be given opportunity to be placed at alternative LEA sites.	June 1, 2010	$0	$0	LEA	Director of Certificated Human Resources
PD, IP, SD, OF, TA	Teacher on Assignment (TOA) for data and assessment and for staff training—focused on RTI (2) implementation	January 1, 2011	$146,015	$0	SIG Grant	Principal & Director of Secondary Instruction
PD, IP, SD	RTI Training (10 teachers per year) outside training to be provided by Solution Tree per LEA	August 1, 2010	$15,000	$0	SIG Grant	Principal & Director of Staff Development

PD, SD, OF	Release time for teachers for collaboration/PD during the school day	August 1, 2010	$81,000	$0	SIG Grant	Principal
PD	AVID Institute Training to expand beyond AVID teachers to school wide culture	June, 2011	$10,000	$0	SIG Grant	Principal & teacher leader—AVID coordinator
PD, SD	Professional Learning Community Institutes and Trainings	August, 2010	$20,000	$0	SIG Grant	Principal & Director of Staff Development
PD, OF	Advanced Placement (AP) Trainings Summer Institutes for all AP and honors teachers—now a requirement to teach.	June, 2010	$10,000	$0	SIG Grant	Principal & teacher leader---AP coordinator
PD	Consultant PLC/RtI^2 in support of job-embedded professional development	January, 2010	$10,000	$0	SIG Grant	Principal & Coordinator Staff Development
PD	Staff Development provided by LEA as described in Narrative	August 1, 2010	$0	$0	LEA allocations	Director of Staff Development
IRR	Provide for teacher leadership opportunities by opening department chair positions to staff, create coordinators for programs on campus and TOA positions	August 1, 2010	$0	$0	General Funds and SLC grants. TOA by SIG	Principal
PD	AB 430 ELA Adoption Trainings for all ELA teachers at A.B. Miller	August 1, 2010	$0	$0	Materials purchased from LEA funding sources	Director of Staff Development
PD	AB 430 Math Trainings for all Math teachers at A.B. Miller	July 1, 2010	$0	$0	Materials purchased from LEA funding sources	Director of Staff Development

Instructional Reform Strategies						
ILT, OF	Institute a 7 period day bell schedule allowing for intervention/enrichment period built into the school day	August 9, 2010	$549,180	$0	MOU signed with Fontana Teacher's Association, 89 % staff vote	Principal
OF, IP	7 period bell schedule decreases average CORE class size 175/6 = 29 students per class vs. 175/5 = 35 students per class	August 1, 2010	$ 0	$0	Paid for through extended learning time	Principal and Assistant Principal over master schedule
IP, TA	Intensive intervention classes in ELA and Mathematics targeting Far Below Basic and Below Basic Students	August 1, 2010	$ 0	$0	Materials purchased from LEA funding sources	Director of Secondary Instruction
IP, TA	Implement Read 180 courses for students in need of intensive reading intervention	August 1, 2010	$ 0	$0	Materials purchased from LEA funding sources, FTE through LEA staffing ratio	Director of Secondary Instruction
IP, OF	ELA adoption for the 2010-2011 school year –Board Approval 6/23/2010	August 1, 2010	$ 0	$0	Materials purchased from LEA funding sources	Director of Secondary Instruction
PD, IP, SD, OF	RTI2 model implementation of RSP students in CORE classrooms with inclusion support	August 1, 2011	$ 0	$0	LEA Director of Staff Development to provide; Training through SLC grant and other categorical funds	Director of Special Education, Director of Secondary Instruction, Principal
SD, PD	Creation and/or purchase of pacing guides/benchmarks in the core areas that are not aligned with state standards	January 1, 2011	$30,000	$0	SIG Grant	Principal, Director of Secondary Instruction

IP, FCE	Link Crew/Peer Leadership/MIC stipend. Student transition from middle school to high school; freshmen academies	August 1, 2010	$9,000	$0	SIG Grant	Principal
OF, FCE, IP	Full time TOA to lead 9th grade house	August 1, 2010	$ 0	$0	SLC grant approved June, 2010	Principal, SLC coordinator
OF, IP	Accelerated and academic electives facilitated by 7 period day	August 1, 2010	$ 0	$0	Covered by extended 7 period day MOU	Principal
IP, ILT, FCE	Computer Based Instruction for credit recovery—home/school access	July 1, 2009	$ 0	$0	SPSA	Principal
IRR, IP, SD, OF, TA	Technology to promote continuous use of student data for formative, interim and summative instruction to include, scanners for departments, printers for reports, Walk'about electronic devices for admin.	July 1, 2010	$50,000	$0	SIG Grant—some items will need to be purchased to ensure MOU's for new evaluation system prior to grant approval	Principal, District Director of Technology
Increased Learning Time and Community-Oriented Schools						
ILT, OF	FTA negotiated additional pay @ $4,068 per teacher for addition of a seventh period to the teaching day	August 1, 2010	$549,180	$0	District commits to 1 year trial as part of MOU with Certificated Union (FTA) SIG grant to cover once granted	Human Resources
IRR, OF	Additional service to community for staff @ $1000 x 135 teachers and counselors	August 1, 2010	$135,000	$0	SIG Grant	Human Resources
IRR, OF	Community Liaison for community outreach (2)	January 1, 2011	$146,015	$0	SIG Grant	Principal

FCE	Probation Officer (1/2 matching funds)	January 1, 2011	$32,000	$0	SIG Grant	Principal, School Police
FCE, OF, ILT	CSO extended hours to allow for after school activities and open campus after school hours	January 1, 2011	$25,973	$0	SIG Grant	Principal, School Police
FCE, OF	Business cards for all staff with English/Spanish contact numbers	January 1, 2011	$4,000	$0	SIG Grant	Principals secretary
FCE, OF	Message board Cypress/Walnut, English/Spanish capable	January 1, 2011	$100,000	$0	SIG Grant	ASB Director
FCE	Commitment to Graduate and Graduation Celebration for Successful Graduates	August 1, 2010	$15,000	$0	SIG Grant, General Funds and Jostens business partnership	ASB Director
FCE	TeleParent	August 1, 2010	$3,000	$0	SIG Grant	ASB Director
FCE	Monthly parent workshops	August 1, 2010	$6,773	$0	SIG Grant	Community Liaison
SD,FCE	Report card pick-up	September 2010	$3,000	$0	SIG Grant	Guidance
FCE	Movie Night on the Lawn	August 2010	$4,000	$0	SIG Grant	ASB Director, Community Liaison
FCE	Fall Carnival/Homecoming	October 2010	$4,000	$0	SIG Grant	ASB Director, Community Liaison
FCE	Additional community involvement activities to be determined by the Community Liaison and foster faith based organizational partnerships	January 2011	$1,000	$0	SIG Grant	Community Liaison

Operational Flexibility and Sustained Support						
OF, SD	Clerical Support outside of staffing formula	January 2011	$23,075	$0	SIG Grant	Classified Human Resources, Principal
OF, PD	Administrative additional workdays 15 days x 5	July 1, 2010	$40,000	$0	SIG Grant	Director of Secondary Education, Director of Certificated Human Resources
ILT	Additional instructional materials for a seventh period extended learning time for all students	August 1, 2010	$32,293	$0	SIG Grant	Principal, Budget Tech
OF	School provided pencil/paper supplies for all students	August 1, 2010	$20,000	$0	SIG Grant—site will fund through carryover until SIG grant	Principal, Department Chairs, Budget Tech
OF, IP, SD	Students rewards for improvement	August 1, 2010	$16,876	$0	SIG Grant	ASB Director
FCE, ILT, OF	Student friendly reading material; free printing in library to all students	January 1, 2011	$15,000	$0	SIG Grant	Library Clerk

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

School: Tier: I or II (circle one)

Intervention Model: □ Turnaround □ Restart □ Closure □ Transformation

Total FTE required: _____LEA _____ School _____ Other

Services & Activities	Timeline	Projected Costs		Resources	Oversight
		School	**LEA**		
This section not applicable					

implement other services or activities, provide a brief description at the top of the chart where indicated.

Appendix A: SIG Rubric

School Improvement Sub-grants Application
Section 1003(g) of the Elementary and Secondary Education Act (ESEA)

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
i. Needs Analysis LEA describes the process and findings of the needs assessment conducted on each school it commits to serve and the evidence used to select the intervention model to be implemented at each school. The description includes: • assessment instruments used • LEA and school personnel involved • process for analyzing findings and selecting the intervention model • findings on use of state-adopted standards-aligned materials and interventions	The narrative includes a thorough and complete overview of the process used to assess schools, including specific instruments used, and multiple data elements cited. The narrative identifies a variety of qualified LEA, school, parents, and community stakeholders providing a range of perspectives involved in collecting and analyzing school data. The narrative describes a specific and effective process for analyzing assessment findings, including meetings of appropriate LEA and school personnel and school advisory groups to review the findings and provide input on the needs analysis.	The narrative includes a general overview of the process used to assess schools, including specific instruments used, and multiple data elements cited. The narrative identifies LEA, school, and community stakeholders involved in collecting and analyzing school data, with a description of their level of involvement. The narrative describes a process for analyzing assessment findings, including a basic description of how LEA and school personnel and school advisory groups reviewed the findings and provided input.	The narrative includes limited information on the process used to assess schools, including specific instruments used, and multiple sources cited. The narrative does not identify appropriate LEA, school, and community stakeholders involved in collecting and analyzing school data. The narrative does not sufficiently describe a process for analyzing assessment findings.

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
o curriculum pacing and instructional time o Amount and types of staff PD, collaboration, and instructional support o use of student data, alignment of resources, and staff effectiveness	The narrative includes discrete and specific findings concerning all of the areas listed in the RFA that led to the selection of the intervention.	The narrative includes basic findings concerning all of the areas listed in the RFA that led to the selection of the intervention	The narrative does not include findings concerning all of the areas listed in the RFA that led to the selection of the intervention.
ii. Selection of Intervention Model The LEA's rationale for its selection of the intervention model for each school is stated clearly and is correlated to the needs analysis for that school.	The narrative reflects a logical and well organized process for selecting the intervention model. The rationale for the selection demonstrates a solid connection between assessment results, findings of current practice, and staff effectiveness in the selection the intervention model.	The narrative describes a basic process for selecting the intervention model. The rationale demonstrates a connection between assessment results, findings of current practice, and staff effectiveness in the selection the intervention model.	The rationale reflects some sense of organization, but omits significant links to the needs analysis.
	All areas of the needs analysis are discussed and linked coherently to the selected intervention, providing clear evidence that the selection is appropriate for the school.	All areas of the needs analysis are discussed and linked to the selected intervention.	Few of the needs analysis areas are discussed and/or there is little apparent correlation with the selected intervention.
	The narrative provides specific data from a variety of sources that explicitly supports the selection of the intervention model.	The narrative provides data points from several sources to support the selection of the intervention model.	The rationale is supported by a small number of data areas and from few sources with limited specificity.

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
iii. Demonstration of capacity to implement selected intervention models **a**. The LEA demonstrates its capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model(s) it has selected. **b.** Although not required, when an LEA is not applying to serve each Tier I school, it must explain why it lacks capacity to serve each Tier I school. If the limitation is at the LEA level then the LEA must identify the specific barriers that preclude serving all of its Tier I schools. If the limitation is based on conditions at a specific school or schools, then the LEA must describe those conditions. If there are additional limiting factors, please describe them.	**a.** The LEA fully describes how it will use SIG funding and all other available resources required to implement the intervention model selected. The narrative includes extensive information on the specific use of each resource to support implementation of the planned school improvement activities. The description demonstrates that the LEA has fully identified the resource needs of each school and appropriately planned how resources will be used to achieve successful implementation of all activities planned for each school. **b.** The LEA identifies the specific barriers that preclude serving all of its Tier I schools, and provides clear and substantial evidence of the existence of those barriers	**a.** The LEA describes how it will use SIG funding to implement the intervention model selected. The narrative includes general information on how resources will be used to support implementation of the planned school improvement activities. The description demonstrates that the LEA has considered the differing resource needs of each school in determining how SIG funding and other LEA resources will be used to address the specific needs of each school and lead to successful implementation. b. The LEA identifies the specific barriers that preclude serving all of its Tier I schools, and provides evidence of the existence of those barriers.	**a.** The LEA provides a limited description of how it will use SIG funding to implement the intervention model selected. The narrative includes little or no information on how other resources will be used to support implementation of the planned school improvement activities. The description does not adequately demonstrate that the LEA has considered the differing resource needs at each school in determining how SIG funding and other LEA resources will be used to address the specific needs of each school and lead to successful implementation. **b.** The LEA marginally identifies barriers that preclude serving all of its Tier I schools, and provides limited or no evidence of the existence of those barriers.

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
iv. Recruitment, screening, and selection of external providers (if applicable) Although not required, when the LEA intends to use external entities to provide technical assistance in selecting, developing, and implementing one of the four models, it must describe its process for ensuring their quality. The LEA describes the process that will be undertaken to recruit, screen, and select external providers including specific criteria such as experience, qualifications, and record of effectiveness in providing support for school improvement.	An LEA intending to use an external entity to provide technical assistance describes specific, appropriate qualifications (including experience, qualifications, and record of effectiveness in providing support for school improvement) that the LEA will require prospective providers to meet. The narrative describes a coherent, rigorous process that the LEA will conduct in reviewing prospective providers to ensure that they meet the LEA's qualifications. The LEA also describes, in detail, the specific process that it will use in the selection of its external support providers from all prospective providers that meet the LEA's qualification criteria, including the specific actions and personnel involved in the selection process.	An LEA intending to use an external entity to provide technical assistance describes specific qualifications (including experience, qualifications, and record of effectiveness in providing support for school improvement) that the LEA will require prospective providers to meet. The narrative describes a process for reviewing prospective providers to ensure that they meet the LEA's qualifications. The LEA also describes, in general, the process that it will use to select its external support providers from all prospective providers that meet the LEA's qualification criteria, including specific actions involved in the selection process.	An LEA intending to use an external entity to provide technical assistance does not adequately describe specific qualifications that the LEA will require prospective providers to meet. The narrative does not adequately describe the process to be used in reviewing prospective providers to ensure that they meet those qualifications. The LEA does not adequately describe the process that it will use to select its external support providers from all prospective providers that meet the LEA's qualification criteria.

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
v. Align other resources with the interventions The LEA identifies all resources that are currently available to the school(s) that will be used to support implementation of the selected intervention model.	The LEA explicitly identifies a number of other resources planned for use in implementing the selected school intervention models, and fully describes how these resources will support SIG implementation.	The LEA identifies other resources planned for use in implementing selected school intervention models and describes how these resources will support SIG implementation.	The LEA has identified few, if any, resources planned for use in implementing selected school intervention models.
The LEA identifies other federal, state, LEA and/or private funding sources including other district resources the LEA will use to support SIG implementation. Examples of funds the LEA should consider include, but are not limited to: Title II, Part A funds used for recruiting high-quality teachers; or Title III, Part A funds which could be used to improve English proficiency of English learner students, and categorical block grant funds used for instructional materials and professional development.	The other resources identified clearly align with the LEA's needs analysis for each school and logically and appropriately support the implementation plan for each school.	The other resources identified align with the LEA's needs analysis for each school and clearly support the implementation plan for each school.	The other resources identified minimally align with the LEA's needs analysis and lack specificity and coherence with the implementation plan for each school.

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
vi. Align Proposed SIG Activities with Current DAIT Process (if applicable) **For LEAs currently participating in the District Assistance and Intervention Team (DAIT) process**, the LEA must describe how it will coordinate its DAIT work and its SIG work around the lowest-achieving schools. The description must identify the major LEA improvement actions adopted from the DAIT recommendations and describe how the LEA has aligned its proposed SIG activities with of those major LEA improvement actions.	The LEA provides a thorough and comprehensive description of how it will coordinate DAIT recommendations and activities identified in the LEA plan with the planned SIG implementation activities for each school. The narrative provides information developed through the DAIT process to inform the selection of the intervention model(s) selected for each school.	The LEA provides a general description of how it will coordinate DAIT recommendations and activities identified in the LEA plan with the planned SIG implementation activities for each school.	The LEA provides little or no description of how it will coordinate DAIT recommendations and activities identified in the LEA plan with the planned SIG implementation activities for each school.

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
vii. Modify LEA Practices or Policies Depending on the intervention model selected, the LEA may need to revise some of its current policies and practices to enable its schools to implement the interventions fully and effectively. These may include, but are not limited to, collective bargaining agreements, the distribution of resources among schools, parental involvement policies, school attendance areas and enrollment policies, and agreements with charter organizations. If the LEA anticipates the need to modify any of its current practices or policies in order to fully implement the selected intervention model(s), identify and describe which policies and practices need to be revised, the process for revision, and a description of the proposed revision.	The LEA has fully developed and described in detail a comprehensive plan to modify any and all current practices or policies in order to fully and effectively implement the selected intervention model(s). The plan fully and clearly describes: 1) Which policies or practices will be revised 2) The rationale for their selection 3) The process for revision (that includes input from key stakeholders, including parents and collective bargaining units) 4) A description of the proposed revision and expected outcome	The LEA has developed and generally described a plan to modify practices or policies in order to fully implement the selected intervention model(s). The plan includes a description of: 1) Which policies or practices will be revised 2) The process for revision that includes input from stakeholders 3) A description of the proposed revision and expected outcome	The LEA has not sufficiently developed or described a plan to modify current practices or policies in order to fully implement the selected intervention model(s). The plan does not sufficiently describe: 1) Which policies or practices will be revised 2) The process for revision 3) A description of the intended revision and expected outcome

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
viii. Sustain the reforms after the funding period ends SIG funding provided through this application must be expended by September 30, 2011, unless the LEA intends to implement a waiver to extend the funding through September 30, 2013. The LEA must state whether it intends to implement a waiver to extend the funding period and identify the resources that will be used to sustain the selected intervention after the SIG funding period expires.	The LEA indicates whether it intends to implement a waiver to extend the funding through September 30, 2013. The LEA has provided a clear and comprehensive plan for use of resources other than SIG funds to sustain selected intervention models and activities following expiration of the SIG funding period.	The LEA indicates whether it intends to implement a waiver to extend the funding through September 30, 2013. The LEA has provided a basic plan for use of resources other than SIG funds to sustain selected intervention models and activities following expiration of the SIG funding period.	The LEA may or may not indicate whether it intends to implement a waiver to extend the funding through September 30, 2013. The LEA has not provided a complete plan for use of resources other than SIG funds to sustain selected intervention models and activities following expiration of the SIG funding period.

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
ix. Annual Goals for Student Achievement The LEA has established annual goals for student achievement on the State's assessments in both reading/language arts (RLA) and mathematics that it will use to monitor each Tier I and Tier II school it commits to serve. Examples may include: • Making one year's progress in RLA and mathematics • Reducing the percentage of students who are non-proficient by 10% or more from the prior year • For students who are two or more years below grade level, accelerating their progress at a rate of two years academic growth in one school year Or meeting the LEA's goals established in the State's Race to the Top application	The annual goals for student achievement are measurable, are based on the state's assessments in RLA and mathematics, and are clearly identified for each school that the LEA commits to serve. The goals are realistic and reflect high expectations for improved student achievement, and are based on the needs of each school. The plan for monitoring the identified goals is clearly described, includes specific timelines and procedures, and identifies the personnel responsible for its implementation.	The annual goals for student achievement are measurable, are based on the state's assessments in RLA and mathematics, and are generally identified for each school that the LEA commits to serve. The goals are realistic, project improved student achievement, and are based on the needs of each school. The plan for monitoring the identified goals is described and includes clear implementation procedures.	The annual goals for student achievement are not sufficiently identified for each school that the LEA commits to serve. The goals appear limited, project a minimal increase in student achievement, and/or are not based on the needs of each school. The plan for monitoring the identified goals is inadequate or is not provided.

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
x. Serving Tier III Schools (if applicable) If applicable, the LEA has described services and activities that benefit each Tier III school the LEA commits to serve.	The LEA has clearly described services and activities that benefit each Tier III school. The LEA has clearly described activities that reflect a direct, tangible, and substantial benefit to each Tier III school the LEA commits to serve. The LEA has provided references to verify that the services and activities are research based. The selected services and activities are clearly designed to meet the individual needs of each Tier III school the LEA commits to serve.	The LEA has generally described services and activities that benefit each Tier III school. The LEA has generally described activities that reflect a direct, tangible, benefit to each Tier III school the LEA commits to serve.	The LEA has not sufficiently described services and activities that benefit each Tier III school. The LEA has not clearly described activities that reflect a direct, tangible, benefit to each Tier III school the LEA commits to serve.

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
xi. Consultation with relevant stakeholders The LEA has described its process for consulting with relevant stakeholders, including parents, regarding the LEA's application and solicited their input for the development and implementation of school improvement models in its participating Tier I and Tier II schools. Examples may include local board meetings, parent meetings, School Site Council meetings, school and/or district English Language Advisory Committee (ELAC), district advisory committee, and local bargaining unit meetings which indicate discussion of the LEA's application.	The LEA clearly identifies its process for consulting with relevant stakeholders regarding the LEA's application. The LEA's description demonstrates comprehensive consultation with relevant stakeholders regarding the LEA's application, including local board meetings, parent meetings, School Site Council meetings, school and/or district English Language Advisory Committee (ELAC), district advisory committee, and local bargaining unit meetings. The LEA has provided minutes and agendas of meetings with relevant stakeholders regarding the LEA's SIG application that recount the input obtained.	The LEA identifies a general process for consulting with relevant stakeholders regarding the LEA's application. The LEA's description demonstrates consultation with relevant stakeholders regarding the LEA's application, including parents and other stakeholders. The LEA has described meetings with relevant stakeholders regarding the LEA's SIG application, including a description of key stakeholder input that was incorporated in the LEA's SIG application.	The LEA does not clearly identify its process for consulting with relevant stakeholders regarding the LEA's application. The LEA's description does not adequately demonstrate consultation with relevant stakeholders regarding the LEA's application. The LEA has not sufficiently described meetings with relevant stakeholders regarding the LEA's SIG application.

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
xi. Consultation with relevant stakeholders (cont.) The LEA identifies which stakeholder recommendations have been used in the development of the LEA's SIG have been used in the development of the LEA's SIG implementation plan, and discusses stakeholder input not accepted, including a rationale for rejecting that input.	The LEA has identified all significant stakeholder input, identifies input incorporated in the SIG implementation plan, discusses rejected input and provides a rationale for each rejected suggestion.	The LEA has identified significant stakeholder input, identifies input incorporated in the SIG plan, and provides a rationale for each rejected suggestion.	The LEA has not sufficiently identified significant stakeholder input; noted input incorporated in the SIG plan, or provided a rationale for each rejected suggestion.

Other SIG Application Components	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
Implementation Chart(s)			
The LEA 's Implementation Chart(s) include actions and activities required to implement all aspects of the selected intervention model.	The actions and activities are clearly stated, reasonable, research-based, and contain all required elements of the selected intervention model, including those that are already being implemented, and includes some permissible activities.	The actions and activities are reasonable and contain all required elements of the selected intervention model, including those already being implemented. Activities reflect strategies likely to increase student achievement.	The actions and activities are not clearly stated, may be unreasonable, and/or do not contain all required elements of the selected intervention model. Activities reflect strategies unlikely to increase student achievement
The actions and activities listed are aligned with the needs analysis for the school.	The actions and activities listed are realistic and clearly aligned with the needs analysis of the school. The description includes references to specific aspects of the needs analysis.	The actions and activities listed are aligned with the needs analysis of the school.	The actions and activities listed are unrealistic and/or are not clearly aligned with the needs analysis of the school.
The costs of actions and activities listed are identified in the Projected Cost column	The costs of actions and activities listed are identified clearly and realistically based on current LEA costs and financial practices.	The costs of actions and activities listed are identified and are generally aligned with current LEA costs and financial practices.	The costs of actions and activities listed are not fully identified and/or do not appear to be generally aligned with current LEA costs and financial practices.
A timeline of implementation is provided.	The timeline is detailed, clear, contains specific dates, and the pacing appears to be brisk but reasonable.	The timeline is clear and the pacing appears to be appropriate.	The timeline is not clear, does not contain specific dates, and/or the pacing appears unreasonable
The individual(s) who will be responsible for oversight and monitoring are indicated.	The individual(s) responsible for oversight are clearly indicated. The distribution of responsibility is reasonable and realistic.	The individual(s) responsible for oversight are indicated.	The individual(s) responsible for oversight are not clearly indicated.

Other SIG Application Components	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
Budgets			
The LEA projected budget is complete.	The LEA projected budget is complete, expenditures are accurately classified by object code, the full term of the grant is covered, and totals by year are provided.	The LEA projected budget is complete; expenditures are appropriately listed for the full term of the grant and totals by year are provided.	The LEA projected budget is incomplete, expenditures are not accurately classified by object code, or the full term of the grant is not covered.
The LEA budget narrative is complete.	The LEA budget narrative includes detailed information to describe LEA activities and costs associated with each object code. Budget items accurately reflect the actual cost of implementing the selected intervention models and other LEA activities described for each participating school are included.	The LEA budget narrative includes general information to describe LEA activities and costs associated with each object code. Budget items generally reflect the actual cost of implementing the selected intervention models and other LEA activities described for each participating school are included.	The LEA budget narrative includes little information to describe LEA activities and costs associated with each object code. Budget items do not reflect the actual cost of implementing the selected intervention models and/or other LEA activities described for each participating school are not included.
The school projected budget(s) are complete.	The school projected budget(s) are complete, expenditures are accurately classified by object code, the full term of the grant is covered, and totals by year are provided.	The school projected budget(s) are complete; expenditures are appropriately listed for the full term of the grant, and totals by year are provided.	The school projected budget(s) are incomplete, expenditures are not accurately classified by object code, the full term of the grant is not covered, and/or totals by year are not provided.

Other SIG Application Components	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
Budgets (cont.) The school budget narrative(s) are complete.	The school budget narrative(s) include detailed information to describe activities and costs associated with each object code. Budget items accurately reflect the actual cost of implementing the selected intervention models and other activities described for each participating school are included.	The school budget narrative(s) include general information to describe activities and costs associated with each object code. Budget items generally reflect the actual cost of implementing the selected intervention models and other activities described for each participating school are included.	The school budget narrative(s) include little information to describe activities and costs associated with each object code. Budget items do not reflect the actual cost of implementing the selected intervention models and/or other activities described for each participating school are not included
The school and LEA budget(s) are aligned.	The LEA and school budgets are clearly aligned and, taken together, fully describe appropriate expenditures of funds in all categories that are clearly sufficient to support the design, implementation and ongoing maintenance of the proposed SIG activities. The proposed expenditures reflect research-based strategies likely to increase student achievement.	The LEA and school budgets are aligned and, taken together, adequately describe expenditures of funds in all categories of the proposed SIG activities. The proposed expenditures reflect strategies likely to increase student achievement.	The LEA and school budgets are not clearly aligned, the LEA has not sufficiently described expenditures of funds in categories necessary to support proposed SIG activities, and/or proposed expenditures reflect strategies unlikely to increase student achievement
Collaborative signatures	The information on collaborative partners clearly indicates support of the SIG plan by the LEA and each participating school, parents, school advisory groups, the local bargaining unit, and other stakeholders.	The information on collaborative partners indicates support of the SIG plan by the LEA and participating stakeholder groups.	The information on collaborative partners indicates little, if any, support of the SIG plan by the LEA and participating stakeholder groups.

Attachment

i.1

District Assistance Survey

(DAS)

District Assistance Survey

Fontana Unified School District
(CDS 36-67710-0000000)

identified for
Program Improvement

Understanding the District Assistance Survey (DAS)

Districts that work effectively don't do so by accident. Students and adults achieve good results in these districts because the adults think and act strategically and the students respond. Services, policies, practices, and expectations are coordinated to support school level improvement.

Conversely, in districts where academic achievement is declining, there is often a lack of coordination and coherence among the structures that support instruction. Students and adults in these districts are working hard; they just aren't working together toward common purposes. These districts need some means of bringing district and school components essential to increased student achievement into alignment.

The purpose of the District Assessment Survey (DAS) is to help a district analyze the nature and coherence of its operation which supports a coherent, school-level instructional program that improves student achievement. Because student achievement in reading/language arts and mathematics is central to student success in other areas, this survey analyzes district support for schools in these primary areas of student literacy. The survey is designed to reveal how a district supports schools in seven categories that directly impact student achievement:

1. Standards-based Curriculum, Instruction, and Assessment
2. Professional Development
3. Human Resources
4. Data Systems/Data Analysis/Ongoing Monitoring
5. Parent and Community Involvement
6. Fiscal Operations
7. Governance and Leadership

Embedded within the District Assistance Survey are numerous items which assess the district's support of its schools' implementation of nine Essential Program Components (EPCs) considered to be key to an effective academic program. Hence, the completion of school-level Academic Program Surveys (APS), which reflect individual schools' implementation of the nine EPCs is recommended, ideally to precede the completion of the District Assistance Survey. Summary data from the APS can then inform a thoughtful completion of the DAS. A more complete picture of district student performance will include a local analysis of student achievement trends, especially for historically underachieving students in the district.

Districts in Program Improvement (PI) must revise their Local Educational Agency (LEA) Plan. Working with an external entity who will verify the district's self-assessment, district leaders should revise the LEA Plan so that organizational deficiencies revealed by the DAS are strategically and effectively addressed. There may be a number of areas where improvement is needed; therefore it is extremely important to focus on those areas deemed most critical and which provide the greatest leverage for increased student achievement as the first priority. Human and fiscal resources should be redirected as needed to support the goals of the revised action plan, which should be monitored on an ongoing basis to assess its impact and make adjustments. An important piece of the revised LEA plan is an increased emphasis on targeting fiscal resources specifically to the improvement of classroom teaching.

Active participation of key stakeholders in the district self-assessment is important. Older students, parents, teachers, administrators, board members, and key community leaders should be consulted to inform DAS results. Use of a representative district group will help build ownership and facilitate needed district changes.

District Assistance Survey[1]

An Analysis of Support to Schools

The District Assistance Survey is a tool designed to assess the level of district support for schools, especially schools where students are underperforming in the areas of reading/language arts and mathematics. In order to complete the survey, it is helpful to have summary data from school responses to the Academic Program Survey (APS) (See below). The California Department of Education recommends that the APS be completed by PI schools in the district and schools with a schoolwide API of less than 620. The APS assesses a given school's implementation of nine Essential Program Components (EPCs) which contribute to an effective instructional program.

Once the summary data from the APS are available, a broadly representative district team will use the APS summary data and other pertinent data (e.g., academic, fiscal, demographic, credential, etc.) to complete all items on the District Assistance Survey (DAS).

Instructions

1. Compile summary data from the APS as completed by all PI schools in the district and schools with a schoolwide API of less than 620. Copies of the grade-span APS are available at www.cde.ca.gov/ta/lp/vl/.

2. Compose a representative district team to complete the District Assistance Survey. After careful consideration of each item on the District Assistance Survey, circle the number for the level of implementation described in the item as *minimally, partially, substantially, or fully*[2] implemented. Remember to take into account summary data from the schools' APS responses as well as data from other sources.

3. Consult with an external entity (county office of education or another group or agency) for verification of each survey item and recommendations for system-level reform. (PI districts and districts at risk of PI which elected to accept state funds must work with an external entity to verify the responses on the District Assistance Survey.)

4. In consultation with district stakeholders, review the recommendations of the external entity regarding items and areas of partial and minimal implementation as the starting point for revision of the LEA plan.

5. In consultation with the external entity, revise applicable portions of the LEA plan based on the recommendations. Recommendations that impact the scope of the local collective bargaining agreement shall be negotiated with the exclusive representative of the classroom teachers.

[1] The District Assistance Survey is required for Program Improvement (PI) districts. It is a voluntary tool for use by other districts.

[2] Explanation of terms – If the survey item is never or rarely true, mark minimally; if sometimes true, mark partially; if frequently true, mark substantially; if always or almost always true, mark fully

Standards-based Curriculum, Instruction and Assessment	Minimally	Partially	Substantially	Fully
1. The district provides the most recent K-8 standards-based State Board-adopted or high school standards-aligned textbooks for all students in:				
a. Reading/language arts	1	2	**3**	4
b. Reading interventions for all students who are more than two grade levels behind (K-8) and who are unable to demonstrate proficiency in 6th grade reading/language arts standards (9-12)	**1**	2	3	4
c. Mathematics and Algebra I for grades K-8 or remedial mathematics[3] and Algebra I at the high school level	1	2	**3**	4
d. Mathematics interventions for all students who are more than two grade levels behind (K-8) and high school students who are unable to demonstrate proficiency in 7th grade mathematics standards (9-12)	**1**	2	3	4
2. The district supports the *full implementation* of the most recent K-8 standards-based State Board-adopted or high school standards-aligned textbooks for all students in:				
a. Reading/language arts	**1**	2	3	4
b. Reading interventions for all students who are more than two grade levels behind (K-8) and who are unable to demonstrate proficiency in 6th grade reading/language arts standards (9-12)	**1**	2	3	4
c. Mathematics and Algebra I for grades K-8 or remedial mathematics and Algebra I at the high school level	1	2	**3**	4
d. Mathematics interventions for all students who are more than two grade levels behind (K-8) and high school students who are unable to demonstrate proficiency in 7th grade mathematics standards (9-12)	**1**	2	3	4
3. The district ensures that the expectations for implementing an academic program with aligned curriculum, instruction, and assessment using standards-based SBE-adopted and standards-aligned instructional materials are communicated through publications, professional development sessions, etc. to:				
a. Teachers	1	**2**	**3**	4
b. Students	1	**2**	3	4
c. Parents	1	**2**	3	4
d. Site administrators	1	**2**	3	4
e. District administrators	1	**2**	3	4
f. Local board members	**1**	2	3	4

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[3] High school remedial mathematics is defined as any course that teaches mathematics standards at or below the seventh grade level

Standards-based Curriculum, Instruction and Assessment	Minimally	Partially	Substantially	Fully
4. The district ensures the aligned use of instructional materials and embedded assessments by supporting school site personnel to effectively interpret data to modify classroom instruction (e.g., use of content specialists to support instructional decisions around identifying prerequisite skills and knowledge, re-teaching, etc.)	1	2	3	4
5. The district clearly communicates with all stakeholders, especially teachers, students, and parents, (e.g., by means of publications, parent information nights, internet, mail, etc.) regarding:				
a. Standards-based grade-level expectations	1	2	3	4
b. Standards-based course-level expectations	1	2	3	4
c. Available interventions for K-8 students more than two grade levels behind in reading/language arts and math and high school students unable to demonstrate 6th grade proficiency in reading/language arts standards and 7th grade proficiency in mathematics (9-12)	1	2	3	4
6. The district provides clear explanations of accountability requirements regarding student achievement to all stakeholders, including teachers, administrators, parents, students, and the community	1	2	3	4
7. The district ensures the use of an assessment system, including ongoing diagnostic assessment, to appropriately place students in:				
a. Intensive[4] interventions in reading/language arts (i.e., use of published intervention placement tests)	1	2	3	4
b. Strategic[5] interventions in reading/language arts (e.g., use of core text published placement tests)	1	2	3	4
c. Intensive[4] interventions in mathematics	1	2	3	4
d. Strategic[5] interventions in mathematics	1	2	3	4
e. Specialized instructional settings (special day, RSP)	1	2	3	4
f. Leveled instruction (e.g., CELDT)	1	2	3	4
8. The district optimizes students' opportunities to access grade-level core instruction by ensuring				

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[4] Intensive interventions are intended for K-8 students who are functioning two or more grades below grade level in reading/language arts and/or mathematics and for high school students who are unable to demonstrate proficiency at the sixth grade standards in reading/language arts and/or demonstrate proficiency at the seventh grade standards in mathematics.

[5] Strategic interventions are intended for K-8 students who are functioning less than two years below grade level and high school students who are at or above sixth grade standards in reading/language arts but are not able to pass the CAHSEE and/or students who are unable to demonstrate proficiency in Algebra I and/or at risk of failing the mathematics portion of the CAHSEE.

Standards-based Curriculum, Instruction and Assessment	Minimally	Partially	Substantially	Fully
the use of:				
a. K-8 school schedules which adhere to instructional time recommendations in reading/language arts and mathematics and the use of pacing guides	1	**2**	3	4
b. High school master schedules that accommodate varied student mastery levels in English/language arts and mathematics (e.g., 2-3 periods a day of reading/language arts instruction is recommended for students in intensive intervention.)	**1**	2	3	4
c. Learning opportunities outside of the instructional day (e.g., before or after school programs, summer school, Saturday Academy, summer academic camps, etc.)	1	**2**	3	4

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Notes to support rankings:

- Pacing guides currently steer teachers away from core adopted materials, especially in middle and high school English/language arts
- Elementary provides a "model-day" as a means of suggested expectations for implementation
- There is no purposeful division and/or placement of students for intensive and strategic instructional follow-up
- Implementation of a coherent instructional program is move evident in elementary than middle and high schools
- Benchmark assessments at the middle and high schools serve no purpose for instructional decisions
- At all levels, instructional discussion centered around assessment, is limited
- Contractual issues appear to prevent implementation of practices that would benefit students

Professional Development	Minimally	Partially	Substantially	Fully
1. The district:				
a. Promotes and facilitates the acquisition of AB 75 training on the SBE-adopted core instructional materials in reading/language arts and mathematics and reading intervention materials offered by State Board-authorized providers for all its K-8 site administrators, with priority given to PI schools	1	2	3	4
b. Promotes and facilitates the acquisition of AB 75 training in Algebra I, remedial mathematics, and reading intervention programs for high school administrators, with priority given to PI schools	1	2	3	4
2. The district:				
a. Promotes and facilitates the acquisition of AB 466 training on the SBE-adopted core instructional materials in reading/language arts and mathematics and reading intervention materials offered by State Board-authorized providers for all its K-8 teachers, with priority given to PI schools	1	2	3	4
b. Promotes and facilitates, for 9th and 10th grade high school teachers, the acquisition of AB 466 training in Algebra I, remedial mathematics, and reading intervention programs, with priority given to PI schools	1	2	3	4
3. The district provides comprehensive and ongoing professional development opportunities that focus on instruction in the content areas and across the curriculum for reading/language arts and mathematics.	1	2	3	4
4. The district provides professional development focused on the analysis of student achievement data from state and district assessments and curriculum-embedded assessments	1	2	3	4
5. The district plans professional development based on additional factors influencing or impacting student achievement, including, but not limited to:				
a. Individual school needs, as determined by school and district data	1	2	3	4
b. Teacher needs, as determined by data and teacher feedback	1	2	3	4
c. Student needs	1	2	3	4

Professional Development	Minimally	Partially	Substantially	Fully
6. The district plans systematic professional development based on:				

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a. A focus on standards-based content knowledge	1	2	3	4
b. Ease of application in classroom activities	1	2	3	4
c. Contact hours, including follow-up sessions, that extend over a period of time (i.e. contact is based on evidence of need and includes classroom support)	1	2	3	4
d. The collective participation of teachers from the same grade, department, or school	1	2	3	4
e. Active engagement of participants	1	2	3	4
f. Coherence with other professional development activities and educational activities	1	2	3	4
g. A review of research-based strategies associated with improved student achievement for sub-groups of students who are not achieving as well as their peers	1	2	3	4

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Notes to support rankings:

- Professional development institutes have been attended by many teachers but offerings often limit who is available to attend
- There has not been a focus for continued professional development through the practicum
- Few administrators have had the administrative leadership component of professional development
- The need for focused professional development and it's role in raising student achievement has not been communicated
- Professional development has been focused at the elementary level

Human Resources	Minimally	Partially	Substantially	Fully
1. The LEA recruits, selects, places, supports, monitors, and evaluates principals such that:				
a. Schools in need of the best leadership get the best principals	1	**2**	3	4
b. Students in greatest need of academic support receive the best teachers	1	**2**	3	4
2. The LEA works with the teachers' association to implement strategies to ensure that:				
a. All teachers are highly qualified by the commencement of the 2006-07 school year	1	2	3	**4**
b. Underperforming schools are staffed with a stable and highly qualified teacher staff (e.g., there are incentives, a support system, opportunities for collaboration, adequate State Board-adopted or standards-aligned instructional materials, State Board-approved interventions, smaller class size, attention to facility/safety concerns, etc., for teachers in underperforming schools)	**1**	2	3	4
c. Evaluations for all staff are linked to the standards-based curriculum, instruction and assessment; student achievement; and standards for the teaching profession, if appropriate; with steps to support teachers and administrators	1	**2**	**3**	4
d. Creatively-structured time is available for effective and efficient use of teaching and learning opportunities	1	**2**	3	4
3. The LEA has a support system for new teachers including:				
a. Beginning Teacher Support and Assessment (BTSA) and similar training geared toward understanding changes in expectations as required	1	**2**	3	4
b. Mentoring and coaching for reading, math, and instruction of English learners	1	**2**	3	4
c. Frequent and clear communication on expectations for standards-based curriculum and instruction	1	**2**	3	4
4. Salaries, wages, and benefits are competitive, in order to:				
a. Attract and retain highly qualified staff in all core academic subjects, with an emphasis on highly qualified staff for reading, language arts, math, and teaching English learners	1	**2**	3	4
b. Attract and retain teachers in leadership roles such as department chairs and mentor leaders	1	2	**3**	4
c. Attract and retain administrators with effective leadership skills necessary to implement the nine EPCs	1	**2**	3	4
5. The LEA trains, supports with professional development, and appropriately deploys paraprofessionals based upon their credentials.	1	**2**	3	4

Notes to support rankings:
- Evaluation is linked to standards but there exists a disconnection from evaluation to assistance
- BTSA support needs much greater depth
- Salaries are not competitive

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Data System/Data Analysis/Ongoing Monitoring	Minimally	Partially	Substantially	Fully
1. The district has an information infrastructure and technology that supports and facilitates:				
a. Accurate data collection, entry, and storage	1	2	3	4
b. All staff receiving specific data in an easy-to-read format to make decisions regarding student achievement (e.g., district administrators and staff, school administrators, and teachers receive relevant data needed to make decisions)	1	2	3	4
c. All staff receive the data they need to make decisions in a timely manner (e.g., teachers and site administrators receive SBE/local board-adopted curriculum-embedded assessment results within a few days after the assessment is completed, high schools receive middle school achievement and placement exams in time to inform the master schedule, results of diagnostic tests for student interventions are provided in time to inform the master schedule, etc.)	1	2	3	4
d. Flexible entry and retrieval of a wide range of information (e.g., teachers are able to enter and obtain assessment and demographic information regarding their students easily and in an understandable format)	1	2	3	4
2. The district supports school-level systems for implementing a curriculum-embedded assessment system that monitors student achievement every 6 to 8 weeks (e.g., there are agreed-upon common assessments and a timetable; there are common cut points for the proficiency levels, staff are provided with adequate time to review data, schools are provided with software to assist in the data analysis of curriculum-embedded assessments, schools are provided data entry assistance, etc.)	1	2	3	4
3. The district supports the use of a data management system that includes:				
a. Curriculum-embedded assessments (e.g., 6 to 8 week assessments based on SBE/local board adopted texts, end of course assessments, exit and entry exams, etc.)	1	2	3	4
b. State-level testing data (e.g., CST proficiency levels, CAT/6 results, CAHSEE results, CELDT results etc.)	1	2	3	4
c. Demographic and other data (e.g., poverty, ethnicity, feeder school patterns, attendance data, etc.)	1	2	3	4
d. Data at the student level	1	2	3	4
e. Disaggregation of data (e.g., data is disaggregated by student groups, their proficiency and quintile levels, by AYP achievement; disaggregated by classroom level, grade level, school level; and by programs such as interventions to support change in the district, school sites, and classroom practice)	1	2	3	4
f. The ability to review longitudinal data		2		
4. The district has a system in place that ensures district staff, site administrators, and teachers receive the appropriate professional development and ongoing support on the district data system (e.g., teachers know how to access, retrieve, interpret, and use data to inform classroom instruction)	1	2	3	4
5. The district has a system in place for communicating student achievement data in a comprehensible way to teachers, parents, community members, and other stakeholders	1	2	3	4

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Parent and Community	Minimally	Partially	Substantially	Fully
1. The district and schools have a system in place with multiple strategies to facilitate two-way communication with parents and community members on a regular basis:				
a. Communications (e.g., newsletters, brochures, mail-outs, press releases, phone calls, web pages, etc.) are provided to all parents and community members in a language they understand	1	**2**	3	4
b. Communications to all parents are provided in a timely manner (e.g., parents are notified of meetings and policy changes well in advance, parents with children in Program Improvement schools are notified of their right to school choice and/or supplemental services, phone calls are returned promptly, etc.)	1	2	**3**	4
c. All parents are informed about and understand the standards-based system (e.g., grade-level expectations for proficiency, high school exit exam requirements, data reporting for STAR and local assessments, and available interventions in reading, language arts, and mathematics for students needing assistance, etc.)	1	**2**	3	4
d. All parents are informed on a regular basis of their students' academic progress (e.g., parents receive 6-9 week progress reports; have the opportunity to participate in parent/teacher conferences; are informed in a timely manner if students are at risk of not being promoted to the next grade, failing a subject course, or failing the high school exit exam, etc.)	1	2	**3**	4
2. The district ensures that all schools have family/parent involvement programs that provide:				
a. Multiple opportunities for all parents (i.e., representatives from all economic and ethnic backgrounds) to actively and knowledgeably participate in district and school level decision-making processes (e.g., participation in the development of the LEA and school site plans and on school site councils)	1	**2**	3	4
b. Training for parents to successfully participate in curricular and budgetary decision-making	**1**	2	3	4
3. The district ensures that all schools provide resources and opportunities to parents to support their children's academic success (e.g., family literacy programs, family math/science events, workshops and materials for parents on how to support learning at home, access to daily/weekly homework assignments, and viable parent/family resource centers, etc.)	**1**	2	3	4

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Notes to support rankings:

- Most communication is literacy dependent thus removing a portion of the community from communication
- Communication is generally one way: school to home
- Processes are in place to keep parents informed however there is no monitoring of the effectiveness and accuracy of the process

Fiscal Operations	Minimally	Partially	Substantially	Fully
1. The LEA has board-approved fiscal policies that give priority to LEA and school expenditures for full support of implementation of the nine EPCs through:				
a. Adequate coaches and specialists, particularly in reading/language arts, mathematics, and the instruction of English learners	**1**	2	3	4
b. Additional classes for strategic and intensive intervention for students below grade level in reading/language arts and mathematics, as well as English learners	**1**	2	3	4
c. Appropriate standards-based professional development for administrators and teachers, i.e., AB 75 and AB 466 training	1	**2**	3	4
d. Full and timely provision of State Board-adopted instructional materials in reading/language arts, mathematics, and all intervention materials	1	**2**	3	4
e. Additional support for students not meeting grade-level standards (e.g., extended school days, summer school, etc.)	1	**2**	3	4
2. The LEA ensures alignment of:				
a. Categorical expenditures to achieve instructional goals in the Single School Plan for Student Achievement, such as Title I and High Priority funding	1	2	**3**	4
b. Expenditures and purchases toward achievement of the nine EPCs (e.g. through review of professional development plans and purchase orders)	**1**	2	3	4
3. The LEA has an efficient system to ensure that:				
a. LEA resources are directly linked to the LEA plan in all five goals of the plan	**1**	2	3	4
b. The LEA plan regularly informs financial decisions in approving expenditures and allocations	**1**	2	3	4
c. Budgets are expended as approved	1	2	**3**	4
d. The LEA develops long-range plans so that one-time funds are not expended to cover ongoing costs	1	**2**	3	4
4. The LEA has an efficient system to assist schools in reallocating their fiscal resources to support student achievement via the nine EPCs.	**1**	2	3	4
5. Categorical fund expenditure plans include:				
a. Active participation of teachers and parents in decision-making	1	**2**	3	4
b. Disclosure of information to teachers and parents about expenditures, goals, and changes based on assessments	**1**	2	3	4

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Notes in support of rankings:

- Financial decisions are based on the needs of adults and past practice, not student need

Governance/Leadership	Minimally	Partially	Substantially	Fully
1. The vision, mission statement, core values and beliefs of the LEA are:				
a. In alignment with the nine EPCs and reflect a commitment through measurable goals to improving the achievement of all students (required for PI districts, recommended for all)	1	**2**	3	4
b. Reflected in written district goals which are both measurable and achievable	1	2	**3**	4
2. The LEA plan and its implementation have a strong, coherent focus on:				
a. Improving achievement for all student groups	**1**	2	3	4
b. Closing the achievement gap for all student groups (e.g., specific research-based strategies are identified to assist schools in improving student achievement)	**1**	2	3	4
c. Providing data to assess objectives of LEA plan implementation	**1**	2	3	4
d. Linking each LEA objective with an associated budget source and amount	**1**	2	3	4
3. The local governing board and LEA have policies and evidence of implementation regarding the following:				
a. The instructional program, including State Board-adopted materials, textbook adoption cycles, local assessments, and graduation requirements	1	2	**3**	4
b. Intensive intervention programs for students	**1**	2	3	4
c. Strategic intervention programs for students	**1**	2	3	4
d. Instructional time for appropriate grade levels and subjects	1	**2**	3	4
e. Alignment of all categorical programs and instructional support programs (such as extended day, summer school, etc.) with the standards-based instructional core	**1**	2	3	4
f. Alignment of fiscal commitments to district objectives for implementing EPCs	1	**2**	3	4
4. District and site administrators support the implementation of the Essential Program Components (EPCs) through:				
a. Clear expectations in writing provided to administrators and teachers, with accountability for implementation	**1**	2	3	4
b. Clear and frequent communication with the local governing board regarding the implementation of the Essential Program Components	**1**	2	3	4
c. Frequent school visits by district staff and classroom visits by site administrators to monitor implementation of the EPCs and to provide feedback on levels of implementation	1	**2**	3	4

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Governance/Leadership	Minimally	Partially	Substantially	Fully
5. The LEA collects, analyzes, and uses data to:				
a. Set instructional priorities based on needs indicated by patterns in the data (e.g., strategies to close the achievement gap for all student groups)	1	**2**	3	4
b. Allocate resources based on greatest academic needs, with priority given to Program Improvement schools, in order to accelerate achievement through targeted instruction, frequent assessment, and support	1	**2**	3	4
c. Provide support for district personnel to enhance student performance	**1**	2	3	4
d. Hold district personnel accountable for student performance through performance evaluations	**1**	2	3	4
e. Strengthen community knowledge, trust, and participation through sharing student data with parents and the community and providing accurate and objective interpretations	**1**	2	3	4
6. The LEA has support systems in place to promote effective implementation of EPCs through:				
a. LEA specialists, such as reading specialists, mathematics specialists, and English learner specialists, and coaches/content experts who work inside the classroom to support teachers	**1**	2	3	4
b. A pacing calendar for delivering mathematics and reading/language arts instruction, observed and monitored for implementation	1	**2**	3	4
c. A curriculum-embedded assessment schedule (e.g., there are agreed-upon common assessments provided in the adopted textbooks and a timetable for administration of the assessments; there are common cut points for the proficiency levels used to monitor student progress and to make instructional decisions)	**1**	2	3	4

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Notes to support rankings:

- The LEA Plan, written in 2003 and amended in 2004, lacks a coherent and focused message thus the reason the district is experiencing Program Improvement
- Contractual issues are prevent the district from implementing policy to effective address instructional time and intervention
- Fiscal commitments are loosely based on district goals and therefore loosely based on the EPCs
- Data is analyzed but does not establish priorities for use of resources
- A limited amount of 'satisfaction' data is collected

Attachment

i.2

English Learner Subgroup Self Assessment

FONTANA UNIFIED SCHOOL DISTRICT
Instructional and Student Services
Department of English Learners

Attachment i.2
English Learner Subgroup Self Assessment (ELSSA)

Phone (909) 357-5000
Ext.7111/7295
Fax (909) 357-5057
9548 Citrus Ave. Bldg. B
Fontana, CA 92335

English Learner Subgroup Self Assessment (ELSSA)

4. Survey Items: AMAO CELDT Growth Targets by Proficiency Level Rationale: English learners develop English language through an SBE adopted/approved core program in English language development (ELD) and Reading/Language Arts (R/LA). LEAs must ensure that students are appropriately placed, instructed and monitored in both subject areas.	**Rating**			
4.1 The LEA ensures that teachers utilize SBE adopted/approved materials for English language development (1.1, 1.2, 1.3)	1	2	3	4
4.2 The criteria for grouping ELs for ELD instruction in a self-contained classroom are clearly defined, implemented and monitored. (2.3, 2.4, 4.1)	1	2	3	4
4.3 In secondary departmentalized settings, criteria for placing ELs in separate ELD classes are clearly defined, implemented and monitored. (2.3, 2.4, 4.1)	1	2	3	4
4.4 The criteria for providing ELD in a mainstream English class are clearly defined, implemented and monitored. (2.3, 2.4, 4.1)	1	2	3	4
4.5 Formative assessments are used on an ongoing basis to monitor the progress of ELs in ELD (4.1)	1	2	3	4
4.6 Summative assessments are used periodically to monitor the progress of ELs in ELD (4.1)	1	2	3	4
4.7 All teachers providing instruction to ELs in ELD are appropriately authorized to deliver ELD instruction. (3.1, 6.1)	1	2	3	4
4.8 The LEA ensures that teachers utilize the SBE adopted or approved basic core and Universal Access materials to support English learners in R/LA. (1.1, 1.2, 1.3)	1	2	3	4
4.9 The LEA ensures that school schedules allocate the appropriate number of minutes for basic core/strategic intervention, ELD and intensive intervention as identified. (2.1, 2.2, 2.3, 2.6)	1	2	3	4
4.10 Formative assessments are used on an ongoing basis to monitor the progress of ELs in R/LA (4.1)	1	2	3	4
4.11 Summative assessments are used periodically to monitor the progress of ELs in R/LA. (4.1)	1	2	3	4

5.a. Survey Items: AMAO 2 – CELDT Growth Targets by Time in US Schools Rationale: If students are making adequate progress learning English, they should reach English language proficiency in a reasonable amount of time (per criteria in AMAO 1 and AMAO 2). The following survey items address the program needs of long-term ELs.	**Rating**			
5.a.1 The LEA develops, implements and monitors criteria for determining EL placement into and exit from intensive and strategic interventions in R/LA. (4.1)	1	2	3	4
5.a.2 The LEA ensures that teachers employ research-based instructional strategies within the context of the SBE adopted/approved materials in R/LA and ELD to help ELs progress through proficiency levels on the CELDT. (5.1)	1	2	3	4
5.a.3 The LEA monitors staff use of the research-based instructional strategies in R/LA and ELD designed to help ELs progress through proficiency levels on the CELDT. (8.1, 8.3)	1	2	3	4
5.a.4 Collaboration among all relevant staff around multiple sources of student data informs targeted professional development to meet EL instructional needs in subject area content and ELD. (8.3)	1	2	3	4

6.a. Survey Items: AMAO 3- CST ELA Performance for ELs Rationale: Many ELs in California score at the Intermediate level on the CELDT. These students still require differentiated instruction and interventions to reach both English language proficiency and grade level proficiency in R/LA. It is important to consider the needs of newcomers as well as long-term ELs when determining their instructional services.	**Rating**			
6.a.1Teachers implement Specially Designed Academic Instruction in English (SDAIE) strategies for ELs in R/LA to ensure that ELs have meaningful access to grade appropriate core curriculum.	1	2	3	4
6.a.2 All teachers providing SDAIE to ELs are appropriately authorized to do so. (3.1)	1	2	3	4
6.a.3 The R/LA and ELD instruction for ELs is aligned with the EPCs, the Reading/Language Arts Framework and the CA English Language Arts Standards. (1.2)	1	2	3	4
6.a.4 The R/LA and ELD instruction for ELs is aligned with the EPCs, the Reading/Language Arts Framework and the CA English Language Arts Standards. (1.2)	1	2	3	4

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5 The SBE-adopted instructional materials and other standards-aligned instructional materials (in English and/or L1) are fully implemented for ELs.	1	2	3	4
6.a.6 English learners at the Intermediate level on CELDT are provided strategic and intensive interventions as needed in addition to ELD, utilizing SBE adopted and approved materials. (2.4, 2.2)	1	2	3	4
6.b. Survey Items: AMAO 3- CST Math Performance for ELs Rationale: Many ELs in California score at the Intermediate level on the CELDT. These students still require differentiated instruction and interventions to reach proficiency in mathematics It is important to consider both how long ELs have been in US schools and their prior instruction and skills in mathematics when determining their instructional services.	**Rating**			
6.b.1 Criteria are clearly defined for placing ELs in appropriate mathematics classes including interventions if needed. (4.2)	1	2	3	4
6.b.2 English learners are placed in grade appropriate mathematics classes including algebra for eighth graders. (1.4)	1	2	3	4
6.b.3 English learners have access to advanced coursework in mathematics in departmentalized settings and extended learning opportunities in self-contained settings. (1.1)	1	2	3	4
6.b.4 The mathematics program for ELs utilizes SBE adopted materials at grades K-8 and SBE approved, standards aligned materials at grades 9-12 (1.4)	1	2	3	4
6.b.5 The SBE-adopted instructional materials including ancillary materials and other SBE approved, standards-aligned instructional materials (in English and/or L1) are fully implemented for ELs. (2.5)	1	2	3	4
6.b.6 Teachers of ELs utilize SDAIE strategies to ensure that ELs have meaningful access to grade-appropriate core-curriculum in mathematics. For high school students this includes courses that meet graduation requirements and A-G coursework to enable ELs to meet UC/CSU admissions criteria. (1.4, 2.7, 4.2, 5.2)	1	2	3	4
6.b.7 Mathematics teachers at the secondary level who teach ELs are appropriately authorized to teach mathematics and English learners. (3.1)	1	2	3	4
7.a. Survey Items: AMAO 3 – CST ELA Performance Rationale: Many ELs reach the English proficiency level on CELDT without attaining grade level academic proficiency in R/LA. These students may continue to need additional support, including interventions, to reach proficiency in R/LA. Teachers and counselors need to have and utilize detailed information about ELs in order to determine the most effective instructional services.	**Rating**			
7.a.1 The LEA provides teacher detailed information about their ELs including English proficiency, academic achievement data and time in US schools. These data are provided in a timely fashion and inform instructional decisions. (4)	1	2	3	4
7.a.2 The LEA uses a variety of data including English proficiency, academic achievement and time in US schools when placing students in core and intervention classes. (4.1, 6.1, 6.2)	1	2	3	4
7.a.3 The LEA ensures that the teaching and counseling staff closely monitor and support the academic progress of long-term ELs who are achieving below grade level performance in R/LA (6.1, 6.2)	1	2	3	4
7.b. Survey Items: AMAO 3 – CST Math Performance for ELs at the English Proficient Level on CELDT Rationale: Many ELs reach the English proficiency level on CELDT without attaining grade level academic proficiency in mathematics. These students may continue to need additional support, including interventions, to reach grade level proficiency in mathematics. Teachers and counselors need to have and utilize detailed information about ELs in order to determine the most effective instructional services.	**Rating**			
7.b.1 The LEA provides teacher detailed information about their ELs including English proficiency, academic achievement data, previous mathematics instruction and time in US schools. These data are provided in a timely fashion and inform placement and instructional decisions.	1	2	3	4
7.b.2 Mathematics intervention course are available for ELs working below grade level per the recommendation of the CA Mathematics Framework and the Academic Program Survey (APS). (1.4)	1	2	3	4
7.b.3 SBE adopted/approved mathematics intervention materials are fully implemented for students who need intervention. (1.4)	1	2	3	4
7.b.4 The LEA ensures that the teaching and counseling staff closely monitor and support the progress of ELs who are not yet scoring proficient in mathematics to ensure that they receive support classes and/or interventions as needed to reach proficiency. (4.2, 6.1, 6.2)	1	2	3	4
8.a. Survey Items: AMAO 3- CST ELA Performance for RFEP Students Rationale: Most ELs are Reclassified Fluent English Proficient (RFEP) before they reach proficient on the CST in English	**Rating**			

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uage arts. Many former ELs drop in performance after reclassification. These students may require extra support, including interventions to help them reach grade level proficiency in English language arts.				
8.a.1 RFEPs are monitored for two years after reclassification for their progress in ELA.	1	2	3	4
8.a.2 Instructional support, including interventions, is provided as needed for REPS who are not yet proficient in English language arts (2.4, 2.2)	1	2	3	4
8.b. Survey Items: AMAO 3- CST Math Performance for RFEP Students Rationale: Most ELs are Reclassified Fluent English Proficient (RFEP) before they reach proficient on the CST in mathematics. Many former ELs drop in performance after reclassification. These students may require extra support, including interventions to help them reach grade level proficiency in mathematics.	**Rating**			
8.b.1 RFEPS are monitored for two years after reclassification for their progress in mathematics.	1	2	3	4
8.b.2 Instructional support, including interventions, is provided as needed for RFEPs who are not yet proficient in mathematics. (2.5, 2.6, 2.7)	1	2	3	4
8.b.3 RFEPs are placed in Algebra or more advanced courses in 8th grade. Those who require an algebra support class are placed in algebra and a support class. (2.7)	1	2	3	4
9. Survey Items: AMAO 3- CAHSEE Mathematics and ELA Performance for ELs Rationale: ELs are required to pass the California High School Exit Exam (CAHSEE) in order to be eligible to receive a high school diploma. Many ELs who have been in US schools for more than 5 years do not pass the CAHSEE. LEAs must ensure that all ELs requiring support receive it in order to pass the CAHSEE as well as to meet the AYP performance standards. A passing score of 350 entitles students to be eligible to receive a diploma. A proficient score of 380 or higher is required to meet the AYP performance standard.	**Rating**			
9.1 ELs are provided appropriate interventions and support to pass the CAHSEE. (2.1, 2.2)	1	2	3	4
ELs are provided appropriate interventions and support to reach proficiency on the CAHSEE (2.1, 2.2, 2.5, 2.6)	1	2	3	4
10. Survey Items: AMAO 3 – CAHSEE Mathematics and ELA Performance for RFEPs Rationale: Many ELs are reclassified RFEP before reaching proficiency in English language arts and mathematics. Some of these students are unable to pass or reach proficiency on the CAHSEE. The LEA must ensure that RFEPs requiring support received in order to pass the CAHSEE as well as to meet the AYP performance standard. A passing score of 350 entitles students to be eligible to receive a diploma. A proficient score of 380 or higher is required to meet the AYP performance standard. A	**Rating**			
10.1 RFEPs are provided appropriate interventions and support to pass the CAHSEE (2.1, 2.2)	1	2	3	4
10.2 RFEPs are provided appropriate interventions and support to reach proficiency on the CAHSEE (2.1, 2.2, 2.5, 2.6)	1	2	3	4

English Learner Subgroup Self Assessment (ELSSA)

Items are rated on a four-point likert-scale that used by the Academic Program Survey (APS). APS citations are provided following each item in parenthesis. Items must receive at least a rating of 3 for the school or LEA to be considered as meeting that objective at an acceptable level. The 3 rating indicates an acceptable level of implementation. The chart below describes the criteria of each objective per rating level.	Each component will be rated on a scale of 1 to 4, as follows:		
	1-Minimal level of implementation	Few=less than 50% of students	Rarely = less than 50% of the time
	2-Partial level of implementation	Some = 50% or less of students	Inconsistently = 50% of the time
	3-Substantial level of implementation	Most = 75% of students	Consistently = 75% of the time
	4-Full level of implementation	All = 100% of students	Uniformly = 100% of the time

4. Survey Items: AMAO CELDT Growth Targets by Proficiency Level Rationale: English learners develop English language through an SBE adopted/approved core program in English language development (ELD) and Reading/Language Arts (R/LA). LEAs must ensure that students are appropriately placed, instructed and monitored in both subject areas.	*Principals Elementary 1*	*Principals Elementary 2*	*Principals Elementary 3*	*Principals Elementary 4*	*Principals Middle*	*Principals High*	*Teachers Elementary*	*Teachers Secondary*	*Average*
4.1 The LEA ensures that teachers utilize SBE adopted/approved materials for English language development (1.1, 1.2, 1.3)	3	3	N/A	2	3	2	3	3	3
4.2 The criteria for grouping ELs for ELD instruction in a <u>self-contained classroom</u> are clearly defined, implemented and monitored. (2.3, 2.4, 4.1)	3	3	2	3	4	3	3	2	3
4.3 In secondary departmentalized settings, criteria for placing ELs in separate ELD classes are clearly defined, implemented and monitored. (2.3, 2.4, 4.1)	N/A	N/A	N/A	N/A	4	3	2	3	3
4.4 The criteria for providing ELD in a mainstream English class are clearly defined, implemented and monitored. (2.3, 2.4, 4.1)	2	2	2	3	4	1	3	3	3
4.5 Formative assessments are used on an ongoing basis to monitor the progress of ELs in ELD (4.1)	1	1	1	1	1	1	2	3	1
4.6 Summative assessments are used periodically to monitor the progress of ELs in ELD (4.1)	2	4	3	4	1	1	3	3	3
4.7 All teachers providing instruction to ELs in ELD are appropriately authorized to deliver ELD instruction. (3.1, 6.1)	4	4	4	4	4	4	3	4	4
4.8 The LEA ensures that teachers utilize the SBE adopted or approved basic core and Universal Access materials to support English learners in R/LA. (1.1, 1.2, 1.3)	2	3	3	3	2	1	2	3	2
4.9 The LEA ensures that school schedules allocate the appropriate number of minutes for basic core/strategic intervention, ELD and intensive intervention as identified. (2.1, 2.2, 2.3, 2.6)	2	2	3	3	3	1	3	4	3
4.10 Formative assessments are used on an ongoing basis to monitor the progress of ELs in R/LA (4.1)	2	4	3	1	3	1	3	3	3

4.11 Summative assessments are used periodically to monitor the progress of ELs in R/LA. (4.1)	2	4	3	4	3	1	3	3	3
5.a. Survey Items: AMAO 2 – CELDT Growth Targets by Time in US Schools Rationale: If students are making adequate progress learning English, they should reach English language proficiency in a reasonable amount of time (per criteria in AMAO 1 and AMAO 2). The following survey items address the program needs of long-term ELs.	Principals Elementary 1	Principals Elementary 2	Principals Elementary 3	Principals Elementary 4	Principals Middle	Principals High	Teachers Elementary	Teachers Secondary	Average
5.a.1 The LEA develops, implements and monitors criteria for determining EL placement into and exit from intensive and strategic interventions in R/LA. (4.1)	1	2	2	2	1	1	2	3	2
5.a.2 The LEA ensures that teachers employ research-based instructional strategies within the context of the SBE adopted/approved materials in R/LA and ELD to help ELs progress through proficiency levels on the CELDT. (5.1)	1	2	2	2	2	1	2	3	2
5.a.3 The LEA monitors staff use of the research-based instructional strategies in R/LA and ELD designed to help ELs progress through proficiency levels on the CELDT. (8.1, 8.3)	2	2	2	1	2	1	2	3	2
5.a.4 Collaboration among all relevant staff around multiple sources of student data informs targeted professional development to meet EL instructional needs in subject area content and ELD. (8.3)	1	3	3	1	2	1	2	3	2
6.a. Survey Items: AMAO 3- CST ELA Performance for ELs Rationale: Many ELs in California score at the Intermediate level on the CELDT. These students still require differentiated instruction and interventions to reach both English language proficiency and grade level proficiency in R/LA. It is important to consider the needs of newcomers as well as long-term ELs when determining their instructional services.	Principals Elementary 1	Principals Elementary 2	Principals Elementary 3	Principals Elementary 4	Principals Middle	Principals High	Teachers Elementary	Teachers Secondary	Average
6.a.1Teachers implement Specially Designed Academic Instruction in English (SDAIE) strategies for ELs in R/LA to ensure that ELs have meaningful access to grade appropriate core curriculum.	2	1	2	3	2	2	3	3	2
6.a.2 All teachers providing SDAIE to ELs are appropriately authorized to do so. (3.1)	4	4	4	4	4	4	4	4	4
6.a.3 The R/LA and ELD instruction for ELs is aligned with the EPCs, the Reading/Language Arts Framework and the CA English Language Arts Standards. (1.2)	2	3	3	3	4	1	3	3	3
6.a.4 The R/LA and ELD instruction for ELs is aligned with the EPCs, the Reading/Language Arts Framework and the CA English Language Arts Standards. (1.2)	2	3	N/A	2	N/A	1	3	3	2
6.a.5 The SBE-adopted instructional materials and other standards-aligned instructional materials (in English and/or L1) are fully implemented for ELs.	2	3	2	3	2	1	2	3	2
6.a.6 English learners at the Intermediate level on CELDT are provided strategic and intensive interventions as needed in addition to ELD, utilizing SBE adopted and approved materials. (2.4, 2.2)	1	1	2	3	1	1	2	3	2
6.b. Survey Items: AMAO 3- CST Math Performance for ELs Rationale: Many ELs in California score at the Intermediate level on the CELDT. These students still require differentiated instruction and interventions to reach proficiency in mathematics It is important to consider both how long ELs have been in US schools and their prior instruction and skills in mathematics when determining their instructional services.	Principals Elementary 1	Principals Elementary 2	Principals Elementary 3	Principals Elementary 4	Principals Middle	Principals High	Teachers Elementary	Teachers Secondary	Average

6.b.1 Criteria are clearly defined for placing ELs in appropriate mathematics classes including interventions if needed. (4.2)	1	4	1	N/A	1	1	2	3	2
6.b.2 English learners are placed in grade appropriate mathematics classes including algebra for eighth graders. (1.4)	N/A	N/A	1	N/A	4	N/A	2	3	3
6.b.3 English learners have access to advanced coursework in mathematics in departmentalized settings and extended learning opportunities in self-contained settings. (1.1)	N/A	1	N/A	N/A	4	1	2	2	2
6.b.4 The mathematics program for ELs utilizes SBE adopted materials at grades K-8 and SBE approved, standards aligned materials at grades 9-12 (1.4)	3	4	3	N/A	4	4	2	4	3
6.b.5 The SBE-adopted instructional materials including ancillary materials and other SBE approved, standards-aligned instructional materials (in English and/or L1) are fully implemented for ELs. (2.5)	2	3	2	N/A	2	1	2	4	2
6.b.6 Teachers of ELs utilize SDAIE strategies to ensure that ELs have meaningful access to grade-appropriate core-curriculum in mathematics. For high school students this includes courses that meet graduation requirements and A-G coursework to enable ELs to meet UC/CSU admissions criteria. (1.4, 2.7, 4.2, 5.2)	2	2	3	N/A	2	1	2	3	2
6.b.7 Mathematics teachers at the secondary level who teach ELs are appropriately authorized to teach mathematics and English learners. (3.1)	N/A	N/A	N/A	N/A	4	4	2	4	4
7.a. Survey Items: AMAO 3 – CST ELA Performance Rationale: Many ELs reach the English proficiency level on CELDT without attaining grade level academic proficiency in R/LA. These students may continue to need additional support, including interventions, to reach proficiency in R/LA. Teachers and counselors need to have and utilize detailed information about ELs in order to determine the most effective instructional services.	*Principals Elementary 1*	*Principals Elementary 2*	*Principals Elementary 3*	*Principals Elementary 4*	*Principals Middle*	*Principals High*	*Teachers Elementary*	*Teachers Secondary*	*Average*
7.a.1 The LEA provides teacher detailed information about their ELs including English proficiency, academic achievement data and time in US schools. These data are provided in a timely fashion and inform instructional decisions. (4)	4	4	3	N/A	2	2	2	3	3
7.a.2 The LEA uses a variety of data including English proficiency, academic achievement and time in US schools when placing students in core and intervention classes. (4.1, 6.1, 6.2)	3	3	3	N/A	4	3	2	3	3
7.a.3 The LEA ensures that the teaching and counseling staff closely monitor and support the academic progress of long-term ELs who are achieving below grade level performance in R/LA (6.1, 6.2)	1	3	2	N/A	2	1	2	2	2
7.b. Survey Items: AMAO 3 – CST Math Performance for ELs at the English Proficient Level on CELDT Rationale: Many ELs reach the English proficiency level on CELDT without attaining grade level academic proficiency in mathematics. These students may continue to need additional support, including interventions, to reach grade level proficiency in mathematics. Teachers and counselors need to have and utilize detailed information about ELs in order to determine the most effective instructional services.	*Principals Elementary 1*	*Principals Elementary 2*	*Principals Elementary 3*	*Principals Elementary 4*	*Principals Middle*	*Principals High*	*Teachers Elementary*	*Teachers Secondary*	*Average*
7.b.1 The LEA provides teacher detailed information about their ELs including English proficiency, academic achievement data, previous mathematics instruction and time in US schools. These data are provided in a timely fashion and inform placement and instructional decisions.	4	4	2	N/A	2	2	2	2	3
7.b.2 Mathematics intervention course are available for ELs working below grade level per the recommendation of the CA Mathematics Framework and the Academic Program Survey (APS). (1.4)	1	1	1	N/A	2	1	2	3	2

7.b.3 SBE adopted/approved mathematics intervention materials are fully implemented for students who need intervention. (1.4)	1	2	1	N/A	2	1	2	2	2
7.b.4 The LEA ensures that the teaching and counseling staff closely monitor and support the progress of ELs who are not yet scoring proficient in mathematics to ensure that they receive support classes and/or interventions as needed to reach proficiency. (4.2, 6.1, 6.2)	1	4	1	N/A	2	1	2	3	2
8.a. Survey Items: AMAO 3- CST ELA Performance for RFEP Students Rationale: Most ELs are Reclassified Fluent English Proficient (RFEP) before they reach proficient on the CST in English language arts. Many former ELs drop in performance after reclassification. These students may require extra support, including interventions to help them reach grade level proficiency in English language arts.	Principals Elementary 1	Principals Elementary 2	Principals Elementary 3	Principals Elementary 4	Principals Middle	Principals High	Teachers Elementary	Teachers Secondary	Average
8.a.1 RFEPs are monitored for two years after reclassification for their progress in ELA.	3	3	2	N/A	4	3	3	4	3
8.a.2 Instructional support, including interventions, is provided as needed for REPS who are not yet proficient in English language arts (2.4, 2.2)	2	2	2	N/A	3	1	3	3	2
8.b. Survey Items: AMAO 3- CST Math Performance for RFEP Students Rationale: Most ELs are Reclassified Fluent English Proficient (RFEP) before they reach proficient on the CST in mathematics. Many former ELs drop in performance after reclassification. These students may require extra support, including interventions to help them reach grade level proficiency in mathematics.	Principals Elementary 1	Principals Elementary 2	Principals Elementary 3	Principals Elementary 4	Principals Middle	Principals High	Teachers Elementary	Teachers Secondary	Average
8.b.1 RFEPS are monitored for two years after reclassification for their progress in mathematics.	2	3	2	N/A	4	3	2	3	3
8.b.2 Instructional support, including interventions, is provided as needed for RFEPs who are not yet proficient in mathematics. (2.5, 2.6, 2.7)	2	2	2	N/A	3	1	2	3	2
8.b.3 RFEPs are placed in Algebra or more advanced courses in 8th grade. Those who require an algebra support class are placed in algebra and a support class. (2.7)	N/A	N/A	N/A	N/A	2	N/A	2	3	2
9. Survey Items: AMAO 3- CAHSEE Mathematics and ELA Performance for ELs Rationale: ELs are required to pass the California High School Exit Exam (CAHSEE) in order to be eligible to receive a high school diploma. Many ELs who have been in US schools for more than 5 years do not pass the CAHSEE. LEAs must ensure that all ELs requiring support receive it in order to pass the CAHSEE as well as to meet the AYP performance standards. A passing score of 350 entitles students to be eligible to receive a diploma. A proficient score of 380 or higher is required to meet the AYP performance standard.	Principals Elementary 1	Principals Elementary 2	Principals Elementary 3	Principals Elementary 4	Principals Middle	Principals High	Teachers Elementary	Teachers Secondary	Average
9.1 ELs are provided appropriate interventions and support to pass the CAHSEE. (2.1, 2.2)	N/A	N/A	N/A	N/A	N/A	3	N/A	4	4
9.2 ELs are provided appropriate interventions and support to reach proficiency on the CAHSEE (2.1, 2.2, 2.5, 2.6)	N/A	N/A	N/A	N/A	N/A	2	N/A	4	3
10. Survey Items: AMAO 3 – CAHSEE Mathematics and ELA Performance for RFEPs	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

English Learner Subgroup Self Assessment (ELSSA)

Rationale: Many ELs are reclassified RFEP before reaching proficiency in English language arts and mathematics. Some of these students are unable to pass or reach proficiency on the CAHSEE. The LEA must ensure that RFEPs requiring support received in order to pass the CAHSEE as well as to meet the AYP performance standard. A passing score of 350 entitles students to be eligible to receive a diploma. A proficient score of 380 or higher is required to meet the AYP performance standard. A	Principals Elementa	Principals Elementa	Principals Elementa	Principals Elementa	Principals Middle	Principals High	Teachers Element	Teachers Seconda	Average
10.1 RFEPs are provided appropriate interventions and support to pass the CAHSEE (2.1, 2.2)	N/A	N/A	N/A	N/A	N/A	3	N/A	4	4
10.2 RFEPs are provided appropriate interventions and support to reach proficiency on the CAHSEE (2.1, 2.2, 2.5, 2.6)	N/A	N/A	N/A	N/A	N/A	2	N/A	4	3

Attachment

i.3

Least Restrictive Environment

(LRE)

2007-08 District Level Special Education Annual Performance Report Measure for Fontana Unified School District

CDS Code	3667710	FMTA Region	5
District Name	Fontana Unified	General Education Enrollment, Grades 1-12	38787
District Type	3	Special Enrollment (Dec07), Ages 3-5	304
SELPA	Fontana Unified SELPA 3613	Special Enrollment (Dec 07), Ages 6-22	5257

Indicator 1 – Graduation: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. Students who do not graduate but continue in general education, who have died, or dropped out of school are not included in the calculation.

Graduated with Diploma	Students Exited	Percent Graduated with Diploma	Target This Year	Target Met	Action Required
4	31	13%	>26%	N	Y

Data Source: June CASEMIS Submission Items District of Residence, Birth Date, Exit Date and Exit Reason.

Indicator 2 – Dropout: Percent of all students in grades seven and higher, and ungraded students thirteen and over, who exit special education by dropping out of school. This measure cannot be compared with dropout rates for students in general education, because of differences in the calculation methodologies.

Dropped Out or Not Known to be Continuing	Total Students	Percent Dropped Out	Target This Year	Target Met	Action Required
9	2687	0.3%	<7.1%	Y	N

Data Source: June CASEMIS Submission Items District of Residence, Birth Date, Exit Date and Exit Reason.

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of No Child Left Behind (NCLB).

A. Percent of districts meeting the State's Adequate Yearly Progress (AYP) participation and performance requirements.

Area	Percent Participated	Target This Year	Target Met	Percent Proficient or Advanced	Target This Year	Target Met	Action Required
English Language Arts	99%	>95%	Y	18%	>35.2%	N	Y
Math	99%	>95%	Y	22%	>35.2%	N	Y

ELA: The English Language Arts content area of the California Standards Tests (CST), California Modified Assessment (CMA), California Alternate Performance Assessment (CAPA), or California High School Exit Exam (CAHSEE) (students in grade 10).
Math: The Mathematics content area of the CST, CMA, CAPA, or CAHSEE (students in grade 10)

Data Source: AYP Data File

NOTE: 'NA' indicates that the district did not submit data for this Indicator or the item is not applicable. 'NC' indicates that the item was not calculated due to the Indicator having a denominator of less than 100 for Indicator 3 or 20 for all other Indicators.

2007-08 District Level Special Education Annual Performance Report Measure for Fontana Unified School District

Indicator 4 - Suspension and Expulsion: Percent of all students ages three - twenty-two receiving special education that are suspended or expelled for greater than 10 days in the school year

A. Overall: Percent of all students with disabilities in the local education agency (LEA) that were suspended or expelled for greater than 10 days in a school year

B.

No. of Students with Disabilities Suspended or Expelled for More than 10 days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than 10 days	Target This Year	Target Met	Action Required
114	5875	1.94%	<1%	N	Y

Data Source: June CASEMIS Submission Items District of Residence, Birth Date, SELPA, Student ID, and Discipline Days

Indicator 5 - Least Restrictive Environment: the average amount of time students ages six - twenty-two receive their special education or services in settings apart from their non-disabled peers:

A. Out regular class < 21%: Removed from regular class less than 21 percent of the day
B. Out regular class > 60%: Removed from regular class greater than 60 percent of the day
C. Separate facility: Students served 100% of the time in a facility that educates only students with disabilities.

Measure	No. of Students in the environment	Total No. of Students receiving Special Education (Age 6-22)	Percent of Students in environment receiving Special Education	Target This Year	Target Met	Action Required
A. <21%	1708	5257	32.49%	>57%	N	Y
B. >60%	1356	5257	25.79%	<21%	N	Y
C. Separate Facility	54	5257	1.03%	<4.1%	Y	N

Data Source: December CASEMIS Submission Items District of Residence, Birth Date, Federal School Setting, and Percent of Time in Regular Class

Indicator 8 - Parent Involvement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Positive Involvement Responses	Total Responses	Percent Positive Involvement	Target This Year	Target Met	Action Required
1176	1455	80.8%	>78%	Y	N

Data Source: SESR and VR

NOTE: 'NA' indicates that the district did not submit data for this Indicator or the item is not applicable. 'NC' indicates that the item was not calculated due to the Indicator having a denominator of less than 100 for Indicator 3 or 20 for all other Indicators.

2007-08 District Level Special Education Annual Performance Report Measure for
Fontana Unified School District

Indicator 9 - Disproportionality Overall: Percent of racial and ethnic disproportionality among students ages six - twenty-two which may be due to policies, procedures, or practices.

	2007-2008				
	American Indian	Asian	Hispanic	African American	White
General Ed	187	1179	34587	3019	2794
Special Ed	35	71	3594	449	440
Percentage	18.72%	6.02%	10.39%	14.87%	15.75%

High Percent	Low Percent	Percent Difference	Benchmark	Met?
18.72%	6.02%	12.69%	<12.5%	No

Data Source: December CASEMIS Submission Items District of Residence, Birth Date, Ethnicity, Students Residence Status and Fall SSID update (CBEDS)

Indicator 10 - Disproportionality Disability: Percent of racial and ethnic disproportionality by disability among students ages six - twenty-two which may be due to policies, procedures, or practices.

	Students with Autism				
	American Indian	Asian	Hispanic	African American	White
District GE %	0.44%	2.82%	82.81%	7.22%	6.68%
District SE %	0.75%	6.01%	62.4%	12.03%	18.79%
Maximum *E-formula* value	5.07%	14.31%	108.98%	25.19%	24.02%
Over Represented	No	No	No	No	No
	Students with Emotional Disturbance				
District SE %	1.4%	0%	40.84%	25.35%	32.39%
Maximum *E-formula* value	6.78%	18.54%	118.63%	31.81%	30.41%
Over Represented	No	No	No	No	Yes
	Students with Mental Retardation				
District SE %	1.18%	1.97%	81.81%	7.9%	7.11%
Maximum *E-formula* value	3.8%	11.15%	101.78%	20.25%	19.25%
Over Represented	No	No	No	No	No

NOTE: 'NA' indicates that the district did not submit data for this Indicator or the item is not applicable. 'NC' indicates that the item was not calculated due to the Indicator having a denominator of less than 100 for Indicator 3 or 20 for all other Indicators.

2007-08 District Level Special Education Annual Performance Report Measure for
Fontana Unified School District

	Students with Other Health Impairment				
District SE %	0%	2.56%	56.41%	20.51%	20.51%
Maximum *E-formula* value	5.38%	15.07%	110.71%	26.38%	25.16%
Over Represented	No	No	No	No	No
	Students with Speech or Language Impairment				
District SE %	0.5%	2.52%	83.69%	5.43%	7.83%
Maximum *E-formula* value	2.34%	7.53%	93.54%	14.59%	13.79%
Over Represented	No	No	No	No	No
	Students with Specific Learning Disability				
District SE %	0.73%	0.93%	79.49%	10.35%	8.48%
Maximum *E-formula* value	1.42%	5.24%	88.31%	11%	10.33%
Over Represented	No	No	No	No	No

Data Source: December CASEMIS Submission Items District of Residence, Birth Date, Ethnicity, Disability, Student's Residence Status and Fall SSID update (CBEDS)

Indicator 11 - Eligibility Evaluation: Percent of children ages birth - twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.

No. of Students Assessed	No. Found Eligible within 60 days of receipt of parental consent for evaluation	No. delayed due to child not available for assessment	Percent On time	Target	Met Target
194	193	NA	99.5%	100%	N

Data Source: June CASEMIS Submission Items District of Residence, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

NOTE: 'NA' indicates that the district did not submit data for this Indicator or the item is not applicable. 'NC' indicates that the item was not calculated due to the Indicator having a denominator of less than 100 for Indicator 3 or 20 for all other Indicators.

2007-08 District Level Special Education Annual Performance Report Measure for
Fontana Unified School District

Indicator 12 - Part C to Part B Transition: Percent of children ages birth - two in each SELPA receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B, found eligible under Part B, and had an IEP developed before their third birthdays
NOTE: See SELPA-Level Annual Performance Report Measures.

No. Transitioned from Part C	On Time Ineligible	On Time Eligible	Parental Consent Refusal	Child Not Made Available	Break in Terms	Percent On Time Eligible	Target	Met Target
0	0	0	0	0	0	NC	100%	NA

Data Source: June CASEMIS Submission Items District of Residence, Birth Date, Referral Date, Parental Consent, Initial Evaluation Date, Plan Type and Last IEP Date

Indicator 13 - Secondary Transition Goals and Services: Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

No. with Post-secondary Goals and Transition Services	Total No. of Students Age 16 years of age or older	Percent of students with Post-secondary Goals and Transition Services	Target	Target Met
873	874	99.89%	100%	N

Data Source: December CASEMIS Submission Items District of Residence, Birth Date, Transition Goals and Special Education Services

Indicator 14 - Post-school: Percent of high-school age youth who are been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Total No. who left Secondary School in the prior school year who reported to district	Total No.of reporters who participate in post-secondary education, employment or both	Percent post-secondary employment, education or both	Target This Year	Target Met
4	7	NC	None	NA

Data Source: June CASEMIS Submission Items District of Residence, Birth Date, Grade, SELPA Code, Student ID, Post-Secondary Program Participation, Unsubsidized Wage Employment

NOTE: 'NA' indicates that the district did not submit data for this Indicator or the item is not applicable. 'NC' indicates that the item was not calculated due to the Indicator having a denominator of less than 100 for Indicator 3 or 20 for all other Indicators.

MONITORING PLAN
2007-08 DISTRICT SPECIAL EDUCATION SELF REVIEW

SESR Form 1
Submit to CDE

Name / Address	Contact Person: Name / Position	Telephone / Fax / Email	CDS Code
1. District: Fontana Unified School District 9680 Citrus Ave Fontana, CA 92335	Gayle Hinazumi SELPA Director	(909) 357-5000 x7254	3667710
2. SELPA: Fontana Unified School District 9680 Citrus Ave Fontana, CA 92335	Gayle Hinazumi SELPA Director	(909) 357-5000 x7254	3667710
3. County Office: San Bernardino County Office of Education 601 North E Street San Bernardino, CA 92410	Dr. Herbert Fischer Superintendent	(909) 386-2406	3610363

	Name / Title (Please print)	Signature	Date
4. District Authorized Agent	Gayle Hinazumi SELPA Director	G. Hinazumi	4-10-08
5. Parent Professional Team	Norton Carr	Norton Carr	4/11/08

MONITORING PLAN COMPONENTS

DISTRICT INFORMATION:

Total Special Education Student Population: # 4759
Total District Student Population: # 41,908

(I) PARENT INPUT:

1. **Method(s) used to gather parent input:**

Parent Input Meeting(s): Total Number of Parents/Guardians with children in Special Education in the District # 4759
Total Number of Parent Input Meetings Held # 4
Total Number of Parents Attending the Parent Input Meeting(s) # 81

Surveys: Mailed or Otherwise Distributed # 4759 Responses/Surveys Returned # 1455

Total number of parents providing input (parent input meetings and returned surveys): # 1455

2. **Date(s) information was gathered** September 21, 24, 27, 28, 2007

3. **Disability by Ethnicity** – Total number for each disability by ethnicity derived from Parent Input Meeting(s) and Parent Surveys

DISABILITY	ETHNICITY CODE																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Mental Retardation																59	6	9
Hard of Hearing																		
Deaf																		
Speech or Language Impairment																		
Visual Impairment																1	1	1
Emotional Disturbance																		
Orthopedic Impairment																12	2	2
Other Health Impairment																		
Specific Learning Disability														15	13	1029	107	187
Deaf-Blindness																		
Multiple Disabilities																		
Autism																7	2	2
Traumatic Brain Injury																		

4. **Numbers of parents responding to Parent Input Question #5 regarding their involvement in Special Education:**

YES (Y) # 1176 **NO (N) #** 108 **DON'T KNOW (DK) #** 171

(I) PARENT INPUT (continued)

INDIVIDUAL ITEM NUMBER	EVIDENCE OF COMPLIANCE ISSUE AND AREA(S) TO BE INVESTIGATED	
		TITLE AND DESCRIPTION
3-2-7	TITLE: Progress Reports	DESCRIPTION: Parents are to receive progress reports on how their child is meeting their IEP/IFSP goals/outcomes at least as often as the regular report card schedule.
3-3-10.2	TITLE: Planning and Writing IEP/IFSP	DESCRIPTION: Information and any concerns about the child considered when planning and writing the IEP/IFSP.
5-1-3	TITLE: Program Options	DESCRIPTION: Discuss a variety of program options for the child at the IEP meeting.
3-2-6 5-1-1	TITLE: Extra Curricular Activities	DESCRIPTION: Opportunity to participate in school and extra curricular activities.
3-2-8	TITLE: State and District Assessments	DESCRIPTION: Discussion of how the child would participate in State and District testing
3-6-1	TITLE: Transition Services	DESCRIPTION: Discussion of transition services when the child will turn 16 years of age.
	TITLE:	DESCRIPTION:
	TITLE:	DESCRIPTION:

(II) DATA ANALYSIS: INVESTIGATIVE CRITERIA

Identify *ONLY areas that require further investigation* based on the analysis of the district's State Performance Plan Indicator (SPPI) data.

DESCRIPTION	STATE PERFORMANCE PLAN INDICATOR (SPPI)													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Assessment: English Language Arts Performance: Target 23% Performance this year 13.3%			x											
Suspension/Expulsion: Target 1% Performance 1%				x										
LRE: Out of Regular Target 48% Performance 38.4% Target 22.8% Performance 30.5%					x									
Eligibility – Determination made within 60 days: Target 100% Performance = 67.4%											x			
Transition: Target 100% Performance 2%													X	

(III) COMPLIANCE HISTORY

INDIVIDUAL ITEM NUMBER	EVIDENCE OF COMPLIANCE ISSUE AND AREA(S) TO BE INVESTIGATED	
		TITLE AND DESCRIPTION
3-1-1.1	TITLE: IEP Timeline	DESCRIPTION: IEP developed and implemented for each student within 60 days of obtaining written parental consent to the assessment plan.
	TITLE:	DESCRIPTION:
	TITLE:	DESCRIPTION:
	TITLE:	DESCRIPTION:
	TITLE:	DESCRIPTION:
	TITLE:	DESCRIPTION:
	TITLE:	DESCRIPTION:
	TITLE:	DESCRIPTION:

(IV) STUDENT RECORDS

Total Number of Student Files to Be Reviewed in Each Category:

School Age	**#**	**70**
Infant/Toddler	**#**	**7**
Preschool	**#**	**7**

Note: If the district does not have any Infant/Toddler or Preschool students, please explain:

Special Populations: Based on data, are there any special populations that need to be included in the student record review? For example: ELL students, Transition students age 16 or older, OHI/Diabetes, African-Americans, students receiving Mental Health services, Transition students at age 3, severely handicapped students testing greater than 1% on the CAPA, students with Behavior Intervention Plans, etc.
If so, please list.

ELL Population: to insure Linguistically Appropriate Goals are included.

Students with Behavior Intervention Plans: to insure that the IEP includes goals related to the BSP.

Settings: For the student record review, describe how the district will **include** students served in:

Continuation Schools – the district will insure that 5 files will be included in the sampling

Community Schools – the district will insure that 5 files will be included in the sampling

Charter Schools (district-sponsored, other district-sponsored, county-sponsored, and state-sponsored) – NA

Non-Public Schools – the district will insure that 5 files will be included in the sampling

Juvenile Court Schools – NA

County programs – NA

Other districts – NA

(V) CDE APPROVALS

☐ This Monitoring Plan has been reviewed and requires the following changes before approval:

☐ This Monitoring Plan has been reviewed and is approved as submitted.

	Name	Signature	Date
CDE Consultant			
CDE Manager			

11-19-08

Sort Order 159 | Item # 3-4-1.2

Compliance Test

Does the IEP team include not less than one general education teacher of a student with a disability?

District Forms

	Policies & Proc.	SELPA Gov.
N.C.'s	0	0
N.A.'s	0	0
Forms Tested	1	0

Student Forms

School Age	Pre School items	Infant items	Iden. & Init.	Low Incidenc	English Learner	African Amer.	Behav. Inter.	Susp. Expul.	Transit.	Ed.Ben.	IEP.Imp	OHI/DIAB
10	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0
105	0	0	0	0	0	0	0	0	0	0	0	0

	Student Forms	District Forms
Total N.C. 10	N.C. total 10	0
Total N.A. 12	N.A. total 12	0
Total Forms tested 105	Student Forms tested 105	District Forms 1

10 / (105 − 12) = 0.1075 or 10.750 %

Computer Suggestion: Systemic2

Computer Reason : >= %

Consultant's Decision : _____

Sort Order 160 | Item # 3-4-1.2.1

Compliance Test

Does the general education teacher participate in development of the IEP?

District Forms

	Policies & Proc.	SELPA Gov.
N.C.'s	0	0
N.A.'s	0	0
Forms Tested	1	0

Student Forms

School Age	Pre School items	Infant items	Iden. & Init.	Low Incidenc	English Learner	African Amer.	Behav. Inter.	Susp. Expul.	Transit.	Ed.Ben.	IEP.Imp	OHI/DIAB
13	0	0	0	0	0	0	0	0	0	0	0	0
13	0	0	0	0	0	0	0	0	0	0	0	0
105	0	0	0	0	0	0	0	0	0	0	0	0

	Student Forms	District Forms
Total N.C. 13	N.C. total 13	0
Total N.A. 13	N.A. total 13	0
Total Forms tested 105	Student Forms tested 105	District Forms 1

13 / (105 − 13) = 0.1413 or 14.130 %

Computer Suggestion: Systemic2

Computer Reason : >= %

Consultant's Decision : _____

Sort Order 297 | Item # 5-1-5

Compliance Test

Are all placement decisions made by a team that includes the parents and not less than one general education teacher, not less than one special educator, and an LEA representative?

District Forms

	Policies & Proc.	SELPA Gov.
N.C.'s	0	0
N.A.'s	0	0
Forms Tested	1	0

Student Forms

	School Age	Pre School items	Infant items	Iden. & Init.	Low Incidence	English Learner	African Amer.	Behav. Inter.	Susp. Expul.	Transit.	Ed.Ben.	IEP.Imp	OHI/DIAB
N.C.'s	6	0	0	0	0	0	0	0	0	0	0	0	0
N.A.'s	0	0	0	0	0	0	0	0	0	0	0	0	0
Forms Tested	105	0	0	0	0	0	0	0	0	0	0	0	0

	Student Forms	District Forms
Total N.C. 6	N.C. total 6	0
Total N.A. 0	N.A. total 0	0
Total Forms tested 105	Student Forms tested 105	District Forms 1

$$\frac{6}{(105 - 0)} = 0.0571 \text{ or } 5.7100\%$$

Computer Suggestion: **Systemic2**

Computer Reason : >= %

Consultant's Decision : _____

Attachment

i.4

Academic Program Survey

(APS)

California Department of Education

Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
1. Instructional Program	1.1 The school/district provides the current* district-adopted, standards-aligned English/Language Arts (ELA) textbooks and instructional materials, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in all classrooms for all students enrolled in grade nine and ten ELA courses. * Pending State Board of Education (SBE) action and as a result of ABX4 2, the K-8 SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE standards-based adoptions will meet the intent of this objective.	Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), and students with learning difficulties, are provided current state standards-aligned textbooks and instructional materials in grades nine and ten ELA courses. These materials are implemented daily as designed to support the needs of all students. • Full implementation in state-monitored schools means that the district has adopted and is using the articulated high school instructional materials and publishers' texts selected from the current grade seven and eight SBE-adopted list. • At all levels, teachers are using the locally adopted core program and ancillary materials designed for universal access/differentiated instruction during core instruction to meet the assessed needs of students, including strategic students. • The articulated high school materials have been designed with additional ancillary materials that are to be used with and beyond the core grade-level program that include extra support for struggling readers. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students including ELs and students with reading difficulties, SWDs, and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in the core classroom.	

Objective	Fully	Substantially	Partially	Minimally
1.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional Program Materials
All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.

Number of Students:
_____All Students.
_____ELs.
_____SWDs.

Appropriate Use
Identify all that apply:
_____Core materials are used daily as designed.
_____Ancillary materials are used daily as Designed.

Documentation	
	ELA
District Purchase Date:	
School Distribution Date:	
Classroom Distribution Date:	

Attach publisher purchase order (PO) documentation for sets of classroom core materials.

Additional Comments

Attachment i.4
Academic Program Survey (APS)

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
1. Instructional Program	1.2 The school/district provides the current district-adopted English-language Development (ELD) instructional materials for identified ELs. These materials are implemented as designed and documented to be in daily use with materials for every identified EL.	Full implementation means that ELs are provided the current district-adopted ELD instructional program materials. These materials are implemented daily as designed to support the assessed English proficiency needs of students. • Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures. • Students at CELDT proficiency levels one through three need at least a separate ELD course focused on building English-language skills. • Students performing at CELDT proficiency levels four and five (Early Advanced and Advanced) may not need separate ELD courses, but should be in an ELA course that has specifically designated materials and/or strategies, which focus on building English-language skills for mastery of content standards. • The ELD instruction provides sufficient instruction and practice to fully develop English-language proficiency in order to accelerate acquisition to grade-level content. • ELD materials from articulated high school versions of SBE adopted RLA/ELD programs, SBE adopted intensive reading interventions designated for English Learners, and the SBE-approved Supplemental Materials List for English Learners (AB 1802 materials) are sources for ELD instructional program materials for English Learners.	

Objective	Fully	Substantially	Partially	Minimally
1.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional Program Materials
All EL students are appropriately ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.

Identify ELD Instructional Program/Materials Used:

Appropriate Use
_____Materials/ ELD components are used daily as designed.

Documentation	
	ELA
District Purchase Date:	
School Distribution Date:	
Classroom Distribution Date:	

Additional Comments

Attach publisher PO documentation for sets of classroom core materials.

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
1. Instructional Program	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. *Pending State Board of Education (SBE) action and as a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE standards-based adoptions will meet the intent of this objective.	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.	

Objective	Fully	Substantially	Partially	Minimally
1.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional Program Materials
All students are ___assessed, ___ placed, and ___provided appropriate SBE-adopted or articulated versions of instructional program materials.

Name(s) of Intensive Intervention Program Used:

Number of Intensive Intervention Students	Grade 9	Grade 10
All Intensive learners		
All Intensive Els		
All Intensive SWDs		

Number/% Provided SBE or articulated version Intensive Intervention	Grade 9	Grade 10
Total Students		
ELs		
SWDs		

Appropriate Use
_____ Materials are used daily as designed.

Documentation	ELA
District Purchase Date:	
School Distribution Date:	
Classroom Distribution Date:	

Additional Comments

Attach publisher PO documentation for sets of classroom core materials.

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
1. Instructional Program	1.4 The school/district provides the current* SBE-adopted, standards-based Algebra I textbooks and instructional materials, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in all classrooms for all students enrolled Algebra I. *Pending State Board of Education (SBE) action and as a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE standards-based adoptions will meet the intent of this objective.	Full implementation means that all students, including ELs, SWDs, and students with learning difficulties, enrolled in Algebra I have the SBE-adopted Algebra I textbooks and instructional program materials. These materials are implemented daily as designed (with consideration for blocked periods and semester courses) to support the instructional needs of all students. • Teachers use the adopted core Algebra I program and ancillary materials designed for universal access/differentiated instruction during core instruction to meet the assessed needs of students, including strategic learners. • All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the core grade-level program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. • SWDs may be appropriately placed in Algebra I but may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in the core Algebra I classroom.	

Objective	Fully	Substantially	Partially	Minimally
1.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional Program Materials
All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.

Number of Students:
_____ All Students.
_____ ELs.
_____ SWDs.

Appropriate Use
Identify all that apply:
____ Core materials are used daily as designed.
_____Ancillary materials are used daily as designed.

Documentation	
	Mathematics
District Purchase Date:	
School Distribution Date:	
Classroom Distribution Date:	

Attach publisher PO documentation for sets of classroom core materials.

Additional Comments

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
1. Instructional Program	1.5 The school/district provides the 2007 SBE-adopted Algebra Readiness program and materials, including ancillary materials for universal access. This program is implemented as designed and documented to be in daily use with materials for students identified for intensive intervention in grades nine and ten who need specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I. Districts using the 2001 and 2005 SBE-adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	Full implementation means that all students in grades nine or ten, including ELs, SWDs, and students with learning difficulties needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I, are appropriately assessed and provided the 2007 SBE-adopted instructional program and materials in Algebra Readiness. These materials are provided to all identified students and implemented daily as designed. • The Algebra Readiness program is a one-period, stand-alone, intervention program to prepare students to enter into grade-level Algebra I core classroom supported by an additional class of strategic support the following school year. • SWDs placed in an Algebra Readiness course may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in this classroom.	

Objective	Fully	Substantially	Partially	Minimally
1.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional Program Materials
All students are ____assessed, ____placed, and _____provided appropriate SBE-adopted instructional program materials.

Number of Intensive Intervention Students		
	Grade 9	**Grade 10**
All Intensive learners		
All Intensive Els		
All Intensive SWDs		

Number Provided SBE-Algebra Readiness		
	Grade 9	**Grade 10**
Total Students		
ELs		
SWDs		

Appropriate Use
_____ Materials are used daily as designed.

Documentation		Additional Comments
	Mathematics	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		

Attach publisher PO documentation for sets of classroom core materials.

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.1 Through the school's master schedule, the school/district complies with and monitors daily implementation of instructional time for the current district-adopted core ELA instructional program. This time is given priority and protected from interruptions. • Grades nine and ten: One period.	Full implementation means that the school's master schedule allocates for all ELA classrooms the appropriate daily instructional time in the current district-adopted, core, standards-based ELA grade nine and ten instructional program. This instructional time allocation provides all students, including ELs, SWDs, and students with learning difficulties, with sufficient instruction and practice in order for them to master grade-level standards and the skills assessed on the California High School Exit Examination (CAHSEE). • This time is given priority and protected from interruptions.	

Objective	Fully	Substantially	Partially	Minimally
2.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time

_____Time is given priority and protected from interruptions.

Identify the number (#) of instructional minutes (length of periods) offered at each grade level:

Number of Instructional Minutes at each grade level		
	Grade 9	**Grade 10**
All Students		
ELs		
SWDs		

Documentation	
	ELA
Master Schedule:	
Description of Course Content:	
Description of Intervention Programs:	

Additional Comments

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.2 Through the school's master schedule, the school/district complies with and monitors implementation of additional instructional time within the school day for students identified for strategic support in ELA using the current district-adopted core ELA instructional program and ancillary materials. • Grade nine and ten: One additional strategic support period at each grade level linked to a grade-level core English nine or English ten course.	Full implementation means that the school's master schedule allocates sufficient additional time and periods to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. • This time is given priority and protected from interruptions. • Students identified in need of strategic support are defined as students who demonstrate proficiency at or above the grade six ELA standards but fail to master grade nine or ten standards and/or pass the English-language arts (ELA) portion of the CAHSEE. • Strategic learners are assessed and need additional instructional time beyond the core to learn grade-level standards. – For high-priority strategic students, the strategic support is a period in addition to the basic core program to pre/re-teach concepts and skills taught in the grade-level English nine and ten courses. – Some strategic students may have occasional trouble within the day-to-day ELA instruction. These students may not need additional strategic support time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core program, ancillary materials in their English nine and ten classrooms.	

Objective	Fully	Substantially	Partially	Minimally
2.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time

_____ Time is given priority and protected from interruptions.

Identify Number (#) of High Priority (HP) students served and length of HP strategic periods offered at each grade level:

Number of Students at each grade level		
	Grade 9	**Grade 10**
All Strategic		
All HP Strategic		
# of HP Strategic provided 1 additional period		

Number of Strategic Instructional Minutes (or length of period) at each grade level for High Priority Strategic Students		
	Grade 9	**Grade 10**
Additional time provided all HP Strategic students		
Additional time provided all HP Strategic ELs		
Additional time provided all HP Strategic SWDs		

California Department of Education
Academic Program Survey—High School Level

		• The district-adopted core materials and the core ancillary materials will serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers.	**Describe assessment and placement criteria for high priority strategic students.** **Describe differentiated support for students not needing an additional strategic period:**

Documentation		Additional Comments
	ELA	
Master Schedule:		
Description of Course Content:		
Description of Intervention Programs:		

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.3 Through the school's master schedule, the school/district complies with and monitors the daily implementation of additional instructional time within the school day for ELD instruction for identified ELs, using the current district adopted ELD materials. This time is given priority and protected from interruptions. • Grades nine and ten: One designated ELD course per appropriate language proficiency level(s) at each grade level.	Full implementation means that the school's master schedule allocates appropriate instructional time for courses that are designated for ELD instruction and differentiated for English language-proficiency levels. • This time is given priority and protected from interruptions. • ELs are appropriately placed into ELD using CELDT and all available English proficiency measures. • The ELD instruction provides sufficient instruction and practice to fully develop English-language proficiency in order to accelerate acquisition of grade-level content. • Students at CELDT proficiency levels one through three need at least a separate ELD course focused on building English-language skills through articulated SBE-adopted or district approved ELD materials. • Students at CELDT proficiency levels four and five (Early Advanced and Advanced) may not need separate ELD courses, but are to be placed in an ELA course that has specifically designated materials and/or strategies, which focus on building English-language skills for mastery of content standards. Examples of designated ELD courses include: • A separate period of ELD. • ELD during SBE-adopted intensive intervention Program five or the articulated high school version of the grade four through eight ELA intensive intervention program. • An ELD strategic support class. • College Preparation English with in-class ELD support.	

Objective	Fully	Substantially	Partially	Minimally
2.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time

Identify all that apply:

_____Time is given priority and protected from interruptions.

_____ ELD instruction is additional time in schedule.

Name of Designated ELD Course(s) by level:

Identify Number (#) of EL students by CELDT level and # of instructional minutes (length of period) offered at each CELDT level.

Proficiency Levels	Levels 1-2	Level 3	Level 4-5
# of Students			
# of Instructional Minutes in ELD (beyond 2.1 and 2.2)			

Documentation	
	ELA
Master Schedule:	
Description of Course Content:	
Description of Intervention Programs:	

Additional Comments

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications
2. Instructional Time	2.4 Through the school's master schedule, the school/district complies with and monitors the daily implementation of instructional time for the current SBE-adopted ELA intensive intervention programs and materials or the articulated high school version of those intervention program materials. This time is given priority and protected from interruptions. • Two-hours (or two to three periods).	Full implementation means that the school's master schedule allocates the appropriate instructional time in uninterrupted blocked classes for all identified intensive intervention students, including ELs and SWDs. The SBE-adopted ELA intensive intervention reading programs materials (2008 SBE-adopted Programs four or five (or articulated high school versions) or the 2002/2005 SBE-adoption materials are utilized on a daily basis to support the needs of all intensive reading intervention students. • This time is given priority and protected from interruptions. • Students in need of intensive intervention are defined as students demonstrating proficiency in ELA below grade six standards. • The master schedule allocates appropriate instructional time for implementation of the intensive intervention programs as stated in the Framework and designed by publishers (two to three periods within the master schedule). • The intensive intervention programs in ELA are multi-period, stand-alone programs that replace the grade-level core program and provide differentiated support to accelerate students' subsequent successful reentry into the-grade-level core program with the addition of a strategic support period. • English Learners in intensive reading intervention programs designated for English Learners will also receive embedded ELD instruction as per program design. 2008 Intensive Reading Interventions for ELs (Program 5 or the articulated high school version), or the intensive reading intervention materials designated for ELs from the previous 2002/2005 SBE-adopted materials lists meet the recommended 30-60 minutes of ELD daily instruction.

Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.

Objective	Fully	Substantially	Partially	Minimally
2.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time

_____Time is given priority and protected from interruptions.

Indicate total length (minutes) of blocked periods:

# of Instructional Minutes at each grade level		
	Grade 9	**Grade 10**
All intensive learners		
Intensive ELs		
Intensive SWDs		

Documentation	
	ELA
Master Schedule:	
Description of Course Content:	
Description of Intervention Programs:	

Additional Comments

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.5 Through the school's master schedule, the school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted, standards-based Algebra I program. This time is given priority and protected from interruptions. • One period – Algebra I.	Full implementation means that the school's master schedule allocates for all Algebra I classrooms the appropriate daily instructional time in the SBE-adopted basic Algebra I core materials for all students, including ELs, SWDs, students with learning difficulties, and advanced learners, in order to provide sufficient instruction and practice to meet their instructional needs. • This time is given priority and protected from interruptions.	

Objective	Fully	Substantially	Partially	Minimally
2.5	4 100%	3 At least 75%	2 At last 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time

_____Time is given priority and protected from interruptions.

Indicate Number (#) of Instructional Minutes offered for Algebra I for grades nine and ten:

# of Instructional Minutes for Algebra I	
All Students	
ELs	
SWDs	

Documentation	Mathematics
Master Schedule:	
Description of Course Content:	
Description of Intervention Programs:	

Additional Comments

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.6 Through the school's master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for identified Algebra I students needing strategic intervention using the current SBE-adopted, standards-based Algebra I core and ancillary materials • One period – Additional strategic support linked to a grade-level Algebra I course.	Full implementation means that the school's master schedule allocates sufficient additional time and periods to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. • Time is given priority and protected from interruptions. • Students identified in need of strategic support are defined as students demonstrating proficiency at or above the seventh grade mathematics standards but unable to master Algebra I standards and/or pass the Algebra portion of the CAHSEE. • Strategic learners are assessed and need additional instructional time: – For high-priority strategic students, the strategic support is a strategic period to pre/re-teach concepts and skills taught in the grade-level Algebra I course. – Some strategic students may have occasional trouble within day-to-day Algebra I instruction. These students may not need additional strategic support time. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials in their Algebra I classrooms to support their students' achievement of standards and concepts in their core Algebra I classrooms. • The SBE-adopted Algebra I strategic support materials and core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified	

Objective	Fully	Substantially	Partially	Minimally
2.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time

_____Time is given priority and protected from interruptions.

Identify Number (#) of Strategic and High Priority (HP) strategic students served and amount of strategic instructional time offered for Algebra I.

# of grade nine/ten strategic students	
All Strategic	
All HP Strategic	
All HP EL Strategic	
All HP SWD Strategic	

California Department of Education
Academic Program Survey—High School Level

		strategic students so they can participate in and progress through the daily lessons in the core program with their peers.	**Amount of Strategic Instructional Minutes (or length of period) for grade nine/ten Algebra HP Strategic** **Algebra HP Inst'l Minutes** Additional time provided to all HP strategic students Additional time provided to HP EI strategic students Additional time provided to all HP SWD strategic students **Describe differentiated support for students not needing an additional strategic period:**

Documentation		Additional Comments
	Mathematics	
Master Schedule:		
Description of Course Content:		
Description of Intervention Programs:		

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.7 Through the school's master schedule, the school/district complies with and monitors implementation of instructional time for 2007 SBE-adopted Algebra Readiness program mathematics for students identified for intensive intervention who need specialized instruction to acquire the pre-algebraic skills and concepts necessary to meet Algebra I standards. • Grade nine: One period of Algebra Readiness daily for identified intervention students. Districts using the 2001 and 2005 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	Full implementation means that the school's master schedule allocates sufficient Algebra Readiness periods for students identified for intensive intervention who need specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/school uses assessments and placement criteria to determine the instructional needs of these students. Materials are provided to all mathematics students identified as needing intervention students and the materials are documented to be in daily use. • Time is given priority and protected from interruptions. • Mathematics intensive intervention students are defined as those students who are achieving below grade seven mathematics standards. • District/site placement criteria, including articulation with feeder schools/districts, determine student placement in Algebra Readiness, which replaces the core Algebra I course. Students are appropriately assessed and placed in a SBE-adopted Algebra Readiness instructional program following the district criteria. • The Algebra Readiness program is a one-period, stand-alone program to prepare students to enter into the grade-level Algebra I core classroom supported by an additional class of strategic support the following school year.	

Objective	Fully	Substantially	Partially	Minimally
2.7	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time

_____Time is given priority and protected from interruptions.

Indicate total number (#) of Minutes for Algebra Readiness period:

# of Instructional Minutes	
	Algebra Readiness
All **Intensive** Algebra Readiness Learners	
All **Intensive** Algebra Readiness ELs	
All **Intensive** Algebra Readiness SWDs	

Documentation	Mathematics
Master Schedule:	
Description of Course Content:	
Description of Intervention Programs:	

Additional Comments

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
3. Lesson Pacing Guide	3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the current district-adopted ELA grade nine and ten core and strategic support courses in order for all teachers to follow a common sequence of instruction and assessment.	Full implementation means that annual district/ instructional/assessment pacing guides are in daily use in all grade nine and ten classrooms fully implement the current district-adopted ELA programs by grade level (and by tracks if on a year-round school). All students in the ELA grade nine and ten receive at least the minimum course of study as described by the publisher. Full implementation for state-monitored schools means that the school/district has adopted and is using the articulated high school instructional materials and texts published by publishers selected from the grade seven and eight current SBE-adopted ELA list. • Use of the pacing guide ensures all students receive a common sequence of grade-level instruction and assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. • The core course-pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level ELA course being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.	

Objective	Fully	Substantially	Partially	Minimally
3.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Instructional/Assessment Pacing Guides
_____ Distributed to each grade level.
_____ Used daily at every grade level.

Pacing Guide Use Monitored
_____ Principal monitors daily use.

Documentation		Additional Comments
	ELA	
School/District Pacing Plan by Grade Level		
Attach Appropriate Documentation.		

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the SBE-adopted ELA intensive reading intervention program in order for all intervention teachers to follow a common sequence of instruction and assessment.	Full implementation means that an annual district instructional/assessment pacing guide is in daily use in all ELA intensive intervention classrooms with the SBE-adopted or articulated high school version intensive reading intervention program. Full implementation in state-monitored schools means that the school/district has adopted the SBE-adopted grade four through eight ELA intensive intervention programs or the articulated high school version of those intervention program materials. • Use of the pacing guide ensures all students receive a common sequence of instruction and assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.	

Objective	Fully	Substantially	Partially	Minimally
3.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Instructional/Assessment Pacing Guides
_____ Distributed to each grade level.
_____Used daily at every grade level.

Pacing Guide Use Monitored
_____ Principal monitors daily use.

Documentation		Additional Comments
	Mathematics	
School/District Pacing Plan by Grade Level		
Attach Appropriate Documentation.		

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
3. Lesson Pacing Guide	3.3 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the SBE-adopted Algebra I, Algebra Readiness and Algebra I strategic support course in order for all teachers to implement a common sequence of instruction and assessment.	Full implementation means that annual district instructional/assessment pacing guide is in daily use for Algebra I, Algebra I strategic support, and Algebra Readiness (for districts adopting from the 2007 SBE-approved list) classrooms. • The core course pacing guide for Algebra I is the foundational pacing guide for the Algebra I strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level Algebra I course being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. • Use of the pacing guide ensures all students receive a common sequence of grade-level instruction and assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.	

Objective	Fully	Substantially	Partially	Minimally
3.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Instructional/Assessment Pacing Guides
_____ Distributed to each grade level.
_____ Used daily at every grade level.

Pacing Guide Use Monitored
_____ Principal monitors daily use.

Documentation		Additional Comments
	Mathematics	
School/District Pacing Plan by Grade Level		
Attach Appropriate Documentation.		

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
4. School Administrator Instructional Leadership Training	4.1 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the SBE-adopted ELA basic core and intervention program materials and SBE-adopted mathematics programs in use at the school through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the ELA and mathematics instructional materials and the Essential	Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the SBE-adopted ELA core, intensive reading intervention program materials or the SBE-adopted Algebra I or Algebra Readiness mathematics program materials and 40-hours of structured practicum. The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following: • SBE-adopted ELA core or intensive reading intervention or the SBE-adopted mathematics Algebra I or Algebra Readiness materials used in the school; • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners;	

Objective	Fully	Substantially	Partially	Minimally
4.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

<u>Training and Practicum Completed</u>

Principal
_____ Training in ELA.
_____ Training in Mathematics.
_____ Structured Practicum.*

Vice Principal
_____ Training in ELA.
_____ Training in Mathematics.
_____ Structured Practicum.*

California Department of Education
Academic Program Survey—High School Level

	Program Components (EPCs).
	
	This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted ELA or intensive reading intervention program or mathematics program materials.
		• Curriculum Framework language and the academic content standards addressed in the materials; and
		• The use of the instructional/assessment pacing guide.
		
		The remaining eight-hours focus on the following:
		• Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness;
		• Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices;
		• The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and using research-based practices to plan and deliver instruction to meet varying student needs.
		
		• Administrators using this training to meet the Tier II administration credentialing requirements will have to receive training through a SBE approved Administrator Training Program (ATP) Provider and complete the SBE approved :
		  ○ Module 1 - Leadership and Support of Student Instructional Programs 40 hours training/40 hours structured practicum;
		  ○ Module 2 - Leadership and Management for Instructional Improvement: 20 hours training/20 hours structured practicum
		  ○ Module 3 - Instructional Technology to Improve Pupil Performance: 20 hours training/20 hours structured practicum
		• Administrators will also have to complete an online survey as well as these 160-hours of combined training and practicum.
			*** Refer to suggested practicum activities (See 4.2)**

California Department of Education

Academic Program Survey—High School Level

Documentation			Additional Comments
	ELA	Mathematics	
District AB 430 Completion Records:			
Contracted Authorized Provider:			
Date of Offerings:			
Attach appropriate documentation.			

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
4. School Administrator Instructional Leadership Training	4.2 The district provides and monitors on-going targeted professional development and support beyond the administrator training practicum to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs. Targeted professional development and support may include: • Development, use, and monitoring of classroom observation protocols to include: - Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide. - The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs. • Data team protocol training to lead subject area/course level teachers in the analysis and use data including formative curriculum embedded ongoing assessments, district benchmarks, state summative data to inform classroom and school-wide practices. • Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Training on Response to Instruction and Intervention (RtI^2) including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training in effective communication with teachers, parent and community stakeholders about implementation of instructional materials. • Supporting and training general, special education, and	

Objective	Fully	Substantially	Partially	Minimally
4.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

<u>Principal's Professional Development</u>
_____ Completed.

Identify type of professional development/support and hours (Refer to suggested targeted professional development and support list):

California Department of Education
Academic Program Survey—High School Level

		intervention teachers [illegible] ommon, ongoing, standards-aligned, f[illegible] assessment[illegible] collabora[illegible] about the progress of commo[illegible]dents and adapt and adjust instruction to support struggling learners. • Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives.	

Documentation			Additional Comments
	ELA	Mathematics	
District AB430 Completion Records:			
Contracted Authorized Provider:			
Date of Offerings:			
Attach appropriate documentation.			

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
5. Credentialed Teachers Professional Development Opportunities	5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly qualified teachers appropriately credentialed for their assignment(s).	

Objective	Fully	Substantially	Partially	Minimally
5.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

_____ **Percentage of fully credentialed, highly-qualified teachers.**

Documentation	ELA	Mathematics
District SB 472 Completion Records:		
Contracted Authorized Provider:		
Date of Offerings:		

Additional Comments

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
5. Credentialed Teachers Professional Development Opportunities	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. This requirement is fulfilled when the teacher completes 40-hours of SBE-adopted instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of school/district	Full implementation means that all teachers of ELA and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the SBE-adopted ELA program and/or intensive intervention program used at the school through an experienced, knowledgeable provider. The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the standards-based SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some practicum activities might include: • 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.	

Objective	Fully	Substantially	Partially	Minimally
5.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Training and Practicum Completed

Indicate number of teachers at each grade level and number completing training and practicum:

	Teacher #	40-hour Training	80-hour Structured Practicum*
Grade 9			
Grade 10			

* Refer to suggested practicum activities.

California Department of Education
Academic Program Survey—High School Level

	professional development plan.	• 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 RtI[2] 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.	

Documentation		Additional Comments
	ELA	
District SB 472 Completion Records:		
Contracted Authorized Provider:		
Date of Offerings:		

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
5. Credentialed Teachers Professional Development Opportunities	5.3 The school/district provides teachers of mathematics (in all programs, including special education) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the SBE-adopted Algebra I and Algebra Readiness mathematics 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 mathematics instructional materials and the EPCs. This requirement is fulfilled when the teacher completes 40-hours of instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of school/district professional development plan.	Full implementation means that all teachers of Algebra I, Algebra I Strategic Support and Algebra Readiness have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the SBE-adopted mathematics program materials used at the school through an experienced, knowledgeable provider. The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted mathematics materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some practicum activities might include: • 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	

Objective	Fully	Substantially	Partially	Minimally
5.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Training and Practicum Completed

Indicate number of teachers at each grade level and number completing training and practicum:

	Teacher #	40-hour Training	80-hour Structured Practicum*
Algebra I			
Algebra Readiness			

* Refer to suggested practicum activities.

California Department of Education
Academic Program Survey—High School Level

		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 RtI^2 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.	

Documentation		Additional Comments
	Mathematics	
District SB472 Completion Records:		
Contracted Authorized Provider:		
Date of Offerings :		

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
6. Ongoing Instructional Assistance and Support	6.1 The school/district provides instructional assistance and ongoing support to teachers of grade nine and ten ELA and intensive intervention. 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.	Full implementation means that the school/district provides all grade nine and ten ELA, ELD, and intensive intervention with teachers trained and experienced content experts, coaches, specialists, or other teacher support personnel who have subject matter expertise. The coaches, content experts, and specialists work primarily in the classroom and assist with the full and skillful implementation of the district's current adopted ELA instructional programs to improve student achievement. • The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through on-site 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 the coaching services on student achievement.	

Objective	Fully	Substantially	Partially	Minimally
6.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Coaches/Content Experts/Specialists
_____ Type of instructional assistance.
_____ Works primarily in classrooms.

Describe type of classroom/teacher assistance regularly provided to teachers:

Describe criteria used for identifying and providing coaching support:

Monitoring Coaching System
_____ Principal structures/monitors instructional assistance services.

Trained Coaches/ Content Experts/Specialists
_____ Completed SBE-adopted materials-based training (identify which program[s]).
_____ Completed English learner Professional Development (ELPD).

Describe type of training/ support planned and/or provided for coaches/content experts/specialists:

Documentation		Additional Comments
	ELA	
School Plan for Assistance and Support to Teachers:		
Attach Appropriate Documentation.		

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
6. Ongoing Instructional Assistance and Support	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.	Full implementation means that the school/district provides Algebra, Algebra Readiness, and Strategic Algebra teachers trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject matter expertise. The coaches, content experts and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's SBE-adopted Algebra and Algebra Readiness instructional programs to improve student achievement. • The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through on-site 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 the coaching services on student achievement.	

Objective	Fully	Substantially	Partially	Minimally
6.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Coaches/ Content Experts/Specialists
_____ Type of instructional assistance.
_____ Works primarily in classrooms.

Describe type of classroom/teacher assistance regularly provided to teachers:

Describe criteria used for identifying and providing coaching support:

Monitoring Coaching System
_____ Principal structures/monitors instructional assistance services.

Trained Coaches/ Content Experts/Specialists
_____ Completed SBE-adopted materials-based training (identify which program[s]).
_____ Completed ELPD.

Describe type of training/ support planned and/or provided for coaches/content experts/specialists:

Documentation	
	Mathematics
School Plan for Assistance and Support to Teachers:	
Attach Appropriate Documentation.	

Additional Comments

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
7. Student Achievement Monitoring System	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current district-adopted, grade nine and ten ELA standards-aligned materials and the SBE-adopted intensive reading intervention programs. Student achievement results from assessments (i.e., entry-level placement and diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnoses, progress, and effectiveness of instruction.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis in grade nine and ten ELA. ▪ The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school-wide instructional practices, and determine effectiveness of instructional practices and implementation of the adopted programs. • District/site placement criteria, including articulation with feeder schools/districts, determine student placement in intensive intervention, which replaces the core ninth or tenth grade English instructional programs. Students are appropriately assessed and placed in an SBE-adopted, intensive reading intervention instructional program following the district criteria. • For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs.	

Objective	Fully	Substantially	Partially	Minimally
7.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Ongoing Assessment and Monitoring System

_____ District supported electronic data management System.
_____ District-wide reporting and analysis of assessment results.
_____ School-wide reporting and analysis of assessment results.
_____ Timely data from assessments available to and easily accessible by administrators and teachers.
_____ Common curriculum embedded/formative assessments in use school-wide.

Training on Accessing and Using Electronic Data System

_____ Staff trained on using and accessing data from the electronic data system.

California Department of Education
Academic Program Survey—High School Level

		• Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.	**Using Formative Assessments Results** _____ Common curriculum embedded/formative assessments administered frequently. _____ School-wide assessment calendar developed and used. _____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.

Documentation		Additional Comments
	ELA	
Examples of Curriculum-Embedded Assessments		
Sample Report of Assessments at the Following Levels:		
School:		
Classroom:		

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the SBE-adopted Algebra I and Algebra Readiness programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative) are used to inform teachers and principals on student placement, diagnoses, progress, and effectiveness of instruction.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis in Algebra I and Algebra Readiness. • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school-wide instructional practice, and determine effectiveness of instructional practices and implementation of the adopted programs. • District/site placement criteria, including articulation with feeder schools/districts, determine student placement in the Algebra Readiness intensive intervention, which replaces the core Algebra I instructional programs. Students are appropriately assessed and placed in an SBE-adopted intensive Algebra Readiness instructional program following the district criteria. • For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs.	

Objective	Fully	Substantially	Partially	Minimally
7.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Ongoing Assessment and Monitoring System

_____ District supported electronic data management system.
_____ District-wide reporting and analysis of assessment results.
_____ School-wide reporting and analysis of assessment results.
_____ Timely data from assessments available to and easily accessible by administrators and teachers.
_____ Common curriculum embedded/formative assessments in use school-wide.

Training on Accessing and Using Electronic Data System:

_____ Staff trained on using and accessing data from the electronic data system.

California Department of Education
Academic Program Survey—High School Level

		• Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.	**Using Formative Assessments Results** _____ Common curriculum embedded/formative assessments administered frequently. _____ School-wide assessment calendar developed and used. _____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.

Documentation		Additional Comments
	Mathematics	
Examples of Curriculum-Embedded Assessments		
Sample Report of Assessments at the Following Levels:		
School:		
Classroom:		

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
8. Monthly Collaboration by Grade Level of Program or Teachers Facilitated by the Principal	8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for subject-matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring within the current adopted ELA programs.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of ELA, including strategic and intensive intervention, special education, and ELD teachers. • Teachers are trained in collaboration meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: – Entry-level placement and/or diagnostic. – Progress monitoring, including frequent formative and curriculum-embedded. – Summative benchmark assessments. • Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of ELA content standards for all students, including ELs and SWDs.	

Objective	Fully	Substantially	Partially	Minimally
8.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Scheduled Structured Collaboration Meetings

_____ Number per month.
_____ All teachers including strategic, intensive intervention, special education, and ELD teachers participate.
_____ Meetings are structured, protocols/tools are developed and used.
_____ Training for collaboration meeting protocols provided to teachers.
_____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.
_____ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.

Collaborative Meeting Discussion Content

_____ Using and analyzing timely student common assessment results from all students.
_____ Strengthening program implementation.
_____ Designing and improving lessons and instruction.
_____ Identifying research-based strategies to support specific skill needs of all students.

Documentation		Additional Comments
	ELA	
Frequency and average length of meetings:		
Average attendance:		
Dates of meetings :		
Attach Appropriate Documentation.		

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
8. Monthly Collaboration by Grade Level of Program for Teachers Facilitated by the Principal	8.2 The school/district facilitates and supports one-hour structured collaboration meetings (preferably two) per month in order for subject-matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the SBE-adopted Algebra Readiness and Algebra I programs.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of Algebra and Algebra Readiness, including strategic and intensive intervention, special education, and ELD teachers. • Teachers are trained in collaboration meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: – Entry-level placement and/or diagnostic. – Progress monitoring, including frequent formative and curriculum-embedded. – Summative benchmark assessments. • Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of mathematics content standards for all students, including ELs and SWDs.	

Objective	Fully	Substantially	Partially	Minimally
8.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Scheduled Structured Collaboration Meetings

_____ Number per month.
_____ All teachers including strategic, intensive intervention, special education, and ELD teachers participate.
_____ Meeting protocols/tools are developed and used.
_____ Training for collaboration meeting protocols provided to teachers.
_____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.
_____ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.

Collaborative Meeting Discussion Content

_____ Using and analyzing timely student common assessment results from all students.
_____ Strengthening program implementation.
_____ Designing and improving lessons and instruction.
_____ Identifying research-based strategies to support specific skill needs of all students.

Documentation		Additional Comments
	Mathematics	
Frequency and Average length of meetings:		
Average Attendance:		
Dates of Meetings :		
Attach Appropriate Documentation.		

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
9. Fiscal Support	9.1 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ELA and the Single Plan for Student Achievement (SPSA).	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in ELA, and ELD, are aligned and prioritized in the SPSA. • The SPSA is aligned with the goals and activities in the LEA Plan. • The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. • The district requires that SPSA expenditures detail EPC alignment. • District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC- related school reform.	

Objective	Fully	Substantially	Partially	Minimally
9.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Allocation of Funds

_____ District and site categorical and general funding are aligned to support EPC implementation.

Coordination of Funds

_____ The SPSA aligns to the goals and activities in the LEA Plan.

Documentation	
	ELA
Plan Uses All Revenues Appropriately	
Attach Appropriate Documentation.	

Additional Comments

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
9. Fiscal Support	9.2 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA.	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the SPSA. • The SPSA is aligned with the goals and activities in the LEA Plan. • The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. • The district requires that SPSA expenditures detail EPC alignment. • District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.	

Objective	Fully	Substantially	Partially	Minimally
9.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Allocation of Funds

_____ District and site categorical and general funding are aligned to support EPC implementation.

Coordination of Funds

_____ The SPSA aligns to the goals and activities in the LEA Plan.

Documentation	
	Mathematics
Plan Uses All Revenues Appropriately	
Attach Appropriate Documentation.	

Additional Comments

Attachment

i.5

Academic Program Survey

(APS)

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
1. Instructional Program	1.1 The school/district provides the current* district-adopted, standards-aligned English/Language Arts (ELA) textbooks and instructional materials, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in all classrooms for all students enrolled in grade nine and ten ELA courses. * Pending State Board of Education (SBE) action and as a result of ABX4 2, the K-8 SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE standards-based adoptions will meet the intent of this objective.	Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), and students with learning difficulties, are provided current state standards-aligned textbooks and instructional materials in grades nine and ten ELA courses. These materials are implemented daily as designed to support the needs of all students. • Full implementation in state-monitored schools means that the district has adopted and is using the articulated high school instructional materials and publishers' texts selected from the current grade seven and eight SBE-adopted list. • At all levels, teachers are using the locally adopted core program and ancillary materials designed for universal access/differentiated instruction during core instruction to meet the assessed needs of students, including strategic students. • The articulated high school materials have been designed with additional ancillary materials that are to be used with and beyond the core grade-level program that include extra support for struggling readers. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students including ELs and students with reading difficulties, SWDs, and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in the core classroom.	

Objective	Fully	Substantially	Partially	Minimally
1.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional Program Materials
All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.

Number of Students:
_____All Students.
_____ELs.
_____SWDs.

Appropriate Use
Identify all that apply:
_____Core materials are used daily as designed.
_____Ancillary materials are used daily as Designed.

Documentation	
	ELA
District Purchase Date:	
School Distribution Date:	
Classroom Distribution Date:	

Additional Comments

Attach publisher purchase order (PO) documentation for sets of classroom core materials.

Attachment i.5
Academic Program Survey (APS)

California Department of Education

Acade rogram Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
1. Instructional Program	1.2 The school/district provides the current district-adopted English-language Development (ELD) instructional materials for identified ELs. These materials are implemented as designed and documented to be in daily use with materials for every identified EL.	Full implementation means that ELs a ovided the current district-adopted ELD instructional program materials. These materials are implemented daily as designed to support the assessed English proficiency needs of students. • Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures. • Students at CELDT proficiency levels one through three need at least a separate ELD course focused on building English-language skills. • Students performing at CELDT proficiency levels four and five (Early Advanced and Advanced) may not need separate ELD courses, but should be in an ELA course that has specifically designated materials and/or strategies, which focus on building English-language skills for mastery of content standards. • The ELD instruction provides sufficient instruction and practice to fully develop English-language proficiency in order to accelerate acquisition to grade-level content. • ELD materials from articulated high school versions of SBE adopted RLA/ELD programs, SBE adopted intensive reading interventions designated for English Learners, and the SBE-approved Supplemental Materials List for English Learners (AB 1802 materials) are sources for ELD instructional program materials for English Learners.	

Objective	Fully	Substantially	Partially	Minimally
1.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional Program Materials

All EL students are appropriately ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.

Identify ELD Instructional Program/Materials Used:

Appropriate Use

_____Materials/ ELD components are used daily as designed.

Documentation	
	ELA
District Purchase Date:	
School Distribution Date:	
Classroom Distribution Date:	

Additional Comments

Attach publisher PO documentation for sets of classroom core materials.

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
1. Instructional Program	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. *Pending State Board of Education (SBE) action and as a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE standards-based adoptions will meet the intent of this objective.	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.	

Objective	Fully	Substantially	Partially	Minimally
1.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional Program Materials
All students are ___assessed, ___ placed, and ___provided appropriate SBE-adopted or articulated versions of instructional program materials.

Name(s) of Intensive Intervention Program Used:

Number of Intensive Intervention Students	Grade 9	Grade 10
All Intensive learners		
All Intensive Els		
All Intensive SWDs		

Number/% Provided SBE or articulated version Intensive Intervention	Grade 9	Grade 10
Total Students		
ELs		
SWDs		

Appropriate Use
_____ Materials are used daily as designed.

Documentation	ELA
District Purchase Date:	
School Distribution Date:	
Classroom Distribution Date:	

Attach publisher PO documentation for sets of classroom core materials.

Additional Comments

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
1. Instructional Program	1.4 The school/district provides the current* SBE-adopted, standards-based Algebra I textbooks and instructional materials, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in all classrooms for all students enrolled Algebra I. *Pending State Board of Education (SBE) action and as a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE standards-based adoptions will meet the intent of this objective.	Full implementation means that all students, including ELs, SWDs, and students with learning difficulties, enrolled in Algebra I have the SBE-adopted Algebra I textbooks and instructional program materials. These materials are implemented daily as designed (with consideration for blocked periods and semester courses) to support the instructional needs of all students. • Teachers use the adopted core Algebra I program and ancillary materials designed for universal access/differentiated instruction during core instruction to meet the assessed needs of students, including strategic learners. • All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the core grade-level program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. • SWDs may be appropriately placed in Algebra I but may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in the core Algebra I classroom.	

Objective	Fully	Substantially	Partially	Minimally
1.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional Program Materials
All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.

Number of Students:
_____ All Students.
_____ ELs.
_____ SWDs.

Appropriate Use
Identify all that apply:
____ Core materials are used daily as designed.
_____Ancillary materials are used daily as designed.

Documentation	
	Mathematics
District Purchase Date:	
School Distribution Date:	
Classroom Distribution Date:	

Attach publisher PO documentation for sets of classroom core materials.

Additional Comments

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
1. Instructional Program	1.5 The school/district provides the 2007 SBE-adopted Algebra Readiness program and materials, including ancillary materials for universal access. This program is implemented as designed and documented to be in daily use with materials for students identified for intensive intervention in grades nine and ten who need specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I. Districts using the 2001 and 2005 SBE-adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	Full implementation means that all students in grades nine or ten, including ELs, SWDs, and students with learning difficulties needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I, are appropriately assessed and provided the 2007 SBE-adopted instructional program and materials in Algebra Readiness. These materials are provided to all identified students and implemented daily as designed. • The Algebra Readiness program is a one-period, stand-alone, intervention program to prepare students to enter into grade-level Algebra I core classroom supported by an additional class of strategic support the following school year. • SWDs placed in an Algebra Readiness course may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in this classroom.	

Objective	Fully	Substantially	Partially	Minimally
1.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional Program Materials
All students are ____assessed, ____placed, and _____provided appropriate SBE-adopted instructional program materials.

Number of Intensive Intervention Students		
	Grade 9	**Grade 10**
All Intensive learners		
All Intensive Els		
All Intensive SWDs		

Number Provided SBE-Algebra Readiness		
	Grade 9	**Grade 10**
Total Students		
ELs		
SWDs		

Appropriate Use
_____ Materials are used daily as designed.

Documentation		Additional Comments
	Mathematics	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		

Attach publisher PO documentation for sets of classroom core materials.

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.1 Through the school's master schedule, the school/district complies with and monitors daily implementation of instructional time for the current district-adopted core ELA instructional program. This time is given priority and protected from interruptions. • Grades nine and ten: One period.	Full implementation means that the school's master schedule allocates for all ELA classrooms the appropriate daily instructional time in the current district-adopted, core, standards-based ELA grade nine and ten instructional program. This instructional time allocation provides all students, including ELs, SWDs, and students with learning difficulties, with sufficient instruction and practice in order for them to master grade-level standards and the skills assessed on the California High School Exit Examination (CAHSEE). • This time is given priority and protected from interruptions.	

Objective	Fully	Substantially	Partially	Minimally
2.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time

_____Time is given priority and protected from interruptions.

Identify the number (#) of instructional minutes (length of periods) offered at each grade level:

Number of Instructional Minutes at each grade level		
	Grade 9	**Grade 10**
All Students		
ELs		
SWDs		

Documentation	
	ELA
Master Schedule:	
Description of Course Content:	
Description of Intervention Programs:	

Additional Comments

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.2 Through the school's master schedule, the school/district complies with and monitors implementation of additional instructional time within the school day for students identified for strategic support in ELA using the current district-adopted core ELA instructional program and ancillary materials. • Grade nine and ten: One additional strategic support period at each grade level linked to a grade-level core English nine or English ten course.	Full implementation means that the school's master schedule allocates sufficient additional time and periods to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. • This time is given priority and protected from interruptions. • Students identified in need of strategic support are defined as students who demonstrate proficiency at or above the grade six ELA standards but fail to master grade nine or ten standards and/or pass the English-language arts (ELA) portion of the CAHSEE. • Strategic learners are assessed and need additional instructional time beyond the core to learn grade-level standards. – For high-priority strategic students, the strategic support is a period in addition to the basic core program to pre/re-teach concepts and skills taught in the grade-level English nine and ten courses. – Some strategic students may have occasional trouble within the day-to-day ELA instruction. These students may not need additional strategic support time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core program, ancillary materials in their English nine and ten classrooms.	

Objective	Fully	Substantially	Partially	Minimally
2.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time

_____ Time is given priority and protected from interruptions.

Identify Number (#) of High Priority (HP) students served and length of HP strategic periods offered at each grade level:

Number of Students at each grade level		
	Grade 9	**Grade 10**
All Strategic		
All HP Strategic		
# of HP Strategic provided 1 additional period		

Number of Strategic Instructional Minutes (or length of period) at each grade level for High Priority Strategic Students		
	Grade 9	**Grade 10**
Additional time provided all HP Strategic students		
Additional time provided all HP Strategic ELs		
Additional time provided all HP Strategic SWDs		

California Department of Education
Academic Program Survey—High School Level

		• The district-adopted core materials and the core ancillary materials will serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers.	**Describe assessment and placement criteria for high priority strategic students.** **Describe differentiated support for students not needing an additional strategic period:**

Documentation		Additional Comments
	ELA	
Master Schedule:		
Description of Course Content:		
Description of Intervention Programs:		

California Department of Education

Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.3 Through the school's master schedule, the school/district complies with and monitors the daily implementation of additional instructional time within the school day for ELD instruction for identified ELs, using the current district adopted ELD materials. This time is given priority and protected from interruptions. • Grades nine and ten: One designated ELD course per appropriate language proficiency level(s) at each grade level.	Full implementation means that the school's master schedule allocates appropriate instructional time for courses that are designated for ELD instruction and differentiated for English language-proficiency levels. • This time is given priority and protected from interruptions. • ELs are appropriately placed into ELD using CELDT and all available English proficiency measures. • The ELD instruction provides sufficient instruction and practice to fully develop English-language proficiency in order to accelerate acquisition of grade-level content. • Students at CELDT proficiency levels one through three need at least a separate ELD course focused on building English-language skills through articulated SBE-adopted or district approved ELD materials. • Students at CELDT proficiency levels four and five (Early Advanced and Advanced) may not need separate ELD courses, but are to be placed in an ELA course that has specifically designated materials and/or strategies, which focus on building English-language skills for mastery of content standards. Examples of designated ELD courses include: • A separate period of ELD. • ELD during SBE-adopted intensive intervention Program five or the articulated high school version of the grade four through eight ELA intensive intervention program. • An ELD strategic support class. • College Preparation English with in-class ELD support.	

Objective	Fully	Substantially	Partially	Minimally
2.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time

Identify all that apply:

_____Time is given priority and protected from interruptions.

_____ ELD instruction is additional time in schedule.

Name of Designated ELD Course(s) by level:

Identify Number (#) of EL students by CELDT level and # of instructional minutes (length of period) offered at each CELDT level.

Proficiency Levels	Levels 1-2	Level 3	Level 4-5
# of Students			
# of Instructional Minutes in ELD (beyond 2.1 and 2.2)			

Documentation	ELA
Master Schedule:	
Description of Course Content:	
Description of Intervention Programs:	

Additional Comments

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.4 Through the school's master schedule, the school/district complies with and monitors the daily implementation of instructional time for the current SBE-adopted ELA intensive intervention programs and materials or the articulated high school version of those intervention program materials. This time is given priority and protected from interruptions. • Two-hours (or two to three periods).	Full implementation means that the school's master schedule allocates the appropriate instructional time in uninterrupted blocked classes for all identified intensive intervention students, including ELs and SWDs. The SBE-adopted ELA intensive intervention reading programs materials (2008 SBE-adopted Programs four or five (or articulated high school versions) or the 2002/2005 SBE-adoption materials are utilized on a daily basis to support the needs of all intensive reading intervention students. • This time is given priority and protected from interruptions. • Students in need of intensive intervention are defined as students demonstrating proficiency in ELA below grade six standards. • The master schedule allocates appropriate instructional time for implementation of the intensive intervention programs as stated in the Framework and designed by publishers (two to three periods within the master schedule). • The intensive intervention programs in ELA are multi-period, stand-alone programs that replace the grade-level core program and provide differentiated support to accelerate students' subsequent successful reentry into the-grade-level core program with the addition of a strategic support period. • English Learners in intensive reading intervention programs designated for English Learners will also receive embedded ELD instruction as per program design. 2008 Intensive Reading Interventions for ELs (Program 5 or the articulated high school version), or the intensive reading intervention materials designated for ELs from the previous 2002/2005 SBE-adopted materials lists meet the recommended 30-60 minutes of ELD daily instruction.	

Objective	Fully	Substantially	Partially	Minimally
2.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time

_____Time is given priority and protected from interruptions.

Indicate total length (minutes) of blocked periods:

# of Instructional Minutes at each grade level		
	Grade 9	**Grade 10**
All intensive learners		
Intensive ELs		
Intensive SWDs		

Documentation	
	ELA
Master Schedule:	
Description of Course Content:	
Description of Intervention Programs:	

Additional Comments

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.5 Through the school's master schedule, the school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted, standards-based Algebra I program. This time is given priority and protected from interruptions. • One period – Algebra I.	Full implementation means that the school's master schedule allocates for all Algebra I classrooms the appropriate daily instructional time in the SBE-adopted basic Algebra I core materials for all students, including ELs, SWDs, students with learning difficulties, and advanced learners, in order to provide sufficient instruction and practice to meet their instructional needs. • This time is given priority and protected from interruptions.	

Objective	Fully	Substantially	Partially	Minimally
2.5	4 100%	3 At least 75%	2 At last 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time

_____Time is given priority and protected from interruptions.

Indicate Number (#) of Instructional Minutes offered for Algebra I for grades nine and ten:

# of Instructional Minutes for Algebra I	
All Students	
ELs	
SWDs	

Documentation	
	Mathematics
Master Schedule:	
Description of Course Content:	
Description of Intervention Programs:	

Additional Comments

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.6 Through the school's master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for identified Algebra I students needing strategic intervention using the current SBE-adopted, standards-based Algebra I core and ancillary materials • One period – Additional strategic support linked to a grade-level Algebra I course.	Full implementation means that the school's master schedule allocates sufficient additional time and periods to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. • Time is given priority and protected from interruptions. • Students identified in need of strategic support are defined as students demonstrating proficiency at or above the seventh grade mathematics standards but unable to master Algebra I standards and/or pass the Algebra portion of the CAHSEE. • Strategic learners are assessed and need additional instructional time: – For high-priority strategic students, the strategic support is a strategic period to pre/re-teach concepts and skills taught in the grade-level Algebra I course. – Some strategic students may have occasional trouble within day-to-day Algebra I instruction. These students may not need additional strategic support time. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials in their Algebra I classrooms to support their students' achievement of standards and concepts in their core Algebra I classrooms. • The SBE-adopted Algebra I strategic support materials and core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified	

Objective	Fully	Substantially	Partially	Minimally
2.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time

_____Time is given priority and protected from interruptions.

Identify Number (#) of Strategic and High Priority (HP) strategic students served and amount of strategic instructional time offered for Algebra I.

# of grade nine/ten strategic students	
All Strategic	
All HP Strategic	
All HP EL Strategic	
All HP SWD Strategic	

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		strategic students so they can participate in and progress through the daily lessons in the core program with their peers.	**Amount of Strategic Instructional Minutes (or length of period) for grade nine/ten Algebra HP Strategic** **Algebra HP Inst'l Minutes** Additional time provided to all HP strategic students Additional time provided to HP EI strategic students Additional time provided to all HP SWD strategic students **Describe differentiated support for students not needing an additional strategic period:**

Documentation		Additional Comments
	Mathematics	
Master Schedule:		
Description of Course Content:		
Description of Intervention Programs:		

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.7 Through the school's master schedule, the school/district complies with and monitors implementation of instructional time for 2007 SBE-adopted Algebra Readiness program mathematics for students identified for intensive intervention who need specialized instruction to acquire the pre-algebraic skills and concepts necessary to meet Algebra I standards. • Grade nine: One period of Algebra Readiness daily for identified intervention students. Districts using the 2001 and 2005 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	Full implementation means that the school's master schedule allocates sufficient Algebra Readiness periods for students identified for intensive intervention who need specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/school uses assessments and placement criteria to determine the instructional needs of these students. Materials are provided to all mathematics students identified as needing intervention students and the materials are documented to be in daily use. • Time is given priority and protected from interruptions. • Mathematics intensive intervention students are defined as those students who are achieving below grade seven mathematics standards. • District/site placement criteria, including articulation with feeder schools/districts, determine student placement in Algebra Readiness, which replaces the core Algebra I course. Students are appropriately assessed and placed in a SBE-adopted Algebra Readiness instructional program following the district criteria. • The Algebra Readiness program is a one-period, stand-alone program to prepare students to enter into the grade-level Algebra I core classroom supported by an additional class of strategic support the following school year.	

Objective	Fully	Substantially	Partially	Minimally
2.7	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time

_____Time is given priority and protected from interruptions.

Indicate total number (#) of Minutes for Algebra Readiness period:

# of Instructional Minutes	
	Algebra Readiness
All **Intensive** Algebra Readiness Learners	
All **Intensive** Algebra Readiness ELs	
All **Intensive** Algebra Readiness SWDs	

Documentation	Mathematics
Master Schedule:	
Description of Course Content:	
Description of Intervention Programs:	

Additional Comments

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
3. Lesson Pacing Guide	3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the current district-adopted ELA grade nine and ten core and strategic support courses in order for all teachers to follow a common sequence of instruction and assessment.	Full implementation means that annual district/ instructional/assessment pacing guides are in daily use in all grade nine and ten classrooms fully implement the current district-adopted ELA programs by grade level (and by tracks if on a year-round school). All students in the ELA grade nine and ten receive at least the minimum course of study as described by the publisher. Full implementation for state-monitored schools means that the school/district has adopted and is using the articulated high school instructional materials and texts published by publishers selected from the grade seven and eight current SBE-adopted ELA list. • Use of the pacing guide ensures all students receive a common sequence of grade-level instruction and assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. • The core course-pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level ELA course being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.	

Objective	Fully	Substantially	Partially	Minimally
3.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Instructional/Assessment Pacing Guides
_____ Distributed to each grade level.
_____ Used daily at every grade level.

Pacing Guide Use Monitored
_____ Principal monitors daily use.

Documentation		Additional Comments
	ELA	
School/District Pacing Plan by Grade Level		
Attach Appropriate Documentation.		

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the SBE-adopted ELA intensive reading intervention program in order for all intervention teachers to follow a common sequence of instruction and assessment.	Full implementation means that an annual district instructional/assessment pacing guide is in daily use in all ELA intensive intervention classrooms with the SBE-adopted or articulated high school version intensive reading intervention program. Full implementation in state-monitored schools means that the school/district has adopted the SBE-adopted grade four through eight ELA intensive intervention programs or the articulated high school version of those intervention program materials. • Use of the pacing guide ensures all students receive a common sequence of instruction and assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.	

Objective	Fully	Substantially	Partially	Minimally
3.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Instructional/Assessment Pacing Guides
_____ Distributed to each grade level.
_____Used daily at every grade level.

Pacing Guide Use Monitored
_____ Principal monitors daily use.

Documentation		Additional Comments
	Mathematics	
School/District Pacing Plan by Grade Level		
Attach Appropriate Documentation.		

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Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
3. Lesson Pacing Guide	3.3 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the SBE-adopted Algebra I, Algebra Readiness and Algebra I strategic support course in order for all teachers to implement a common sequence of instruction and assessment.	Full implementation means that annual district instructional/assessment pacing guide is in daily use for Algebra I, Algebra I strategic support, and Algebra Readiness (for districts adopting from the 2007 SBE-approved list) classrooms. • The core course pacing guide for Algebra I is the foundational pacing guide for the Algebra I strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level Algebra I course being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. • Use of the pacing guide ensures all students receive a common sequence of grade-level instruction and assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.	

Objective	Fully	Substantially	Partially	Minimally
3.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Instructional/Assessment Pacing Guides
_____ Distributed to each grade level.
_____ Used daily at every grade level.

Pacing Guide Use Monitored
_____ Principal monitors daily use.

Documentation		Additional Comments
	Mathematics	
School/District Pacing Plan by Grade Level		
Attach Appropriate Documentation.		

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
4. School Administrator Instructional Leadership Training	4.1 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the SBE-adopted ELA basic core and intervention program materials and SBE-adopted mathematics programs in use at the school through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the ELA and mathematics instructional materials and the Essential	Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the SBE-adopted ELA core, intensive reading intervention program materials or the SBE-adopted Algebra I or Algebra Readiness mathematics program materials and 40-hours of structured practicum. The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following: • SBE-adopted ELA core or intensive reading intervention or the SBE-adopted mathematics Algebra I or Algebra Readiness materials used in the school; • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners;	

Objective	Fully	Substantially	Partially	Minimally
4.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

<u>Training and Practicum Completed</u>

Principal
_____ Training in ELA.
_____ Training in Mathematics.
_____ Structured Practicum.*

Vice Principal
_____ Training in ELA.
_____ Training in Mathematics.
_____ Structured Practicum.*

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	Program Components (EPCs).
	
	This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted ELA or intensive reading intervention program or mathematics program materials.
		• Curriculum Framework language and the academic content standards addressed in the materials; and
		• The use of the instructional/assessment pacing guide.
		
		The remaining eight-hours focus on the following:
		• Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness;
		• Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices;
		• The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and using research-based practices to plan and deliver instruction to meet varying student needs.
		
		• Administrators using this training to meet the Tier II administration credentialing requirements will have to receive training through a SBE approved Administrator Training Program (ATP) Provider and complete the SBE approved :
		  o Module 1 - Leadership and Support of Student Instructional Programs 40 hours training/40 hours structured practicum;
		  o Module 2 - Leadership and Management for Instructional Improvement: 20 hours training/20 hours structured practicum
		  o Module 3 - Instructional Technology to Improve Pupil Performance: 20 hours training/20 hours structured practicum
		• Administrators will also have to complete an online survey as well as these 160-hours of combined training and practicum.
			*** Refer to suggested practicum activities (See 4.2)**

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Academic Program S[illegible] –High School Level

Documentation			Additional [illegible]ts
	ELA	Mathematics	
District AB 430 Completion Records:			
Contracted Authorized Provider:			
Date of Offerings:			
Attach appropriate documentation.			

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Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
4. School Administrator Instructional Leadership Training	4.2 The district provides and monitors on-going targeted professional development and support beyond the administrator training practicum to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs. Targeted professional development and support may include: • Development, use, and monitoring of classroom observation protocols to include: – Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide. – The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs. • Data team protocol training to lead subject area/course level teachers in the analysis and use data including formative curriculum embedded ongoing assessments, district benchmarks, state summative data to inform classroom and school-wide practices. • Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Training on Response to Instruction and Intervention (RtI^2) including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training in effective communication with teachers, parent and community stakeholders about implementation of instructional materials. • Supporting and training general, special education, and	

Objective	Fully	Substantially	Partially	Minimally
4.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Principal's Professional Development
_____ Completed.

Identify type of professional development/support and hours (Refer to suggested targeted professional development and support list):

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		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. • Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives.	

Documentation			Additional Comments
	ELA	Mathematics	
District AB430 Completion Records:			
Contracted Authorized Provider:			
Date of Offerings:			
Attach appropriate documentation.			

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
5. Credentialed Teachers Professional Development Opportunities	5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly qualified teachers appropriately credentialed for their assignment(s).	

Objective	Fully	Substantially	Partially	Minimally
5.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

_____ **Percentage of fully credentialed, highly-qualified teachers.**

Documentation	ELA	Mathematics
District SB 472 Completion Records:		
Contracted Authorized Provider:		
Date of Offerings:		

Additional Comments

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
5. Credentialed Teachers Professional Development Opportunities	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. This requirement is fulfilled when the teacher completes 40-hours of SBE-adopted instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of school/district	Full implementation means that all teachers of ELA and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the SBE-adopted ELA program and/or intensive intervention program used at the school through an experienced, knowledgeable provider. The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the standards-based SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some practicum activities might include: • 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.	

Objective	Fully	Substantially	Partially	Minimally
5.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Training and Practicum Completed

Indicate number of teachers at each grade level and number completing training and practicum:

	Teacher #	40-hour Training	80-hour Structured Practicum*
Grade 9			
Grade 10			

* Refer to suggested practicum activities.

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	professional development plan.	• 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 RtI[2] 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.	

Documentation		Additional Comments
	ELA	
District SB 472 Completion Records:		
Contracted Authorized Provider:		
Date of Offerings:		

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
5. Credentialed Teachers Professional Development Opportunities	5.3 The school/district provides teachers of mathematics (in all programs, including special education) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the SBE-adopted Algebra I and Algebra Readiness mathematics 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 mathematics instructional materials and the EPCs. This requirement is fulfilled when the teacher completes 40-hours of instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of school/district professional development plan.	Full implementation means that all teachers of Algebra I, Algebra I Strategic Support and Algebra Readiness have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the SBE-adopted mathematics program materials used at the school through an experienced, knowledgeable provider. The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted mathematics materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some practicum activities might include: • 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	

Objective	Fully	Substantially	Partially	Minimally
5.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Training and Practicum Completed

Indicate number of teachers at each grade level and number completing training and practicum:

	Teacher #	40-hour Training	80-hour Structured Practicum*
Algebra I			
Algebra Readiness			

* Refer to suggested practicum activities.

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		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 RtI^2 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.	

Documentation		Additional Comments
	Mathematics	
District SB472 Completion Records:		
Contracted Authorized Provider:		
Date of Offerings :		

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
6. Ongoing Instructional Assistance and Support	6.1 The school/district provides instructional assistance and ongoing support to teachers of grade nine and ten ELA and intensive intervention. 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.	Full implementation means that the school/district provides all grade nine and ten ELA, ELD, and intensive intervention with teachers trained and experienced content experts, coaches, specialists, or other teacher support personnel who have subject matter expertise. The coaches, content experts, and specialists work primarily in the classroom and assist with the full and skillful implementation of the district's current adopted ELA instructional programs to improve student achievement. • The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through on-site 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 the coaching services on student achievement.	

Objective	Fully	Substantially	Partially	Minimally
6.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Coaches/Content Experts/Specialists

_____ Type of instructional assistance.
_____ Works primarily in classrooms.

Describe type of classroom/teacher assistance regularly provided to teachers:

Describe criteria used for identifying and providing coaching support:

Monitoring Coaching System

_____ Principal structures/monitors instructional assistance services.

Trained Coaches/ Content Experts/Specialists

_____ Completed SBE-adopted materials-based training (identify which program[s]).
_____ Completed English learner Professional Development (ELPD).

Describe type of training/ support planned and/or provided for coaches/content experts/specialists:

Documentation	
	ELA
School Plan for Assistance and Support to Teachers:	
Attach Appropriate Documentation.	

Additional Comments

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
6. Ongoing Instructional Assistance and Support	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.	Full implementation means that the school/district provides Algebra, Algebra Readiness, and Strategic Algebra teachers trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject matter expertise. The coaches, content experts and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's SBE-adopted Algebra and Algebra Readiness instructional programs to improve student achievement. • The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through on-site 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 the coaching services on student achievement.	

Objective	Fully	Substantially	Partially	Minimally
6.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Coaches/ Content Experts/Specialists
_____ Type of instructional assistance.
_____ Works primarily in classrooms.

Describe type of classroom/teacher assistance regularly provided to teachers:

Describe criteria used for identifying and providing coaching support:

Monitoring Coaching System
_____ Principal structures/monitors instructional assistance services.

Trained Coaches/ Content Experts/Specialists
_____ Completed SBE-adopted materials-based training (identify which program[s]).
_____ Completed ELPD.

Describe type of training/ support planned and/or provided for coaches/content experts/specialists:

Documentation		Additional Comments
	Mathematics	
School Plan for Assistance and Support to Teachers:		
Attach Appropriate Documentation.		

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
7. Student Achievement Monitoring System	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current district-adopted, grade nine and ten ELA standards-aligned materials and the SBE-adopted intensive reading intervention programs. Student achievement results from assessments (i.e., entry-level placement and diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnoses, progress, and effectiveness of instruction.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis in grade nine and ten ELA. ▪ The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school-wide instructional practices, and determine effectiveness of instructional practices and implementation of the adopted programs. • District/site placement criteria, including articulation with feeder schools/districts, determine student placement in intensive intervention, which replaces the core ninth or tenth grade English instructional programs. Students are appropriately assessed and placed in an SBE-adopted, intensive reading intervention instructional program following the district criteria. • For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs.	

Objective	Fully	Substantially	Partially	Minimally
7.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Ongoing Assessment and Monitoring System

_____ District supported electronic data management System.
_____ District-wide reporting and analysis of assessment results.
_____ School-wide reporting and analysis of assessment results.
_____ Timely data from assessments available to and easily accessible by administrators and teachers.
_____ Common curriculum embedded/formative assessments in use school-wide.

Training on Accessing and Using Electronic Data System

_____ Staff trained on using and accessing data from the electronic data system.

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		• Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.	**Using Formative Assessments Results** _____ Common curriculum embedded/formative assessments administered frequently. _____ School-wide assessment calendar developed and used. _____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.

Documentation		Additional Comments
	ELA	
Examples of Curriculum-Embedded Assessments		
Sample Report of Assessments at the Following Levels:		
School:		
Classroom:		

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Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the SBE-adopted Algebra I and Algebra Readiness programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative) are used to inform teachers and principals on student placement, diagnoses, progress, and effectiveness of instruction.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis in Algebra I and Algebra Readiness. • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school-wide instructional practice, and determine effectiveness of instructional practices and implementation of the adopted programs. • District/site placement criteria, including articulation with feeder schools/districts, determine student placement in the Algebra Readiness intensive intervention, which replaces the core Algebra I instructional programs. Students are appropriately assessed and placed in an SBE-adopted intensive Algebra Readiness instructional program following the district criteria. • For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs.	

Objective	Fully	Substantially	Partially	Minimally
7.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Ongoing Assessment and Monitoring System

_____ District supported electronic data management system.
_____ District-wide reporting and analysis of assessment results.
_____ School-wide reporting and analysis of assessment results.
_____ Timely data from assessments available to and easily accessible by administrators and teachers.
_____ Common curriculum embedded/formative assessments in use school-wide.

Training on Accessing and Using Electronic Data System:

_____ Staff trained on using and accessing data from the electronic data system.

California Department of Education
Academic Program Survey—High School Level

		• Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.	**Using Formative Assessments Results** _____ Common curriculum embedded/formative assessments administered frequently. _____ School-wide assessment calendar developed and used. _____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.

Documentation		Additional Comments
	Mathematics	
Examples of Curriculum-Embedded Assessments		
Sample Report of Assessments at the Following Levels:		
School:		
Classroom:		

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
8. Monthly Collaboration by Grade Level of Program for Teachers Facilitated by the Principal	8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for subject-matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring within the current adopted ELA programs.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of ELA, including strategic and intensive intervention, special education, and ELD teachers. • Teachers are trained in collaboration meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: – Entry-level placement and/or diagnostic. – Progress monitoring, including frequent formative and curriculum-embedded. – Summative benchmark assessments. • Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of ELA content standards for all students, including ELs and SWDs.	

Objective	Fully	Substantially	Partially	Minimally
8.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Scheduled Structured Collaboration Meetings

_____ Number per month.
_____ All teachers including strategic, intensive intervention, special education, and ELD teachers participate.
_____ Meetings are structured, protocols/tools are developed and used.
_____ Training for collaboration meeting protocols provided to teachers.
_____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.
_____ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.

Collaborative Meeting Discussion Content

_____ Using and analyzing timely student common assessment results from all students.
_____ Strengthening program implementation.
_____ Designing and improving lessons and instruction.
_____ Identifying research-based strategies to support specific skill needs of all students.

Documentation		Additional Comments
	ELA	
Frequency and average length of meetings:		
Average attendance:		
Dates of meetings :		
Attach Appropriate Documentation.		

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
8. Monthly Collaboration by Grade Level of Program for Teachers Facilitated by the Principal	8.2 The school/district facilitates and supports one-hour structured collaboration meetings (preferably two) per month in order for subject-matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the SBE-adopted Algebra Readiness and Algebra I programs.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of Algebra and Algebra Readiness, including strategic and intensive intervention, special education, and ELD teachers. • Teachers are trained in collaboration meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: – Entry-level placement and/or diagnostic. – Progress monitoring, including frequent formative and curriculum-embedded. – Summative benchmark assessments. • Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of mathematics content standards for all students, including ELs and SWDs.	

Objective	Fully	Substantially	Partially	Minimally
8.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Scheduled Structured Collaboration Meetings

_____ Number per month.
_____ All teachers including strategic, intensive intervention, special education, and ELD teachers participate.
_____ Meeting protocols/tools are developed and used.
_____ Training for collaboration meeting protocols provided to teachers.
_____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.
_____ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.

Collaborative Meeting Discussion Content

_____ Using and analyzing timely student common assessment results from all students.
_____ Strengthening program implementation.
_____ Designing and improving lessons and instruction.
_____ Identifying research-based strategies to support specific skill needs of all students.

Documentation		Additional Comments
	Mathematics	
Frequency and Average length of meetings:		
Average Attendance:		
Dates of Meetings :		
Attach Appropriate Documentation.		

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
9. Fiscal Support	9.1 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ELA and the Single Plan for Student Achievement (SPSA).	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in ELA, and ELD, are aligned and prioritized in the SPSA. • The SPSA is aligned with the goals and activities in the LEA Plan. • The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. • The district requires that SPSA expenditures detail EPC alignment. • District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC- related school reform.	

Objective	Fully	Substantially	Partially	Minimally
9.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Allocation of Funds

_____ District and site categorical and general funding are aligned to support EPC implementation.

Coordination of Funds

_____ The SPSA aligns to the goals and activities in the LEA Plan.

Documentation	
	ELA
Plan Uses All Revenues Appropriately	
Attach Appropriate Documentation.	

Additional Comments

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
9. Fiscal Support	9.2 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA.	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the SPSA. • The SPSA is aligned with the goals and activities in the LEA Plan. • The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. • The district requires that SPSA expenditures detail EPC alignment. • District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.	

Objective	Fully	Substantially	Partially	Minimally
9.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Allocation of Funds

_____ District and site categorical and general funding are aligned to support EPC implementation.

Coordination of Funds

_____ The SPSA aligns to the goals and activities in the LEA Plan.

Documentation		Additional Comments
	Mathematics	
Plan Uses All Revenues Appropriately		
Attach Appropriate Documentation.		

Attachment

i.6

April 12 Community Meeting

A. B. Miller High School

School Improvement Grant - Community Meeting

April 12, 2010

6:05 pm Community meeting was opened by Mrs. Griggs, Principal, welcoming those that are in attendance. She introduced Oscar Duenas, Associate Superintendent – Instructional Services, Kimberly MacKinney, Director, Secondary Instruction, Mr. Merlos and Mr. Hamill, Assistant Principals.

Mrs. Griggs stated why the community meeting is being held. The state and federal law identified A.B. Miller HS as being a Persistently Low Achieving School. Mrs. Griggs then presented the power point presentation to the parents. (Attached)

Public Questions

Alma Loza, parent: Does rehiring have to be 50%? Can it be 80%?
Mrs. Griggs: No, it can no more than 50%. It can be as little as 30%.

Parent Question (PQ): Where does the staff come from?
Mrs. Griggs:

PQ: For the transformation model, when it talks about improving the school leader, are there methods/policies in place?
Mrs. Griggs: Yes we do, but we must do something different. Different programs need to be in place. We do have a lot of ideas. The plan must come from the administrators, teachers, community. It cannot just be myself, it must be everyone.

PQ: With the turnaround and transformation models, do they keep the same number of students in the classes?
Mrs. Griggs: The classes can be reduced but they may not be. It will depend on how the grant will get worded.

PQ: With the turnaround and transformation models, it says that the principal will have to be replaced. Will you be replaced?
Mrs. Griggs: The District has already tried to make a change by hiring a new principal.

PQ: Alma Loza: Under the transformation model, what does "create a community oriented school, provide operational flexibility" mean?
Mrs. Griggs: We don't have anything in place but for example, we can write into the grant to have a full health clinic available for our athletes, for freshman to have free admission into home football games, to have a movie night in the theater, etc. For the operational flexibility

portion, we would have to seek waivers by the Board. For example, if we have a senior that wants to attend a junior college, the senior will have to be enrolled in four periods and have the junior college as one period.

PQ: With the increased learning time, are we looking into adding time or adding periods?
Mrs. Griggs: We will look into adding a seventh period or adding extra class time to each period.

PQ: Do we have data or any numbers to look at for parents to get a better understanding on what model will work?
Mrs. Griggs: Parents, we don't have anything for you to look at. It is just said that test scores have been improved with all of these models that the state and feds want us to choose from.

Mrs. Griggs stated that school closure is not an option because where will our students go.

PQ: With the turnaround and transformation models, if the students do get an additional period, would the credits be counted as extra credits, putting the student ahead?
Mrs. Griggs: Yes, the student will be ahead in credits.

PQ: With the turnaround model, would this bring back the elective classes that have been taken away?
Mrs. Griggs: Yes, it can bring such classes back, for example, astronomy, music. But this would all be based on student participation.

PQ: To get smaller class sizes, would that fall under the turnaround or transformation model?
Mrs. Griggs: It would be either one, it just depends on the way the grant is written.

Parent Comment: It seems to me that none of these models will work. How would bringing back electives improve student learning.

PQ: How long will the school receive the money?
Mrs. Griggs: A period of three years.

PQ: How much do our students have to improve in their scores every year to receive the money?
Mrs. Griggs: They didn't tell us.

PQ: How far back do they go in looking at the scores?
Mrs. Griggs: The past five years in which our test scores were -8. There were other schools on the list but they have improved their scores in recent years.

PQ: If we receive the money, will there be restriction on how it is used?
Mrs. Griggs: Not really, it will be solely for A. B. Miller. If we can justify the use, then we can use it. This money will be in addition to the money we receive from the District.

PQ: With the turnaround model, the 50% of teachers that are hired, how do you choose who gets hired?
Mrs. Griggs: It goes to the District. The teachers must reapply.

PQ: What will the District look at to rehire? Will the parents have an input?
Mrs. Griggs: No, it is up to the District office to decide on who gets rehired.

Alma Loza, parent: Where can parents go to see the data on the models?
Mrs. Griggs: You can go to www.cde.ca.gov, under specialized programs.
Ms. MacKinney: There will be a link to this website on the FUSD webpage.

PQ: Will students be able to transfer to another school?
Mrs. Griggs: Yes, if the other school has openings. There will be no transportation provided.

PQ: How does this affect students on transfers?
Mrs. Griggs: There is no difference with these students that are on a transfer.

PQ: What does operational flexibility mean under the transformation model?
Mrs. Griggs: We are able to break some of the rules that the District has in place. We are unable to break the federal rules. We have a little more leniency.

PQ (Spanish): What is going to happen with boundary changes?
Mrs. Griggs: School Improvement has nothing to do with the boundary changes. Boundary changes come from the District office.

Mrs. Leonard, teacher: What is the process on the time lines?
Mrs. Griggs: LEA and the District will give us the direction to go by. When we have our plan in place, it then has to be presented to the Board. We have a lot to get done. We have a retired administrator, District personnel on campus for a couple of days to help out while Mr. Merlos and I are working on this grant.

PQ: When will parents know which model has been chosen?
Mrs. Griggs: Possibly at the end of April.

PQ: Who decides which model is chosen?
Mrs. Griggs: The District.

Public Comments

Mr. Hamill and Mr. Merlos hand out and collect comment cards.

*Has the District already decided on an option?
Mrs. Griggs: No.

*How much of what parents and teachers have to say will help make a decision?
Mrs. Griggs: That is why we are holding these community meetings. We want to hear what you as a parent has to say.

*We should have been notified sooner of these meetings. There probably would have been more parents here if the dates were given out earlier.

*Alma Loza, parent: She is hearing that A. B. Miller s going through transformation.
Mrs. Griggs: No, the school will be transformed, meaning change will take place.

*Mrs. Griggs: We want to hear from the parents. I have my opinion of which model I would like to see and I have shared it with my staff.

*If there are not enough parents here, how will our vote count?
Mrs. Griggs: We have to start somewhere.

*With so many parents picking up their kids, there should have been fliers made to hand out regarding this meeting.

*This seems like a set up. Why weren't parents notified sooner? We should have been informed.
Mrs. Griggs: As we are getting the information, we are spreading it to our community. The state is saying we need to hold two community meetings and that is what we are doing.

*Alma Loza, parent: I will pass out fliers after school if needed.
Ms. MacKinney: There will be a call going out tonight to all parents in the District regarding tomorrow's meeting.

*There is still confusion between the transformation and turnaround models.
Mrs. Griggs: With the turnaround model, for example, when you get into a document everyone is on the same page. It is more strict. With the transformation model, for example, everyone is on page 48 and how the teacher is teaching, they can be a little more flexible with the content.

*Alma Loza, parent: Thanked Mrs. Griggs for working so hard.

*Mrs. Griggs: In support of the transformation model and opposed to the turnaround model. The turnaround model tends to promote "teach to test." It can be "brainless." We need students to learn. She would like to see more creative learning.

*To have more after school activities.

*For the library to stay open longer. It is hard for the athletes, band members, dancers, etc. who want to visit the library and it is closed.

*Staff encouragement – it is not good to have a burnt out staff.

*7th period, guided period with tutors available. This will help students to focus on studying.

*Alma Loza, parent: The transformation model will increase the learning time with extra time added to the periods. Parents need to be more connected with their students.

*Mr. Serna, parent: There needs to be more tutoring, let the parents know what's going on ahead of time. Mr. Swank, science teacher, lets him know if his son does anything in the class. He keeps the parents informed at all times of how their kid is doing.

*Which model does the principal think will work?
Mrs. Griggs: Transformation will work. There will be fresh blood with new teachers, but will it work?

*Parents have to be involved at all times. This will help to raise the scores.

*Alma Loza, parent: How will parents be notified of teacher improvement?
Mrs. Griggs: Teachers who are doing well will be rewarded. Those that are not, will be removed.

*Mrs. Leonard, teacher: Would like the parents to know, that with the extra learning time, it means more work for the teachers. Having an extra period of 35 students, that is 35 more papers to grade. She is in favor of having a home room.

*More AVID programs, longer class times.

*Mr. Serna, parent: Teachers should be required to use email. He would like to hear more from the teachers.
Mrs. Griggs: A team has been put together, including teachers, to get their input.

*Alma Loza, parent: Additional time, will the students be home later?
Mrs. Griggs: Either way, they will be home at the same time.

*Time of school day, is it school or District chosen?
Mrs. Griggs: School.

*Later start time is an option.

*If the learning time is increased, will that affect athletics?
Mrs. Griggs: Yes, sports can be rescheduled. That is agreed on between the schools.

Mrs. Griggs: Athletics and activities are a huge part of high school. It is not all about reading and writing.

7:31 Community Meeting Adjourned

Community Meeting 6/12/2010

Name	Address/Phone Number	Affiliation

Comments:

Irma Herrera (909) 349-1399 Mom

Comments: More Avid Programs. I would like to see more time in the classrooms. Transformation. Smaller Classrooms. More conferences for teachers.

Tania Oporto

Comments: I think transformation is the way to go.

Marisela Robles (909) 574-8603 Parent

Comments: Transformation Model. I think, honestly is hard as a parent because the District will be making the decision anyways you say our opinion is important – but at the same time somebody else have the last word. As parent I'm willing to support any program that will result on successful students. It will not be an easy job, but I think that if we work as a team (staff, parent, students) we can make a positive change. Our students have the right to an excellent education. Let's get to work! Less students for classroom.

Robyn Scott 2966 Split Mountain Lane San Bernardino (909) 880-9061 Parent

Comments: Transformation Model. I feel would be best. Increased learning time should be extended time in classes not a 7th period. One area that needs to be looked at and changed is the math department. My suggestion is to have the following model used: Instead of accepting the fact that 70 to 80 percent of students won't pass. Look for ways to help them pass (i.e. allow students to retake tests and quizzes not just to improve their grade but their understanding.) This is done at my son's middle school and it really has helped him.

Robyn Scott 2966 Split Mountain Lane San Bernardino (909) 880-9061 Parent

Comments: I feel some parents want the 7th period so that their students can "make up" credits rather than to get more out of their education. This is not and should not be used as an opportunity to make up credits.

Community Meeting 6/12/2010

Name	Address/Phone Number	Affiliation

Comments:

Laura Chavez 7918 Date St. (909) 357-3942 Parent

Comments: Transformation

Maria Oporto 17974 Buckeye Ct. Fontana (909) 822-6658

Comments: Transformation. In my opinion that if any choice is picked but the child's – students mentality is not change and parents are not brought more into participating nothing will be accomplished, rather than postponing or moving the problem.

Juan Cerda (909) 728-1723

Comments: Transformation. An extra period would help students.

Alma Loza 8388 Maize Ct. Parent

Comments: Transformation

Silvia Rodriguez 7762 Briarwood Ave. (909) 829-1107

Comments: Transformation method. In the increase of learning time I think it will be better to add a seventh period. I would like to know which boundary my student is in.

Heather Dennington 7542 Tangelo Fontana (909) 952-1158 Parent

Comments: After school study opportunities. Keep library open until 6 p.m. Increased tutoring opportunities. Mandatory study skills, testing strategy, coping skills, communication class. Set students up with skills necessary to succeed. Staff encouragement – increased staff morale generally yields higher achieving students. Guided study period – not a free-for-all study hall, but team-led study period, tutoring available.

Community Meeting 6/12/2010

Name	Address/Phone Number	Affiliation

Comments:

Heather Dennington (909) 952-1158 Parent

Comments: Transformation – Turnaround: No – state standards are creating a teach-to-test model rather.

Lorenzo Leyva 1426 N. Alice Ave. Rialto Ca 92376 (909) 829-4142

Comments: The school is our kids' future. Kids are our future. I think that the Transformation Model. And I do not think that sending the students to another school will work. Also I think that moving 50% of the staff helps our school. I believe in the stability. For the students well being. We can talk to them about the problem and to motivate them to have a better average on their grades. Nobody would want to be taken out from their school. They would lose part of their life. We have to call the parents and let them know what the real problem is because this is a problem. We cannot decide from just one meeting. This is very important and we need to give it the importance it requires.

Maria G. Leyva 1426 N. Alice Ave. Rialto (909) 829-4142 Parent

Comments: Transformation. Competitions of assignments between students themselves. More motivation for more homework with support for teachers and parents. Can tell them "you can know and ask with humbleness that you wish to become a person that feels good with yourself, on the contrary if you cannot bring that potential that you and other students have all everything, not all is easy but it can be done". Cannot be done without 50% of staff.

Angelica Garcia 7735 Sewell Drive Fontana (909) 350-2646

Comments: Kansas state they close 21 schools. Ohio State they cut 12th grade. Is A.B. Miller going to be 11th grade only. Flyers are important to pass to parents went they pick up students. Make a carnaval sale as books, pencils, rafles, sale fruit water, hamburgers: Bring animals to carnaval Friday is a good day. And Saturday is a good day; then parents are more awared of the needs of the A.B. Miller. Meeting time of carnaval pick a beautiful day. Then out loud your principal talk about A.B. Miller needs. Believe people pay more attention to enjoy fun. Then news or meetings.

Sandra Rodriguez 7738 Mango Ave. Fontana CA 92336 (951) 961-1205 Parent

Comments: Transformation (improve parent involvement)

Community Meeting 6/12/2010

Name	Address/Phone Number	Affiliation

Comments:

Lorenzo Leyva (909) 820-4142

Comments: I believe that it is important to involve students and that they come to see what their opinion is. Also they are the ones most interested in and this pertains to them all. Thank you.

Ruth Santoyo 7658 Rosecrest Lne. (909) 854-0968

Comments: Transformation is a good option and which could require more parent involvement with students' academic progress. Teachers cannot do the whole job by themselves.

Attachment

i.7

EL Master Plan

Attachment i.7
EL Master Plan

Master Plan for English Learners

Fontana Unified School District

Fontana Unified School District
Master Plan for English Learners

Board Approved

June 4, 2008

Governing Board

Laura Abernathy Mancha, Board President
Henry (Gus) Hawthorn, Clerk
Jule A. Ramos, Alternate Clerk
Kathleen (Kathy) Binks, Board Member
BarBara L. Chavez, Board Member

Fontana Unified School District
9680 Citrus Avenue
Fontana, CA 92335
(909) 357-5000

Cali Olsen-Binks, Superintendent
Oscar Dueñas, Associate Superintendent
Instructional Services
Martha Dueñas, Coordinator
Department of EL Services

Publishing/Design Information

Document Development

Fontana Unified School District
Department of EL Services

Document Design

Michael "Mac" Clemmens
Digital Deployment, Sacramento, CA
www.digitaldeployment.com

FUEL Creative Group, Sacramento, CA
www.fuelcreativegroup.com

General Editor

Norm Gold, Sacramento, CA
www.normgoldassociates.com

Web Sites

www.fusd.net
www.FontanaEL.org

ALL FORMS AVAILABLE FOR DOWNLOAD AT WWW.FONTANAEL.ORG

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Laura Abernathy Mancha, Board President
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Richard A. Stedry, Ed.D, Deputy Superintendent
Business Services
Yolanda Mendoza, Associate Superintendent
Human Resources

Department of EL Services

Martha Dueñas, Coordinator
Rafael Franco, Teacher on Assignment
Ceci Cabrera, Sr. Secretary II
Jizelle Campos, Int. Secretary
Maria G. Perez, Translator

Task Force Members

Instructional Services

Maria Arroyo, Coordinator, Central Enrollment Center
Eva Fritsch, Coordinator, Elementary Instruction
Gayle Hinazumi, Director, Special Education
Sharon Lovell, Director, Early Education
Kimberly MacKinney, Director,
Assessment & Evaluation/Secondary Instruction
Miki McCabe, Director, Staff Development
Cristina Nievas, Coordinator/Principal
School of Language Development
Lisa Rivero, Director, Categorical Programs

Teachers

Leticia Barrales, Secondary Teacher
Margie Brynda, Elementary Teacher
Marianne Crawford, Elementary Teacher
Christina Gamst, Elementary Teacher
Shirley Gay, Secondary Teacher
Rosa Gonzalez, Elementary Teacher
Gary Hinckley, Secondary Teacher
Julia Jameson, Secondary teacher
Karen McManus, Secondary Teacher
Angela Stanfield, Elementary Teacher

Administrators

Alejandro Alvarez, Director, Human Resources
Janet Bergquist, Alder Middle School
Lynette Browning, Citrus Elementary School
Sergio Chavez, Redwood Elementary School
Frank Donahue, Shadow Hills Elementary School
Michael Garcia, Maple Elementary School
Martin Gomez, Fontana High School
Silvana Guerrucci-Pierce, Summit High School
Albert Martin, West Randall Elementary School
Moises Merlos, Birch High School
Michele Mower, Beech Avenue Elementary School
Sylvia Rivera, Randall-Pepper Elementary School
Emily Topor, Fontana High School
Tony Viramontes, Oak Park Elementary School

Fontana Teachers Association

Linda Young, President

EL Intervention Teachers

Lourdes Askari, EL Intervention Teacher
Christina Duran, EL Intervention Teacher
Maria Pardo-Lopez, EL Intervention Teacher

Bilingual Aide

Guadalupe Berry, School of Language Development

Counselors

Elizabeth Pelayo, Truman MS
Arturo Martinez, School of Language Development

Parents

Olga Ascencio
Cypress Elementary School/Truman Middle School
Laura Diaz
Citrus Elementary School/Jurupa Hills Middle School
Elba Garduño
South Tamarind Elementary School/
Fontana High School
Wanda Pimentel, DELAC President
Truman Middle School/Fontana High School
Edith Saucedo
Sierra Lakes Elementary School/Ruble Middle School
Maria Tabiada, DELAC Vice President
A.B. Miller High School

Consultants

Norm Gold, Ed.D., Norm Gold Associates
Chris Lopez-Chatfield, Chatfield and Associates

Fontana Unified School District
9680 Citrus Avenue PO Box 5090 Fontana CA 92334-5090 (909) 357-5000

Message from the Superintendent

March 2009

The mission of the Fontana Unified School District is to "Graduate All Students Prepared to Succeed in a Changing World." In order to meet this goal we must provide a support structure for each student's individual needs.

Meeting the individual needs of students can only be done through dedication, planning, and strategic intervention. To support excellent individual work with each student, we also need specific ways to meet the unique needs of the 17,000 (over 40 percent) of our students who are learning the English language.

The English Learners Master Plan task force, comprised of community members, administrators, counselors, teachers, and expert consultants have developed this plan. It is a guide to the "what" and the "how" that will ensure that our English Learners reach the highest levels of academic achievement and full proficiency in English. The result of the dedication to this project will be evidenced in outstanding success of our English Learners.

The Fontana Unified School District is committed to providing high quality education for all students and supporting professional development for our teachers. This includes specialized training that will give our teachers specific strategies to work with English Learners.

I want to offer many thanks to everyone who participated in the process and development of this document. It has been a labor of love and it will provide support needed to our community and students for many years to come.

Sincerely,

Cali L. Olsen-Binks
Superintendent

ALL FORMS AVAILABLE FOR DOWNLOAD AT WWW.FONTANA.ORG

Introduction

The Fontana Unified School District is committed to working in concert with administrators, teachers, support staff, district staff, community members, students, and parents to provide the most effective instructional programs for English Learners.

Our district is committed to closing the achievement gap for all students and we aim to provide our English Learners with outstanding ongoing support through a cycle of instruction, assessment, monitoring, and evaluation. To make sure everyone knows their roles and responsibilities, we will annually provide training on the Master Plan for English Learners for district and site staffs, and will provide direct support to each school site.

All district staff is accountable for ensuring that programs for English Learners are optimally effective and we are all expected to follow the procedures specified in this plan.

Eight Goals for English Learner Programs

1. Develop and implement effective programs for English Learners as described in the Master Plan for English Learners;
2. Ensure that all English Learners access and master the English language;
3. Ensure that all English Learners access and master the core curriculum;
4. Decrease the risk of failure, retention, and drop-outs;
5. Promote bi-literacy in Bilingual Alternative Programs;
6. Strengthen parent involvement and engagement in their child's academic plans;
7. Increase EL participation in advanced academic programs and enrichment opportunities;
8. Engage English Learners in meaningful cultural, social, and academic activities.

For support with any aspect of services for English Learners, please contact:

Department of English Learner Services
Fontana Unified School District
www.FontanaEL.org
EMAIL: ELServices@fusd.net
(909) 357-5000 x 7111

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CPM EL 4

The district has properly identified, assessed, and reported all students who have a primary language other than English.

CPM EL 10

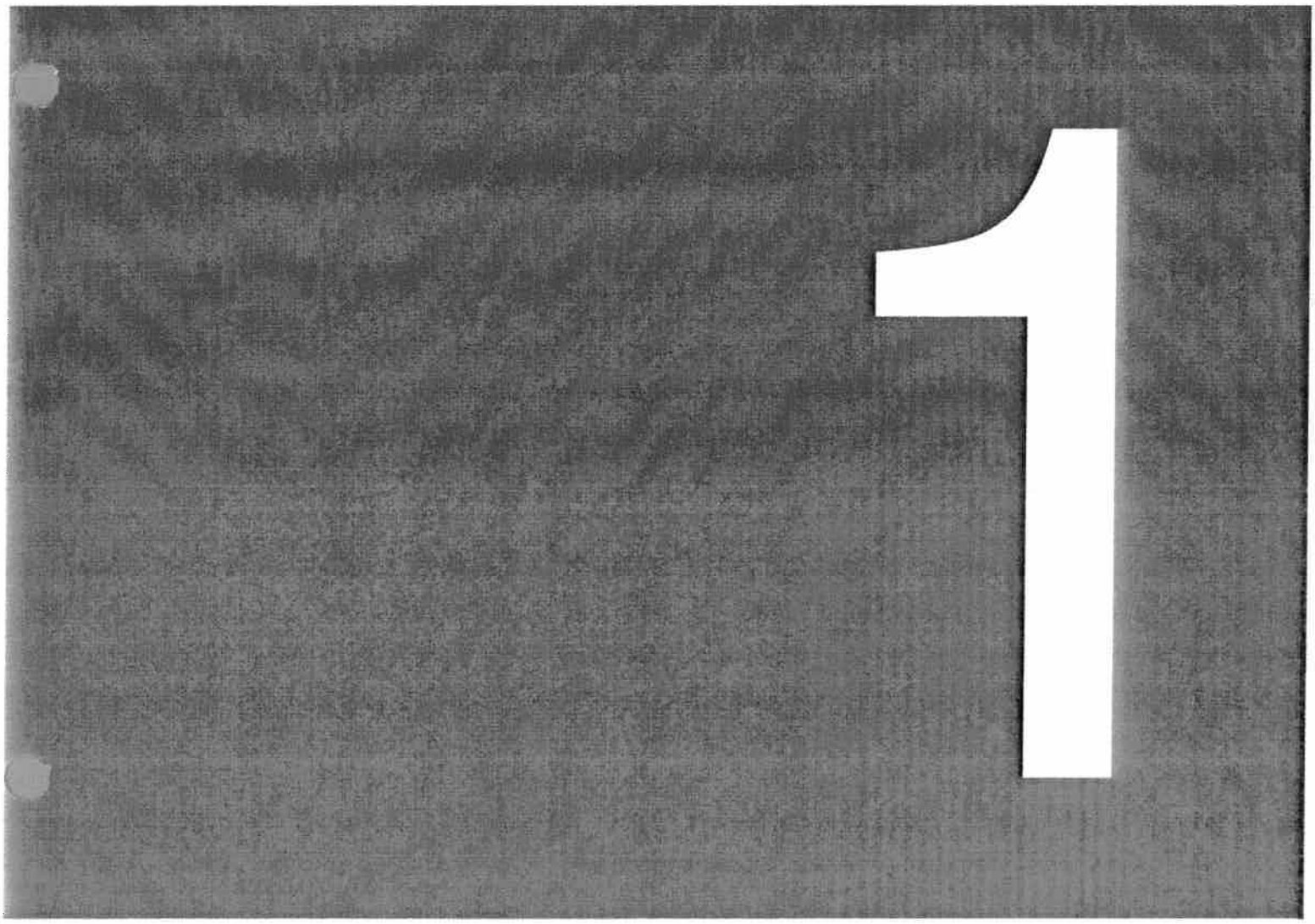
All pupils are placed in English language classrooms unless a Parent Exception Waiver has been granted for a Bilingual Alternative Program.

CPM EL 11

Parents and guardians of English Learners are informed of the placement of their children in an English language classroom and are notified of an opportunity to apply for a Parental Exception Waiver for their children to participate in a Bilingual Alternative Program.

chapter **one**

Identification, Assessment, and Placement



IN THIS CHAPTER

I. Registration Including Completion of the Home Language Survey

II. English Language Proficiency Assessment

III. Primary Language Assessment

IV. Parent Notification of Results and Placement

V. Program Placement

VI. Parental Exception Waiver

Registration and the Home Language Survey (HLS)

At the time of enrollment, California public schools are required to determine the language(s) spoken in the home by each student. In order to gather this information, all parents/legal guardians are required to complete, sign, and date a Home Language Survey (HLS) for each of their school-aged children. When a parent or legal guardian enrolls their child in the Fontana Unified School District (FUSD) for the first time, the parent/legal guardian completes the HLS at the Enrollment Center, as part of the District's enrollment procedure. The HLS remains on file for each student in the district including migrant, special education, and continuation school enrollees. This information will assist schools in providing appropriate instruction for all students.

English Language Proficiency Assessment

State regulations require that all students whose Home Language Survey indicates a language other than English on questions 1, 2, or 3 of the Home Language Survey be assessed in English language proficiency skills within *30 calendar* days of initial enrollment. The 4th question provides information for schools to consider if a child shows evidence of English language deficits once enrolled, but does not mandate assessment. A state approved assessment instrument, the California English Language Development Test (CELDT), is currently administered to determine English language proficiency skills. The CELDT is a criterion-referenced test based on the English Language Development (ELD) Standards that assesses students' English language proficiency in listening, speaking, reading, and writing. At Fontana USD new enrollees are tested for their English and primary language skills at the Language Assessment Center (LAC) within 5 days. The goal is to make the enrollment and initial assessment process convenient and streamlined for the parent and student.

Annual Kindergarten Registration, Assessment and Placement

Kindergarten pre-registration begins in March of the school year preceding the child's entrance into Kindergarten. However, administration of the CELDT, may not begin until July 1st. When the parent pre-registers the child, the Home Language Survey is completed. If the HLS indicates a language other than English is spoken, the student will be given the CELDT at the school site of enrollment.

Assessment results are processed as quickly as possible by the Language Assessment Center. Parents will be notified by the district and/or school sites of the results and the options for placement for the child. The procedures described above are used regarding determination of the placement, notification of the parents, review of and assistance in completion of the waiver process and placement into the selected program. Group meetings will be arranged to orient parents on the program options and explanation of the waiver process, whenever appropriate.

Once the assessments are completed, children are provided instructional programs that are *overwhelmingly* in English for the mandatory 30 calendar days. Every English Learner under 10 years of age must initially be placed in a classroom taught *overwhelmingly* in English for not less that 30 calendar days beginning the first day of instruction. This is a one-time requirement.

Primary Language Proficiency Assessment

All identified English Learners are assessed for primary language proficiency in listening, speaking, reading, and writing within *90 calendar* days of initial enrollment. A fluent speaker of the student's primary language, who is trained in test administration, conducts the assessment. For students whose primary language is Spanish, the Idea Proficiency Test (IPT) in Spanish is administered to determine primary language proficiency. When a primary language assessment is not available for speakers of other languages, an informal assessment will be administered in English by a teacher or paraeducator who interviews the parent or student with an interpreter, if necessary.

Results of the primary language assessments are communicated to the parents via the Initial Parent Notification Letter. Parents will be informed via the Primary Language Testing Exception Form if testing is not available in the student's primary language. The results of this testing are used to evaluate students' literacy development in the primary language and to make program recommendations.

Notification of Results of Initial Assessment and Placement

As part of the testing, parents are notified of the results of their child's initial assessment. Results of the initial assessments are shared with the parents in a conference with a Language Assessment Center (LAC) staff member. The purpose of the conference is to explain the English proficiency and primary language assessment results, program options, placement, and the waiver process for an alternative program. Parents are asked to sign/initial and date all documents presented at the conference. The parents are provided copies of all documents along with a Parent Welcome Letter from the Director of EL Services. When the parent arrives at the designated school site, school site personnel conducts a Follow-Up EL Parent Information Meeting during which they answer any questions and review the testing results, program options, and design of the Bilingual Alternative Program.

LAC staff enter assessment results for each student tested in the district's Student Information System. The results are provided to the child's school and teacher(s) and verified by the site's administrator or designee (i.e. Principal, Asst. Principal or EL Site Monitor). The LAC staff prepares the English Learner Folder by placing the Home Language Survey, Initial Parent Notification Letter and the Preliminary EL Program Placement Form. The English Learner Folder is then sent to the school site where it becomes a part of the students' cumulative record file (CUM).

As part of the initial enrollment process, all parents receive an orientation and the brochure to Fontana Unified School District's Program Options for English Learners and to the Parental Exemption Waiver Process. The Language Assessment Center personnel explain the program options and give each parent written descriptions of the three options:

- Structured English Immersion
- English Language Mainstream
- Bilingual Alternative Program

Student Placement

EL Program Placement for the student is determined in the following manner:

1. Determine if the student is *reasonably fluent* in English according to the CELDT. To be considered *reasonably fluent*, a student must score at the Early Advanced level or higher with sub-skill areas at the Intermediate level or higher. If the child is *reasonably fluent* in English by these criteria, the student will be identified as an Initial Fluent English Proficient (I-FEP) student and be placed in the regular mainstream program.
2. If a child is not *reasonably fluent* in English according to the established criteria, then a placement in a Structured English Immersion (SEI) Program is indicated. In SEI, the instruction is nearly all in English, with the primary language used to support the child's learning as necessary. Support services in the SEI program must include English Language Development (ELD). This is not optional. In addition, one or more of the following must be included, even if provided within a "mainstream" class (for example, as part of ELA):

    - Content instruction using SDAIE techniques
    - Participation in Benchmark, Strategic or Intensive interventions
    - Primary language support
    - Before, during and/or after school intervention programs
    - Other appropriate services

3. At the time of the parental notification, all placement options are explained to the parents of ELs. The benefits of each option are included in this explanation. The parent will choose the program option for their child at the school site. The parent's right to a waiver is explained. By completing a waiver, the parent may elect to have the child participate in a Bilingual Alternative Program (BAP). These program alternatives are explained in detail in Chapter 2.

In addition, a parent might, through a separate exemption process, elect to have a child placed in an English Language Mainstream (ELM) program. The district will honor the parent's informed preference to opt their child out of the Structured English Immersion Program and the parent must sign the Structured English Immersion Program Exemption Form. Parents may choose to opt out of a program for the student but cannot opt out of EL services provided to the student (i.e. ELD instruction, CELDT testing, intervention, Catch-Up Plan, etc.)

Program Placement

Once the program and placement options have been explained to the parent or guardian, an appropriate program is assigned to the student based on the parent's decision. If the parent chooses to have their child participate in the Bilingual Alternative Program, then the parent completes and files a Parental Exception Waiver Request Form at the child's school site.

Annual Notification of Placement and Assessment Results

English Learners are tested annually with the CELDT until reclassification. Parents will receive an Annual Parent Notification Letter informing them of their child's test results. This letter will also serve as a reminder of the program options for placement and the Parental Exception Waiver. Parents may request the Parental Exception Waiver at any time.

Transfer of Students

When students transfer between schools in the district, all relevant data regarding the student's English Learner assessment history including current scores, current student placement, academic progress, and interventions are sent to the receiving school. The site principal or designee is responsible for reviewing the information in the student data system to make sure the student is properly placed in his or her new class(es).

1. **Transfers between District Schools**
   When students transfer between schools in the District it is unnecessary to repeat the English or primary language identification process or the program option request. All relevant data regarding the student's English Learner assessment results and academic progress are automatically available to the new school through the Student Information System. The school site administrator or designee is responsible for reviewing the information in the student data system to make sure the student is properly placed in his or her new classes. This is also true for students transferring to the alternative school or Continuation High School. School sites are reminded to use the District's standards procedures for CUM (cumulative records) requests.
2. **Transfers from Other California Schools**
   Students who arrive from another California school with records of a Home Language Survey (HLS) and initial language status (EO, EL, and FEP) need not go through the Fontana USD identification process. Records are accepted from the previous school and data are entered into the Student Information System. If these records are not available within five (5) days, English and primary language assessments will be conducted in accordance to district timelines. The student's transcripts are reviewed to determine prior placements and academic history.
3. **Transfers from Out of State or from Other Countries and Private Schools**
   Students entering the District from another state or country will be tested according to the established guideline (i.e., within 5 days of enrollment). All relevant assessment, academic progress, and placement information will be entered into the Student Information System at the time of enrollment including an appropriate entry signifying "year first enrolled in a California school" and "the year the student first enrolled in a U.S. school." Transcripts are reviewed to determine the student's prior placements and academic history. This same procedure applies to students transferring from private schools.

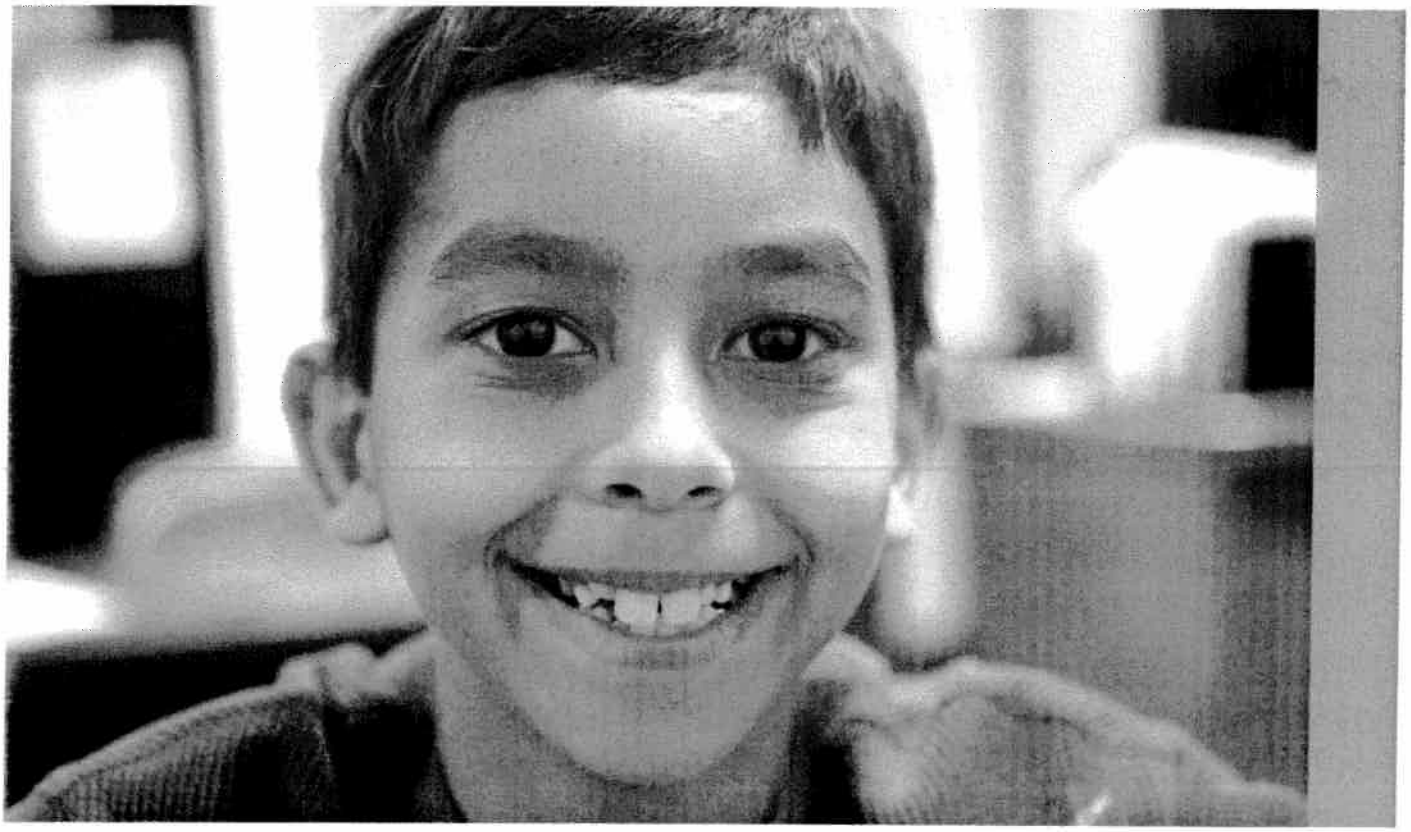
Training for Staff and Administrators on Initial Identification, Placement and Parental Rights/ Informed Consent

To facilitate informed decision-making and improve school-to-home communication regarding program options and placement, the district will provide ongoing training for staff and administrators on procedures relating to initial identification, placement, and the use of the Parental Exception Waiver. Special Education teachers and staff members will be further trained in the process of appropriate placement of special education students who have language proficiency needs.

Procedures for Parent Notification of Parental Exception Waivers

Consistent with state law governing the operation of English Learner programs, a parent may request and be granted a Parental Exception Waiver requesting that their child be taught in an alternative program (Section 311 of CA Ed. Code).

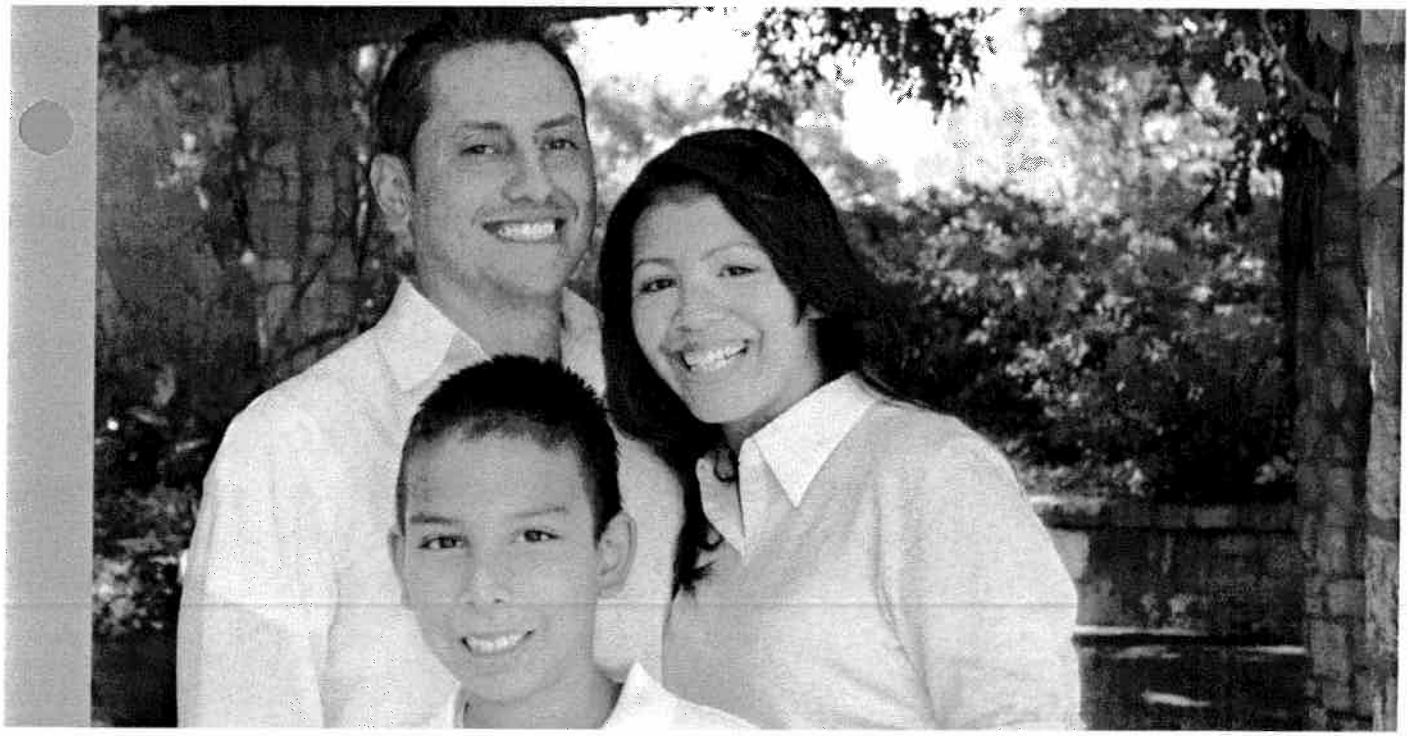
1. After enrolling and completing all required assessments, parents of all students with a language other than English on questions 1, 2 or 3 on the Home Language Survey are given the Initial Parent Notification Letter and the Preliminary EL Program Placement Form. This form reports the results of the initial assessment and the options for program placement based on these results.
2. At both the LAC and school sites, the program options are explained to parents of English Learners. They are also provided with a brochure describing Programs for English Learners in the Fontana Unified School District, and information about the Parental Exception Waiver process. The Parental Exemption Waiver Form must be obtained and signed at the school site. Parents are informed of the following:
   - When 20 or more students at a given grade level of the same language receive an approved waiver, the school is required to offer such a program.
   - Otherwise, students receiving an approved waiver must be allowed to transfer to a school with such a program.
   - Child Welfare and Attendance staff will guide the parent through the process of requesting an intra-district transfer when the school does not offer the alternative program.



Parents are also informed about the legal requirements that must be adhered to in placing students and in granting Parental Exception Waivers, including:

- Prior to their first year of placement in an alternative program, every English Learner under 10 years of age who is enrolling in a California school for the first time must be initially placed in a program taught *overwhelmingly* in English for not less than 30 calendar days.
- The waiver requires the principal's approval.
- Each application for a waiver is considered on its individual merits. If it is denied, the parent has appeal rights.
- A parent applying for a waiver may request that the State Board of Education review the district's guidelines or procedures.
- All Parental Exception Waivers are implemented within 20 instructional days of submission to the school principal, except for waiver requests for students under 10 years of age. These may not be acted upon before the end of the 30-day calendar placement in where instruction is *overwhelmingly* in an English language program. This is a one-time requirement.

3. The Language Assessment Center staff and Principal or designee provides program placement options based on assessments and parent preference. The school of assignment is notified of the new enrollee.
4. Parents take their child to the appropriate school for classroom assignment and to sign a Parental Exception Waiver Request Form, if they are requesting placement in a program other than the one that is taught *overwhelmingly* in English (SEI). Parents interested in completing the waiver meet with the principal or designee to review program options and to sign the waiver.



5. If the student is enrolled in the Bilingual Alternative Program, the school with the Bilingual Alternative Program distributes copies of the completed waiver form to:
   - The student's EL Folder in the cumulative file (CUM)
   - The parent/legal guardian
   - The district's Department of EL Services

Once a student has been enrolled in a program, s/he should not be moved to another program without review and action by an English Learner Support Team (ELST) and informed parental consent demonstrated by parent's presence at the ELST and the parent's signature on the EL Program Placement Form.

Each parent is advised annually about the opportunity to apply for a Parental Exception Waiver. This notification includes instructions for parents who wish to apply. Each winter, the parent is informed of the child's CELDT results. At that time, the parent reviews the official CELDT (Initial or Annual) results, noting program options and the district's recommendation for placement for the coming year. Parents may request an initial or continuing waiver at this time. The school may accept the Parental Exception Waiver Request Form but cannot implement the waiver until the following school year.

Procedures for Approval/Denial of Parental Exception Waivers

Upon initial enrollment in the district, all parents receive an orientation to our district's program options for English Learners and the Parent Exception Waiver process. Language Assessment Center personnel explain the program options and give each parent written descriptions of the options: Structured English Immersion, English Language Mainstream, and Bilingual Alternative Program. During a follow-up EL Parent Information Meeting conducted by the principal or designee at the newly enrolled student's school site, the parent/ legal guardian will again be given a full description of the instructional program options and the educational materials used for each program in Fontana Unified School District. The staff will provide the brochure on Programs for English Learners to the parents. The staff can also reference the description of the academic programs available to ELs in Fontana USD.

During the conference with the principal or designee at the school site, the parents will be informed of the following:

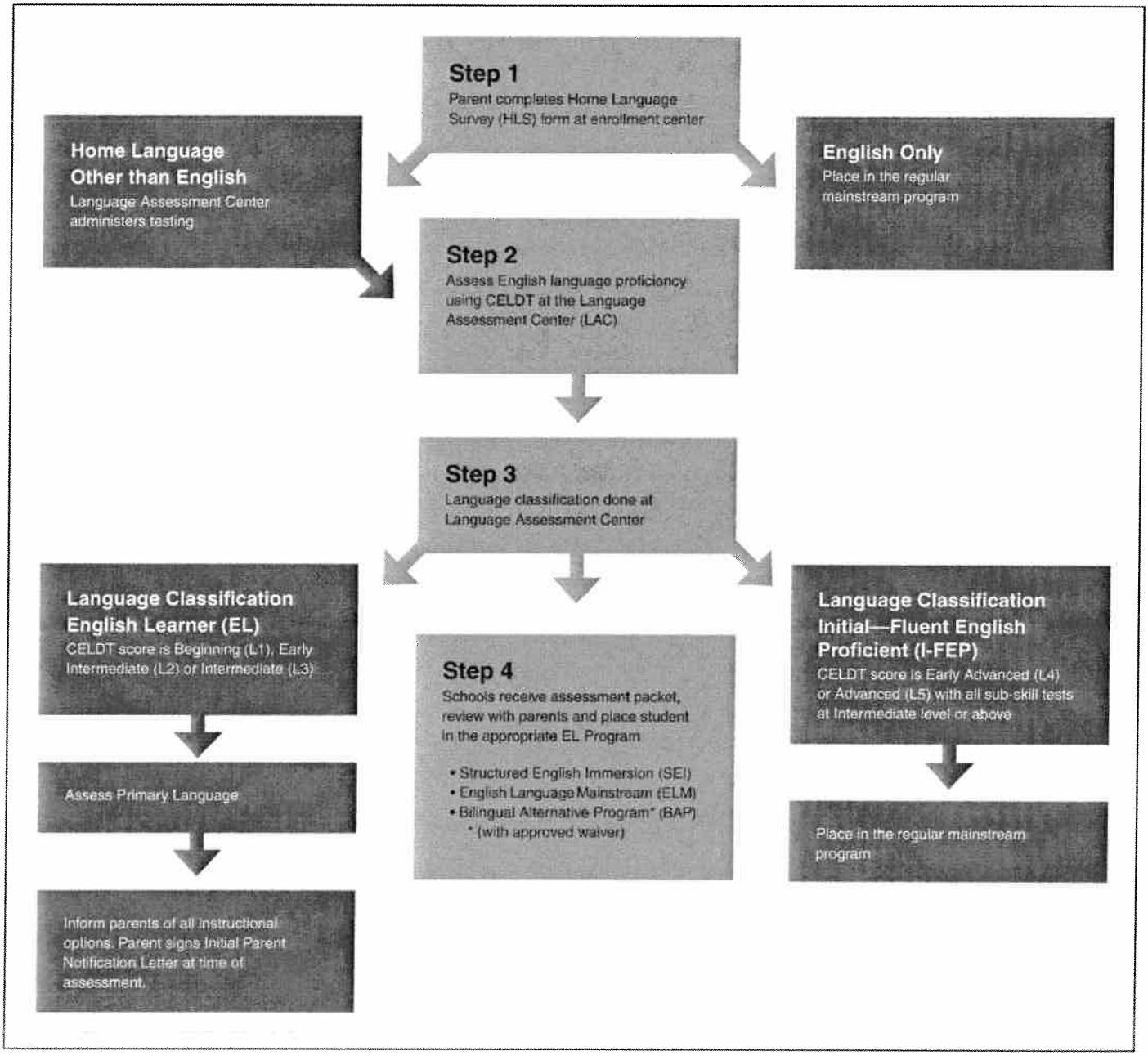
- Parental Exception Waivers are made available to parents of all English Learners.
- Parents interested in completing the waiver process will meet with the principal or designee per Sections 305, 306, 310, 311 of the California Education Code.
- English only instruction may be waived by parent request; thus, parents can request a waiver into the Bilingual Alternative Program.
- All approved and denied waivers will be sent to the Director of EL Services. The Department of EL Services will issue a monthly report of the number of granted and denied waivers. This report will be sent to the Associate Superintendent of Instructional Services.
- Any parent who applies for a waiver can request that the State Board of Education review the district's guidelines or procedures.
- The waiver requires the principal's approval.
- Each application for a waiver will be considered on its individual merits.
- Approval of Parental Exception Waivers occurs unless the school principal and educational staff determines that evidence exists that the alternative programs would not be better suited for the overall educational development of the student.

If the Parental Exception Waiver is denied, the parent will be provided with a written explanation detailing the reasons for the denial of a waiver request and included will be information on the appeal process. If the parent wishes to appeal the denial, s/he uses the grievance process detailed in the Fontana Unified School District's Uniform Complaint Process, which provides a formal channel of communication regarding unresolved complaints in operations, programs, or with individuals. After the parent completes the appeal form, the Superintendent appoints a Review Committee to study the case and to prepare a recommendation. The Superintendent then upholds or overturns the Review Committee's recommendation. The parents could then appeal directly to the Board of Education. A written summary is provided to all parties.

Section 311 of CA Ed. Code describes the three circumstances in which a Parental Exception Waiver may be granted

1. **Children who already know English**
   The child already possesses reasonable English language skills as measured by STAR tests of vocabulary comprehension, reading, and writing, in which the child scores at or above the state average for his or her grade level or at or above the 5th grade average, which ever is lower.
2. **Older children**
   The child is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's rapid acquisition of basic English language skills.
3. **Children with special needs (children less than 10 years old)**
   The child already has been placed for a period of not less than thirty (30) calendar days in an English language classroom. It is subsequently the informed belief of the school principal and educational staff that the a child has such special physical, emotional, psychological, or educational needs that an alternate course of educational study would be better suited to the child's overall educational development. The parents shall be fully informed of their right to refuse a waiver.

Figure 1.1: Initial Language Proficiency Assessment, Identification and Placement Process



State and Federal Requirements Categorical Program Monitoring (CPM)

CPM EL 12 & 13

The district is providing services to ELs to ensure they are acquiring English language proficiency and recoup any academic deficits that may have been incurred in other areas of the core curriculum. Each English learner receives a program of instruction in English language development in order to develop in English as rapidly and effectively as possible.

The district provides additional and appropriate educational services to English Learners in Kindergarten through grade twelve in all classroom situations. These services are designed to enable ELs to overcome language barriers and must be provided until they have demonstrated English language proficiency comparable to that of the average native English speaking students and recouped any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

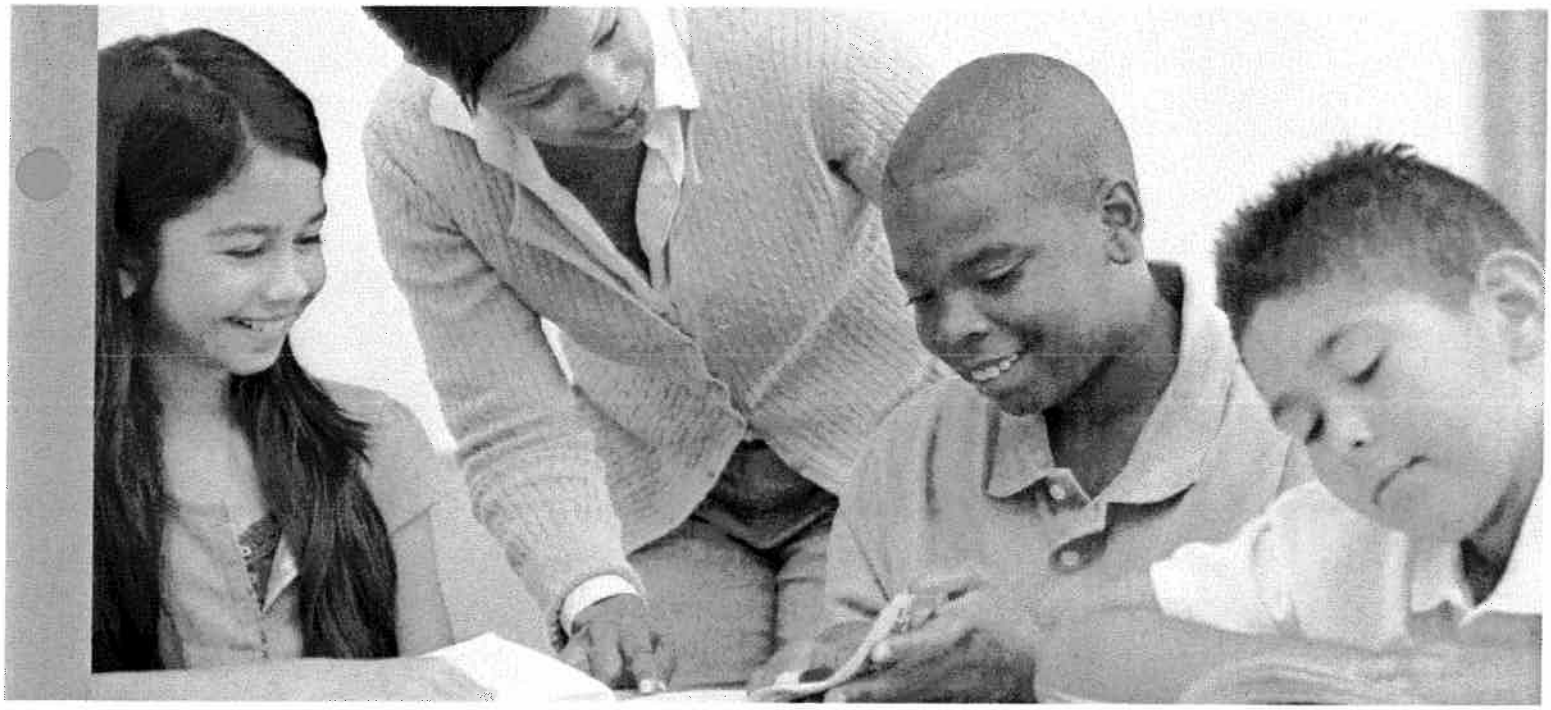
Academic instruction for ELs is designed and implemented to ensure that they meet the District's and State's content and performance standards for their respective grade levels in a reasonable amount of time.

The district has developed and is implementing a plan for monitoring and overcoming any academic deficits ELs incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable.

chapter **two**

Instructional Programs

2



IN THIS CHAPTER

I. Achievement Goals for English Learners

II. Instruction Program Overview

III. Instructional Programs at the Elementary Level

IV. Instructional Programs at the Middle and High School

V. Considerations for all EL Programs

Achievement Goals for English Learners

It is the mission of the Fontana Unified School District to educate and support English Learners in reaching their highest potential each school year. District resources will focus on enabling all students to achieve the following goals (See chapter 6, Evaluation and Accountability, for details):

Second Language Acquisition

All English Learners in a Structured English Immersion/ English Language Mainstream or Bilingual Alternative Program will meet the criteria for reclassification to Fluent English Proficiency within six years.

Academic Growth

All students will make one or more years growth each year, as measured using standardized tests (CELDT, CST, CAHSEE) and district benchmarks.

EL Instructional Programs Overview

There are three types of program settings for ELs: Structured English Immersion (SEI), English Language Mainstream (ELM) and the Bilingual Alternative Program (BAP). English Learners should be placed in the appropriate setting based on parent decision, CELDT scores AND other indicators of their ELD progress, including but not limited to curriculum-embedded assessments, prior schooling, grades, teacher recommendations, etc.

All the instructional programs designed for English Learners must contain the following components:

1. Explicit, well-articulated, standards-based, differentiated English Language Development (ELD) instruction, specifically designed for English Learners;
2. Well-articulated, standards-based, differentiated core curriculum instruction provided in English with primary language support and/or through Specially Designed Academic Instruction in English (SDAIE);
3. Structured activities designed to develop multicultural proficiency and positive self-esteem;
4. Structured English Immersion and English Language Mainstream provide specific support (i.e., sheltered/ differentiated instruction) for ELs to ensure that they continue in their progress to master English. These classes are equivalent in content and rigor to college bound classes. The classes cover the California Academic Content Standards.

Administrative support is essential for a quality program that facilitates the successful academic and linguistic development of English Learners. Quality programs require support and collaboration among teachers. Articulation between grade levels is necessary for assuring a strong academic program as well as the successful acquisition of English for all English Learners. Parents are also a critical component for successful programs. Their support is essential. Ongoing opportunities must be provided for both oral proficiency and literacy in English. Ongoing opportunities must be provided to ensure parents learn about the school program and ways they can support student learning in the home. Good communication between the home and school will result in greater parental support and participation, leading to higher levels of student achievement.

Structured English Immersion (SEI) and English Language Mainstream (ELM)

These program settings aim to develop full proficiency in English, and eventual mastery of all grade-level core curriculum standards. SEI and ELM are the two main phases of a program for ELs and include instruction that is delivered *overwhelmingly* in English. They typically operate in a sequential manner.

Components of SEI and ELM Program Settings

A. Content-based ELD

1. Content-based ELD uses language development strategies to teach the vocabulary, structure, concepts, forms and functions of English drawn from the grade-level core curriculum in language arts, math, social science, science, and health. It is not identical to the grade-level core curriculum, since most students at the Beginning to Early Intermediate levels of English proficiency do not have the language skills to fully understand instruction delivered only in English.
2. Content-based ELD is used in the early stages, and students increasingly participate in activities, and use materials that help them approximate grade level core content standards. Some older students with strong academic backgrounds who first enroll at the Beginning and Early Intermediate levels will be able to quickly participate in grade-level core instruction using SDAIE. Others will take more time.

B. Sheltered Instruction (SDAIE)

SDAIE strategies are used to begin grade-level content instruction in mathematics, and then later in other content areas. SDAIE strategies are used to introduce core material where students apply or practice concepts previously developed. The content taught should initially be limited to those aspects that can be fully supported with rich contextual clues and practical examples.

C. English Instruction

Instruction in English should be *overwhelmingly* in English. It is appropriate to provide some vocabulary and support in the primary language. This is best done in a preview at the beginning of the lesson, or as a review at the end of a lesson. Primary language dictionaries and supplemental materials should be made available for students to use independently and with their families to support comprehension of work done in class in English.

Structured English Immersion Program

The Structured English Immersion (SEI) Program is an English language acquisition process in which classroom instruction is *overwhelmingly* in English, but the curriculum and presentation are specifically designed for children who are learning the language. The SEI Program is designed for English Learners at English language proficiency levels 1, 2 and 3. Students will be taught subjects *overwhelmingly*, but not exclusively, in English using Specifically Designed Academic Instruction in English (SDAIE) strategies. Teachers will use the student's primary language to motivate, clarify, direct, support, and explain. The Structured English Immersion Program is sequential and focuses on children acquiring English as rapidly as possible in order to meet grade level standards in the content areas while they are learning English.

Program Requirements

- Parents must be informed of the placement of their children in a Structured English Immersion Program and must be notified of the opportunity to apply for a Parental Exception Waiver for an alternative program or a mainstream classroom. In order to request a waiver, parents must visit the school unless a specific hardship exists.
- Core instruction in English/Language Arts, math, science, and social science is taught *overwhelmingly* in English with primary language (L1) support and SDAIE strategies.
- Primary language support in the content areas of math, science, and social science will be provided by the teacher or classroom bilingual paraeducator whenever possible.
- All ELs (Levels 1–5) receive daily ELD instruction based on the district-adopted program from an appropriately EL Authorized teacher. Instruction must include listening, speaking, reading, and writing.
- All students participate in activities that lead to cultural proficiency, promote positive self-image, and cross-cultural understanding.
- An integration component that includes teacher-structured activities in content areas (such as Art, Music, and P.E.) is provided on a regularly scheduled basis. These activities should be carefully planned so that participation does not depend on English language fluency, and thus ELs at levels 1, 2, and 3 can fully participate.
- English learners who attain a good working knowledge of English (levels 3, 4, and 5) will be placed in an English Language Mainstream Program (ELM).

Staffing

- All teachers must be appropriately authorized (e.g. BCLAD, CLAD, SB1969/395, AB2913 or equivalent)
- A teacher or bilingual paraeducator under the teacher's direction may provide primary language support in the content areas of English/Language Arts, math, science, and social science.

Materials

- Primary language materials may be used in all subjects.
- Both core and supplemental materials shall be available for teacher and student use.

English Language Mainstream

The English Language Mainstream (ELM) Program is designed for English Learners at English language proficiency levels 3, 4, and 5. Such students are assigned to an English Language Mainstream Program unless a Parental Exception Waiver for an alternate program has been approved. ELs at ELD levels 1–3 will also be assigned to an English Language Mainstream Program upon parental request.

ELM Program teachers will be responsible for providing ELD instruction to continue students' English language development and to prepare English Learners for reclassification. These teachers are also responsible for providing instruction that will allow students to make up any academic deficits that may have been incurred in the core curriculum as a result of language

Table 2.1: EL Programs— Three Instructional Settings for K–12

PROGRAMS FOR ENGLISH LEARNERS	BASIC PROGRAM FEATURES*	ROLE OF PRIMARY LANGUAGE
English Language Programs Taught *overwhelmingly* in English.		
Structured English Immersion	Daily ELD, Sheltered English instruction.	Limited, for support
English Language Mainstream	Daily ELD Sheltered English instruction, as needed.	Limited, for support
Alternative Program**		
Bilingual Alternative Program	Daily ELD, L1 instruction, sheltered English instruction.	Substantial for direct instruction at first, decreasing over time.

* All students participate in activities that lead to cultural proficiency and that promote positive self-image and cross-cultural understanding.

** An alternative program will be provided when there are 20 students pergrade level with approved waivers Alternative programs will be offered at designated school sites. The possibility exists for such programs at any site.

Should the numbers of approved waivers for a Bilingual Alternative Program reach 20 or more per grade in a language other than Spanish, the district will work with the school to identify staffing and materials so that instruction in that language can be provided.

barriers. Students will be provided with academic instruction using Specially Designed Academic Instruction in English (SDAIE) Strategies. SDAIE is an instructional methodology designed to make lessons as comprehensible as possible to non-native speakers of English so that these students will be able to progress in their studies of English/Language Arts, math, science, and social science and meet grade level standards.

Program Requirements

- Core instruction in English/Language Arts, math, science, and social science is taught *overwhelmingly* in English using district-adopted materials and SDAIE methodology.
- All ELs (Levels 1–5) receive daily ELD instruction based on the district-adopted program from an appropriately EL Authorized teacher. Instruction must include listening, speaking, reading, and writing.
- All students participate in activities that lead to cultural proficiency, and that promote positive self-image, and cross-cultural understanding.

Staffing

- All teachers must be appropriately authorized. (BCLAD, CLAD, SB 1969/395, AB 2913 or equivalent).

Materials

- Core and supplemental materials must be available for teacher and student use.

Bilingual Alternative Program

The District's Bilingual Alternative Program (BAP) uses both Spanish and English to teach the academic content. English Learners receive intensive ELD to develop English proficiency. Initially ELs receive rigorous primary language instruction in core content. The core content classes cover the grade level California Content Standards. As students acquire reasonable fluency in English, they receive an increasing amount of academic instruction in English. Schools with 20 or more students at a given grade level receiving Parental Exception Waivers will provide a Bilingual Alternative Program. Schools with fewer than 20 students at a given grade level may offer a Bilingual Alternative Program or allow students to transfer to a school at which such a program is offered. Should the numbers of approved waivers for a Bilingual Alternative Program reach 20 or more per grade in a language other than Spanish, the district will work with the school to identify staffing and materials so that instruction in that language can be provided.

The Bilingual Alternative Program aims to develop full proficiency in English and also reach full academic proficiency in the primary language (bi-literacy). This guide for instruction depicts the relative amount of time and emphasis to be placed on ELD and other content instruction in both English and Spanish.

Components of a Bilingual Alternative Program

A. Instruction in Spanish

Instruction in Spanish should be *overwhelmingly* in Spanish. Instruction in English should be *overwhelmingly* in English. The languages should never be mixed. It is however appropriate to provide some vocabulary and support in the other language. This is best done in a preview before the lesson or as a review at the end of a lesson. Since the goal of the Bilingual Alternative Program is full literacy in both English and Spanish, the use of both languages should be followed carefully.

B. Sheltered Instruction (SDAIE)

SDAIE strategies are used to begin English instruction in mathematics, and later, in science and other subjects. SDAIE strategies are used to first introduce materials where students apply or practice concepts previously developed. The content taught should initially be limited to those aspects that can be fully supported with rich contextual clues and practical examples.

C. English Instruction

Instruction in English should be *overwhelmingly* in English. It is appropriate to provide some vocabulary and support in the primary language. This is best done in a preview before the lesson or as a review at the end of the lesson. As the student's English proficiency increases, the amount of SDAIE strategies used for instruction decreases. Direct instruction in English is used for math and science when the student reaches CELDT level 3 and later in other academic subjects.

In the Bilingual Alternative Program, students are instructed initially in their primary language in the core subjects of English/Language Arts, math, science, and social studies, while receiving daily ELD instruction. As students move through the grade levels and gain fluency in English, more instruction is provided in English.

Program Requirements

With approved Parental Exception Waivers for the Bilingual Alternative Program, all ELs who are under 10 years of age must participate in a Structured English Immersion (SEI) Program for a minimum of 30 calendar days. During this period, instruction is to be *overwhelmingly*, but not exclusively, in English. The 30-day requirement for participation in a Structured English Immersion Program is limited to the student's first year in a Bilingual Alternative Program. Whenever 20 or more ELs with the same primary language, at a given grade level in a school, receive approved Parental Exception Waivers, the school must offer a Bilingual Alternative Program. Schools with fewer than 20 pupils with the same primary language, at a given grade level, with approved Parental Exception Waivers may offer the alternative program or allow the students to transfer to a public

school in which such a program is offered. After the 30-day requirement, the students' program will include:

- Instruction is conducted in the primary language using the district-adopted materials for English/ Language Arts, math, science, and social science.
- Core subject instruction that may be conducted in English when appropriate using SDAIE methodology.
- ELs Levels 1–5 receive daily ELD instruction based on the language proficiency of the student, ELD standards and the requirements of the district-adopted program. Instruction must include listening, speaking, reading, and writing.
- All students participate in activities, which lead to cultural proficiency, that promote positive self-image, and cross-cultural understanding.
- An integration component that includes teacher-structured activities in content areas (such as Art, Music, and P.E.) that is provided on a regularly scheduled basis. These activities should be carefully planned so that participation does not depend on English language fluency, and thus EL students at levels 1, 2, and 3 can fully participate.

Staffing

- All teachers must be appropriately certificated (BCLAD or equivalent).

Materials

- Both core and supplemental materials in the primary language and in English shall be available for teacher and student use.

Core Curriculum (District Wide)

Goal

Our goal in Fontana Unified School District for English Learners is two-fold. We want them to gain proficiency in English while at the same time acquiring academic success in all content areas. It is essential that English Learners access well-articulated, standards-based core curriculum instruction. In Structured English Immersion (SEI) and English Language Mainstream (ELM) settings, the core instruction in all subjects is taught *overwhelmingly* in English through Specially Designed Academic Instruction in English (SDAIE) strategies and primary language support as needed. Primary language support can be used as appropriate to further provide instructional clarification, motivation, support and explanation. Instruction is provided by an EL Authorized teacher (e.g. BCLAD, CLAD, SB1969/395 or equivalent). Students enrolled in the Bilingual Alternative Program receive full access to grade level core curriculum by means of direct instruction in their primary language and in English, using SDAIE strategies. The curriculum, materials, and approaches used are appropriate to the various English proficiency levels of the students. Teachers modify instruction, assignments, and assessments to ensure student access to the core curriculum at a level appropriate to their English language proficiency, while continuing to focus instruction on grade-level content and cognitive development.

Curriculum and Instruction

Teachers focus instruction on ELD and essential content standards, devoting extra time and attention to the mastery of essential language arts content standards in English. ELD standards address skills ELs acquire in initial English learning to enable them to become proficient in the English/ Language Arts (ELA) standards. English materials are the same as those used in the English Language Mainstream program. However, additional teaching tools are utilized to provide universal access to the core content (e.g. support materials, visuals, realia, graphic organizers, semantic webs, charts, and overhead transparencies). Effective teaching strategies such as previewing/reviewing the lesson, paraphrasing, making frequent comprehension checks, and paired and small group learning are essential to develop vocabulary, activate prior knowledge, build background knowledge (especially cultural), and promote higher-level thinking and active participation of all students. Teachers differentiate instruction based on student needs.

It is recognized that students scoring at Beginning, Early Intermediate, and Intermediate (low) proficiency level may have difficulty keeping up with grade-level requirements in SEI and ELM program settings. District and site-level interventions for ELs not meeting minimum grade-level content standards according to semester/trimester reports include peer tutoring, individual and small group instruction, early-intervention literacy programs held during the regular school day, before/ after-school, or on Saturday, inter-session and/or summer school programs that focus on ELD and/or grade-level content standards.

Differentiation for Interventions

In order to provide effective differentiation for English Learners, best practices indicate that grouping students by English language proficiency levels for specific ELD instruction allows ELs to develop English proficiency as quickly and effectively as possible. An effective practice is to group students in the following ways: ELs needing language support; I-FEPs, R-FEPs and ELs and English Only (EO) students needing academic support; and I-FEPs, R-FEPs, ELs and EOs needing academic Enrichment opportunities to address their needs appropriately.

1. Language Interventions require that all English Learners be grouped homogeneously according to their English proficiency level. No more than two consecutive CELDT levels should be grouped together within a grade level. The purpose of this grouping is to offer interventions that address the student's language needs. Groupings typically are composed of ELs and R-FEPs.
2. Academic Intervention requires that students who are Far Below Basic, Below Basic, and Basic on CST-ELA receive appropriate instruction to eliminate academic gaps, which keep them from becoming proficient learners. Intervention groupings typically are composed of I-FEPs, ELs, EOs, and R-FEPs whose CST-ELA scores have declined to the Far Below Basic or Below Basic level.
3. Academic Enrichment requires that I-FEPs, ELs, R-FEPs and EOs who are Proficient and Advanced on CST-ELA receive instruction which gives them breadth and depth in the designated content areas.

Transferability of Skills

New learning is achieved most successfully when introduced in connection to prior knowledge. Students are able to transfer their knowledge from one language to another given adequate instruction, support and opportunities to make connections. Many skills in English are either totally or partially transferable from the student's primary language. A simple illustration is when a student understands the concept of synonyms in their primary language (i.e. Spanish) they would be able to transfer the concept into the new language (i.e. English). In many cases, decoding in English will not need to be taught separately for students who can decode in their primary language. The exceptions, however, need to be taught. For example, the vowels in English are only partially transferable, since some English short vowels do not exist in Spanish. Of course, there are some concepts that are not transferable at all, or that differ greatly, depending on the primary language of the student.

Transferable skills are directly taught so that students make the connection between their primary language and English. Transferability of skills is possible when instruction about a specific concept or skill has already taken place in the student's primary language. The teacher then gradually assists the student in moving the knowledge from the primary language to the second language.

English Language Development

English Language Development (ELD) Standards address second language acquisition, a required content area unique to ELs. These standards identify the linguistic competencies English Learners must develop to achieve the proficiency in English, which native speakers already possess when they enter school and continue developing throughout life. ELD standards are not a substitute for standards in other content areas. They initially precede and scaffold the English/Language Arts (ELA) Standards. The ELA standards are the content and outcome expectation for all students.

ELD is a component of all instructional programs designed to serve the needs of English Learners. ELD courses are designed to provide ELs with focused instruction based on the state ELD standards. These courses lead to full mastery of oral and written English. The California English Language Development Test (CELDT) annually assesses progress in English Language Development.

This test yields scores for five language proficiency levels:

1 = Beginning

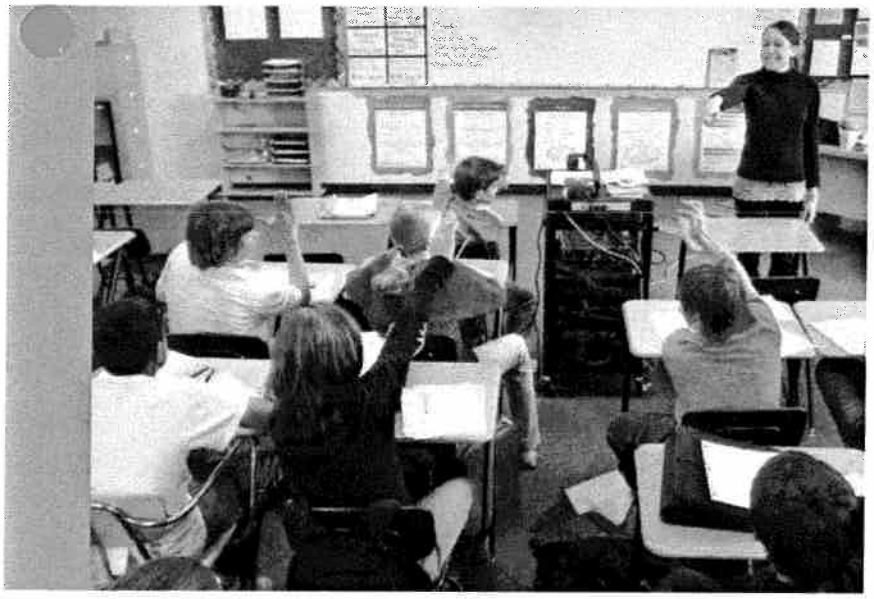
2 = Early Intermediate

3 = Intermediate

4 = Early Advanced

5 = Advanced

English Learners at each of the five levels of English proficiency receive ELD instruction from EL Authorized teachers or qualified teachers pursuing authorization. This is true for students in all instructional program settings: Structured English Immersion (SEI), English Language Mainstream (ELM), and Bilingual Alternative Program (BAP). Placement in



ELD classes should be based on CELDT scores AND careful consideration of other indicators of ELD progress, including curriculum-embedded assessments, grades, teacher recommendations, etc.

Each English Learner receives a program of instruction in English Language Development (ELD) in order to develop proficiency in English as rapidly and as effectively as possible. ELD lessons are appropriate for students' identified levels of language proficiency. ELD lessons further reflect curriculum, materials, and approaches that are designed to promote an ELs' acquisition of listening, speaking, reading, and writing skills. ELD is designed to teach ELs to:

- Listen, speak, read and write English;
- Acquire the linguistic competencies that native English speakers already possess when they enter school and continue developing throughout life.

The ELD component of all instructional program models is research-based and recognizes that the acquisition of English as a second language is a developmental process. Research recognizes that no two students will develop proficiency in English at the same rate. In most cases, Basic Interpersonal Communication Skills (BICS) appear long before Cognitive Academic Language Proficiency (CALP), and time and opportunity must be allowed for this development to occur. Indeed, it may take five years or more to achieve academic English proficiency comparable to that of their native English speaking peers. Each EL will develop at his/her own pace, depending on a multitude of environmental, personality, learning, and educational factors.

ELD can occur in a variety of instructional settings (i.e., self-contained classrooms or specific instructional periods). ELD must be a planned, specific, explicit and systematic component of the total education of ELs. It is mandatory in our district that each EL receive ELD a minimum of 30–60 minutes per day (grades K–6), and 1 or 2 periods per day in middle and high school. Every EL must receive daily ELD instruction until s/he meets the criteria to be reclassified as an R-FEP.

Progression through ELD Levels

In order for students to develop proficiency in English as rapidly as possible, students must be able to develop at their own pace, and must be able to move up ELD levels whenever necessary. Students should not have to wait until the end of a semester or course in order to move levels.

Change in ELD levels should be based on:

- CELDT progress
- Performance on benchmark assessments
- Classroom performance
- Performance on ELD curriculum-embedded assessments
- Teacher recommendation

ELD Standards

The ELD Standards provide guidelines for language acquisition at the Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced proficiency levels for English Learners. These address skills ELs must acquire to become proficient on the ELA standards. The ELD standards are designed to ensure that English Learners develop proficiency in both the English language and the concepts and skills contained in the ELA standards. The ELD standards are written as pathways or benchmarks to the California ELA standards. At the later proficiency levels, the skills in the ELD standards more closely approximate those of the ELA standards and represent the standards at which an EL has attained academic proficiency in English. The ELD standards integrate listening, speaking, reading, and writing and create a distinct pathway to reading and writing in English rather than delaying the introduction of English reading and writing.

ELD Assessments

A number of assessments are used to track our English Learners' progress through the English Language Development standards. These assessments include, but are not limited to, the following:

- Assessments embedded in district adopted ELD materials
- Teacher-created assessments aligned with the ELD standards

- CELDT outcomes
- Monitored progress on the EL Profile
- Other formal and informal assessments

English Language Development (Grades K–6)

In order to facilitate ELD instruction at the elementary level, the best practice is for English Learners to be grouped homogeneously, according to their language proficiency levels. ELD groupings should be composed of ELs with no more than one English language proficiency level difference and no more than one grade level difference. Placement in ELD instructional levels should consider CELDT scores AND a variety of other indicators of ELD progress, including curriculum-based assessments, grades, and teacher recommendations.

Table 2.2 outlines ELD instruction for grades K–6. It includes the District adopted materials and a minimum number of minutes for instruction at each grade level. Whenever possible, this minimum recommendation should be increased for ELs who score at CELDT levels 1 and 2.

Assessment (grades K–6)

Student progress in ELD is evaluated using ELD curriculum-embedded assessments. At a minimum, teachers are to administer these assessments three times per year, at the end of each quarter or trimester, and document the students' language proficiency progress on the EL Profile. Individual and group data are compiled annually to monitor the progress of students' English language development by the Department of Assessment and Evaluation and shared with the Department of EL Services.

The progress of ELs in continued acquisition of English must be assessed in terms of mastery of the English Language Development standards. ELs receive an ELD grade every trimester in addition to their grade for the English/Language Arts standards.

ELD within a Self Contained Class

In instances where there are too few ELs at a school site and it is not possible to group students homogeneously, it is appropriate to provide ELD within a self-contained class when the following criteria are met.

- Teacher knows CELDT levels (Listening, Speaking, Reading and Writing).
- Teacher has interim ELD/ELA assessments beyond CELDT.
- ELs are grouped at least sometime for ELD Instruction by ELD level.
- Evidence that ELs are making reasonable progress on ELD benchmarks.

Table 2.2: Instructional Recommendations for ELD; Grades K–6

GRADE	MINIMUM TIME	ADOPTED TEXT
K	30 minutes daily	District Adopted ELD Curriculum and EL Supplementary Materials
1–6	30–60 minutes daily	District Adopted ELD Curriculum and EL Supplementary Materials

- The district-adopted and supplemental ELD materials at the student's levels are available and used.
- Teacher and students can identify which ELD standards are being taught.

English Language Development (Grades 7–12)

State and federal law requires that each EL receive ELD instruction until the student is reclassified. How, how much, and within which type of class depends on the specific English language needs of the student. Fontana Unified School District provides substantial ELD (one to two separate periods daily) for ELs.

To place ELs in specific ELD courses, school counselors use CELDT scores AND additional information, such as grades from prior ELD classes, samples of student work, standardized assessment results, and teacher recommendations. Leveled ELD classes (ELD Year 1 2, and 3) that use a district-identified standards-based curriculum aligned to the state ELD standards are provided at the appropriate proficiency level in English fluency. Students in the Early Advanced or Advanced levels (CELDT levels 4 and 5) may receive their ELD instruction within the English/Language Arts sheltered or mainstream classes.

Assessment (grades 7–12)

Student progress in ELD is evaluated using district-identified ELD curriculum-embedded assessments. At a minimum, teachers are to administer these assessments three times a year, at the end of each quarter or trimester, and document the language proficiency on the EL Profile. Student progress is collected by the Department of Assessment & Evaluation and analyzed every quarter or trimester. Group data are compiled annually to monitor the progress of students' English language development.

ELD within an English/Language Arts Class

For CELDT 4's and 5's, ELD instruction may be provided within the mainstream English/ Language Arts (ELA) class. It is appropriate to provide ELD within an English/Language Arts Class (7–12) when the following criteria are met:

- The ELA teacher knows the CELDT levels of students (listening, speaking, reading, and writing).
- The teacher holds a BCLAD, CLAD, or equivalent EL Authorization.
- The teacher also uses interim ELD assessments beyond CELDT.
- ELs are grouped, whenever possible, by ELD level, and that instruction matches their ELD needs and is different from the grade-level ELA content. The actual time and frequency of ELD should be justified, with reference to diagnostic evidence.
- The teacher and students can identify which ELD Standards are being taught.
- The right materials (district-adopted and supplemental) for ELD at the students' level are available and used.
- The teacher has evidence that ELs are making reasonable progress (i.e., there is progress toward reaching ELD benchmarks).

Overall Approach to Secondary Programs

ELs arriving at middle school and high school have diverse needs. They cannot be well-served by only a single program or a single approach. It is the intent of the district to frequently update our professional understanding of specific student strengths and needs and to adapt the instructional program to meet the individual needs of students.

Table 2.3: Instructional Recommendations for ELD; Grades 7–12

ELD LEVEL	CLASS	TIME	MATERIALS
Beginning	ELD Year 1	2 Periods	District Adopted ELD Curriculum and Supplemental Materials
Early Intermediate	ELD Year 2	1 or 2 Periods	District Adopted ELD Curriculum and Supplemental Materials
Intermediate	ELD Year 3	1 Period	District Adopted ELD Curriculum and Supplemental Materials
Early Advanced	ELD/ELA Year 4	1 Period	District Adopted ELD Curriculum, Core Materials with Sheltered Strategies, and Supplementary Materials
Advanced	ELD/ELA Year 5	1 Period	District Adopted ELD Curriculum, Core Materials with Sheltered Strategies, and Supplementary Materials

ELs at the Beginning to Intermediate levels of proficiency in English are provided intensive classes in ELD, and content classes using SDAIE strategies, such as mathematics, when their academic records and English language proficiency levels indicate that they can be successful in those classes. As they acquire reasonable fluency in English, they will move into additional core content classes taught overwhelmingly in English.

Long-Term Redesign of Secondary Education

Current structures of secondary education are not the most conducive to responding to the language and academic needs of English Learners or others. The district intends to explore a wide range of ways to redesign middle and high school programs for all students.

Fontana Unified School District intends to standardize ELD and other courses by standardizing the curriculum and providing a pacing guide that ensures adequate coverage of the standards. A task force for secondary instruction will be formed to assist in the recommendation and development of a systematic and coherent program of study for the secondary level.

Fontana USD will explore accelerated programs in concert with adult education, the community colleges and other Institutions of Higher Education (IHEs), as well as other modifications to the time and space constraints of current high schools that can lead to optimal language and academic outcomes for English Learners and others.

District Newcomer Center for Secondary Students

The Newcomer Center is a multicultural and multi-linguistic community of learners. This school specializes in acculturating the most recent limited-English proficient immigrants to America, into a literate, global, democratic, and sensitive society. The school's program is designed to enhance student potential, in order to transition successfully to a comprehensive middle/high school program.

The Newcomer Center is designed to serve Beginning and Early intermediate students as measured by the CELDT in an intensive focused program. The commitment is to the mastery of English and the acquisition of academic language so that students may fully benefit from a comprehensive middle/high school program. The placement is designed for a maximum of two years. Parents will authorize the district to place students in the program through a Parental Exemption Waiver.

Different Typologies of ELs Need Different Services: Understanding the Complexities of Secondary English Learners

English Learners enrolling in secondary schools are a very diverse population. In order to facilitate proper program placement and to best ensure that ELs will succeed in school it is useful to informally identify broad categories of English Learners. Grouping students this way is not intended to track students into pre-determined schedules. Rather, it is intended as a tool to help sites gather student information and assist with program placement and support. There are three informal groupings of ELs within Fontana Unified School District at the secondary level.

These include:

- Newly arrived English Learners with adequate formal schooling
- Newly arrived English Learners with limited formal schooling (under-schooled)
- Long-term English Learners

Newly Arrived English Learners with Adequate Formal Schooling

Characteristics of these students include:

- Recent arrival in the U.S. (5 years or less)
- Adequate formal schooling in native country, though they may or may not be below grade level and lack school records
- Traditional EL program sequence meets their needs
- Difficulty passing district proficiency exams due to limited English proficiency
- Academic achievement in terms of grades comparable to rest of school
- Low performance on standardized tests when administered in English

These students are frequently considered as "traditional" immigrant students; most of them enter school with very little or no English language proficiency. They may or may not have had some exposure to the formal study of English. However, they have had a formal educational program in their native country. These students are challenged with the need to master English quickly in order to pass the California High School Exit Exam (CAHSEE), as well as to complete all district high school graduation requirements. They must also meet district and state content and performance standards. Time becomes the critical factor for these students.

These students need an accelerated ELD program that is rigorous, yet flexible. They must be able to progress at their own rate. Opportunities to move between levels must be frequent (at quarter or semester if appropriate). Attention to content instruction is also important. These students need to successfully complete the high school course of study. Their program must reduce the language barrier utilizing a Bilingual Aide or other forms of language assistance. Delaying enrollment in higher end courses until they master English may be an option for students who have earned credit for course work already completed in their native country. The typical four-year pathway may not apply for some of these students. In some cases they will require an additional year of high school or should be given an opportunity to transition to other programs such as Adult School. In all cases, it is important that these students be counseled correctly, be made aware of the challenges ahead of them, and be given a definite learning plan that will enable them to successfully complete high school.

Instructional Requirements

- Intensive ELD
- All appropriate academic content classes and high school requirements with adequate primary language support
- Initial enrollment in non-language dependent electives required for graduation

English Learners with Limited Formal Schooling

Characteristics of these students include:

- Recent arrivals to U.S.
- Little or no English language proficiency
- Disrupted, limited or no schooling in native country
- Little or no literacy in native language
- Below grade level in Math
- Progress through ELD levels is slow
- Behind in credits
- Poor academic achievement
- Poor performance on proficiency exams and standardized tests
- Difficult to diagnose learning disabilities

The students who enter at the secondary level with little or no prior schooling face a daunting challenge and require a unique focus. Not only do these students require an intensive ELD program, but they also need specialized content instruction that lays the foundation for high school curriculum. These students benefit from intensive initial literacy development. The under-schooled student who enrolls for the first time at the high school level will need additional time in order to develop English language proficiency and to complete all requirements for high school graduation. Careful counseling, development of a long range learning plan, and articulation between school levels, including Adult School are essential.

Instructional Requirements

- Intensive ELD
- Introductory content courses prepare foundation for entry into secondary course work, either through primary language instruction or with adequate language support
- Initial enrollment in non-language dependent electives
- Initial literacy development courses

Extended Learning and Enrichment

- Extended Day (enrollment in 7th period)
- Extended year/summer school
- Targeted counseling, mentoring, tutoring (in primary language)
- Adult school ESL classes

Long-Term English Learners

Characteristics of these students include:

- 7 or more years in U.S.
- Orally fluent in English
- Levels of reading and writing proficiency that are well below grade level
- Frequently limited or no literacy in primary language
- Mismatch between student perception of achievement (high) and grades (low)
- Some may get adequate grades, but have low test scores
- Often lag behind in meeting grade level standards

The students among this growing sub-group of identified English Learners are often not immigrants, but rather students who have been born in the United States and attended United States schools for their entire lives. Some may have entered as immigrants in their early elementary years. These students often demonstrate native like oral fluency in English yet for a variety of reasons they never achieve levels of academic proficiency in reading and writing. They fail to score high enough on standardized tests to meet reclassification requirements. For these students the traditional sequence of classes in SEI does not apply. By Middle or High School, most of these students are scheduled into a mainstream secondary program including English/Language Arts.

Instructional Requirements

- Targeted instruction in accelerated literacy development
- Counseling
- Grade level specific interventions
- Implementation of career paths, project-based learning and other real life learning applications
- Before/After school tutoring

Consideration for All EL Programs K–12

English Learners are provided with access to well-articulated standards-based core curriculum. In Structured English Immersion and English Language Mainstream, the core instruction occurs in English, with use of Specially Designed Academic Instruction in English (SDAIE) strategies and some primary language support when needed and feasible. In the Bilingual Alternative Program, access to the core curriculum is mediated through direct instruction in the students' native language as well as in English (making use of SDAIE approaches). In the Bilingual Alternative Program, bi-literacy development is available to all participating students—EO, I-FEP, and R-FEP, as well as ELs.

Mainstream Core content classes using Sheltered Instruction (SDAIE)

In grades 7–12, it may be appropriate to place ELs below CELDT 4 in mainstream core content classes if:

A. There is a transcript documenting successful completion of prerequisites (either in L1 or in English). (for example, a student who successfully completed algebra in secondary school, and may therefore go on to geometry).

B. There is documented rapid progress in acquiring English (CELDT, District Adopted ELD assessments, grades, etc.).

C. There is documented student motivation and focus, such as:

- excellent attendance, few tardies
- student requests the class
- completion of most assignments
- documented participation of the student in any needed interventions, tutoring, etc.

What is Specially Designed Academic Instruction in English (SDAIE)?

English Learners access the core curriculum through classes that "shelter" or "differentiate" the curriculum via Specially Designed Academic Instruction in English (SDAIE). It is an approach to teaching grade-level content using English as the medium of instruction with special strategies and techniques geared to help students access the core curriculum. SDAIE is:

- Contextualized instruction (i.e. non-verbal language, visual support, realia, graphic organizers, oral/verbal amplification), because students have a variety of resources in the environment that enable them to construct meaning out of what is said or read;
- Task-based instruction, because it allows students to work with concepts and the language of those concepts in a variety of ways (i.e. via reframing, where students can act, draw, or map out the concepts, or use poetry, song, chant, letters, and diaries);
- Grade-level content instruction in English designed for ELs;
- Facilitates access to the same core curriculum as that taught to English-only students;
- Language-sensitive and culture-sensitive content teaching;
- Developed through comprehensible language;
- Makes accommodations in the learning environment so more students are able to access the content;
- An ideal place to use language for communication;
- A natural vehicle through which English can be taught;
- Good language teaching when the input is made comprehensible;
- Instruction encouraging the active use of language and the emphasis on big ideas;
- Instruction that allows the teacher to check for understanding frequently using interactive strategies;
- Integrating assessment in an on-going and formative manner through observations, portfolios, journals, and product-development;
- Built on language modifications such as wait time, questioning, pacing, and highlighting.

In effective SDAIE classrooms, principals and teachers work together to ensure the use of sound practices that make content comprehensible for English Learners. These practices include:

- modeling
- bridging
- contextualizing
- building schema

- reframing
- developing metacognition
- checking for comprehension
- monitoring/assessing
- questioning
- adjusting speech register
- orchestrating all modalities of learning
- interacting
- scaffolding

For ELs at Beginning, Early Intermediate, and sometimes the Intermediate at levels, access to the core can be facilitated by primary language support. The assignment of a BCLAD teacher is always the best method for providing primary language support. However, if a BCLAD teacher is not available, then the students will be grouped together with a CLAD-certified teacher and may be provided a bilingual paraeducator, who will use the primary language to motivate, clarify, direct, support, and explain.

Special Education Services for the English Learner

English Learners have access to Special Education services just as all other students in Fontana USD. Careful review by the Student Intervention Team (SIT) of all referrals takes place first, to determine whether Special Education assessments (speech, language, social, emotional, or academic) are warranted or if student performance/behaviors are related to expected patterns of second language acquisition.

When it is determined that an English Learner needs to be assessed, whether it be speech, academic or cognition, testing will be initiated upon parent's written approval. When appropriate, assessment will be conducted in the primary language of the student, or English or both, making certain that cultural differences are taken into consideration when determining eligibility.

Instructional decisions related to student's language acquisition status must be described in the Individualized Education Plan (IEP) to the extent that the student's English Language Development program relates to his/her need for Special Education services. The IEP must include a goal that addresses English Language Development.

English Learners in grades K–12 with an IEP continue to receive ELD and SDAIE instruction from authorized teachers. Special Education staff, including Special Day Class staff, will receive the same training as general education staff in working with ELs. English Learners may also be served through team teaching/mainstreaming with authorized teachers. In SDC classes, the authorized Special Education teacher provides ELD instruction to the English Learner. Bilingual paraeducators may be assigned to the program to provide direct support to English Learners with an IEP.

For more detailed information, refer to the Special Education Handbook for English learners: ***Guidelines for Language, Academic, and Special Education Services Required for Limited-English-Proficient Students in California Public Schools, K–12 (2008).***

Gifted and Talented Education (GATE)

The Fontana Unified School District is committed to ensure equity in its Gifted and Talented Education (GATE) program. Many culturally and linguistically diverse students do not attain high scores on intelligence and achievement tests and are therefore overlooked for eligibility in gifted programs. Fontana USD ensures equal access to all students through its identification, referral process, testing and teaching methodologies in its GATE programs. There is an active GATE parent advisory with translation services available when needed for each meeting.

Multiple criteria are employed to ensure that giftedness and talent are not overlooked as a result of a lack of English language proficiency or among students who may not be experiencing academic success. This allows for students from all ethnic groups to be identified for the services provided through the GATE Program. All second graders are tested for GATE. A parent or teacher may refer a student for GATE testing. English Learners may be identified, along with native English speakers, based on their ability or talent in one of the following areas: intellectual, creativity, academics, or visual and performing arts.

All English Learners participating in the GATE Program must continue to receive English Language Development and appropriate second language services to provide access to the core curriculum.

Monitoring Progress of English Learners with Benchmarks

Fontana USD has developed benchmarks to monitor progress of ELs in language acquisition and academic content. The benchmarks provide a way to monitor ELs from the first day of enrollment in the District. ELs are expected to improve every year in language acquisition and academic content. If students do not meet the benchmarks, they will be placed in an intervention program before/during/after school tutoring, Saturday school, and/or summer school. (See Table 2.8 & 2.9)

The Departments of Assessment & Evaluation and EL Services will generate benchmark reports electronically on a trimester/semester basis. The benchmark report will be used by teachers, counselors and site administrators in planning student course placement, parent/student conferences and to determine student participation in intervention programs. The benchmark reports:

1. Assist in monitoring students' language and academic growth. Students are expected to move through the language proficiency levels (at least one level per year) and are expected to reclassify within six years. If a student enters mid year, then s/he is placed and monitored in his/ her entering proficiency level (not expected to move in the first six months).
2. The benchmarks can be modified for students with special needs within the individual IEP for monitoring goals.

Directions for using EL Benchmark Reports

Site administrators and staff will review the results by student English language proficiency. Students that are not meeting the benchmarks will be provided additional support immediately. Performance can be reviewed in ELA, ELD and mathematics based upon assessment results. Results can also be compared across grade levels. At grades K–6, ELD/ELA teachers will review benchmark reports with parents during parent conferences:

1. Students will be expected to move through the CELDT language proficiency levels (at least 1 level every year) and are expected to reclassify within six years. Mid year entries will be adjusted.
2. The ELA, ELD and Math benchmarks can be modified for students with special needs within the individual IEP for monitoring goals.
3. The benchmarks are aligned to the California Standards Test.

The benchmarks are established to set forth clear expectations of growth in English and performance in English on academic measures for each year an English Learner is enrolled. Interventions procedures are as follows for:

1. ELs not meeting benchmark scores for English development or academic achievement will be directed to tutoring, after school programs, and summer school etc., for specific services aimed at helping the student reach the benchmark.
2. ELs not demonstrating growth on the ELD standards and ELA standards will be provided additional assistance during Universal Access.
3. A third type of intervention is aimed at filling in gaps in content knowledge that come about because of the sequential nature of the EL program. These interventions will be planned summer courses, extra periods, use of State Board Approved Intervention Programs, after school programs, Saturday school, and other programs, which will be planned in advance so that ELs can gain full access to grade level core content instruction in a reasonable period of time after first enrolling. These catch-up interventions are particularly necessary for students enrolling in higher grades at CELDT levels 1 or 2, and those who have interrupted or limited prior schooling.

Extended learning opportunities (i.e., before/during/ after school, Saturday, and summer programs) are provided to help students catch-up or keep-up with their native English speaking peers. The instructional focus of extended learning programs is ELD for students with less than reasonable fluency in English and mastery of grade-level content standards for English Learners with reasonable fluency in English.

Multiple measures are used to monitor student progress. When ELs are not meeting expected proficiency growth in English language development or are sustaining deficits in content areas, the District Catch-Up Plan is instituted.

Students in Levels 1 and 2 will not be placed in Continuation School classes. Alternative methods of credit/course completion will be developed by counselors to ensure that EL services are continued for all learners at CELDT Levels 1 and 2.

Grading and Assessment

Fontana USD has implemented standards-based instruction at all levels, and is moving towards a comprehensive standards-based grading policy. In the primary grades at elementary (K–3) use the following scale to assign grades. A grade of "S" signifies that a student is meeting grade level standards.

O = Outstanding

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

ELs progress in continued acquisition of English must be assessed in terms of mastery of the English Language Development standards; they receive an ELD grade in addition to their grade for the English/Language Arts standards.

In the intermediate grades at elementary (4–6), middle, and high schools the following scale of A–F is used to signify whether or not a student is meeting grade level content standards. A grade of "C" signifies that a student is meeting grade level standards.

A = Exemplary Achievement

B = Above Average Achievement

C = Average Achievement

D = Below Average Achievement

F = Little or no Achievement

Grades for English Learners must be consistent with this policy. It is not appropriate to provide "courtesy" or "grace" grades to ELs. They should be evaluated on their ability to master the content of a course. ELs should be placed only in those courses or classes where data on their English language proficiency and prior academic background make it likely that they could approach mastery of the content. ELs placed prematurely in grade-level core content taught *overwhelmingly* in English will almost certainly fail to master the content, and have to repeat the class. Such content classes are not optimal placements for a student to advance in English language proficiency.

When students at CELDT levels 4 and 5 (and some 3's) are placed in sheltered versions of English/Language Arts, math, social science, and science, they should be graded according to their mastery of grade-level content standards. The methods of instruction should be modified, but the content of instruction remains the same as that provided for mainstream classes.

Evaluations and assessments of students must be appropriate to the language and performance abilities of the students. In addition to state and district formal assessments, portfolios and other authentic assessments are appropriate and meaningful methods of evaluating the academic progress of English Learners.

It is inappropriate to retain English Learners who have failed to meet grade level academic standards in areas in which they have been provided limited or inadequately differentiated instruction.

Catch-up Plan

Fontana Unified School District is committed to "closing the achievement gap" for English Learners. When students are not meeting expected proficiency growth in English or are sustaining deficits in content areas, the district Catch-Up Plan is instituted.

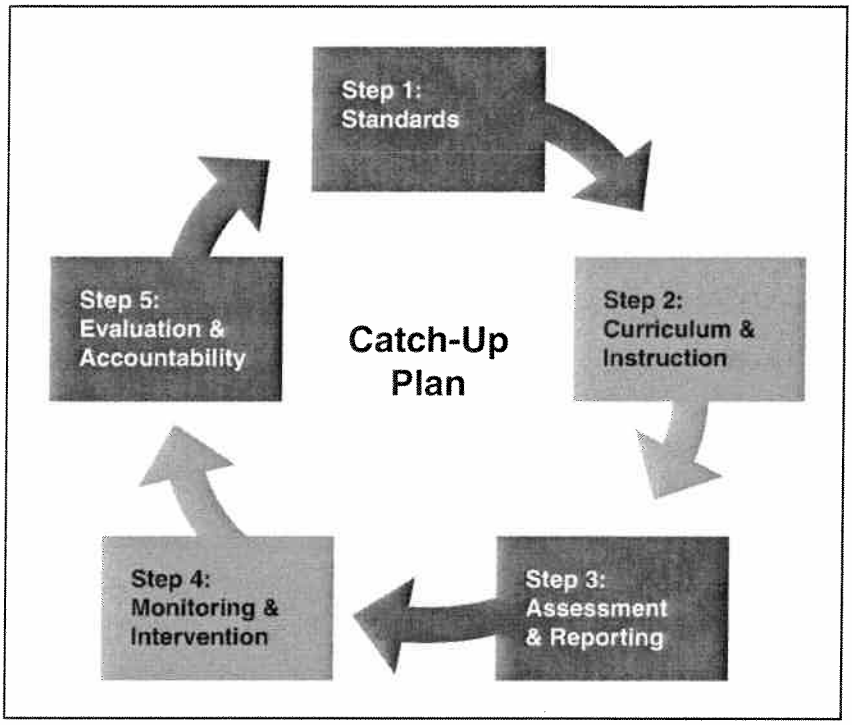
Our Catch-Up Plan has the following five essential elements:

1. **Standards:** There are clearly articulated and implemented content standards for English Language Development (ELD) and performance standards in the core curriculum areas (i.e. English/Language Arts, Math, Science, Social Studies).
2. **Curriculum and Instruction aligned to State standards:** All English Learners participate in a program of curriculum and instruction that is aligned to state standards. There are three program models for English Learners in the district:
   - Structured English Immersion Program
   - English Language Mainstream Program
   - Bilingual Alternative Program

   Each of these programs is designed to ensure that participating ELs acquire English and learn grade level academic content. Components of these programs include:

   - English Language Development
   - Grade level core curriculum and assessment
   - Primary language support or primary language instruction (Parental Exception Waiver required)
3. **Assessments & Reporting:** There is a process to objectively assess ELs' progress in ELD and the rest of the district's core curriculum using multiple measures. These multiple measures are valid and reliable assessments that make it possible to determine if the benchmarks have been met. There are clearly defined interim benchmarks to measure expected growth toward meeting ELD and grade-level content standards. These benchmarks are differentiated by English language proficiency level, time in any district program, and academic background.
4. **Monitoring & Intervention:** There are clearly defined interventions implemented for English Learners who are not meeting the established Benchmarks. These interventions are provided based on a district plan and on individual student assessments. The plan is designed and implemented by or overseen by an authorized site personnel.
5. **Evaluation:** There is a clearly defined process to determine the effectiveness of the Catch-up Plan as part of the district's overall program evaluation and improvement plan.

Figure 2.1: Overcoming Academic Deficits—The Fontana USD EL Catch-Up Plan



Identifying ELs Who Are Not Meeting Expected Growth

(See Table 2.8 and Table 2.9)

The district employs a number of multiple measures to monitor student progress. The administrators at each school develop a list of all students who are not meeting expectations. They then notify the English Learner Support Team (ELST) of these students' assessment data. The English Learner Support Team convenes in order to prescribe appropriate interventions for these at-risk English Learners, such as after school ELAP. In order to accomplish this task, the ELST reviews the student's data and then answers the following questions:

1. Does the school provide appropriate classes for English Learners in the Master Schedule?
2. Is the student placed in the correct academic setting?
3. Is the teacher trained in the use of the most appropriate instructional strategies?
4. Has the staff provided purposeful and individualized planning for each student?
5. How many years has the student been in the program for English Learners?

After gathering these data, the English Learner Support Team completes the English Learner Support Plan for At-Risk Students and prescribes appropriate interventions. In addition to in-school and/or school-sponsored interventions, the student may be placed in instructional resources that extend beyond the school's curricular day. The student may also be informed of post-secondary options if s/he has been in the program for 6+ years and is in the 12th or 13th year of schooling.

Interventions for At-Risk English Learners

The benchmarks are established to set forth clear expectations of growth in English language proficiency and performance in English on academic measures for each year an EL is enrolled. Interventions for ELs are of three types:

1. The first type of intervention is for ELs not meeting benchmark scores for English development or academic achievement will be directed to tutoring, before/during/ after school programs, and/or summer school, etc. for specific services aimed at helping the student reach the benchmark.

2. The second type of intervention is aimed at filling in gaps in content knowledge that come about because of the sequential nature of the EL Program. These interventions can be planned summer carriers, extra period in the middle or high school, after school programs, Saturday school, adult education and other programs, which will be planned in advance so that ELs can gain full access to grade level core content instruction in a reasonable period of time. These catch-up interventions are particularly important and necessary for students enrolling in higher grades at language proficiency levels 1 and 2. Interventions are also necessary for those students who have interrupted or limited prior schooling.
3. The third type of intervention is directed at students who have been identified as English Learners for 5 years or more (long term ELs) who are academically performing at Below and/or Far Below Basic on grade level standards. School sites within the district will implement several intervention programs in response to the needs of this subgroup. These programs are to be offered during the school day, after school, before school or as an extended day/year program depending on the site.

Extended learning opportunities (i.e. before/during/after school, Saturday, and/or summer programs) are provided to help students catch-up or keep-up with their native English speaking peers. The instructional focus of extended learning programs is ELD, for students with less than reasonable fluency in English, and mastery of grade-level content standards for English Learners with reasonable fluency in English.

Monitoring of Student Progress: An Integral Aspect of the Catch-up Plan

The English Learner Support Team (See Table 2.4) will regularly monitor the progress of the referred student by doing the following:

- At minimum, the team will meet twice a year (recommended timeframe: December--January; May--June) to review the most recent assessment data for the referred student(s).
- At this time, the ELST will possibly modify, extend, or replace interventions, when required.
- In addition, the classroom teacher, EL Site Monitor, and/or any other persons who have been assigned responsibility while developing the student's English Learner Support Plan will closely and regularly monitor the student's work to determine the efficacy of the selected interventions.
- If the interventions are not offering appropriate support, the ELST will pursue other avenues of support until a correct match has been found for the referred student or other specialized assistance (i.e. Student Intervention Team for possible referral for Special Education testing) has been explored.

Training on the Catch-up Plan

Each year, all staff members will be trained on the aspects of the Catch-up Plan so that they can provide knowledgeable and timely support as required.

Table 2.4: English Learner Support Team (ELST)

PURPOSE	
An English Learner Support Team (ELST) is formed at each school site to review the language and academic progress of English Learners. The ELST oversees possible interventions for English Learners and reclassified students not making adequate progress. This team also monitors the progress of ELs towards reclassification as well as progress of R-FEPs up to two years after reclassification. Members include, but are not limited to the following at each school site:	
REQUIRED TEAM MEMBERS	**TEAM MEMBERS AS NEEDED**
1. Site administrator or designee (e.g. counselor) 2. EL Site Monitor 3. English/ Language Arts (ELA) Teacher 4. English Language Development (ELD) Teacher 5. Parent/guardian (invited and highly encouraged to attend)	1. Site intervention specialist (e.g. EL Intervention Teacher, school psychologist, Student Study Team member, etc.) 2. Instructional support staff (e.g. EL Intervention Teacher, Reading Coach, etc.) 3. School Community Liaison 4. School counselor 5. Additional resource personnel as needed

Evaluation of the Catch-up Plan

Each fall, the English Learners Coordinating Council will evaluate data relative to the Catch-Up Plan. These data will include, but not be limited to, evaluation of the following questions:

Standards

- To what extent are ELs accessing sequential, explicit instruction in ELD?
- To what extent are ELs accessing the core curriculum?

Curriculum & Instruction

- Are our program models for ELs aligned to the state standards?
- Are our students making progress in English Language Development in all three program models for ELs?
- Are our students accessing the core curriculum in all three program models for ELs?

Assessments

- Are our benchmark assessments in ELD adequately measuring expected growth?
- Are our benchmark assessments in content areas adequately measuring expected growth?
- Are our multiple measures of assessment objectively measuring ELs' progress in ELD?
- Are our multiple measures of assessment objectively measuring ELs' progress in the curricular areas?
- Are our assessments valid and reliable?
- Do our assessments make it possible to determine if the benchmarks have been met?

Interventions for ELs at Risk

- Is our list of clearly defined interventions implemented for English Learners who are not meeting the established interim benchmarks?
- Are the interventions provided based on a district plan and on individual student assessments?
- Is the Intervention Plan designed, implemented and overseen by an EL Authorized teacher?

Evaluation

- Is our Catch-Up Plan Evaluation process clearly defined?
- Is our Catch-Up Plan Evaluation process clearly part of the districts overall program evaluation and improvement plan?

High School Pathways of Probable Success

In order to assist our English Learners who may not complete all K–12 requirements in the traditional time frame, we have established a number of specialized success pathways. Students often need alternate paths within or beyond the secondary schooling experience in order to reach full English language proficiency, graduate from high school, and/or prepare for college and university options. Thus, we are developing a matrix of instructional options that provide ELs with schooling patterns of probable success. When counselors, administrators, and teachers work with and guide English Learners and their parents, these various options will be fully explained. Pathways are devised for four, five, and six year programs. Instructional Services will assist with making appropriate contacts for students after they leave our 12th grade program or look for additional programs while still enrolled in our high schools. These pathways include, but are not limited to, the following:

- Independent Study program housed at the Newcomer Center
- Fontana USD Adult Education and GED programs
- Chaffey College, San Bernardino Valley College, Riverside Community College, or other such institutions that can provide transitional services and coursework for English Learners
- University of California and California State University entrance requirements and accommodations
- Simultaneous employment opportunities through work experience, ROP, high school and community college Career Centers, etc.

Supporting and Monitoring Students

A major aspect of the Catch-Up Plan is the provision for monitoring student progress. If student progress is closely monitored, appropriate interventions can be put into place before academic deficits might become irreparable. Steps involved in the monitoring system include:

Progress

- Development of site English Learner Support Team to oversee the monitoring process;
- Use of the Benchmarks for ELs to monitor student progress. If a student does not meet the minimum target growths (based on time in a program and English language proficiency level), s/he is referred to the site English Learner Support Team;
- Use of the R-FEP Monitoring Form to track progress of reclassified students for at least twenty four months after reclassification;
- Implementation of the English Learner Support Plan for At-Risk Students to be used for all students, including ELs and R-FEP students, who are at-risk of failing to achieve grade level or language proficiency level goals.
- Use of the English Learner Support Plan Interventions Form (K–12) students as a catalyst for the implementation of appropriate interventions in order to provide the right strategy for the right student at the right time.

Table 2.5: English Learners Program Settings; Elementary, K–6

Type of Setting	STUDENTS SERVED	PROGRAM COMPONENTS FOR ENGLISH LEARNERS	STAFFING REQUIREMENTS
Structured English Immersion (SEI)	**English Learners** • CELDT Level 1 (Beginning) • CELDT Level 2 (Early Intermediate) • CELDT Level 3-low (Intermediate)	• **Explicit ELD:**30–60 minutes (K–6th); with district adopted ELD materials and supplementary materials • **Access to core:** differentiated instruction in reading, writing, mathematics, social studies, and science with Specially Designed Academic Instruction in English (SDAIE) strategies and materials • **Art, Music, P.E.:** mixed groups with ELs, R-FEPs, I-FEPs, EOs • **Primary Language Support** to motivate, clarify, direct, support, explain	BCLAD preferred in Level 1 or CLAD or SB1969/395, AB2913 (Hughes) or equivalent
English Language Mainstream (ELM)	**English Learners** • CELDT Level 3-high (Intermediate) • CELDT Level 4 (Early Advanced) • CELDT Level 5 (Advanced)	• **Explicit ELD:** 30–60 minutes (K–6th); with district adopted ELD materials and supplementary materials • **Access to core:** differentiated instruction in reading, writing, mathematics, social studies, and science with Specially Designed Academic Instruction in English (SDAIE) strategies and materials strategies and materials • **Art, Music, P.E.:** mixed groups with ELs, R-FEPs, I-FEPs, EOs • **Primary Language Support** to motivate, clarify, direct, support, explain	BCLAD, CLAD SB1969/395, AB2913 (Hughes) or equivalent
Bilingual Alternative Program (with Parental Exception Waiver)	**English Learners** • CELDT Levels 1–3 (Beginning, Early Intermediate and Intermediate) • CELDT Levels 4 & 5 may continue with Parental Exception Waivers	• **Explicit ELD:** 30–60 minutes (K–6th); with district adopted ELD materials and supplementary materials • **Spanish Literacy:** full Spanish Language Arts component comparable to ELA • **Access to Core:** Initially differentiated instruction in primary language for reading, writing, mathematics, social science, and science using Spanish language materials. As students gain proficiency in English, an increasing amount of content instruction will be in English until the student is reclassified. • **Art, Music, P.E.:** mixed groups with ELs, R-FEPs, I-FEPs, EOs	BCLAD or equivalent

Special Support Options for English Learners

- Primary Language Support
- Specialized Instruction by literacy or EL Specialist
- Intervention Groups
- Before/After School Programs
- ELD Academy
- Tutoring
- Other Appropriate Services

Table 2.6: English Learners Program Settings; Secondary, 7–12

Type of Setting	STUDENTS SERVED	PROGRAM COMPONENTS FOR ENGLISH LEARNERS	STAFFING REQUIREMENTS
Structured English Immersion (SEI)	**English Learners** • CELDT Level 1 (Beginning) • CELDT Level 2 (Early Intermediate) • CELDT Level 3-low (Intermediate)	• **Explicit ELD:** 1or 2 periods daily with district ELD adopted materials and supplementary materials • **Access to core:** differentiated instruction in Math and Social Studies, and Science with SDAIE strategies and materials • **Physical education and one elective:** mixed groups with ELs, R-FEPS, I-FEPs, EOs: 1 period each daily • **Primary Language Support** in core content areas to motivate, clarify, direct, support, explain	BCLAD preferred in Level 1 or CLAD or SB1969/395, AB2913 (Hughes) or equivalent
English Language Mainstream (ELM)	**English Learners** • CELDT Level 3-high (Intermediate) • CELDT Level 4 (Early Advanced) • CELDT Level 5 (Advanced)	• **Explicit ELD:** 1 period daily with district ELD adopted materials and supplementary materials • **Access to core:** EL students attending regular classes with appropriately differentiated instruction in English • **Art, Music, P.E.:** mixed groups with ELs, R-FEPs, I-FEPs, EOs • **Primary Language Support**: minimal, as needed	BCLAD, CLAD SB1969/395, AB2913 (Hughes) or equivalent
Bilingual Alternative Program (with Parental Exception Waiver)	**English Learners** • CELDT Levels 1–3 (Beginning, Early Intermediate and Intermediate) • CELDT Levels 4 & 5 may continue with Parental Exception Waivers	• **Explicit ELD:** 1 or 2 periods daily with district ELD adopted materials and supplementary materials • **Spanish Literacy:** Language Arts 1 period daily • **Access to Core:** Initial Spanish instruction and materials in math, science, social studies: 1 period each daily. Differentiated instruction in mathematics, social science, and science with SDAIE strategies and primary language instruction. As students gain proficiency in English, and increasing amount of content instruction will be in English until the student is reclassified. • **Physical education and one elective:** mixed groups with ELs, R-FEPS, I-FEPs EOs • GED Preparation (for students entering late into U.S schools): As students gain proficiency in English, an increasing amount of content instruction will be in English until the student is reclassified	BCLAD or equivalent
	Special Support Options for English Learners • Primary Language Support • Specialized Instruction by literacy or EL Specialist • Intervention Groups • Before/After School Programs • ELD Academy • Tutoring • Other Appropriate Services		

Table 2.7: Secondary Programs in English for English Learners

ENGLISH PROFICIENCY LEVEL (CELDT)	EL PROGRAM	ENGLISH LANGUAGE DEVELOPMENT (ELD) INSTRUCTION	ENGLISH LANGUAGE ARTS (ELA) INSTRUCTION
Beginning Level 1	**Structured English Immersion** (SEI) • Primary Language support • Sheltered Instruction	ELD Year 1	ELD/ ELA • Access to ELA Standards supported through the use of the ELD Standards • Sheltered Instruction (SDAIE)
Early Intermediate Level 2		ELD Year 2	ELD/ELA • Access to ELA Standards supported through the use of the ELD Standards • Sheltered Instruction (SDAIE)
Intermediate Level 3*	**English Language Mainstream** (ELM) • Sheltered Instruction (SDAIE)	ELD Year 3	ELA: • Sheltered Instruction (SDAIE)
Early Advanced Level 4		ELA/ELD Year 4: • Sheltered Instruction (SDAIE) • ELD Standards are embedded	
Advanced Level 5		ELA/ELD Year 5: • Sheltered Instruction (SDAIE) • ELD Standards are embedded	

* Level 3 students may be placed in SEI or ELM program depending on their English language proficiency and academic needs.

(Continued)

MATHEMATICS SOCIAL STUDIES SCIENCE	ELECTIVE OR NON-CORE CLASSES	INTERVENTIONS FOR LANGUAGE AND/OR ACADEMICS
• Appropriate Class Placement According to: – Transcripts – Placement Exam – Formative and/or Summative Assessments • SEI Instruction or Mainstream Class using Sheltered Instruction (SDAIE)** when appropriate according to student needs.	Spanish for Native Speakers AP Spanish • Language • Literature P.E.	• Before/After School Programs • Extended Day • Extended Year • Intense ELD • Intervention Core Content
• Appropriate Class Placement According to: – Transcripts – Placement Exam – Formative and/or Summative Assessments – A–G Requirements • Mainstream Class using Sheltered Instruction (SDAIE) • Mainstream Class	Spanish AP Spanish • Language • Literature P.E. Academic Areas (A–G Requirements)	• Before/After School Programs • Extended Day • Extended Year • Intense ELD • Intervention Core Content

** Students can remain in a mainstream core class as long as a grade of "C" or better is maintained. Mainstream Teachers must be able to identify English Learners in their classroom and address their language and academic needs accordingly.

Curriculum in mainstream classes and mainstream classes using Sheltered Instruction (SDAIE) is designed based on the California State Standards. Students receive credit towards graduation and fulfill University of California a–g requirements.

Students' schedules should promote movement through the ELD courses, EL Programs and Reclassification as quickly as possible

Table 2.8 : Benchmarks for English Learners in Structured English Immersion and Mainstream Programs

CELDT Levels	BEGINNING	EARLY INTERMEDIATE	INTERMEDIATE	EARLY ADVANCED	ADVANCED	RECLASSIFICATION
CELDT Overall Score	1	2	3	4	5	4 or 5
CELDT *(Year first administered)*	1st yr*	2nd yr	3rd yr	4th yr	5th yr	5th yr
Timeline toward reclassification based on CELDT overall score at time of initial enrollment year*		1st yr*	2nd yr	3rd yr	4th yr	5th yr
			1st yr*	2nd yr	3rd yr	4th yr
				1st yr*	2nd yr	3rd yr
					1st yr*	2nd yr
Standards Test in Spanish (STS)**	50% and above					
CST: English/ Language Arts	Far Below Basic (FBB)	Below Basic (BB)	Basic (B)	Mid Basic/ Proficient (M-B/P)	Proficient/ Advanced (P/A)	Mid Basic or above
CST: Mathematics	Far Below Basic (FBB)	Below Basic (BB)	Basic (B)	Mid Basic/ Proficient (M-B/P)	Proficient/ Advanced (P/A)	Basic or above
District Benchmarks: English/ Language Arts	Intensive	Intensive/ Strategic	Intensive/ Strategic	Strategic/ Benchmark	Benchmark/ Challenge	Benchmark/ Challenge
District Benchmarks: Mathematics	Intensive	Intensive/ Strategic	Intensive/ Strategic	Strategic/ Benchmark	Benchmark/ Challenge	Benchmark/ Challenge
CAHSEE Language Arts	275–300	300–329	330 and above	350 and above	350 and above	350 and above

* 1st year refers to the first time student took the CELDT. (Initial Assessment there after students are tested annually)

** Required for students in U.S. schools 12 months or less and students receiving primary language instruction

Table 2.9: Benchmarks for Bilingual Alternative Program

CELDT Levels	BEGINNING	EARLY INTERMEDIATE	INTERMEDIATE	EARLY ADVANCED	ADVANCED	RECLASSIFICATION
CELDT Overall Score	1	2	3	4	5	4 or 5
CELDT	1st yr*	2nd yr	3rd yr	4th yr	5th yr	5th yr
Timeline toward reclassification based on CELDT overall score at time of initial enrollment year*		1st yr*	2nd yr	3rd yr	4th yr	5th yr
			1st yr*	2nd yr	3rd yr	4th yr
				1st yr*	2nd yr	3rd yr
					1st yr*	2nd yr
Standards Test in Spanish (STS)**	50% and above					
CST:English/ Language Arts	Far Below Basic (FBB)	Below Basic (BB)	Basic (B)	Mid Basic/ Proficient (M-B/P)	Proficient/ Advanced (P/A)	Mid Basic or above
CST: Mathematics	Far Below Basic (FBB)	Below Basic (BB)	Basic (B)	Mid Basic/ Proficient (M-B/P)	Proficient/ Advanced (P/A)	Basic or above
District Benchmarks English/ Language Arts	Intensive	Intensive	Intensive/ Strategic	Strategic/ Benchmark	Benchmark/ Challenge	
District Benchmarks Primary Language***	Benchmark	Benchmark	Benchmark/ Proficient	Benchmark/ Proficient	Proficient	
District Benchmarks Mathematics (English)	Intensive	Intensive	Intensive/ Strategic	Strategic/ Benchmark	Benchmark/ Challenge	
CAHSEE Language Arts	275–300	300–329	330 and above	350 and above	350 and above	350 and above

* 1st year refers to the first time student took the CELDT, (Initial Assessment), there after students are tested annually

** Required for students 12 months or less and students receiving primary language instruction

*** Students instructed and tested in their primary language (L1), are expected to move quickly demonstrating benchmark/challenge levels in academic assessments.

State and Federal Requirements Categorical Program Monitoring (CPM)

CPM EL 7

The district reclassifies a student from English Learner to proficient in English by using a process and multiple criteria as specified in law.

The district monitors for a minimum of two years the progress of students reclassified to ensure correct classification, placement, and additional academic support, if needed.

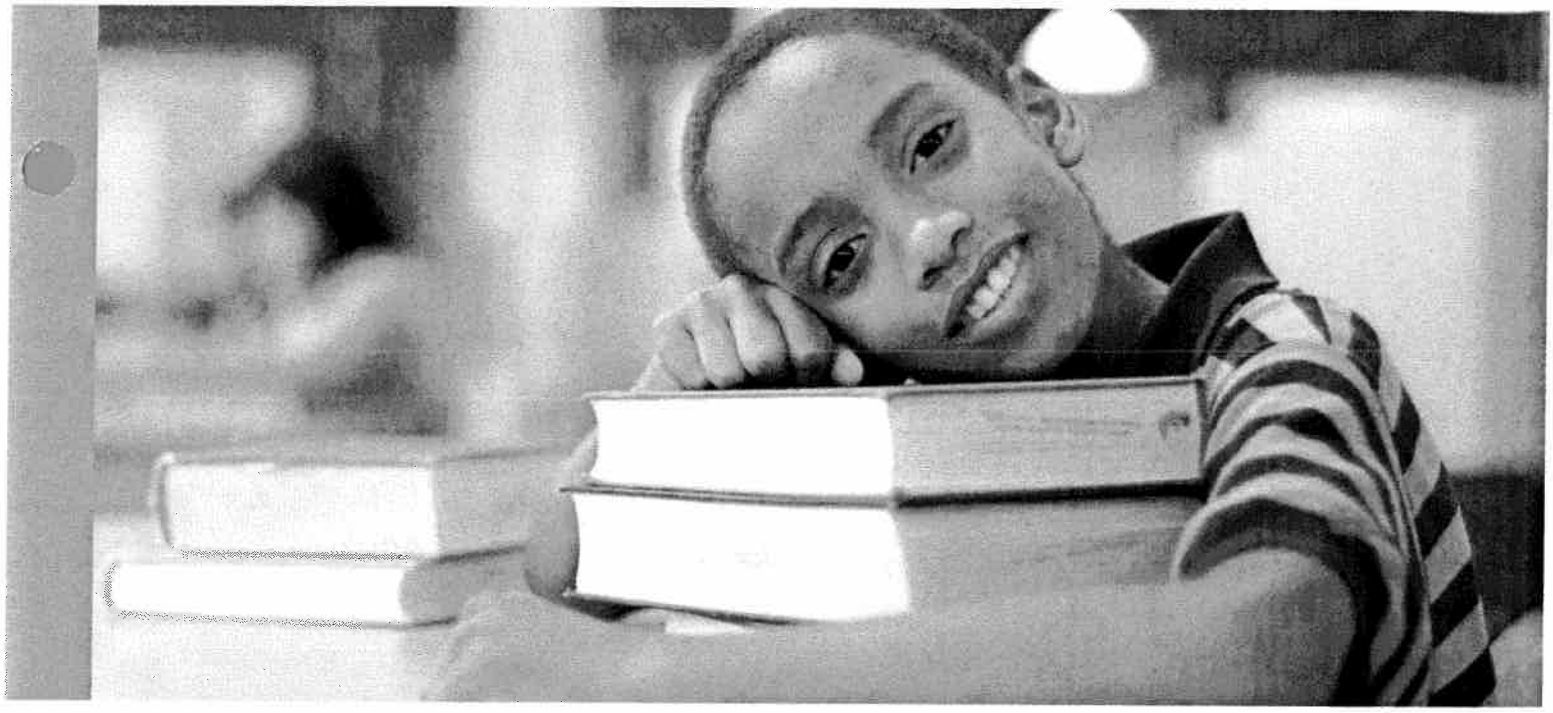
The district maintains key data on the process and assessments in the student's permanent record documentation (CUM).

Each English Learner who meets the established reclassification criteria is Fluent English Proficient (R-FEP). Each former EL who has been reclassified as FEP has demonstrated English language proficiency comparable to that of the average native English speakers and can participate equally with them in the regular instructional program.

chapter **three**

Monitoring of Student Progress and Reclassification

3



IN THIS CHAPTER

I. Monitoring Student Progress

II. Reclassification Process

III. Assessments Given to English Learners

Monitoring Student Progress

EL progress is monitored annually using both district adopted formative and summative assessments. The assessments are used to determine students' English language proficiency in English as well as academic performance. An English Learner profile is completed and ELD formative and summative assessments administered in order to monitor and to document an English Learner's growth in listening, speaking, reading, and writing.

District Assessment

English Learners are administered formative and summative assessments equivalent to those used by English Only (EO) and Initially Fluent English Proficient (I-FEP) students in the mainstream program to monitor academic performance. Summative assessments such as the California Standards Test (CST), California Alternate Performance Assessment (CAPA), California Modified Assessment (CMA) and California High School Exit Exam (CAHSEE) are given to all students regardless of language and classification. Formative assessments such as curriculum-embedded, district benchmarks in English/Language Arts are taken in English in both SEI and Mainstream Programs and in Spanish by students in the Bilingual Alternative Program. English Learners will be administered the CELDT annually to measure language growth in English. English Learners who have been in US schools for less than 12 months or participating in a Bilingual Alternative Program will be given the Standards Test in Spanish (STS) to measure academic performance.

Initial Fluent English Proficient Students

According to the California Department of Education (CDE) definition, students who score at the early advanced or advanced proficiency level overall without any skill area below the intermediate proficiency level should be identified as Initial Fluent English Proficient (I-FEP). I-FEPs who incur any academic deficits may be monitored through the Student Intervention Team model to plan intervention and oversee academic progress.

Overview of Reclassification Process

The Fontana Unified School District has adopted a reclassification process to enable students initially identified as English Learners to exit specialized EL program services and participate without further language assistance as Fluent English Proficient students. ELs shall be reclassified as Fluent English Proficient (R-FEP) when they have acquired the English skills necessary to receive instruction and achieve academic progress in English only, at a level equivalent to students of the same age or grade whose primary language is English. The reclassification criteria include multiple measures to ensure both proficiency in the English language and participation equal to that of average native speakers in the school's regular instructional program. The reclassification criteria validate each student's readiness to exit from specialized English Learner programs, by demonstrating achievement and mastery of grade-appropriate standards in the following areas:

1. English language proficiency, including reading, writing, speaking and listening.
2. Academic achievement in reading, writing, and mathematics.

Our District's Reclassification Criteria:

- The student must be enrolled in grades 3–12
- Overall CELDT score: Early Advanced (level 4) or Advanced (level 5)
  - No more than one sub-skill below Intermediate (level 3) without additional factors
- CST English Language Arts: Minimum Scale Score 325
- CST Mathematics. Minimum Scale Score 300
- Report Card:
  - Grades 3–12 "C" or above in each of the following areas:
  - English/ Language Arts (ELA)
  - English Language Development (ELD)
- Teacher recommendation
- Parent consultation
- The following additional factors may also be considered in determining a students' eligibility for reclassification
  - District Language Arts multiple choice assessments: 70% or better
  - District Writing Assessments: Proficient or Advanced
  - Most Current Writing Assessment (i.e. CST or District benchmark assessments)
  - CAHSEE: Language Arts Passing Score (350 or better)
  - Math course and grade
  - Math Benchmarks: 70% or better

When an EL, at third grade or above, demonstrates that s/he has reached the criteria mentioned above, a recommendation for reclassification is made. The participation of teachers, support staff, school administrators, and parents is required in the reclassification process. The site English Learner Support Team will meet and make recommendations for review and approval.

Steps to Reclassification

District and school personnel will follow these specific steps to ensure that objective data about language proficiency and academic performance are considered in making reclassification decisions for all English Learners.

1. The Department of EL Services receives data on performance of English Learners from the Department of Assessment & Evaluation to find the candidates for reclassification.
2. The process of student identification for reclassification begins in the fall of each school year and is ongoing throughout the year.
3. The list of potential candidates is generated by the Department of EL Services.
4. The Reclassification forms for potential candidates are distributed by the Department of EL Services to principals in October (Wave 1) and January (Wave 2).
5. The principal or designee reviews the Reclassification Form for completion.
6. The English Learner Support Team (ELST) made up of the Site Administrator/designee, EL Site Monitor, and teachers makes arrangements to consult with the parents to review the student's progress and the reclassification criteria. Translation services are available upon request, and forms are available in Spanish. During the meeting, the student's progress is discussed as well as the recommendation to reclassify the student to Fluent English Proficient (R-FEP). If the parent is unable to come to the school, a person speaking the parent's primary language will consult with the parent on the telephone or mail and document this conversation on the Reclassification Form.
7. After the reclassification process is complete, the Site Administrator or designee will send the original Reclassification Form to the Department of EL Services and retain a copy for his/her records.
8. Once a student is approved for reclassification, the Department of EL Services will change the student's status to R-FEP in the Student Information System.
9. The Department of EL Services returns the approved original Reclassification Forms to the site. The Site Administrator or designee places the original Reclassification Candidate Form in the student's EL Folder and staples the Reclassification Monitoring Form inside the EL Folder. The outside of the student's EL Folder is marked "R-FEP" and dated in large black letters. A copy of the original Reclassification Form along with the Parent Reclassification Notification Letter will be sent to parents.
10. The reclassified student will be placed in the mainstream program. While changes in placement may occur at any time, the normal procedure is to make the placement at a natural instructional break (i.e. beginning of a semester or a trimester).

The Reclassification process must be completed prior to the State deadline (March 1st) in order for the data inclusion of the R-30 Language Census Count for the current school year.

Monitoring Procedures

Students who have been reclassified as R-FEP will receive follow-up monitoring for a minimum of two years after reclassification. The schools' English Learner Support Team (ELST) maintains a roster of R-FEP students who need to be monitored while attending their school. Follow-up occurs every eight months as of the student's date of reclassification. Reclassified students having difficulty in the core curriculum will have access to the support services and interventions offered at the site to all students who are not meeting academic standards. Those support services are outlined in the Single Plan for Student Achievement and will be reviewed with parents at the time of the parent conference or scheduled meeting. If the student's grades fall below grade level or the student is not making adequate progress in any academic class, the site ELST is convened to evaluate the student's progress. Using the district's English Learner Support Plan for At-Risk Students, appropriate intervention measures are recommended, which may include but are not limited to any of the following:

- Student/teacher/parent conference
- Tutoring
- Specialized reading, writing or mathematics instruction
- Additional ELD
- Placement in reading, writing or mathematics support class

The progress of ELs and Reclassified students will be examined annually in comparison with the data of the average native English speaker. A process of evaluating the effectiveness of program elements will be used to examine the impact of programs on student learning.

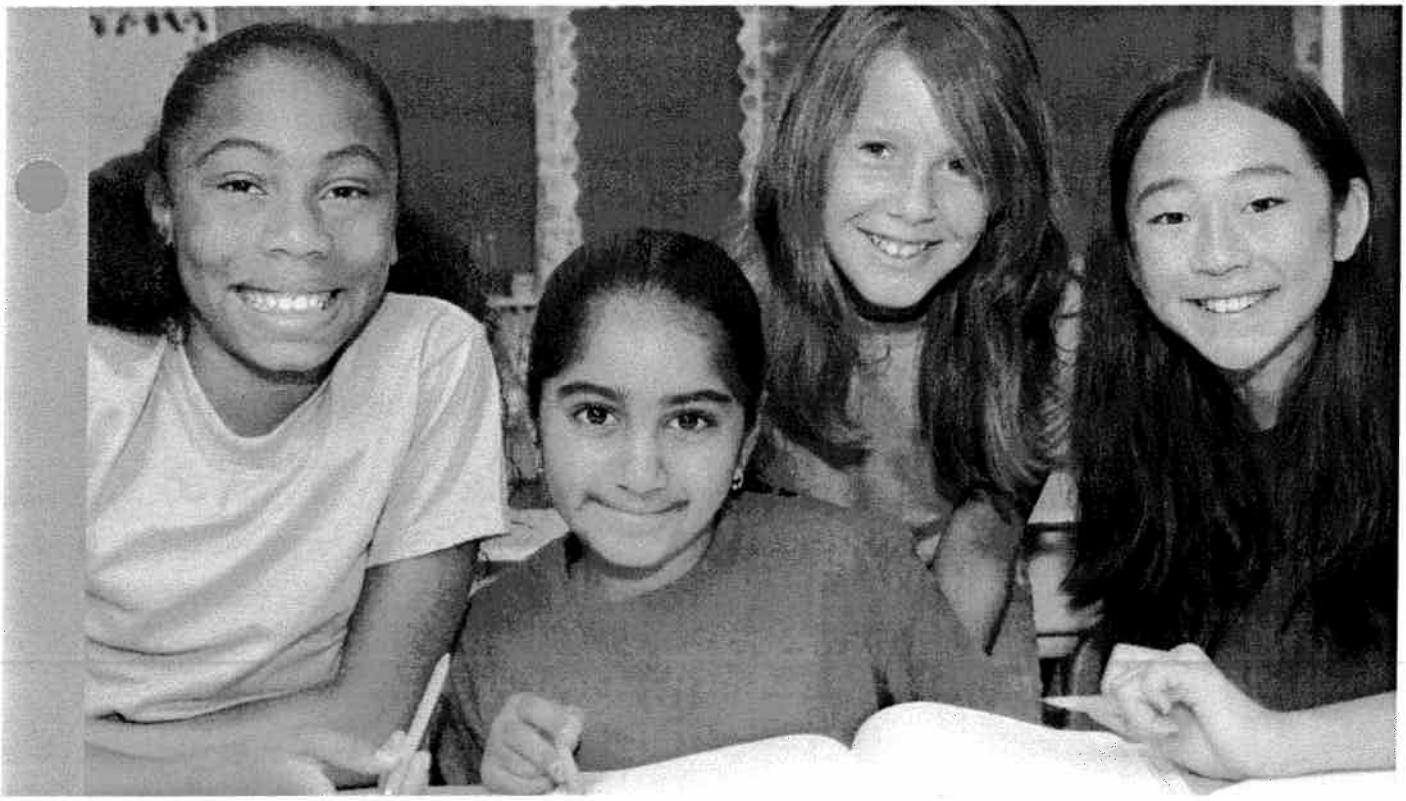


Figure 3.1: Process for Monitoring Student Progress and Reclassification

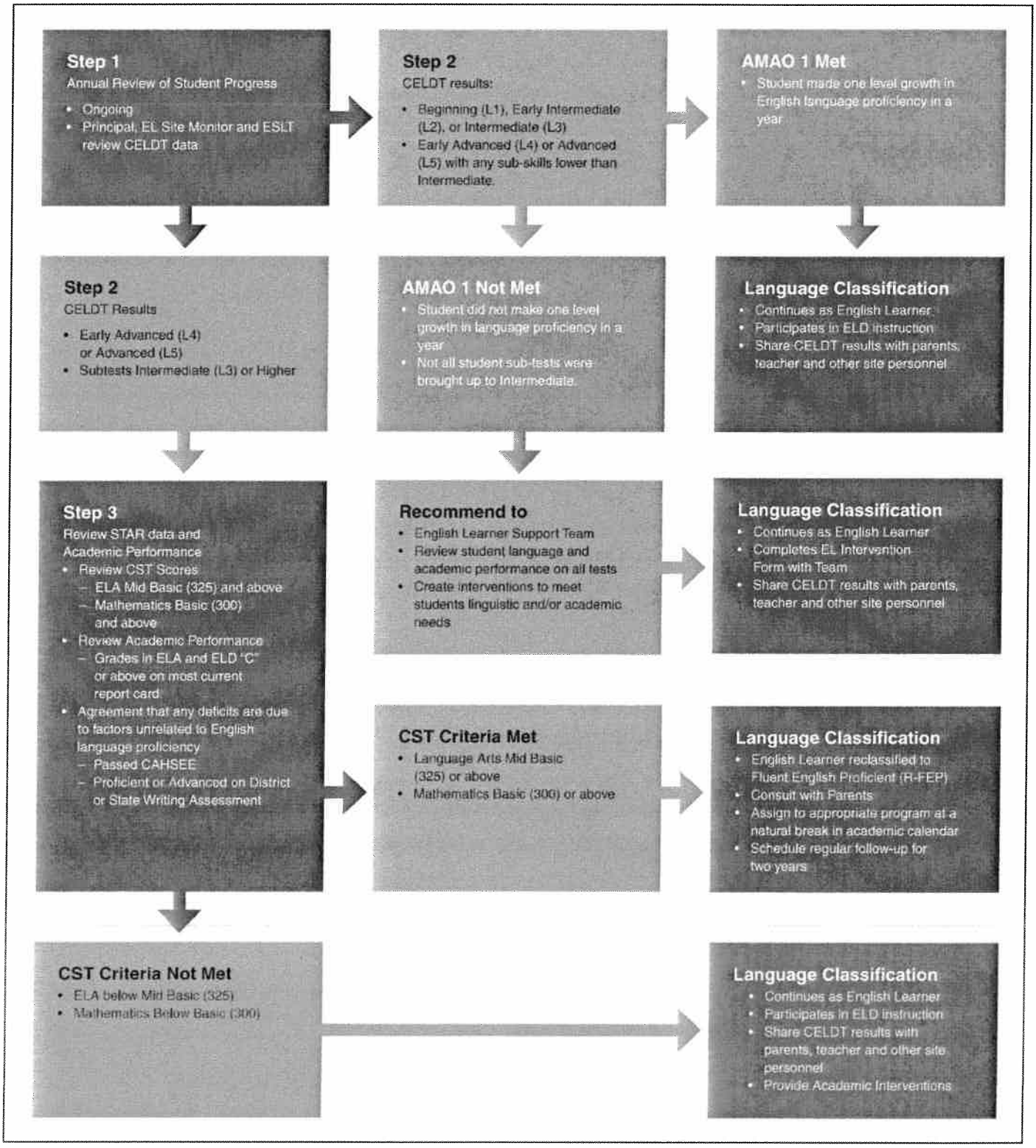


Figure 3.2: Reclassification Process

Step 1: Department of Assessment and Evaluation

- Provide most current CST and CELDT data on the Student Information System and Assessment Information Systems

Step 2: Department of EL Services

- Completes Reclassification Candidate List
  - CST data Mid-Basic (325) or Above in ELA and Basic (300) or above on Mathematics
  - CELDT data overall score of Early Advanced (L4) or Advanced (L5)
  - Grades of "C" or better in English/ Language Arts and English Language Development
- Distributes the data and Reclassification Candidate Forms to school sites
- Monitors the progress of the reclassification process

Step 3: School Site Administrator or designee

- Reviews and verifies student's candidacy for reclassification
- Initiate parental contact and consultation with parents
- Completes Reclassification Forms and returns to the Department of EL Services

Step 4 Department of EL Services

- Retrieve completed Reclassification Forms from school sites
- Ensure that district Student Information System records reflect changes in student's status to Reclassified Fluent English Proficient (R-FEP)
- Submit and maintains data in preparation for the R-30 Report
- Send list of reclassified students with Reclassification Monitoring Forms to sites.
- Send Parent Reclassification Notification Letters for parents to school sites for distribution

Step 5: School Sites

- Distributes copies of Reclassification Candidates Forms to:
  - Parents
  - Cumulative Folder (CUM)
  - Categorical Program Monitoring (CPM) Folder
- Update EL Folder (in the Cumulative Folder (CUM)) with:
  - Completed Reclassification Form (original)
  - Reclassification Monitoring Form
  - Reclassification date and R-FEP in bold lettering

Table 3.1: Reclassification and Monitoring: Roles and Responsibilities

PERSONNEL	RESPONSIBILITIES
Site Administrator	• Oversees reclassification process throughout the school year • Selects EL Site Monitor • Reviews Reclassification Candidate List • Oversees the English Learner Support Team meetings • Sends Reclassification paperwork to the Department of EL Services • Monitors R-FEPs progress for a two year period following Reclassification and ensures the completion of the reclassification Monitoring Form to be placed in EL Folder
EL Site Monitor	• Attends required district training sessions • Reviews Reclassification Candidate List • Assists in teacher recommendations for Reclassification • Assists in notifying parents of the recommendation for Reclassification • Assists in completing reclassification paperwork • Assists in sending Reclassification paperwork to the Department of EL Services • Is a member of the site's English Learner Support Team and attends meetings • Collects data on Reclassification candidates • Assists in monitoring student progress for a two year period following Reclassification and completes the reclassification Monitoring Form and places in EL Folder
Classroom Teacher(s)	• Evaluates student work and makes recommendations for Reclassification • Attends English Learner Support Team Meetings • Implements recommended interventions
Department of EL Services	• Generates Reclassification based on current assessment data • Distributes Reclassification Candidate List and Reclassification Candidate Forms to sites • Coordinates and monitors district's Reclassification/monitoring process • Provides site administrators and EL Site Monitors training regarding Reclassification and the monitoring process • Evaluates all Alternative Reclassifications • Collects and maintains lists of approved reclassified students for each site • Oversees collections and analysis of data regarding reclassified students • Oversees analysis of data re: LEP and R-FEP students • Conducts meetings to discuss standards-based and research-based programs to be implemented with at-risk R-FEPs • Ensures that R-FEP codes have been updated in district Student Information System • Ensures that new R-FEP data is reported on R-30
Assessment & Evaluation	• Maintains current assessment data • Assists in evaluating and monitoring R-FEP student academic progress • Assists the Department of EL Services in generating each site's list of R-FEP data for 2-year monitoring process.

State and Federal Requirements Categorical Program Monitoring (CPM)

CPM EL 8

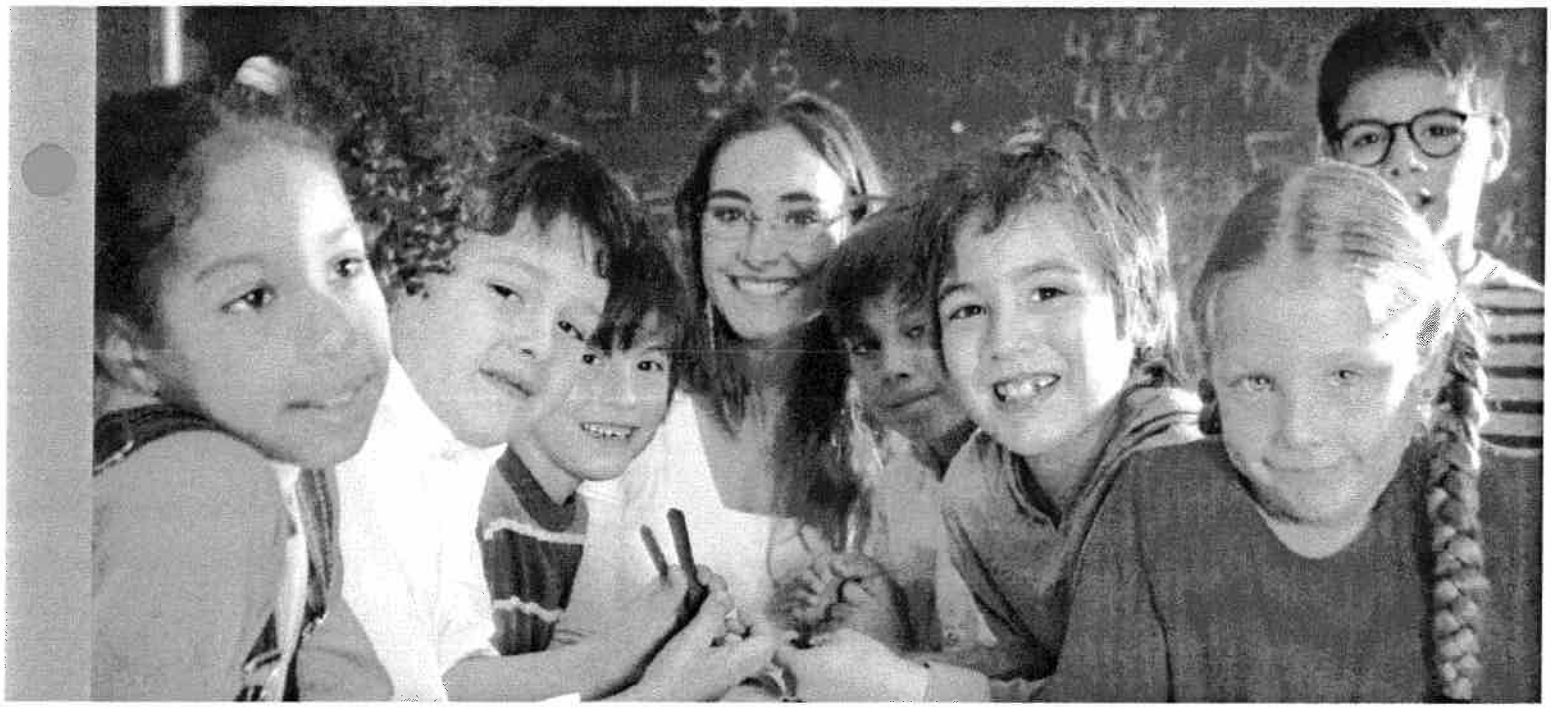
Teachers assigned to provide English language development or access to core curriculum instruction for English Learners are appropriately authorized or are actively in training for an English Learner authorization.

CPM EL 9

The district provides high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel that qualifies existing and future personnel to provide appropriate instructional services to English Learners.

chapter **four**

Staffing and Professional Growth



IN THIS CHAPTER

I. Staffing Configuration

II. Teacher Vacancies and Plan to Remedy Staffing Shortage

III. District and Site Training

Teacher Recruitment and Staffing

In an effort to provide our students with teaching personnel who hold appropriate credentials necessary to instruct English Learners, Fontana Unified School District actively recruits and hires teachers who are fully EL Authorized with a BCLAD, CLAD or equivalent. If fully credentialed candidates are not available, teachers in training for BCLAD, CLAD or equivalent can fill the positions as long as they complete all requirements within the required time allotments: 3 years for the CLAD and 5 years for the BCLAD. All newly hired teachers who do not have the required EL Authorization are required to sign a Commitment Letter as part of their contract with Human Resources indicating their intentions to complete the CLAD or BCLAD requirement within the specified time. Annual progress towards becoming EL Authorized will be monitored by the Departments of Human Resources and EL Services.

Each spring, during the preparation of the Language Census Reports (R-30), Human Resources collects information from newly hired and veteran teachers who are not certified to teach English Learners. The teachers who have made the commitment will submit information on their progress in fulfilling the requirements using the EL Authorized Training Status Form. All documents are submitted to Human Resources who will track and monitor the information. The Associate Superintendent of Human Resources and Director of Certificated Personnel will oversee and monitor the district's plan to hire and staff teachers for English Learners. (See Table 4.1)

Annual Staffing Report

The English Learner Staffing Annual Report will be completed each April by Human Resources. It will be shared with the Department of EL Services. The report will be presented to the DELAC and will be kept on file. The report will monitor the district's progress toward full certification of all teachers working with English Learners until all shortages of qualified teachers are remedied. The EL Annual Staffing Report will document the number of teachers who are fully certified and the number in training as well as results of hiring and staff training efforts each year.

Recruitment Procedures for Teachers

The district's Department of EL Services works closely with Human Resources staff on issues of recruitment, interviews, and recommendations to site administrators. The following yearly actions constitute the district's approach to recruitment of teachers for English Learners:

1. Each spring, following the annual Language Census Report (R-30), each principal is informed regarding the need for adequate numbers of qualified teachers to fully implement the EL Program at the school, as directed by the district's EL Master Plan. The elements that comprise these programs include: English Language Development, content instruction with SDAIE and differentiated instructional strategies, primary language support, and primary language instruction. The principal is also given recommendations on how many classes are needed for each program type in the school.

2. The principal develops a proposed staffing plan for the school based on projected EL numbers and EL program enrollment. The plan is reviewed by the Department of EL Services each spring. Vacancies are posted as necessary, listing required Commission on Teacher Credentialing (CTC) authorizations for the positions. Working together, Human Resource staff and site administrators assign properly credentialed and EL Authorized teachers to specific programs requiring their specialized expertise. When there are not a sufficient number of EL Authorized teachers available to fill all openings, the teachers who are assigned to these classrooms must enroll in approved training programs for the necessary EL Authorizations.
3. Advertising and aggressive recruitment efforts are undertaken, internally and externally, until all positions are filled. Job announcements will be widely published in:
   A. Teacher training programs at college and university campuses
   B. Major educational organizations including those associated with English Learners
   C. County Office(s) of Education
   D. School sites and the Fontana USD Enrollment and Language Assessment Center
   E. Local newspapers, including foreign language, organizational newsletters and publications and other media resources

The district will provide information concerning district needs for ELD, bilingual teachers, and other employment opportunities. Announcements will indicate that Fontana Unified School District is seeking bilingual educators in the top languages represented in the district.

Hiring Priorities and Procedures

In accordance with the Fontana Unified School District EL Annual Staffing Report to provide instruction to English Learners, highest priority is placed on hiring:

- First, BCLAD or equivalent teachers and their subsequent placement in a primary language classroom and/or SEI classroom. The first priority for SEI settings is a BCLAD teacher assigned to Beginning and Early Intermediate students as well as those most in need of primary language support in core curriculum areas.
- Second, CLAD or equivalent certified teachers. These teachers are placed in SEI and English Language Mainstream classrooms with English Learners. They may receive support from bilingual paraeducators who use their primary language to clarify, explain, motivate and direct students.
- Third, a bilingual teacher who does not yet have BCLAD authorization and who may be assigned to designated bilingual classrooms as a Bilingual Teacher-in-Training. These potential BCLAD teachers must gain BCLAD authorization within 5 Years.
- Fourth, is for teachers who are in the process of obtaining a CLAD or equivalent authorization. Such teachers have 3 years to complete the CLAD authorization.

The Human Resources Department manages job applications, eligibility interviews, and processing procedures for both teaching and paraeducator positions. Applicants meeting the district's screening requirements are available for the site principal for interviewing and placement in an appropriate position.

Teacher Mis-assignment

Human Resources will provide principals a list of certificated teachers and their particular authorizations to serve English Learners. Teachers are placed according to student program needs. Teachers who are assigned to classrooms requiring EL Authorization but are not actively pursuing appropriate authorization are notified that if completion of needed authorization is not pursued, they may be reassigned or displaced.

Administrative Staff

In order to support the implementation of EL Programs and services at the school sites, the district makes it a hiring priority to staff school sites with administrators who possess the BCLAD, CLAD, or equivalent authorization or who are taking part in a staff development plan as part of their professional development. Currently employed administrators are highly encouraged to complete the appropriate EL Authorization.

Bilingual Paraeducator Staffing and Recruitment

To support student access to core curriculum, Fontana Unified School District employs many qualified bilingual paraeducators. The District strongly encourages these staff members to pursue a teaching credential.

Site administrators and staff will plan staffing of paraeducators based on the need for primary language support. The number of English Learners, site and district categorical budget, and the need for primary language support services at the school, are all the factors that must be considered when making staffing decisions. The Department of EL Services and the Language Assessment Center (LAC) has a number of bilingual paraeducators who provide support with intake, assessment, and instructional services at the school sites, as well as, district-wide interpreting and translating support. Human Resources will assess

and approve bilingual paraeducators for interpretation and translations. Twice a year, Human Resources will provide an updated list of district-approved bilingual paraeducators to interpret and translate. Bilingual paraeducators are available to interpret and translate documents for all sites based on their availability and the appropriate allocation of school site categorical funds when work is requested outside of the paraeducator's work hours. The Department of EL Services employs a district interpreter and translator to facilitate services needed at the district offices. Request for interpretation and translation services from the District Translator are submitted to the Department of EL Services for processing using the Translation Services Request Form.

Recruitment of bilingual paraeducators is done through the district website, Job-ink and internal and external announcements at:

- School sites
- County Office(s) of Education
- Local colleges and universities
- Surrounding adult schools
- Libraries
- Other community organizations

Announcements will indicate that Fontana Unified School District is seeking bilingual paraeducators in the languages most represented and needed in order to better serve Fontana's multilingual and multicultural community. Applications are continuously accepted and when a pool of applications is collected, testing takes place.

Appropriate Use of Bilingual Paraeducators

Bilingual paraeducators are an integral part of an EL Program. Paraeducators contribute specialized skills and work closely with the full instructional team to plan for the needs of the students. When the teacher does not hold a BCLAD, the bilingual paraeducator works with the CLAD teacher to provide primary language support to motivate, clarify, direct, support and explain facts and concepts to the English Learner. It is essential, therefore, that the bilingual paraeducators be assigned to classrooms to work with ELs of greatest need during core content instruction in English/Language Arts, Math, Social Studies and Science. They support the classroom instruction in many ways, including, but not limited to:

- Previewing and reviewing lessons in primary language
- Providing one-on-one or small group follow-up and/or reinforcement of English instruction
- Using primary language instructional materials to facilitate the understanding of concepts, directions, assignments, and content delivered during English instruction

Paraeducators are not responsible for English Language Development (ELD) instruction.

Paraeducators do assist with a variety of language needs outside of the classroom, including but not limited to:

- Parent-Teacher Conferences and notifications
- ELAC and DELAC meetings
- CELDT testing
- Primary language testing
- Interpretations and translations when appropriate

Clerical duties outside the classroom may not constitute more than 20% of their job description.

District and Site Training

The district's EL Professional Development Plan includes training for all staff members who work with English Learners, including teachers, administrators, bilingual paraeducators, counselors, district office personnel and site office personnel. Training will address:

- Master Plan policies, procedures and guidelines
- EL Program Design (SEI, ELM and BAP)
- Curriculum and Instruction: ELD, SDAIE, and primary language
- Parent Involvement and Engagement
- Cultural Awareness and Sensitivity

Fontana Unified School District's Department of Staff Development supports new teachers, through induction, as part of the Beginning Teacher Support and Assessment (BTSA) program that includes an EL Strand that provides training on ELD and ELA standards and articulation. A Plan for professional development to support staff working with English Learners is planned in collaboration with the Departments of Staff Development and EL Services. The EL Professional Development Plan will be presented to the EL Coordinating Council annually. The plan will include timelines for implementation, areas of responsibilities and process for monitoring site and staff adherence to EL Master Plan policies and procedures.

The Department of EL Services in collaboration with the Departments of Elementary Instruction, Secondary Instruction, Assessment and Evaluation, and Staff Development will form teacher leader groups at the primary and secondary level to identify, write and plan the scope and sequence for ELD, ELA, and SLA to help guide fidelity to all program implementation.

Professional Development for Teachers needing EL Authorization

The district provides training through the neighboring County Office(s) of Education Bilingual Teacher Training Program (BTTP) for teachers enrolled in the program leading to CTEL Exam preparation or AB 2913 authorization. Training for BCLAD, CLAD or equivalent authorization may also be completed as part of a teaching credential program, or through other training agencies such as the San Bernardino County Office of Education, Institutions of Higher Education, or other CTC approved programs.

EL Professional Development Plan

As a means of providing access to the curriculum for all students and developing the language abilities of our English Learners, the Fontana Unified School District, supports ongoing staff development to meet the needs of all district personnel responsible for the education of English Learners. All district personnel will receive professional development to increase their awareness and sensitivity to the cultural and linguistic diversities of our student population, as well as services necessary to ensure equal access of all students to the total curriculum. Initial basic staff development will be designed to provide cultural sensitivity awareness, in general theory, and practical application based on the Master Plan for English Learners. Ongoing training will be based on the role of individual staff members in relation to meeting the needs of English Learners. This training will be correlated with specific Master Plan programs and models implemented district wide.

The Department of EL Services will provide staff development to ensure understanding of all elements of the district's Master Plan for English Learners:

- English Language Development (ELD) teaching methodology
- Understanding/implementing Structured English Immersion (SEI)
- Additional/appropriate English Language Mainstream (ELM) services
- Bilingual Alternative Programs, including Bilingual program models and teaching methodology
- Specially Designed Academic Instruction in English (SDAIE)
- CELDT training for test administrators, teachers, and site administrators
- EL data findings and implications on instruction
- Reclassification and Language Census Report (R-30)
- ELAC and DELAC trainings
- Requirements for and multiple ways to earn and apply for an EL Authorization

Each year, in collaboration with the Department of Staff Development, the Department of EL Services will assist in providing an extensive program of staff development opportunities for administrators, teachers, paraeducators, as well as parents and guardians of English Learners. Our district offers and supports professional development opportunities that include, but are not limited to (see figure 4.1):

- Training on Standards based instruction
- Instructional strategies for English Learners
- Classroom planning using differentiated instruction
- Grade level networks with suggested strategies for teaching English Learners
- Lesson Plan Design for ELD and Content area
- Guided Language Acquisition Design (GLAD)
- Sheltered Instruction Observation Protocol (SIOP)
- District adopted and supplemental programs for English Learners
- Primary language instruction and support
- Strategies to assist students in the development of a positive self-image
- Cross-cultural understanding

Monitoring of Professional Development

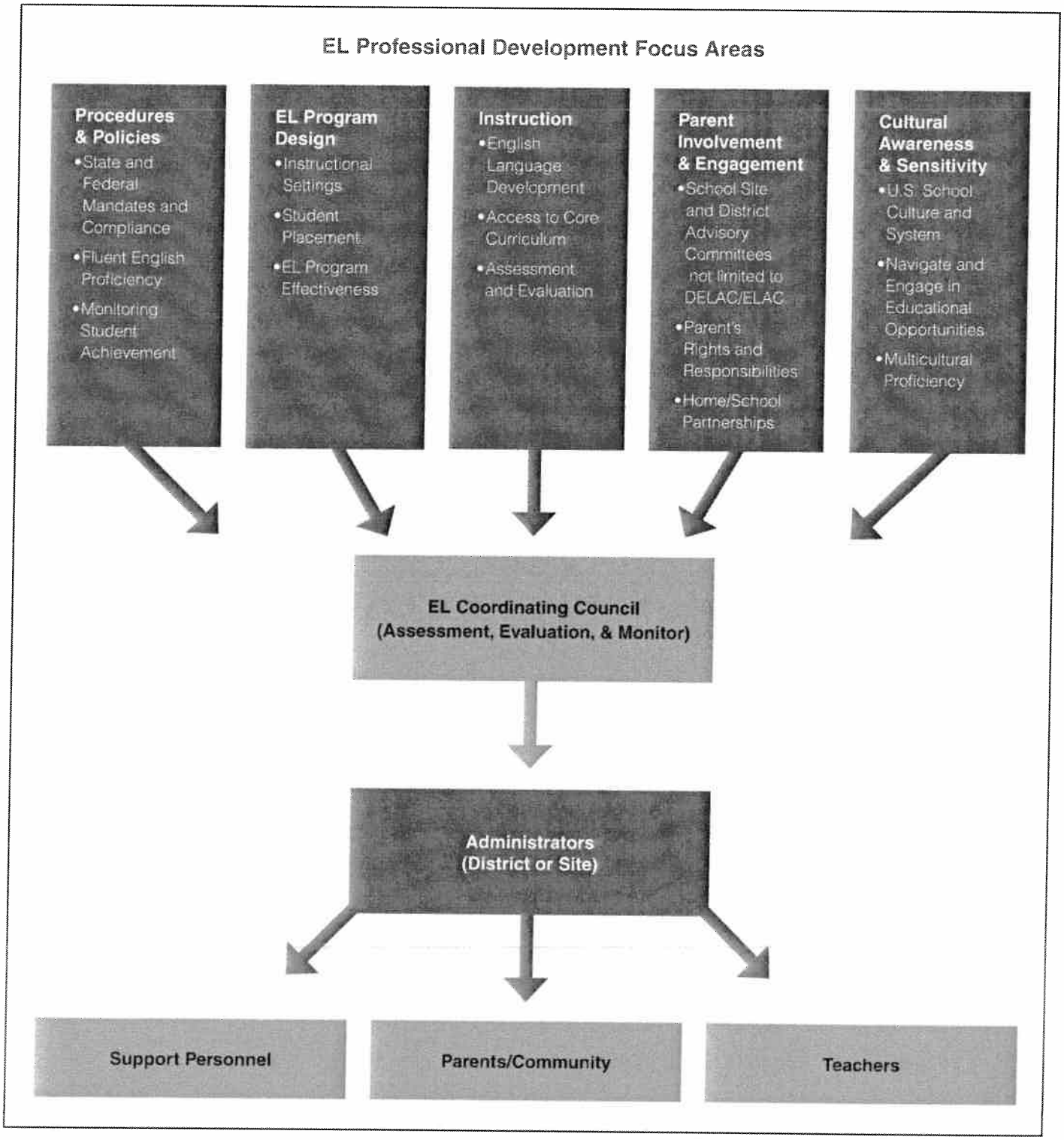
The Director of EL Services will regularly report on professional development opportunities offered and review staff participation in said trainings with the EL Coordinating Council to ensure that all persons working with English Learners are investing a good-faith effort in receiving ongoing training and that the district is continuing to provide quality and relevant professional development to support student learning and support to district personnel.

Table 4.1 Required Teacher Authorization

TYPE OF INSTRUCTION	PROPER AUTHORIZATION
English Language Development (ELD)	• Multiple or Single Subject Teaching Credential with Bilingual Cross Cultural or CLAD/BCLAD Emphasis • CLAD/BCLAD • BCC, LDS • Specialist Instruction Credential in Bilingual Cross Cultural Education • General Teaching Credential (ELD only) • Supplementary Authorization in ESL (ELD only) • University or District Internship Credential with CLAD/BCLAD Emphasis • SB 395 or SB 1969* • AB 2913*
Specially Designed Academic Instruction in English (SDAIE)	• Multiple or Single Subject Teaching Credential with Bilingual Cross Cultural or CLAD/BCLAD Emphasis • CLAD/BCLAD • BCC, LDS • Supplementary authorization in ESL (ELD only) • University of District Internship Credential with CLAD/BCLAD Emphasis • SB 395 or SB 1969 • AB 2913
Primary Language	• Multiple or Single Subject Teaching Credential with Bilingual Cross Cultural or BCLAD • BCLAD • BCC • University or District Internship Credential with BCLAD Emphasis

* EL Authorization not appropriate when ELD is departmentalized.

Figure 4.1: EL Professional Development Plan



State and Federal Requirements Categorical Program Monitoring (CPM)

CPM EL 1, 2, 3, 4, and CP 7

CPM EL 1
The LEA outreach to parents of English Learners includes all the required items.

CPM EL 2
A school site with 21 or more English learners has a functioning English Learner Advisory Committee (ELAC) that meets all requirements.

CPM EL 3
An LEA with 51 or more English learners has a functioning DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents (not employed by the district) of English learners.

CPM EL 4.5
Parents/guardians of English learners and fluent English proficient students have been notified of their child's initial English language and primary language proficiency assessment results and program placement.

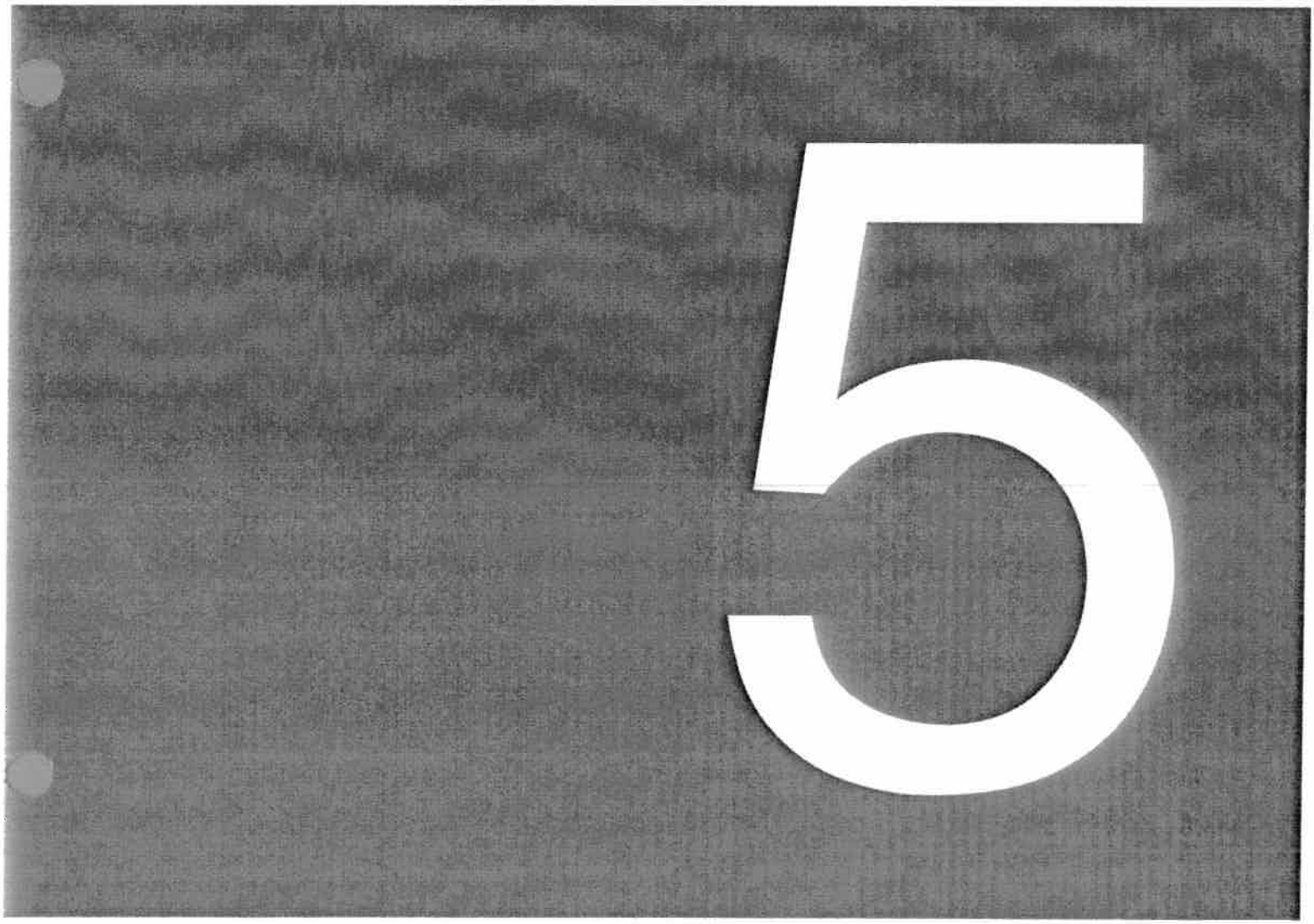
CPM EL 4.6
Parents/guardians of English learners have been notified annually of their child's English language proficiency assessment results within 30 calendar days following receipt of results of testing from the test contractor.

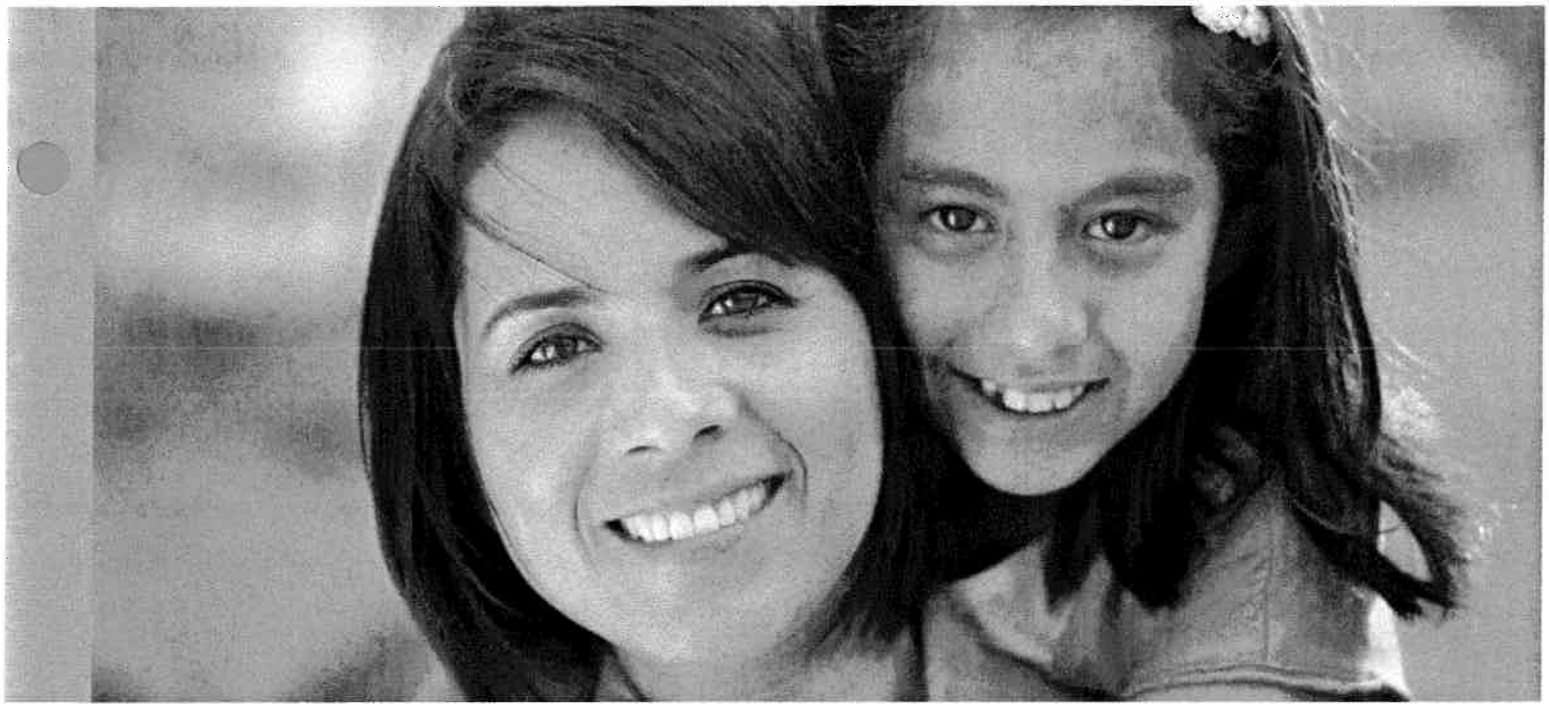
CPM CP 7
The LEA provides parents with information on school and parent activities in a format and, to the extent practicable, in a language the parents can understand.

CPM CP 7.1
When 15 percent of students enrolled in a public school speak a single primary Language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students are written in English and the primary language.

chapter **five**

Parent and Community Involvement





IN THIS CHAPTER

I. Encouraging Parent and Community Participation

II. The Formation of Parent Advisory Committees

Encouraging Parent and Community Participation

It is the goal of the Fontana Unified School District that parents of English Learners at all schools in Fontana will participate meaningfully in the education of their children. The following types of activities may be carried out at the district or site levels to further this goal. This list is not all-inclusive:

- Whenever possible, the school will provide translations and interpretations of school information for all language groups.
- When 15% or more of the students enrolled at the school site speak a single primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students are written in English and the primary language.
- Interpretation and translation services are made available for parent/teacher conferences, school advisory committee meetings, meetings regarding school safety, Student Intervention Team (SIT) and English Learner Support Team (ELST) meetings, suspensions and expulsion conferences and hearings, and for all due process actions held at the district level.
- Site administrators will plan for and provide for primary language through the use of district approved interpreters and translators or other staff.
- The district has a number of approved bilingual staff who support district wide interpreting and translating. They are available to interpret or translate documents for all sites based on availability and the site's categorical funds if work is requested outside of the translator's work hours. Human Resources will provide a list of district approved translators and interpreters for sites to contact.
- The district has at least one district translator/interpreter to assist with department and parent communication in relation to district level services. All requests for translations and interpretations need to be submitted to the Department of EL Services for processing using the Fontana USD Translation Services Request Form.
- School sites may assign a staff member and alternate to provide parental support at the site, and/or may employ a parent liaison.
- Parent meetings should be parent friendly: held at convenient meeting times, with childcare, refreshments, and translation services provided.
- Parent training sessions shall be provided on parental rights. Parents should be supported, in a variety of ways, to access these rights. Training on school advocacy may be provided. Such trainings can include informational sessions on school operations and who to go to for assistance related to problems or concerns.
- The school can encourage parent volunteerism by providing opportunities for parents to volunteer and by providing training on how parents can effectively participate in school.
- The district and sites provide ongoing staff development to all school staff on how to work with parents, including communication skills, respect, and sensitivity to their cultural backgrounds, needs, and concerns.

- School sites will review the EL Program with parents at the beginning of each school year. The following topics will be reviewed: Program Placement, Reclassification, and Monitoring of student language and academic progress.

Fontana Unified School District recognizes that parents are a critical component of the successful education of children. As part of the district's effort to more systematically involve parents in their children's education, the district establishes policies and procedures to maximize their involvement. The District English Learner Advisory Committee (DELAC) and the sites' English Learner Advisory Committee (ELAC) will be a source of information to the parents, as required by law. The information disseminated at the committee meetings will be provided in another language(s) when the need arises and is feasible.

Parent Advisory Committees

English Learner Advisory Committee (ELAC)

Each school with 21 or more English Learners must establish a functioning English Learner Advisory Committee (ELAC).

ELAC Requirements:

- Officers are elected by parents/guardians of English Learners. (i.e. President, Vice-President, Secretary, DELAC Representative)
- Members receive materials and training related to carrying out their legal responsibilities.
- Members elect at least one representative to the District English Learner Advisory Committee.
- The ELAC advises the principal and staff on topics related to English Learners including the following legal areas:
  1. Development of Single School Plan for Student Achievement (Advises the School Site council (SSC))
  2. The school's program for English Learners
  3. The development of the following:
     a. ELAC Needs Assessment
     b. Language Census (R-30)
     c. Efforts to make parents aware of the importance of regular school attendance

The Site Principal and the Director of EL Services or designee annually review the implementation of the ELAC in order to ensure that all requirements are met. Principals will receive an ELAC monitoring update bi-annually in order to inform them of their site's progress in meeting compliance.

All site ELAC documentation (i.e. calendar of ELAC dates, agendas, and minutes) must be kept at the site and a copy of all documentation sent to the Department of EL Services.

Implementation of the Site ELAC

- The Site Principal is automatically a member of ELAC and is responsible for establishing the ELAC. The principal or designee and ELAC officers plan the meeting and build the agenda.
- The principal or designee ensures appropriate communication/ documentation between the site and the department of EL Services.
- Elected officers conduct the meetings.
- Elections for ELAC are conducted at the school site by September of each year. Parents of English Learners constitute at least the same percentage of the committee membership as their children represent of the student body. Membership includes parents, students at the secondary level, and school staff (fewer than the number of parents).

ELAC Roles and Responsibilities

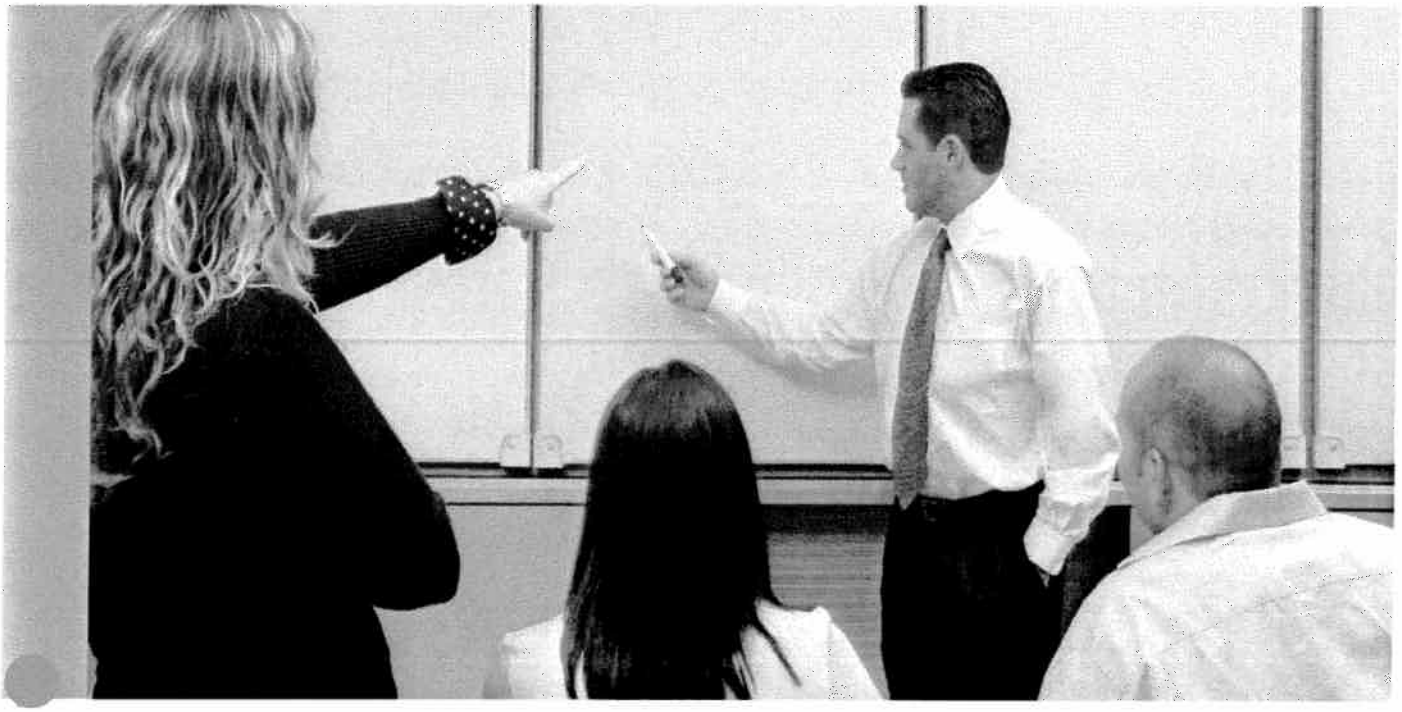
- The Department of EL Services will provide training on the establishment of an ELAC to site administrators/site personnel in early September.
- The principal assists with planning the ELAC meetings, attends the meetings, and arranges an agenda planning session with the ELAC officers prior to each meeting.
- Meeting dates are determined collaboratively between the school and ELAC committee and publicized in writing in English and other languages in advance.
- The ELAC conducts formal advisory meetings, with agendas and minutes.
- School Site Council and ELAC will be conducted separately thus agendas are separate.
- Childcare and refreshments should be provided.
- During the school year, the ELAC members receive training in the three legal areas listed in the section titled ELAC Requirements.
- Copies of ELAC minutes and its membership information are sent to the Department of EL Services within one (1) week after each meeting.
- The ELAC will develop, revise and/or adopt by-laws and elect officers every two years.
- No later than its second meeting of the year, the ELAC elects at least one representative to the District English Learner Advisory Committee (DELAC).

District English Learner Advisory Committee (DELAC)

Since there are 51 or more English Learners in this district, there is a functioning District English Learner Advisory Committee (DELAC). The DELAC provides parents the opportunity to advise the governing Board of Education on at least the following:

DELAC Requirements:

1. Development of a district's Master Plan for English Learners, taking into consideration the Local Educational Agency (LEA) Plan.
2. Implementation of a district-wide DELAC Needs Assessment on a school-by-school basis.
3. Establishment of district program, goals, and objectives for programs and services for English Learners.
4. Development of a plan to ensure compliance with applicable teacher and paraeducator requirements.
5. Administration of the language census.
6. Review of and comment on the District's reclassification procedures.
7. Review of and comment on the Parent Notification Letter for English Learners.



Other DELAC Implementation Provisions Include:

- The DELAC meets at least 6 times per year.
- The DELAC operates according to guidelines contained in its by-laws.
- The Director of EL Services is the district liaison to the DELAC. The EL Director or designee assists with the agenda preparation, meeting notices, arrangements for meetings, preparation of minutes, and all communications pertaining to the DELAC.
- The DELAC will communicate their ongoing advice to the Superintendent and governing Board of Education via the Director of EL Services. The DELAC will make quarterly reports to the Superintendent and the governing Board of education.
- The DELAC President presides at meetings and signs all letters, reports, and other committee communications with prior approval of the membership. In the President's absence, or in the event of resignation or the inability to perform the duties, the Vice-President assumes these duties.
- The district provides all DELAC members with appropriate training, materials, and information needed to carry out their responsibilities and duties.
- DELAC minutes will be forwarded to the Superintendent or designee via the EL Director.

State and Federal Requirments Categorical Program Monitoring (CPM)

CPM EL 6

The LEA has implemented a process and criteria to determine the effectiveness of programs for English learners, including:

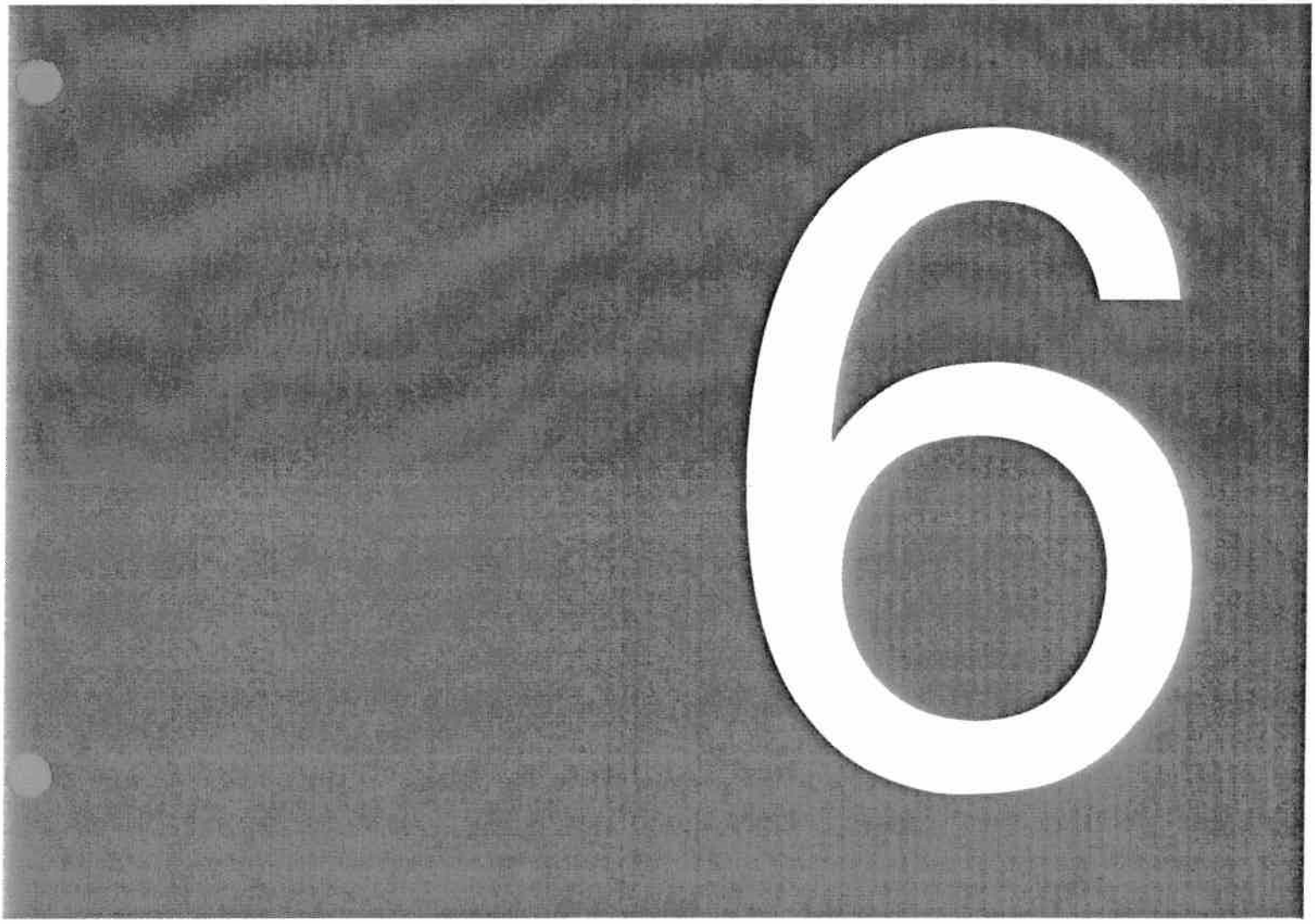
a. A way to demonstrate that the programs for English learners produce, within a reasonable period of time:

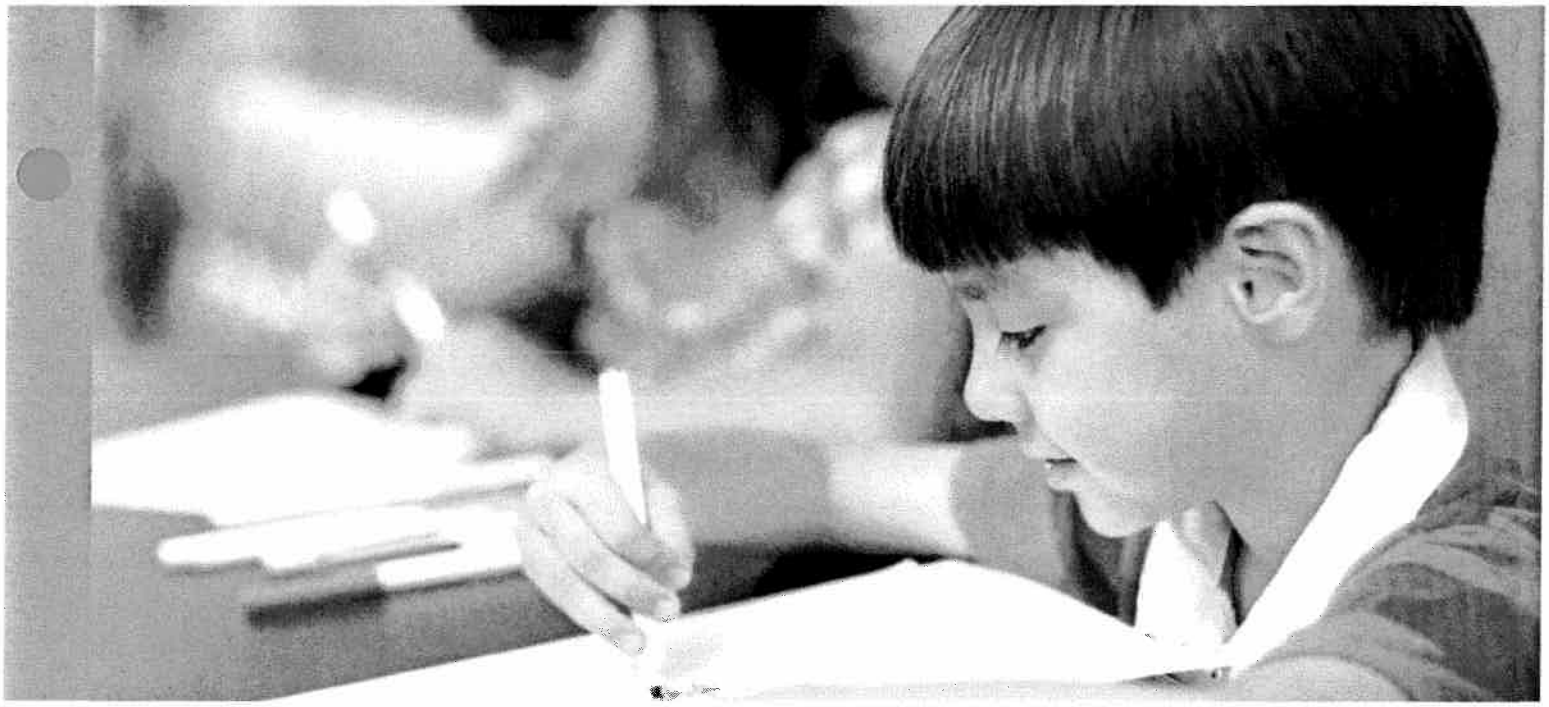
- English language proficiency comparable to that of average native speakers of English in the district
- Academic results indicating that English learners are achieving and sustaining parity of academic achievement with students who entered the district's school system already proficient in English

b. An ongoing mechanism for using the procedures described above to improve program implementation and to modify the program, as needed, to ensure that each English learner achieves full proficiency in English and academic achievement at grade level.

chapter **six**

Evaluation and Accountability





IN THIS CHAPTER

I. Evaluation and Accountability Overview

II. Eight Goals of EL Programs

III. Monitoring Program Implementation and Effectiveness

IV. Using Program Effectiveness Information to Improve

V. Implementation and Modify the Program

VI. Evaluation and Accountability: Roles and Responsibilities

Monitoring, Evaluation, and Accountability

Fontana Unified School District is committed to working in concert with administrators, teachers, support staff, district staff, community members, students, and parents to provide effective instructional programs for English Learners. The programs will be evaluated regularly to ensure program effectiveness. Through the evaluation process, school programs and individual students programs will be modified so that deficits incurred by students will be remedied.

The district is committed, as well, to closing the achievement gap for all students. English Learners receive ongoing support through the cycle of instruction, assessment, monitoring, and evaluation. By monitoring student achievement through on-going analysis of achievement data of English Learners, academic needs will be addressed, instructional strategies will be identified and implemented, and program effectiveness will be continually evaluated.

Training on the Master Plan for English Learners will be conducted annually for district and site staffs. The EL Services "EL Calendar Checklist" will assist site administrators in monitoring programs for English Learners by clarifying the roles and responsibilities of district and site personnel. District and Site Administrators will be trained on NCLB Title III Accountability requirements and the Annual Measurable Achievement Objectives (AMAOs), paying particular attention to their impact on both individual school sites and the district as a whole.

Accountability work is something we all do. This includes student, parents, and all personnel at the site and district level: teachers, counselors, support staff, and administrators. Rather than considering evaluation as a specific event or an annual report, we consider it to be a part of our daily work.

We are all accountable for ensuring that EL programs are optimally effective. All district personnel are expected to follow the procedures specified in this Master Plan. (See Table 6.1)

EL Coordinating Council: A Key Mechanism for EL Accountability

The Superintendent or designee leads the EL Coordinating Council. It is designed to ensure that district stakeholders have a mechanism to plan and coordinate for optimal programs and for the success of our English Learners. The EL Coordinating Council is comprised of the Superintendent or designee and Directors in Instructional Services and Student Services, site administrator representatives, DELAC, and teacher representatives. The EL Coordinating Council meets monthly to discuss topics pertaining to the implementation of our programs for English Learners. (see Table 6.2)

The Council also:

- Serves as a clearinghouse for strategies, ideas, and suggestions for EL programs as well as a focus group for collaborative problem-solving;
- Provides a forum to evaluate and determine that practices, resources, and personnel are being used effectively to implement the district's program(s) for English Learners;

- Makes recommendations for reporting the performance of English Learners;
- Contributes to the review of the Fontana Unified School District Annual EL Program Evaluation Report;
- Ensures communication and integration as we continue to bring clarity, consistency, compliance, and continuing improvement to Fontana Unified School District programs for English Learners.

Program Evaluation

The purposes of evaluation of our EL Program:

1. To determine to what extent English Learners are learning English and achieving the district's and state's academic standards.
2. To determine the effectiveness of programs and services for English Learners.
3. To determine the extent to which English Learners have equitable access to district programs and services, including pathways to higher education.
4. To provide the basis for strengthening program implementation, modifying program practices, and sustaining ongoing school improvements for all students, including English Learners.
5. To inform and guide classroom instruction.

The process of monitoring, evaluating, and providing accountability will commence with the following actions.

Instructional Services will:

1. Assist in the establishment of achievement targets as needed
2. Describe district programs for English Learners in the Master Plan for English Learners
3. Plan and implement changes in instructional programs as determined by analysis of data
4. Develop a set of questions to guide program effectiveness
5. Provide an EL Services "EL Calendar Checklist" and "Principal Assurances Letter for ELs" to guide school sites in assuring the delivery of an effective and compliant program for our English Learners

School sites will:

1. Establish academic goals for English Learners
2. Utilize questions to guide program effectiveness based on the Master Plan for English Learners
3. Analyze data in order to develop appropriate instructional goals for the upcoming school year and match student needs with both staff development options, as well as program modifications when necessary
4. Follow the Department of EL Services "EL Calendar Checklist" to maintain a quality and compliant program

Evaluation Design

The district will conduct an annual evaluation of programs and services for English Learners (i.e. Annual EL Program Evaluation Report). The programs described in earlier sections are structured around eight goals. The evaluation activities will focus on the evaluation questions listed in Figure 6.2 that match goals with evaluation questions. Each year the evaluation criteria will be reviewed, and may be revised in response to program changes and changes in the needs of English Learners.

Program Evaluation Standards

1. The EL Program Evaluation Plan will be an extension and reinforcement of the district's plan to close the achievement gap.
2. The EL Program Evaluation Plan will provide a complete and integrated picture of student learning, describing the development of English proficiency and academic achievement within the core curriculum.
3. School administrators will be given questions for school site personnel to answer to direct them in the evaluation of their EL programs.
4. Multiple measures will be used to address the students' language proficiency in English that are developmentally appropriate and measure what students know and are able to do.
5. Assessment measures will focus on assessing student progress in meeting ELD standards benchmarks and academic goals.
6. Data collection and analysis procedures will enable staff to examine their programs' performance and progress based on student outcomes.
7. District and school sites share in the responsibility of implementing the EL Program Evaluation Plan.

EL Program Goals

The District establishes the following eight goals for implementation and evaluation of its programs for English Learners:

1. Develop and implement effective programs for English Learners as described in the Master Plan for English Learners;

2. Ensure that all English Learners access and master the English language;
3. Ensure that all English Learners access and master the core curriculum;
4. Decrease the risk of failure, retention, and drop-outs;
5. Promote bi-literacy in Bilingual Alternative Programs;
6. Strengthen parent involvement and engagement in their child's academic plans;
7. Increase EL participation in advanced academic programs and enrichment opportunities (e.g. Advanced Placement Courses, Speech and Debate, Academic Decathlon, GATE, college entrance exam preparation, university enrollments);
8. Engage English Learners in meaningful cultural, social, and academic activities.

EL Program Evaluation Questions

A set of questions that guide the evaluation of instructional programs and services for English Learners has been developed to assist stakeholders evaluate the goals. On an annual basis the EL Coordinating Council will come together on an annual basis to analyze the effectiveness of our programs for English Learners and devise any modifications required to enhance student learning. Areas of inquiry include student demographics, instructional services and staffing, student outcomes for English Language Development, student outcomes for academic achievement, indicators of equitable access, and overall success in school. (see Table 6.3)

Evaluating EL Program Effectiveness

The district has identified EL Benchmarks for the English Learners participating in all EL Program instructional settings (SEI, ELM and BAP programs). Tables 2.8 and 2.9 in chapter 2 lay out expectations for the level of achievement that ELs should attain as they progress through Fontana schools. Note that the benchmarks are built around two main parameters in addition to program:

1. The student's CELDT level and
2. The number of years in the EL Program.

The evaluation questions related to student outcomes are keyed to these tables and to expectations for achievement set out in the state's Title I Adequate Yearly Progress (AYP) and Title III Annual Measurable Achievement Goals (AMAOs).

Measures and Monitoring Goals and Procedures

Goal 1: Monitor Implementation of Master Plan for English Learners

The district will support sites in periodically monitoring implementation of programs for English Learners. The Department of EL Services supports every school in the Fontana Unified School District so that it has sustainable programs for English Learners that are both compliant and effective. Program monitoring will consist of the following:

1. **Document Reviews:** A Document Review Form, "EL Calendar Checklist," will be used to guide schools in reviewing key files and documents. The calendar is also a guide to assist sites in self-monitoring and ensuring that all staff members are aware of compliance. The calendar outlines specific tasks and key staff members responsible for completing these.
2. **In-depth Reviews:** These district-facilitated self-reviews will be conducted on a four-year rotating cycle. A chart identifying Cohorts A, B, and C has been developed. A third of all district schools will be reviewed each year. In the fourth year, selected schools from Cohorts A, B, or C will be reviewed, based on needs identified in prior reviews. The reviews will include a documentation check, teacher and parent interviews, and visits to selected classrooms.

The reviews will be conducted by teams consisting of the Department of EL Services staff, principal, EL Representative (i.e. EL Site Monitor, EL intervention teacher, etc) from the site being reviewed, and a selected administrator and/ or EL Representative from another school. Within 30 days, the schools being reviewed will respond with an action plan for resolution of any non-complaint items. After these schools have had time to resolve any non-complaint items, the in-depth reviews will result in status reports that will provide the basis for the district's required Categorical Program Monitoring (CPM) Self-Review to the California Department of Education every four years.

3. **Ongoing coaching and staff development support:** EL Services will provide training on the Master Plan for English Learners, and on the roles and responsibilities of site staff ensuring full implementation of EL programs. The Department of EL Services and Departments in Instructional Services will organize and continue to offer professional development opportunities for all sites and assist with coaching. In addition, sites will be informed of county and statewide workshops or conferences for professional development.

Measures for Monitoring Goal 1:

1. Principal's Assurances Checklist
2. EL Instructional Monitoring Checklists (i.e. ELD, SDAIE, etc.)
3. EL Document Review Form
4. Other checklists to be developed

Our Monitoring Process will:

1. Establish high expectations for all students and provide a framework for ensuring that student and organizational outcomes are achieved;
2. Promote full involvement of all stakeholders (administrators, teachers, parents, students) in all phases of planning, implementation, and evaluation activities;
3. Provide for high levels of coordination between district-level and site-level improvement efforts;
4. Ensure that program evaluation is an integral part of school improvement initiatives and activities.

School Principals are responsible for the daily, site-level implementation of the Master Plan for English Learners. Throughout the academic school year, principals complete sections of the Principal's Assurances Checklist for EL Program Services and submits it to the Department of EL Services according to the timeline indicated on the checklist. This facilitates ongoing communication with the Department of EL Services and assists in the monitoring of consistent implementation of this Master Plan throughout the school district. The EL Director reviews all Principal's Assurances checklists at the end of the academic year.

Goal 2: Steady progress toward and attainment of academic English language proficiency

Students are expected to gain one language proficiency level annually until they reach English Proficient level and then maintain that level until reclassified.

AMAO1 defines progress as follows:

- Students at Beginning, Early Intermediate, and Intermediate overall levels are expected to gain one level each year.
- Students at Early Advanced or Advanced level are expected to bring all sub-skills up to Intermediate level.
- Students at English Proficient level are expected to maintain that level (overall and all sub-skills).

Academic ELD progress will be supported and indicated during the year by:

- EL student progress on the EL Profile
- In 2008–09 all EL students will take district benchmarks in core classes that are aligned to the rigor of the California State Standards Test (CST)
- In 2008–09 Fontana USD will be forming assessment committees to plan, develop and identify district ELD assessments.

ELs expected to reach the English Proficient level (AMAO 2 cohort) include the following (based on prior year CELDT scores):

- All Intermediate students
- Early Advanced & Advanced students who were not English proficient in prior year
- Beginning & Early Intermediate students who are in US schools for more than 4 years
- Credit is given for Beginning & Early Intermediate students in US schools less than 4 years who reach English proficiency

The CELDT is administered annually according to the state calendar. Results will be analyzed between January and March

An analysis of academic ELD progress (AMAO1) and English language proficiency attainment (AMAO2) will be conducted by district, school, language group and program. District level analysis will help identify professional development priorities.

During the 2008–2009 school year and every school year after, Fontana USD will review and measure growth on CELDT and CST. The analysis will focus on the following cohorts:

- Students in U.S. schools 1–3 years
- Students in U.S. schools 4–5 years
- Students in U.S. schools more than 5 years

Additionally, The Department of EL services will support sites in identifying ELs who missed AMAO1 (progress) and which ELs from the AMAO 2 cohort did not attain English language proficiency. These will be used for site-level planning and instructional decisions.

Goal 3: Steady academic progress toward and attainment of grade level academic proficiency

Students in the district will make steady progress toward meeting grade level standards in core academic subjects, as measured by the CST-ELA and CST-Math, as follows:

- Students at "Far Below Basic" will progress in 1 year to "Below Basic"
- Students at "Below Basic" will progress in 1 year to "Basic"
- Students at "Basic" will progress with 2 years to "Proficient"
- No student will drop in academic performance in progressing toward or maintaining "Proficient"

Academic progress will be supported and indicated during the year by:

- District standards-based benchmark assessments in English/Language Arts and Mathematics
- CST performance data in English/Language Arts and Mathematics will be analyzed each fall. District summary reports will be prepared. In addition, school-level reports identifying students who have not made progress, along with such relevant additional data as time-in-district, and CELDT overall as well as sub-skill levels, will be prepared for each school site. The analysis will include cross-sectional profiles of performance by CELDT level as well as disaggregated data by school, grade level, and language group.
- Standard strand analysis of CST data will be performed at the district level in order to identify district-wide priority areas for professional development (e.g., strengthening students' reading comprehension through instructional read-alouds & questioning strategies).
- Reclassification data are collected throughout the spring semester. District staff will review and analyze performance on criteria needed for reclassification for all ELs. In addition, staff will review and analyze academic achievement data for former ELs. In both instances, data will be disaggregated by number of years in the district, program placement, initial CELDT level, and other relevant variables.
- EL student CAHSEE scores will be analyzed each spring or fall by district personnel and an analysis made available to the schools.
- Data on the other indicators related to high school success will be collected by high school staff and reported to the district, using table formats that are standardized across schools. Analyses will be completed in the fall of each year.

Goal 4: Decrease the Risk of Failure, Retention, and Drop-outs

School site personnel will compile the data on EL student suspensions, expulsions, other disciplinary actions, and report it to the district by the end of the school year, using table formats that are standardized across schools.

A methodology for analyzing dropouts will be developed that will mirror the state's dropout reporting paradigm used for the No Child Left Behind reports. Dropout data are disaggregated by language classification, grade level, and other relevant factors.

Goal 5: Promote Biliteracy for Students in Bilingual Alternative Programs

Analysis of EL reading and mathematics scores on the state Standard Test in Spanish (STS), (or the Aprenda 3), and CST scores in English/Language Arts and Mathematics, will be conducted in the fall of each year.

Goal 6: Strengthen Parent Participation and Engagement in their Child's Academic Plans

This goal area will require a specific effort to develop benchmarks and indicators. The EL Coordinating Council will work with the DELAC and ELACs to develop specific benchmarks, instruments, and a calendar of procedures during the 2008–09 school year. This will be reviewed, refined, and submitted to the EL Coordinating Council for approval and implementation the following school year.

Sites will report to the district on parent involvement activities implemented during the year, as well as parent involvement activities to be defined in a standardized way across sites. A parent participation form will be completed each spring and submitted to the district. Data from these forms will then be aggregated to develop a picture of parent involvement in the district as a whole.

Goal 7: Increase EL participation in advanced academic program and enrichment opportunities

ELs will participate in classes and activities such as Advanced Placement Courses, Speech and Debate, Academic Decathlon, GATE, college entrance exam preparation, university enrollments to further enhance their educational careers.

Goal 8: Engage English Learners in meaningful cultural, social, and academic activities.

This goal area will require a specific effort to develop benchmarks and indicators. The Department of EL Services will work with the Instructional Services departments and others to develop specific benchmarks, instruments, and a calendar of procedures during the 2008–09 school year. This will be reviewed and refined and submitted to the EL Coordinating Council for approval and implementation the following school year.

Using Program Effectiveness Information to Improve Implementation and Modify the Program

The evaluation data gathered and the analyses performed provide a rich source of information on program implementation and outcomes. The data will be used by both the district and the site.

Site Level Use of Information

The self-review materials will assist sites in determining strengths and areas of need in their programs. They will guide program leaders in making the necessary adjustments to better ensure student success. Site level reports, identifying missing progress and proficiency goals will be provided in order to assist school staff in identifying students in need of greater support. Individual teachers and grade level teams (departments at the secondary level) will use the ELD and SDAIE Checklist to assess program implementation. Walk-throughs and classroom observations conducted by the administrators will provide an additional perspective on classroom implementation of recommended instructional practices. After gathering and discussing the checklist information, each site will develop an action plan for professional development that establishes needs, long-term goals, and types of training experiences that are needed to improve student learning. The site plan for professional development should be clearly articulated with the district plan for professional development with prioritization and support. Annual improvement objectives and timelines will also be established. This information will be included in the school's Single Plan for Student Achievement.

The site will also be able to compare student outcomes at the site level to the district goals for English Learners, and use this information to plan for improved implementation of the EL programs.

District Level Use of Information

At the district level, the annual analysis of student outcomes will determine the level of effectiveness of EL programs. Putting outcomes data together with the site self reviews will enable district staff to identify areas of strength and target areas in need of improvement on a district-wide basis. This will provide a foundation for professional development planning and program improvement planning each year.

Annual Evaluation Report

The Division of Instructional Services will provide the Superintendent and the Board of Education with an annual evaluation report with academic achievement and language development data to measure the effectiveness of services and instructional programs for English Learners. The annual evaluation report will include:

- An assessment of the effective implementation of the Master Plan for English Learners pursuant to state and federal guidelines as defined in the state Categorical Program Monitoring.
- The relative success of the school district in meeting program goals outlined in the Master Plan for English Learners.
- Recommendations to increase the effective implementation of the Master Plan for English Learners and achieve program goals.
- Data analysis for program improvement and modification.

The Annual Evaluation Report will be shared at a regular meeting of the Board of Education in the fall.

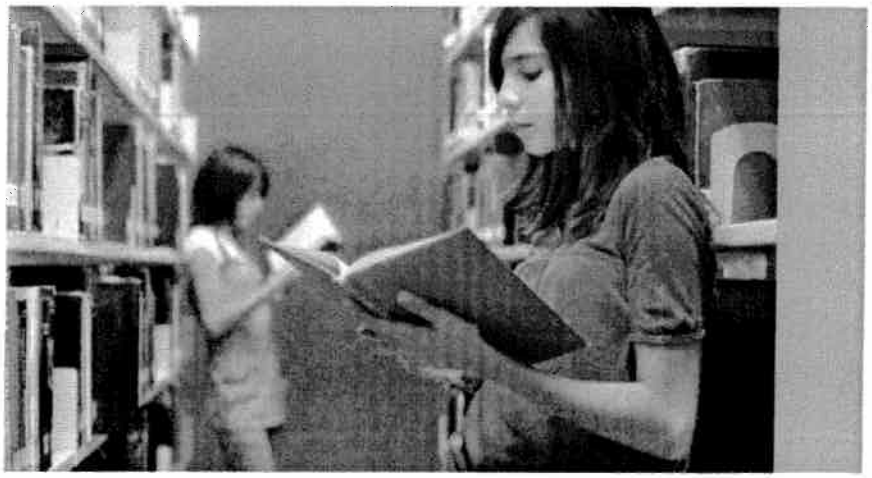


Table 6.1: Evaluation and Accountability Roles and Responsibilities

ROLE	RESPONSIBILITY
Student	• Attends school daily and works for high achievement. • Participates in school activities. • Communicates regularly with parents, teachers, and support staff.
Parent	• Monitors/ promotes student progress in academics, homework, attendance, behavior. • Supports student in activities to promote achievement. • Communicates regularly re: student progress with student, teachers, and school. • Attends parent conferences and school functions (e.g. Open House, conferences) • Participates in school committees- ELAC , Site Council, etc.
Classroom Teacher	• Implements specific EL programs as described in Master Plan for English Learners and provides instruction that meets state frameworks and district and state standards. • Ensures delivery of appropriate English Language Development (ELD) instruction. • Monitors progress of ELs. Reviews school/classroom data Uses data to modify instruction and establish interventions. Reviews content and ELD standards and assessment procedures. • Determines/ implements differentiated strategies for English Learners and reclassified students. • Attends EL Support Team meetings and informs parents of progress and strategies to support students in meeting language and academic goals leading to reclassification.
Counselor (Middle and High Schools)	• Assists with initial placements using the Master Plan for English Learners as a guide. • Monitors progress of ELs toward meeting language and academic benchmarks. • Assists with interpretation of student assessment and collaborates with administrators, teachers, the site EL Site Monitor and others in devising individual program modifications and interventions, as needed. • Supports the implementation of the Master Plan for English Learners.
Paraeducator	• Provides support in the core subjects (English and/or primary language). • Assists with student testing. • Supports the implementation of the Master Plan for English Learners.
District English Learner Advisory Committee (DELAC)	• Examines program evaluation findings in an annual basis and frames recommendations for program improvement for the following year as part of its advisory role. • Reviews the Annual Language Census Report (R-30).
Superintendent	• Evaluates district goals relative to our Strategic Plan, implementation of the Master Pan for English Learners, students' achievement, professional development, and evaluation and accountability. • Chairs EL Coordinating Council.

Table 6.1: Evaluation and Accountability Roles and Responsibilities (Continued)

ROLE	RESPONSIBILITY
Associate Superintendent, Instructional Services	• Oversees compliance procedures relative to English Learner programs. • Evaluates district and school site data. • Provides overall support for EL programs issues. • Reviews a summary of Principal's Assurance Checklists with the Director of English Learners.
Director of English Learners	• Supports sites in Implementation of the Master Plan for English Learners, the Evaluation Plan, and Monitoring Plan; reviews district and site EL data. • Monitors and evaluates with Directors and Associate Superintendent the progress of EL with respect to ELD standards and core programs; monitors the selection of materials used in the classroom for delivery of ELD and core curriculum to English learners. • Develops work plan for, supervises, and works closely with the EL Coordinator. • Meets with principals to review site plans for English Learners. • Monitors compliance and EL procedures at the site and district levels. • Works with the Associate Superintendent, Director of Human Resources and Director of Staff Development to provide ongoing training for EL Site Monitors, teachers, paraeducators, and support staff (i.e. Administrators, assistants, School Office Personnel). • Works with principals and Human Resources to ensure timely recruitment, hiring, and training of teachers for EL assignments. • Provides logistics and support to the EL Coordinating Council. • Reviews school plans and budgets as related to ELs with Director of Categorical Programs to monitor funding, allocations, entitlements, and use of resources. • Leads the district services for correct identification, classification, and reporting of ELs. • Monitors Student Information System for data collection and retrieval. • Meets with school and district staff to determine program effectiveness. • Monitors the accuracy of EL data in the district Student Information System, including number of waivers applied for and approved.
Coordinator of English Learners	• Under the supervision of the EL Director, develops a work plan to monitor, coach, and support the work of the EL Site Monitors and classroom teachers at all the district sites. • Works closely with site administrators to support their EL accountability monitoring. • Assists the site administrators by providing support and guidance in all aspects of meeting the instructional and programmatic needs and compliance regulations of ELs. • Assists the site administrators in monitoring all aspects of staffing and instruction for EL programs according to the Master Plan. • Assists in ensuring compliance with all procedures and legal requirements pertaining to ELs at the school. • Assists the site administrator in monitoring the placement of ELs and oversees Reclassification process. • Assists in providing staff development to address the needs of English Learners.

Table 6.1: Evaluation and Accountability Roles and Responsibilities (Continued)

ROLE	RESPONSIBILITY
District Teacher on Assignment-English Learners	• Provides demonstration lessons, coaching and professional development to ensure successful implementation of the district-adopted curriculum as well as local, state and federal mandates. • Plans, develops, facilitates and implements site and district professional development opportunities. • Provides modeling and promotes the use of differentiated instruction, including intervention and enrichment. • Collaborates with Instructional Services departments to ensure the implementation of the LEA Plan/Addendum and Master Plan for English Learners. • Advises and assists in monitoring progress of English Learners. • Assists with various parent groups, including the District English Learners Advisory Committee (DELAC) and site English Learners Advisory Committee (ELAC). • Assists sites with compliance as it relates to state and federal regulations regarding English Learners. • Participates in site and district leadership teams and in Instructional Services committees. • Maintains current knowledge of educational research, materials and strategies. • Participates in the analysis of District and State assessment data for the purpose of guiding instruction.
English Learner Coordinating Council	• Meets monthly. • Reviews and coordinates English Learner programs and issues. • Ensures that the district adheres to the standards and procedures in the Master Plan and that all offices and departments coordinate their efforts related to programs and services for ELs.
Director of Categorical Programs	• In collaboration with the Director of EL Services, monitors curriculum and fiscal compliance to ensure alignment with our Master Plan for ELs. • Monitors school plans and budgets regarding ELs. • Monitors grants and evaluations for ELs.
Director of Certificated Human Resources	• Recruits and monitors placement of EL staff in collaboration with principals and the Director of English Learners. • Arranges/publicizes CLAD/BCLAD/CTEL training and other needed staff development to ensure implementation of Master Plan for English Learners in collaboration with the Director of EL Services and the Director of Staff Development. • Monitors credentials of all personnel working with English Learners.
Director of Assessment and Evaluation	• Monitors assessments used for evaluation of EL Programs. • Oversees data collection, provides analysis, writes reports, and prepares charts. • Prepares Annual EL Evaluation report together with the Director of EL. • With Director of EL, shares results of evaluation with stakeholders, including DELAC.

Table 6.1: Evaluation and Accountability Roles and Responsibilities (Continued)

Site Administrator	• Monitors all aspects of staffing and instruction for EL program, according to the Master Plan. • Oversees all procedures and legal requirements pertaining to ELs at the school. • Monitors placement of ELs and oversees Reclassification process and Reclassification follow-up monitoring. • Reports periodically to EL Director on implementation of EL programs (Principal's Assurance Checklist). • Works closely with the site English Learner Advisory Committee (ELAC). • Informs parents of program results and resources to address student needs.
EL Site Monitor	• Supports the administrator by implementing and monitoring process and procedures for identifying, testing, placing, and documenting ELs, including primary language assessment and Reclassification. • Assists in informing staff of progress of identified students towards Reclassification. • Serves as a resource for the Student Intervention Team and EL Support Team. • Provides input on staff development opportunities and needs for teachers of EL students. • Assists with data collection and survey development and completion.

Table 6.2: Fontana Unified School District EL Coordinating Council

PURPOSE
The EL Coordinating Council (ELCC) will meet monthly to discuss topics pertaining to the implementation of the Master Plan for English Learners. The team will also serve as a clearinghouse for strategies, ideas, and suggestions for our EL programs as well as a focus group for collaborative problem-solving. The council will provide a forum to evaluate and determine that practices, resources, and personnel are being used effectively to implement the district's program(s) for English Learners. The council will make recommendations for reporting the performance of English Learners and contribute to the review of the evaluation plan and subsequent preparation of the Annual Evaluation Report. It will make recommendations to the Superintendent for any needed English Learner program modifications. Most importantly, the council will ensure communication and integration as we continue to bring clarity, consistency, compliance, and continuing improvement to our Master Plan for English Learners.

COUNCIL MEMBERS	
• Superintendent • Associate Superintendent, Instructional Services • Director, English Learners • Director, Elementary Instruction • Director, Secondary Instruction • Director, Assessment & Evaluation • Director, Staff Development • Chief of Technology • Director, Certificated Human Resources • Director, Classified Human Resources	• Director, Categorical Programs • Director, Early Education • Director, Special Education • Coordinator, English Learners • Elementary, Middle, and High School Administrator Representatives • Elementary, Middle, and High School Teacher Representatives • DELAC Representatives

Table 6.3 EL Program Evaluation Goals and Questions

GOAL	EVALUATION QUESTIONS
1. Implementation EL programs are fully implemented as described in the Master Plan	1.1 Are EL Programs (including all appropriate special Education Services) fully and consistently implemented in ways that meet or exceed requirements of state and federal law? 1.2 To what extent is the Master Plan for English Learners useful to teachers, administrators, and parents as a tool to meet the needs of ELs and staff? 1.3 Are ELs at high schools gaining access to academically rigorous core classes, per the Office of Civil Right (OCR) Settlement Agreement?
2. English Proficiency ELs will make steady progress in developing academic English, and attain academic English language proficiency as efficiently and effectively as possible.	2.1 Do ELs meet the state's Title III Annual Measurable Achievement Objective 1 with regard to progress in learning English? 2.2 Do ELs meet the state's Title III Annual Measurable Achievement Objective 2 with regard to attaining English Language proficiency? 2.3 Are there overall proficiency gains on all sub-skill tests on the CELDT for students 1–3 years in U.S. schools? Are there overall proficiency gains on all sub-skill tests on the CELDT for students 4–5 years in U.S. schools? Are there overall proficiency gains on all sub-skill tests on the CELDT for students more than 5 years in U.S. schools? What are the overall gains in the cohort groups?
3. Academic Progress **a.** ELs will make steady progress in core academic subjects **b.** ELs in the district 5 years or longer will meet grade-level standards in core academic subjects	3.1 Are increasing percentages of ELs making steady academic progress on CST-ELA 3.2 Are increasing percentages of ELs making steady academic progress on CST-Mathematics? 3.3 Are ELs not making steady academic progress being identified and appropriately served? 3.4 Are increasing percentages of ELs in our district 5 years or longer meeting all criteria required for reclassification? 3.5 Do ELs (and R-FEPs) meet the state's Title I Adequate Yearly Progress target in English/Language Arts? 3.6 Do ELs (and R-FEPs) meet the state's Title I Adequate Yearly Progress target in Mathematics? 3.7 Are EL (and R-FEPs) in high school making expected progress toward graduation? 3.8 Are ELs (and R-FEPs) proportionally represented in the following categories: • Passing the CAHSEE by the end of Grade 10; • Meeting UC/CSU (A-G) course requirements at high school graduation; • Admission to 2- and 4-year colleges/universities? 3.9 Is there an annual increase in the percentage of ELs (and R-FEPs) for each of the success factors in questions 3.4, 3.5, 3.6, 3.7 and 3.8?
4. Decrease risk of Failure Rates for ELs and R-FEPs in categories indicating risk of school failure are no greater than those for English Only (EO) students.	4.1 Are ELs (and R-FEPs) not overrepresented in the following categories • Suspensions, Expulsions, other discipline • Retentions in grades K–5 • Dropouts 4.2 Is there an annual decrease in the percentage of ELs and R-FEPs for each of the risk factors defined in 4.1?

Table 6.3 EL Program Evaluation Goals and Questions (Continued)

GOAL	EVALUATION QUESTIONS
5. Biliteracy Students enrolled in the Bilingual Alternative Program will master language skills in Spanish as well as English	5.1 What percentage of all students (ELs, I-FEPs, R-FEPs, EOs) participating in these programs score at/above proficient on the STS (or above the 50th percentile in reading and mathematics on Aprenda3)?
6. Parent Engagement Parents of ELs and R-FEPs participate meaningfully in their children's education.	6.1 Are parents of ELs and R-FEPs as likely as parents of EOs to participate in school activities (parent-teacher conferences, volunteer in class, etc.)? 6.2 Is the rate of parent engagement increasing?
7. Increase EL participation In advanced academic program and enrichment opportunities	7.1 To what extent are ELs making expected progress toward reclassification? 7.2 To what extent are ELs/R-FEPs maintaining annual yearly progress? 7.3 To what extent are ELs/R-FEPS proportionally represented among students identified for participation in G.A.T.E.? 7.4 To what extent are ELs/R-FEPs enrolled in accelerated academic programs? 7.5 To what extent are ELs/R-FEPs making progress toward high school graduation? 7.6 To what extent are ELs/R-FEPs achieving academic mastery when compared to their native-English speaking peers? 7.7 To what extent are ELs/R-FEPs following pathways to colleges and universities? 7.8 To what extent are ELs/R-FEPs proportionally represented among students who have met the A-G requirements for the University of California/California State University?
8. Engage English Learners In meaningful cultural, social, and academic activities	8.1 To what extent to ELs/R-FEPs receive and participate in all district programs and services? 8.2 To what extent do ELs/R-FEPs respond with advantage to opportunities at school (e.g. extracurricular activities, committees, etc.)? 8.3 To what extent are ELs/R-FEPs responding with advantage to opportunities to enhance home life (e.g. family activities and participation)? 8.4 To what extent are ELs/R-FEPs responding with advantage to opportunities in wider society (e.g. community events and organizations, community services, etc.)? 8.5 To what extent are ELS/R-FEPs successful as contributing citizens after they leave formal schooling?

State and Federal Requirements Categorical Program Monitoring (CPM)

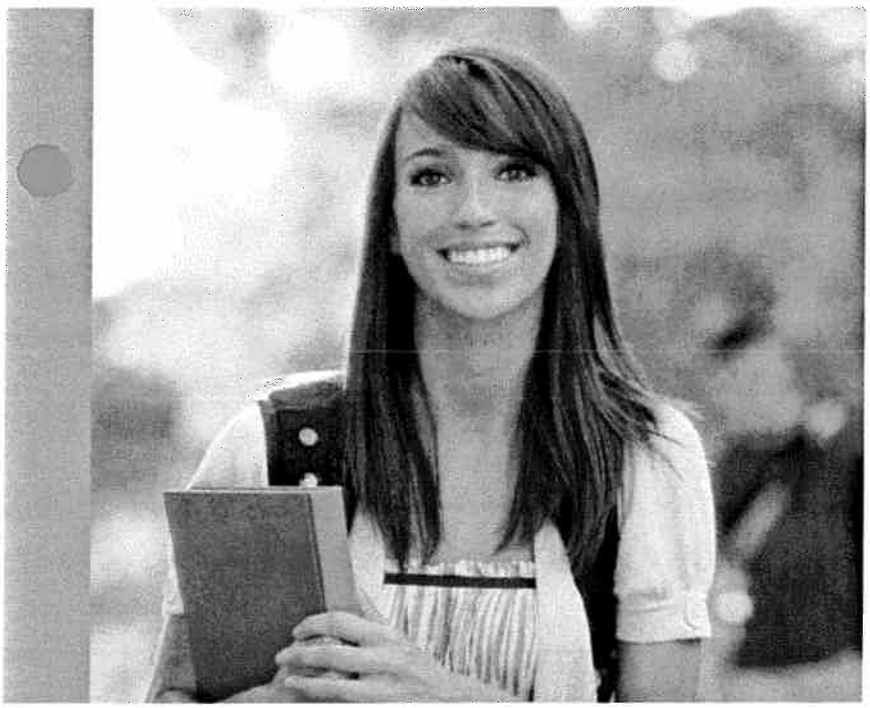
CPM EL 5 (See also CPM CP items 10 and 11)

Adequate general fund resources are used to provide each English Learner with learning opportunities in an appropriate program, including English language development, and the rest of the core curriculum. The provision of such services is not contingent on the receipt of state or federal categorical aid funds. EIA-LEP (Economic Impact aid-Limited English Proficiency) funds are used only to supplement, not supplant, the district's general funds as well as any other categorical funds the district receives.

chapter **seven**

Funding and Resources

7



IN THIS CHAPTER

I. General Fund Resources

II. Supplemental Funds

III. Additional EL Support Programs

IV. Community Programs

Funding and Resources

Fontana Unified School District follows funding mandates by the Education Code, state regulations and district policies. Categorical funds are used to supplement the core educational program and not to supplant general fund monies. General fund monies provide the core educational program and an equitable base facilities and materials to all students. Expenditures are audited annually by the district's Business Services and by both internal and external auditors.

The following process is used to develop plans for program operations and improvement, and the consequent allocation of funds. Table 7.1 provides descriptions of major funding sources, identifies students to be served by that source, and examples of expenditures that are not appropriate. It also gives examples of allowable expenditures that can supplement work in English/ Language Arts, English Language Development, Mathematics, and other content areas, capacity building and professional development, school climate, parent engagement, and family and community support.

1. The governing Board of Education approves the district Superintendent's Goals (and objectives). This is a plan to meet the needs of all students.
2. The Superintendent's Cabinet identifies and prioritizes needs, based on the Superintendents Goals and data analysis, and allocates funds and other resources to support those needs.
3. The Director of Categorical Programs allocates funds based on the Consolidated Application, meets with district administrators and school Principals to ensure compliance, presents school plans to the Board for approval, and monitors expenditures throughout the year.
4. The Principal coordinates development of the school level plan and prioritization of needs based on data, meets with the School Site Council and ELAC groups before they approve the school plan and budget. The Principal assures that parents and staff are informed about funding and the site plan.
5. Site and District Advisory Committees take the following roles:
   a. The School Site Council provides input regarding school plan development/ revision and approves the school level plan;
   b. ELAC advises and gives input on the school level plan and school budget;
   c. DELAC gives input on the district level plan.

General Fund Resources

The district uses the General Fund to provide the base program for all students. This includes curricular materials, teachers' salaries and other district service such as Special Education, transportation, library, food, health and counseling as well as support systems for monitoring program implementation and student progress, and for program evaluation. Core materials in Language Arts and Mathematics provide Universal Access supplements to help ensure that English Learners have access to the core curriculum. The base program also includes District adopted ELD program materials for grades Kindergarten through twelfth grade. The district provides primary language instructional materials for students participating in a Bilingual Alternative Program.

The district maintains a current list of district adopted core materials for all students as well as recommended supplemental materials for English Learners. The list is regularly reviewed and updated by the Department of EL Services with the input from the teachers and administrators across the district. Recommended new materials are piloted prior to district adoption, with maximum opportunities for collaboration and discussion via grade level networks, focus groups and trainings.

Supplemental Funds

The State Department of Education administers funding for categorical programs through the Consolidated Application. These funds have clear expenditure rules and regulations. Some of these funds are exclusively for the education of English Learners. The awarded categorical monies are to be used to supplement and enrich the core educational program to meet the specific needs of English Learners associated with acquiring the English language and making the core program accessible.

Economic Impact Aid/ Limited English Proficient (EIA/LEP) and State Compensatory Ed (EIA/SCE) Funds

EIA/LEP funds are used to supplement the base program. The funds must be used for supplemental services to the base program for English Learners grades K–12. Services to English Learners are designed to ensure that these students develop full proficiency in English as rapidly and effectively as possible, and to ensure that they recoup any academic deficits that may have been incurred in the areas of the core curriculum as a result of language barriers.

EIA/SCE is a state-funded compensatory education program with the purpose to provide educational support to those schools with high concentrations of English Learners and educationally disadvantaged youth. The EIA/SCE funds must be expended in a manner consistent with the requirements of Title I of the Elementary and Secondary Education Act.

The Department of Categorical Programs and EL Services co-manages the administrative portion of the EIA funds (not to exceed 15 %) to be used to:

- cover salaries and benefits for administrative and clerical positions needed to support programs for English Learners
- employment of supplemental teachers and paraeducators
- support training for teachers and paraeducators to develop instructional skills
- support for parent involvement activities
- purchase of supplemental teaching material
- support initial and annual assessment resources
- provide translation services
- cover indirect costs
- provide other appropriate supplemental support as needed to support the program for English Learners.

Each school site receives an annual entitlement of EIA/LEP and EIA/SCE funds, based on their number of English learners (based on the R-30 Report) and number of educationally disadvantaged youth (EDY). EIA funds are used to purchase supplemental instructional materials, and other, site-determined purposes such as those listed above. The Department of Categorical Programs and EL Services validate, approve and monitor all school site purchases using EIA/LEP and EIA/SCE funds to guide appropriate and effective use of monies and to ensure compliance according to state and federal regulations and guidelines. School sites (K–12) may elect annually to coordinate their EIA funds with other state categoricals to comprise their School Based Coordinated Program (SBCP).

Title I, Part A.

Title I funds provide Federal supplemental resources to be used to narrow the educational gap between low-income disadvantaged students and non-disadvantaged students. School-wide programs under Title I, Part A, permit a school to use funds from Title I to raise achievement for all students and improve the entire educational program of the school. School-wide programs are not required to identify particular children as eligible for services. Such schools can use the Title I funds in a flexible manner, as long as they engage in reform strategies that increase the amount and quality of learning and help provide a high-quality curriculum for all students according to a comprehensive plan to help students meet the state's challenging standards.

Title III Limited English Proficient (LEP) and Immigrant Funds

The Federal Title III resources provide funds for supplementary programs and services for English Learners. Required activities include providing instruction and instructional support services related to English language development and academic progress in the core curriculum in a manner that allows English Learners to meet grade level and graduation requirements. Programs must provide staff development opportunities to school staff assigned to English Learners. Title III funds may also be used for a variety of instructional support, curriculum development, parental involvement, and related EL program activities. EL Services oversees the use of Title III funds to ensure compliance according to state and federal regulations and guidelines.

English Language Acquisition Program (ELAP)

The purpose of ELAP is to improve the English language proficiency of English Learners and to prepare them to meet the state's academic content and performance standards. ELAP funds are to be used to supplement regular school programs that support English language acquisition for English Learners in grades four through eight. Funds may be used to provide:

- intersession, before and after school, or summer school instruction
- newcomer centers
- tutors and mentors
- special instructional materials
- any other supplemental activity that meets the objectives of the program

Table 7.1: Major Categorical Programs: Funding Sources and Allowable Expenditures

Funding Source:	TITLE I, PART A*	EIA-LEP
Funding Description	A federal program that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards.	A state program supporting compensatory educational services for English Learners.
Students to be Served	Students who are Far Below Basic, Below Basic and Basic on CST, including English Learners and Special Education Students	English Learners
	EXAMPLES OF EXPENDITURES NOT APPROPRIATE FOR FUNDING SOURCE	
Inappropriate Expenditure Examples	• Supplanting general funds • Strategies not based on scientific research or with no data to support increased achievement • Regular teacher • Food for staff meetings	• Supplanting general funds • Regular teacher • Food for staff meetings • Capital outlay
	EXAMPLES OF EXPENDITURES APPROPRIATE FOR FUNDING SOURCE	
Support for English Language Arts, English Language Development, Mathematics	• Extended day/year for targeted students • Supplemental instructional materials that support standards and core program • Specialized and targeted interventions • Extended day/week/year for targeted students • Supplemental instructional materials and equipment • Primary language instruction/ support • Primary language materials • Academic interventions	• Specialized and targeted interventions • Extended day/week/year for targeted students • Supplemental instructional materials and equipment • Primary language instruction/support • Primary language materials • Targeted intervention to accelerate reclassification of ELs • Support for reclassification process • Support for language assessments • Support for monitoring academic progress of all students
Support Personnel	• English/Language Arts/Math/ELD coaches • Intervention teachers • Instructional Aide/Paraeducator	• English/Language Arts/Math/ELD coaches • Intervention teachers • Instructional Aide/Paraeducator • Multilingual community liaison • EL Specialists

Table 7.1: Major Categorical Programs: Funding Sources and Allowable Expenditures (Continued)

ENGLISH LEARNER ACQUISITION PROGRAM (ELAP)	SCHOOL IMPROVEMENT/ LIBRARY BLOCK GRANT	TITLE III, LEP
A state program providing funding for English acquisition, instructional support and coordination of services for students enrolled in grades 4–8	A state program for elementary and middle schools to improve instruction, services, school environment and organization at school sites according to plans developed by School Site Councils	A federal program providing funding to improve the education of ELs by assisting them in learning English and meeting state academic standards
English Learners in 4th–8th grades	All students (Grades K–8)	English Learners, K–12
EXAMPLES OF EXPENDITURES NOT APPROPRIATE FOR FUNDING SOURCE		
• Supplanting general funds • Regular teacher • Food for staff meetings • Capital outlay	• Supplanting general funds • Regular teacher (includes funding additional sections) • Food for staff meetings • Capital outlay	• Supplanting general funds
EXAMPLES OF EXPENDITURES APPROPRIATE FOR FUNDING SOURCE		
• Extended day/week/year (4th–8th graders only) • Supplemental instruction that includes ELD activities • Supplemental materials to support ELD • Supplemental materials to help ELs meet state standards in ELD and English/Language Arts • Academic interventions	• Extended day/year for targeted students • CAHSEE interventions • Supplemental instructional materials that support standards & core program • Specialized and targeted interventions • Extended day/week/year for targeted students • Supplemental instructional materials and equipment • Primary language instruction/support • Primary language materials • Academic interventions	• Provision of "high quality language instruction educational programs" • Provision of high quality professional development to classroom teachers, principals, administrators and other school or community-based organizational personnel • Upgrading program objectives and effective instructional strategies • Improving the instructional program for ELs by identifying, acquiring and upgrading curricula, instructional materials, educational software and assessment procedures
• Tutors/Mentors • Newcomer Program • Co-fund a literacy or ELD coach • Instructional Aide/Paraeducator	• English/Language Arts/Math/ELD coaches • Intervention teachers • Instructional Aide/Paraeducator	• English/Language Arts/Math/ ELD coaches • Intervention teacher • Instructional Aide/Paraeducator • Multilingual parent advisor • Multilingual community liaison • EL Specialists

Table 7.1: Major Categorical Programs: Funding Sources and Allowable Expenditures (Continued)

Funding Source:	TITLE I, PART A*	EIA-LEP
	EXAMPLES OF EXPENDITURES APPROPRIATE FOR FUNDING SOURCE	
Support for Other Core Subject Areas: Science, Visual & Performing Arts, Physical Education		• Supplemental materials in English and the primary language • Field trips • Primary language support
Capacity Building/ Professional Development	• Academic Conferences • Training Consultants • Principal Coaching • Teacher Stipends • Teacher Substitutes • Training Materials/ Resources • Duplication • Conferences/ Workshops that support school plan goals	• Academic Conferencing • Training Consultants • Principal Coaching • Teacher Stipends • Teacher Substitutes • Training Materials/ Resources • Duplication • Conferences/Workshops that support school plan goals • Food: Reasonable costs associated with teacher professional development that extends over a meal period
School Climate, Parent Engagement, Family Support and Learning Environment	**Set-aside 1% of Title I allocation for parent involvement activities** • Food for parent meetings & trainings • School Site Council expenditures • Parent training/ education opportunities • Parent workshops • Speakers for parent workshops • Duplication • Parent support materials • Translation and Interpretation • Attendance Incentives • Home Visits • Parent Orientations • Kinder & Pre-K Articulation **Support Personnel** • Parent Advisor/Community Liaison • Attendance Clerk • Student Outreach Worker • School Nurse/Paraprofessional • Counselor/Therapist • Healthy Start	• Food for parent meetings & trainings • School Site Council/English Learner Advisory Committee expenditures • Parent training/education opportunities • Parent Workshops • Speakers for Parent Workshops • Duplication • Parent support materials • Translation and Interpretation • Attendance incentives • Home Visits **Support Personnel** • Multilingual Parent Advisor/Community Liaison • Parent Orientations • Kinder & Pre-K Articulation • Multilingual Attendance Clerk • Additional Personnel

Table 7.1: Major Categorical Programs: Funding Sources and Allowable Expenditures (Continued)

ENGLISH LEARNER ACQUISITION PROGRAM (ELAP)	SCHOOL IMPROVEMENT/ LIBRARY BLOCK GRANT	TITLE III, LEP
EXAMPLES OF EXPENDITURES APPROPRIATE FOR FUNDING SOURCE		
	• Instructional materials and equipment • Professional Development	• Supplemental materials in English and the primary language • Field Trips • Primary Language Support
• Academic Conferencing • Training Consultants • Principal Coaching • Teacher Stipends • Teacher Substitutes • Training Materials/ Resources • Duplication • Conferences/Workshops that support school plan goals	• Academic Conferencing • Training Consultants • Principal Coaching • Teacher Stipends • Teacher Substitutes • Training Materials/ Resources • Duplication • Conferences/Workshops that support school plan goals • Food: Reasonable costs associated with teacher professional development that extends over a meal period	• Academic Conferencing • Training Consultants • Principal Coaching • Teacher Stipends • Teacher Substitutes • Training Materials/ Resources • Duplication • Conferences/Workshops that support school plan goals • Food: Reasonable costs associated with teacher professional development that extends over a meal period
	• Food for parent meetings & trainings • School Site Council expenditures • Parent training/education opportunities • Parent Workshops • Speakers for parent workshops • Duplication • Parent support materials • Translation and Interpretation	• Food for parent meetings & trainings • Parent training/education opportunities • Parent Workshops • Speakers for Parent Workshops • Duplication • Parent support materials • Translation and Interpretation • Attendance Incentives • Home Visits • Parent Orientations **Support Personnel** • Bilingual Parent Advisor/ Community Liaison • Translator

appendix

A

Glossary of Terms

Academic Language
Lariguage used in the teaching and learning of academic subject matter in formal schooling.

Academic Performance Index (API)
State legislation, the Public Schools Accountability Act (PSAA) of 1999 (Chapter 3, Statutes of 1999), established the Academic Performance Index (API), which summarizes a school's or local educational agency's (LEA) academic performance and progress on statewide assessments. The API also is used as an additional indicator for federal Adequate Yearly Progress (AYP) requirements.

Access to Core
Providing access to the core curriculum means providing ELs with simultaneous access to both ELD and the core curriculum. In this type of approach, the program would use strategies such as primary language instruction, primary language support, and/or SDAIE.

Teachers use strategies such as primary language instruction, primary language support, or SDAIE to ensure that ELs fully understand and can learn the grade-level content standards

Acculturation
Learning how to adapt to and function effectively within the mainstream culture.

Achievement Test
A test that measures the extent of a student's learning of the material presented in a particular course, textbook, or instructional program

Additive Bilingualism
A process by which individuals develop proficiency in a second language subsequent to or simultaneous with the development of proficiency in the primary language

Adequate Yearly Progress (AYP)
The federal No Child Left Behind (NCLB) Act of 2001 requires that California determine whether or not each public school and LEA is making Adequate Yearly Progress (AYP). The AYP goals are for a specific percentage of all students, in each significant sub-group, to reach the proficient or advanced level in English Language Arts and Mathematics.

Affective Filter
A construct to refer to the effects of personality, motivation, and other affective variables on second language acquisition. These variables interact with each other and with other factors to raise or lower the affective filter. It is hypothesized that when the filter is "high" the person is acquiring L2 is not able to adequately process "comprehensible input."

Alienation
The process of estrangement from one's own heritage, can be conscious or unconscious.

Alternative Bilingual Program
Students receive ELD instruction and also receive differentiated instruction in reading, writing, mathematics, social science and science initially using the student's primary language and materials. In this program, students should be able to keep up with grade level content while they acquire English. As ELs acquire English, an increasing amount of instruction in delivered in English.

Assessment Calendar
Timeline distributed by the Department of Assessment and Evaluation of dates of assessments and evaluations for Fontana USD students.

Annual Language Census Report (R-30)
A state-required annual census of each K--12 public school which reports the numbers of EL and FEP students, staffing information, students reclassified and the services provided to them; also known as the R-30.

Annual Measurable Achievement Objectives (AMAO)
AMAOs are the federal accountability objectives for English learners. LEAs that receive Title III funds are reviewed each year to see if they meet these objectives:

- Progress in learning English
- Progress in the percentage of students who become proficient in English
- Academic targets in English language arts and mathematics

Aprenda 3
La prueba de logros en español, tercera edición (Aprenda 3)

Norm referenced test: part of STAR testing program.

Administered to Spanish speaking students who have been in school 12 months or less, and received academic instruction in Spanish during the same school year. The purpose of the Aprenda 3 is to determine how well students are achieving academically when tested in their home language of Spanish. Included are assessments of Reading, Mathematics, Language, and Spelling, in grades five through eleven.

Assimilation
Adopting mainstream culture completely, without regard to the ramifications for one's cultural identity, family, ethnic community life, or cross-cultural relations.

APPENDIX OVERVIEW

I. Glossary of Terms and Frequently used Acronyms

II. Legal References

Forms and documents can be found at www.FontanaEL.org

Audio-Lingual Method

A second language teaching method based on practicing language patterns stemming from Skinner's work in behavioral psychology involving conditional response. The method is characterized by direct error correction: pronunciation practice and response in complete sentences in the initial stages of second language acquisition, and therefore, has decreased in popularity.

Basic Interpersonal Communication Skills (BICS)

The type of language used in face-to-face communication in non-academic settings. BICS are sometimes called playground language, social language, survival language or the language of common communication.

Beginning Teacher Support and Assessment (BTSA)

The purpose of BTSA as set forth in the California Education Code, Section 44279.2(b) is to... "provide an effective transition into the teaching career for first-year and second-year teachers in California and improve the educational performance of pupils through improved training and assistance for new teachers."

Program identifies each new teacher's strengths and areas for growth through an assessment process

Bicultural

Able to function in two distinct cultures.

Bilingual

The ability to understand and speak two languages usually acquired through natural exposure in the form of social interaction, or through systematic and deliberate study. Bilingualism includes the development of receptive as well as expressive features of the language such as phonology, lexicon, morphology, syntax, and semantics to various degrees native or near-native ability.

Bilingual Assessment

The administration of tests in two languages in all areas of assessment needed.

Bilingual Certificate of Competency Teacher (BCC)

A person who holds one of the following credentials or certificates:

- Bilingual/Cross-Cultural Specialist Credential
- Multiple Subjects Credential with Bilingual cross-cultural emphasis
- Single Subject Credential with Bilingual/ Cross-Cultural Emphasis
- Bilingual Certificate of Competence
- Emergency Bilingual/Cross-Cultural

Bilingual Cross-Cultural Language and Academic Development (BCLAD)

A credential or certificate which authorizes the holder to teach ELD, SDAIE, and primary language content. Replaced the BCC certificate August 1994.

Test 1:	Language Structure and First and Second Language Development
Test 2:	Methodology of Bilingual, English Language Development and Content Instruction
Test 3:	Culture and Cultural Diversity
Test 4:	Methodology for Primary Language Instruction
Test 5:	The Culture of Emphasis
Test 6:	The Language of Emphasis

Bilingual Education (Instruction)

An instruction design in which English Learners are able to learn grade level subject matter through their native language while acquiring English.

Bilingual Program

The Bilingual Program is a language acquisition process in which ELs are initially instructed in their primary language in the core subjects of Language Arts, Math, science, and Social Studies (using textbooks and teaching materials in the ELs primary language), while receiving daily ELD instruction. As ELs acquire English, an increasing amount of instruction is delivered in English.

Bilingual Teacher Training Program (BTTP)

The BTTP is a state program that assists kindergarten through grade twelve teachers, who already possess a basic credential, to attain authorizations required by the California Commission on Teacher Credentialing (CCTC) to provide English Language Development (ELD), specially designed academic instruction in English (SDAIE), and primary language instructional services to English learners (ELs).

Biliterate

A person who is able to read and write in two languages with native or near-native ability.

California Assessment Tests, Sixth Edition (CAT 6)

CAT/6 is a multiple-choice test for all students, grades 2-11. These tests are published by CTB/ McGraw-Hill and compare each student's score to the scores of a national sample of students tested in the same grade at the same time of the school year.

California Alternate Performance Assessment (CAPA)
The CAPA is part of the Standardized Testing and Reporting (STAR) Program. This test is an alternate assessment for students with significant cognitive disabilities who are unable to take the California Standards Tests (CSTs) even with accommodations or modifications. The goal of this alternate test is to ensure that all California students can participate in the STAR Program.

California Association for Bilingual Education (CABE)
Organization that addresses the education of linguistically and culturally diverse students in California. CABE is a non-profit organization incorporated in 1976 to promote bilingual education and quality educational experiences for all students in California.

California Association to Teachers of English to Speakers of Other Languages (CATESOL)
Organization that promotes excellence in education for English learners and a high-quality professional environment for their teachers. CATESOL represents teachers of English language learners throughout California and Nevada, at all levels and in all learning environments.

California Commission on Teacher Credentialing (CCTC)
The CCTC is responsible for licensing (credentialing) California teachers as well as disciplining credential holders. The CCTC provides explanations of credential requirements, and listings of teacher preparation programs and CCTC-approved subject matter preparations programs. See: http://www.ctc.ca.gov/

California Department of Education (CDE)
The Core Purpose of the California Department of Education is to lead and support the continuous improvement of student achievement, with a specific focus on closing achievement gaps.

California Education Code (CEC)
California government statutes pertaining to education.

See: http://www.cde.ca.gov/re/lr/cl/

California English Language Development Test (CELDT)
The only State authorized assessment for initial identification, annual progress, and reclassification

Purpose of the CELDT is to identify new students who are English Learners in kindergarten through grade 12, to determine their level of English language proficiency, and to annually assess their progress toward becoming fluent English proficient.

California High School Exit Examination (CAHSEE)
State Law (senate Bill 2) passed in 1999, authorized the development of the CAHSEE, an examination that students in California public schools will have to pass to receive a high school diploma, beginning with the graduating class of 2004.

California Standards Tests (CST)
Multiple choice tests for all students in grades 2–11 and writing test for students who take the grade 4 and 7 multiple-choice test. All items on these tests are developed by California educators and test developers and are written specifically to assess students' achievement of California Content Standards.

California Teacher of English Learners examination (CTEL)
The state examination that, since 2005, leads to CLAD authorization for teachers already holding out of state teaching credentials, or who had been credentialed in California but did not hold CLAD (or equivalent) authorization.

Catch-Up Plan
A plan to assist English Learners (EL or R-FEP) in accessing and mastering English Language Development and recouping any academic deficits in the core curriculum.

Categorical Program Monitoring (CPM)
A modification of the compliance review process previously known as the CCR (Coordinated Compliance Review). It includes monitoring instruments for twenty state and federal categorical programs. See: http://www.cde.ca.gov/ta/cr/cc/07instruments.asp

Cognitive Academic Language Learning Approach (CALLA)
An instructional model that was developed by Chamot and O'Malley to meet the academic needs of students learning English as a second language in American schools.

Cognitive Academic Language Proficiency (CALP)
A demanding level of oral and written language related to literacy and academic achievement. The types of language skills necessary to survive in an academic setting in a second language when the learner is required to think abstractly. CALP is also referred to as school language, academic language or the language of de-contextualized instruction (lecture/textbook)

Cognitive Development
Relates to the development of intellectual abilities and skills. It includes all levels of thinking in all academic areas. The results of cognitive development are measured through tests and student-made products

Commission on Teacher Credentialing (CCTC)
See: California Commission on Teacher Credentialing, http://www.ctc.ca.gov/

Communicative Approach
An instructional approach in which students use language in authentic, meaningful activities, with instructional emphasis on the function rather than the structure of the language.

Communicative-Based ESL
A second language instructional approach in which the goals, teaching methods and techniques, and assessment of student progress are all based on behavioral objectives defined in terms of abilities to communicate messages in the target language. In communicative-based ESL, the focus is on language function and use and not on language form and usage. Examples of communicative-based ESL instructional approaches include Sugestopedia, Natural Language, and Community Language Learning.

Comprehensible Input
Understandable meaningful language directed at second language acquisition under certain planned conditions. Comprehensible second language input is characterized by (a) focus on communicative content rather than language forms (b) frequent use of concrete contextual referents; (c) careful grouping practices; (d) minimal language correction; and (e) motivational situations

Content Based-Instruction
An approach that employs language instructional strategies to subject-matter classes.

Content-based ELD
Uses language development strategies to teach vocabulary, structure, concepts, notions and function of English drawn from the grade-level core curriculum in Language Arts, Math, Social Science and Health. It is not identical to the grade-level core curriculum, since most students at the Beginning to Early Intermediate levels of English proficiency do not have the language skills to fully understand instruction delivered only in English.

Context-Embedded Language
Language that has context clues or linguistic helps that makes in more meaningful to second language speakers. Common context clues include: props, visuals, AV, manipulative, charts, diagrams, etc.

Context-Reduced Language
Language that is decontextualized, that is there are few clues or linguistic helps to increase comprehensibility for the second language speaker.

Cooperative Learning
Strategies for grouping students to work collaboratively. Used to facilitate cognitive and affective learning and language acquisition through structured activities.

Coordinated Compliance Review (CCR)
Purpose is to simplify, streamline, and coordinate the legally required compliance monitoring of specially funded programs and simultaneously maintain a commitment to students with special needs. see Categorical Program Monitoring (CPM)

Cross-Cultural Language and Academic Development (Credential) (CLAD)
A credential or certificate, which authorizes the holder to teach ELD and SDAIE. CLAD replaced the LDS certificate. Authorizes the holder to provide the English Learner with English Language Development and Specially Designed Academic Instruction Delivered in English (SDAIE)

Culture
The conscious and unconscious way of life of people, including attitudes, values, behavior, and material things

Culture Conflict
Caused by differences in home and school expectations or inability to assimilate.

Culture Shock
A common reaction of one who is learning a new culture and language. Responses include irritability, confusion, hostility, estrangement, and panic.

Differentiated Instruction
Instruction using different methods or strategies designed to meet the wide range of educational needs of students.

Directed Reading-Thinking Activities (DRTAs)
A strategy for developing comprehension processes during reading. The strategy is a variation of a predict-read-prove routine.

Discrimination
Treatment that favors one person or group over another.

District Advisory Committee (DAC)
The DAC is composed of two parent representatives from each school's Site Council. The committee provides an opportunity for parent involvement through planning, implementing and evaluating programs contained in the Consolidated Application

District English Learner Advisory Committee (DELAC)
An advisory committee that advises the districts governing board on programs and services for English Learners. If a district has 50 or more English Learners, the district must have a functioning advisory committee at the district level that consists of representatives from schools in the district. A majority of the members of the committee must be parents of students who are English Learners. EL parent representatives from ELACs at each eligible school site in Fontana comprise the DELAC.

Dual Language Immersion (DLI or TWI)
A teaching approach that is (also known as Two-Way Immersion (TWI). The full-time program uses English and one other language for instruction.

The goal is acquisition of academic proficiency in two languages: e.g., in English and Spanish, together with mastery of academic core content. Academic instruction is in both languages.

Early-Production
Students begin to express themselves in English and respond to questioning with single words or short phrases.

Economic Impact Aid State Compensatory Education (EIA-SCE)
Supplemental state funding used for high poverty schools.

Economic Impact Aid/Limited English Proficiency (EIA-LEP)
Supplemental state funding for Limited English Proficient Students (ELs).

ELD Standards Progress Profile
A form on which to document the progress of English learners as they encounter and master the content standards of English Language Development.

Emergency Immigrant Education Program (EIEP)
Former Federal program for immigrant students in the United States for three or fewer years; replaced by Title III Immigrant program

English as a Second Language (ESL)
See ELD. A second language instructional program leading to native-like language proficiency in English. The term is more frequently used with adults.

English Fluency
The ability to understand, speak, read, and write the English language at native level. English language proficiency on state-designated assessment instruments.

English Language Acquisition Program (ELAP)
This state program provides additional funds for ELs in grades 4–8 for the acquisition of English.

English Language Arts (ELA)
This subject area covers all academic aspects (speaking, understanding, reading and writing) of the English language.

English Language Development (ELD)
Sometimes referred to as English as a Second Language (ESL) instruction. ELD is specific curriculum that addresses the teacher of English as a second language according to the level of proficiency of each student.

English Language Mainstream Program (ELM)
In this program, ELs with reasonable fluency in English are placed into an English instructional program, with minimal sheltering of instruction, and usually without primary language support. ELs receive ELD instruction from the classroom teacher until they are reclassified. Core content is taught in English using SDAIE methodology. Teachers who instruct ELs, even in the Mainstream Program, must be appropriately certified.

English Learner (EL)
(Also called Limited English Proficient student or LEP)

A student whose primary language is other than English and who has not developed the English language skills necessary to succeed in English at a level substantially equivalent to English-only students of the same age and grade (formerly known as Limited English Proficient student)

English Learner Advisory Committee (ELAC)
(formerly BAC)

A committee that advises the principal and school staff on programs and services for English Learners. If a school has 21 or more English Learners, the school must have a functioning advisory committee. ELAC parent representatives meet to review, advise and formulate suggestions about EL programs.

English Learner or LEP student in Special Education (SPEDLEP)
An EL who has been identified as also qualifying for service with an IEP or 504 plan in Special Education.

English Learner Support Team (ELST)
Intervention Team selected to monitor progress of English Learners as well as other students at risk of failing to meet grade-level standards.

English Only Student (EO)
A student for whom all questions on the Home Language Survey are English.

Fluency
The ability to read (or speak) quickly and accurately.

Fluent English Proficient (FEP)
Students with a home language other than English, whose oral and written English skills approximate those of native English speakers.

Fluent English Speaker (FES)
A student with a home language other than English, whose oral English skills approximate those of native English speakers.

Fontana Unified School District (FUSD)
The district.

Four-Year Guidance Forms
Forms used by high school counselors to design and track each student's academic progress.

Free and Appropriate Public Education (FAPE)
A basic principle of federal law (IDEA) that ensures that all students, including those with identified special needs, are provided a free and appropriate public education.

Gifted and Talented Education (GATE)
Students who exhibit excellence or capability for excellence far beyond that of their chronological peers.

Good Working Knowledge of English
"Good working knowledge of English" or "reasonable fluency." A student with "Good working knowledge of English" or "reasonable fluency" has the ability to comprehend and communicate in English and scores at the Early Advanced/ Advanced proficiency level in CELDT.

Grammar-Based ESL
A second language instructional approach in which the goals, teaching methods and techniques, and assessments of student progress are all based on behavioral objectives defined in terms of abilities to produce grammatically correct utterances in the target language. In grammar-based ESL, the focus is on language form and usage and not on language function and use. Examples of grammar-based ESL instructional approaches include Grammar-Translation, Audiolingualism, and Cognitive Code.

Grammar-Translation Approach
A foreign language teaching approach that teaches the second language through the first. The emphasis is on learning the second language by mastering the usage rules, grammatical form and translation activities.

EL "Yellow" Folder
A folder which contains all relevant information regarding the language and academic progress of ELs

Home Language Survey (HLS)
Required to be completed by all students in K–12 California public schools at registration to determine primary language and language of instruction.

IDEA Proficiency Test (IPT)
A test which may be used to determine oral proficiency and reading and writing in English or Spanish.

Immediate Intervention for Underperforming Schools Program (IIUSP)
A program established through California legislation for special funding that (among other provisions) allows the hiring of an outside consultant to assist the school with improvement.

Immersion
Began in Canada with French immersion programs for "majority language" students. Students are instructed in the "minority language" while maintaining their native tongue. The U.S. replication is "Two-way Immersion" in which English speakers add a second language (Spanish, Japanese, Korean, etc.) while English learners develop in their primary language and add English

Immersion Classes
Subject matter class periods delivered in L2 in which teachers:

- homogeneously group L2 acquirers
- Speak in a native speaker to non-native speaker register similar to "motherese" or "foreigner talk."
- Provide L2 acquirers with substantial amounts of "comprehensible second language input."

Immersion Program
An organized curriculum that includes:
L2 development
L2 acquisition

Subject matter development through L2

Immersion programs are developed and managed so that participating students may develop proficient bilingualism.

Individual with Exceptional Needs (IWEN)
This is a term denoting a special education student.

Individualized Education Plan (IEP)
A document for special education students that defines their educational programs.

Literacy Leader
Resource teacher, funded through grant monies, in various elementary schools, who provides points-of-need support to teachers in teaching language arts.

Local Educational Agency (LEA)
The responsible educational agency. A school district, county office of education, or independent charter school.

Mainstream English Program
An instructional program, designed for students with reasonable fluency, that provides instruction overwhelmingly in English with ELD and additional and appropriate services (some sheltering, L1 support) as needed.

Master Plan for English Learners
An operational guide to district policies, procedures, program options, and forms used to guide the placement and progress of English learners and to support parental involvement.

Monitor
(Second language acquisition theory, per Steve Krashen). A construct that refers to the mechanism by which L2 learners process, store, and retrieve conscious language rules. Conscious rules are placed in the Monitor as a result of language learning. In order to effectively use the Monitor, the L2 user must:

- have sufficient time to retrieve the desired rule
- be involved in a task focused on language forms and not on language functions
- have previously learned correctly and stored the rule. These three conditions are rarely present in normal day-to-day conversational contexts.

National Association for Bilingual Education (NABE)
A national organization committed to advocating for bilingual education and high quality programs for English learners.

Natural Approach
A second language instructional approach which focuses on language function and use and allows students to progress naturally through developmental levels of language acquisition, from pre-production to intermediate fluency.

A second language method that focuses on communication or fluency as its primary objective. Speech is not forced, but is allowed to emerge naturally.

Newcomer
A student who is a recent immigrant to the United States, usually having arrived within the prior two years or less.

No Child Left Behind (NCLB)
The federal law that amended the former Improving America's Schools Act (IASA) and extending the Elementary and Secondary Education Act. NCLB covers services for compensatory education (Title IA), for English learners (Title III), Migrant Education (Title IC), etc.

Office for Civil Rights (OCR)
(U.S. Dept. of Education)

Federal Agency in the U.S. Department of Education responsible for monitoring civil rights issues.

***Overwhelmingly* in English**
"*Overwhelmingly* in English/ nearly all in English" are not defined in state or federal law; its use strongly implies that some instruction or support may be provided in the student's primary language. Teachers or other instructional support personnel may use the student's primary language to motivate, clarify, direct, support, and explain.

Paraprofessional
A person who assists teachers in the classroom. A bilingual paraprofessional has passed the district-established assessment and is fluent in both English and another language. Also referred to as instructional assistant, aide or paraeducators.

Parental Exception Waiver
A request to exempt an EL from instruction taught overwhelmingly in English (A Structured English Immersion of Mainstream English Program), and to place a student in a Bilingual Alternative Program. Parents or legal guardians must apply in writing and in person, annually.

Partial Bilingualism
A level of bilingualism at which individuals attain native-like proficiency in the full range of understanding, speaking, reading, and writing skills in one language but achieve less than native-like skills in some or all of these skills areas in the other language.

Performance Standards
Statements that attempt to specify the quality of student performance at various levels of competency in the subject matter of its content standards.

Pluralism
A condition in which members of diverse cultural groups have equal opportunities for success, cultural similarities and differences are value, and students are provided cultural alternatives.

Prejudice
An opinion formed without enough knowledge or thought; biased about someone or something.

Individualized Learning Plan (ILP)
Individualized Learning Plan for English Learner not making adequate progress.

Individuals with Disabilities Education Act (IDEA)
Federal law that provides procedural guidance and guarantees for a free and appropriate public education to eligible children with disabilities.

Initially Fluent English Proficient (I-FEP)
A student with a home language other than English who is initially assessed to be fluent in English.

Input
The messages received in the second language. We acquire the new language when the message or input is understandable, not by understanding how it is said or read.

Intermediate Fluency
Students function in normal conversation but lack sufficient academic language to compete with native English speakers. (CELDT Level 3.)

Interpersonal Language Skills
The skills that enable learners to carry out everyday interactions in the classroom to argue, question, give opinions, challenge, and display what they know.

Interpretive Language Skills
The skills necessary to comprehend written and oral language in various circumstances.

Language Acquisition
Language is acquired through a normal process and progresses through predictable stages.

Language Acquisition Levels
Descriptions of what students can do at the levels of English proficiency that approximate the scores on the CELDT test.

Beginning
Students with little or no experience in English begin to develop receptive vocabulary and listening comprehension. Comprehension may be demonstrated through gestures and actions. The focus of the lesson is listening comprehension. Students build receptive vocabulary.

Early Intermediate
Students begin to express themselves in English and respond to questions with single words or short phrases. Lessons expand receptive vocabulary. Activities motivate students to produce understood vocabulary.

Intermediate Fluency
Students respond to questions and conduct conversations in English using more complex phrases and sentences. While students are able to participate in normal conversation, they may lack sufficient academic language to function successfully in a mainstream classroom.

Early Advanced
Students' oral and written language approximates that of native English speakers. Students have not met criteria for reclassification.

Advanced
Students performing at this level communicate on a wide range of topics. They can identify and summarize concrete details and abstract concepts during unmodified instruction and can produce oral and written discourse in all content areas. Errors do not reduce communication. Further linguistic refinement is still needed to be comparable to native English speaking peers.

Language Assessment Team
A team which may include the site administrator/designee, teacher, counselor, support staff, and parent.

Language Development Specialist (LDS)
Certificated person who holds this certificate is trained in second language acquisition techniques, bilingual methodology, and the cultural needs of ELs.

Language Minority Student (LMS)
A student whose home language is different from that of the national language of the United States.

Language Speech Hearing (LSH)
Special education services based on an IEP for students diagnosed to have language, speech or hearing disabilities.

LDS
Language Development Specialist Certificate

Limited Bilingualism
A level of bilingualism in which the students acquire some functional fluency in two languages but do not attain literacy in either. Such students usually experience difficulty in academic settings in both L1 and L2.

Limited English Proficient (LEP)
An English learner. A student who has not developed the English language skills (speaking, reading and writing) necessary to succeed in English at a level equivalent to English Only students of the same age.

Limited English Speaking (LES)
Limited in oral proficiency in English.

Pre-Literate
Students who speak in their native language or English but do not read or write in any language.

Pre-Production
Students with little or no experience in English.

Presentational Language Skills
The skills that enable the use of oral and written language for academic purposes

Primary Language (L_1)
The first language the student learns to speak at home or the most-often spoken language

Primary Language Assessment
The administration of tests in the primary or home language.

Primary Language Class
A class where instruction in any of the content areas is in the primary language. Provided as part of the Bilingual Alternative Program.

Primary Language For Native Speakers
A language course offered to ELs who have basic literacy skills in either their primary language or English.

Primary Language Instruction
The use of the student's primary language of students by a teacher or paraprofessional to facilitate teaching/learning. This is provided in the Bilingual Alternative Program.

Primary Language Support
The use of the primary language of students by a teacher or paraprofessional to facilitate teaching/learning when English is the primary medium of instruction.

Principals' Assurances Checklist
A checklist of deadlines and duties for the principals to facilitate the needs of English learners.

Proficient Bilingualism
A level of bilingualism at which individuals attain native-like proficiency in the full range of understanding speaking, reading, and writing skills in both L1 and L2.

Proposition 227
State legislation (An Initiative passed in 1998) that requires all students including English Learners be taught in English. It requires that ELs be placed in classrooms where instruction is overwhelmingly in English unless parents submit waivers requesting a Bilingual Alternative Program.

Pullout ELD Instruction
The removal of students from their regular classrooms for some time daily or weekly to attend regularly scheduled classes of ELD instruction in small groups.

Racism
Unfair behavior whereby one race has and uses power over another.

Reasonable Fluency
Student has the ability to comprehend and communicate in English at Early Advanced/ Advanced proficiency level in CELDT.

Reclassification
(formerly called Redesignation) When a student has met all the district criteria, s/he is reclassified from EL to Fluent English Proficient (R-FEP) student.

Reclassified Fluent English Proficient (R-FEP)
A former EL who has been determined to meet all reclassification criteria.

Resource Specialist Program (RSP)
Classes for students who have been identified as individuals with exceptional needs who spend the majority of the school day in a regular program.

School Improvement Program (SIP or SI)
A provision of AB65 to extend the benefits of Early Childhood Education from grades K–3 to 4–12

School Psychologist
A person who holds a Master's Degree and a Pupil Personnel Services Credential with specialization in School Psychology. A Bilingual School Psychologist has documented professional proficiency in a second language and/or holds a Bilingual Certificate of Competence in Assessment (BCCA). The school psychologist can administer a psycho-educational assessment.

School Site Council (SSC)
School level advisory committees created to ensure that parents and the community have the opportunity to assist school in and support of the educational process.

School-Based Coordinated Program (SBCP)
Provides greater flexibility for schools in coordinating and using the supplementary state funds to provide programs and services for students, including parent support and professional development.

Second Language (L_2)
The Second Language a student learns to speak.

Any acquired additional language. L2 refers to the non-native language even if it's the third or tenth secondary language system, thus L3 or L4 is not used.

Second Language Learners (SLL)

Secondary School Counselor
A person who holds a secondary teaching credential and a Pupil Personnel Services Credential with specialization in counseling.

Sheltered English
An instructional process that simplifies the use of English to meet the academic needs of LEP students. The use of this process allows students to gain mastery in content area knowledge while improving their English language skills.

Spanish as a Second Language (SSL)
Provision of Spanish as an L2 within a dual language immersion program or as part of an effort to provide foreign language instruction, usually in the elementary school.

Special Day Class (SDC)
A self-contained, special education class in which a student is enrolled for the majority of the school day.

Specially Designed Academic Instruction in English (SDAIE)
Specially Designed Academic Instruction in English for the purpose of making the core curriculum accessible to English Learners. SDAIE (sometimes called sheltered English) enables students who have achieved at least intermediate fluency English to grasp subject matter concepts and develop higher level English proficiency.

Teachers adjust the language demands of a lesson in many ways, such as modifying speech rate and tone, using context clues and models extensively, relating instruction to students' experience and adapting the language of texts and tasks.

Standardized Testing and Reporting (STAR)
STAR is California's testing program administered to all students in grade 2–11. Currently it includes the following tests: CST, CAT6/survey (grades 3 and 7 only) , and the APRENDA or Standards-based Tests in Spanish (STS) test for ELs in California here fewer than twelve months.

Standards-based Tests in Spanish (STS)
The Standards-based Tests in Spanish are multiple-choice tests that are required for Spanish-speaking English learners—in 2007, the STS was administered to students in grades 2, 3, and 4. In 2008, the STS will be administered to students in grades 2–7.

Items on these tests are developed by bilingual, biliterate California educators and test developers and written specifically to assess students' achievement of California content standards in Reading/Language Arts (RLA) and Mathematics. Additional grades will be added in successive years.

State Board of Education (SBE)
The governing body for elementary and secondary education in California. Members are appointed by the Governor and must be approved by the State Senate.

State Compensatory Education (SCE)
A state program and funding source (EIA-SCE) that provides some compensatory education services, usually in concert with federal Title I, NCLB.

State/Federal and Testing Office (SFPT)
The SFPT office is a department in Educational Services that receives State and Federal funds through the Consolidated Application. Some of these funds are used for school-wide purposes and some only for identified students who meet specific criteria.

Stereotype
A generalization or oversimplification about a whole group of people.

Structured English Immersion Program (SEI)
Structured English Immersion provides ELD and uses intensive SDAIE strategies, material and L1 support. Students can be re-enrolled in the Structured English Immersion Program if they do not acquire a "good working knowledge of English" in one year. Primary language support is used for clarification and explanation when available. The goal is for students to develop academic proficiency in English.

Student Intervention Team (SIT)
(Student Success Team) A team of school staff who meets to discuss specific students and strategies for improving their academic performance, behavior, or attendance.

Student Oral Language Observation Matrix (SOLOM)
The SOLOM is an informal rating tool used to assess English oral language proficiency. SOLOM results are available immediately, and can be used to group and regroup students for ELD lessons and to determine the students' language level for instruction.

Informational assessment of oral language, reading and writing

Subtractive Bilingualism
A process by which individuals develop less than native like Cognitive/Academic Language Proficiency in L1 as result of improper exposure to L1 and L2 in school. In certain instances, some individuals additionally experience loss of Basic Communicative Skills in L1 that are replaced by L2 Basic Interpersonal Communicative Skills.

Supplementary
Additional, over and above what is required, usually referring to state and federal programs and funding.

Target Language
Second language you wish the learners to acquire. ELD instruction involves the direct method, that is instruction solely in the target language with language accommodation to insure understanding.

Title I (NCLB, Title I)
A federal program that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards.

Title III (NCLB, Title III)
A program providing funding to improve the education of ELs by assisting them in learning English and meeting state academic standards.

Total Physical Response (TPR)
A method designed to develop listening and comprehension skills with the main objective to develop listening fluency. It is based on the theory that the skills of listening may have the most maximum positive transfer to the other three language skills; speaking, reading and writing. The strategy of total physical response is to have the students listen to a command in the second language and immediately obey with a physical action. Students are not initially required to speak. Proponents claim the method enhances memory.

Transferability of Skills
Instruction within a program where transferable skills are directly taught so that students make the connection between their primary language and English.

Transitional Bilingual Education Program
An organized instructional program that includes:

- L1 development
- L2 acquisition
- Subject matter development through L1 and L2.

In this program, the students move from primary language instruction to mainstream education after attaining appropriate levels in English.

Two-Way Immersion Program (TWI) (Also Dual Immersion Program or DLI)
The Two-Way (Dual) Immersion Program is designed for ELs and Fluent English Proficient (FEP) or English Only (EO) students. Instruction is provided in two languages in a balanced manner, and is designed to ensure that both groups learn to listen, speak, read, and write in English and in the primary language of the ELs. Instructional materials written in English and in primary language of the ELs are used.

Zone of Proximal Development (ZPD)
The distance between the actual developmental level as determined by independent problem solving and the level of potential development under adult guidance or in collaboration with more capable peers. A term coined by the Russian psychologist Vygotsky referring to the ripe conditions for learning something new. A person's ZPD is that zone which is neither too hard nor too easy. The term is similar to the concept of instructional level.

Legal References

State and Federal Law

The complete list of State and Federal regulations or other legal mandates governing the program may not be included within this document. Applicable legal citations for this program include, but are not limited to, the following:

Federal Law

20 USC 1703(f); 42 USC 2000(d); 34 CFR 100.1–100.13, 300.300, 300.343(d), 300–346(a), 300.532(a)(c), 300.552; Castañeda v. Pickard (5th Cir. 1981) 648 F.2d 989, 1009–1013; Gómez v. Illinois State Board of Education (7th Cir. 1987) 811 F.2d 1030, 1041–1042.

Public Law 107–110: January 8, 2002. §3001–§3141, Title III, Language Instruction for Limited English Proficient and Immigrant Students.

State Law

EC 305-306, 310-311, 313, 33051(a)(3), 44253, 44253.1, 44253.2, 44253.3, 44253.10, 48985, 54032, 60810-60811, 62002, 62002.5; former EC 52161, 52164.1, 52164.6, 52168, 52176; 5 CCR 3942(3), 4304–4306, 4312, 4320, 11300–11305; 83 Ops. Cal. Atty. Gen. (2000) 40.

Williams Settlement

Eliezer Williams, et al. v. State of California, et al. (Williams) case was filed as a class action suit in San Francisco in 2000. It alleged that public school students were not provided with equal access to instructional materials, safe and decent school facilities, and qualified teachers. The settlement, supported by state legislation, requires state and county monitoring of materials, school facilities and teachers. See: http://www.cde.ca.gov/fg/fo/profile.asp?id=1040

This plan, forms and other documents supporting English Learner services can be found at www.FontanaEL.org

Attachment

MOU

iii.1: 5/20/10 Tentative SIG Evaluation

iii.2: 5/20/10 Tentative Incentives

MEMORANDUM OF UNDERSTANDING

BETWEEN

FONTANA UNIFIED SCHOOL DISTRICT

AND

FONTANA TEACHERS ASSOCIATION

1.1 Context

1.1.1 A.B. Miller High School was identified by the California Department of Education as one California's lowest-performing schools.

1.1.2 To help move A.B. Miller High School out of California's lowest-performing schools list, the Fontana Unified Board of Education voted to follow the Transformational Model.

1.1.3 The modifications to the workday set forth in this Memorandum of Understanding are intended to help the Fontana Unified School District and A.B. Miller High School qualify for a School Improvement Grant (SIG) to underwrite the costs of implementing the Transformational Model.

1.2 The Fontana Unified School District (District) and the Fontana Teachers Association (Association) agree as follows:

1.2.1 During the effective period of this Memorandum of Agreement, A.B. Miller will have a seven (7) period instructional day.

1.2.1.1 The seven (7) period day will extend the daily A.B. Miller High School workday by 25 minutes and add an additional 15 minutes student contact time within the school day.

1.2.1.2 Bargaining unit members assigned to A.B. Miller High School as classroom teachers will be compensated at a stipend of $4,068.00 distributed evenly among pay periods.

1.2.2 During the effective period of this Memorandum of Understanding, bargaining unit members assigned to A.B. Miller High School as classroom teachers will receive an additional six and two-third (6 2/3) hours of leave annually, the leave to be utilized as

set forth in Article 12 of the Collective Bargaining Agreement between the District and the Association.

1.2.3 If the District receives a School Improvement Grant (SIG) to utilize at A.B. Miller High School, each bargaining unit member assigned to that site shall, in addition to the compensation set forth in §§1.2.1 and 1.2.2 , receive additional compensation as outlined in the grant.

1.2.3.1 Any compensation in the grant tied to the extended work day, upon grant funding, shall be used to offset the District contribution as outlined in 1.2.1.2.

1.2.3.2 Any bargaining unit member who works at A.B. Miller during the effective period of this MOU will be entitled to receive, prorated, any additional compensation earned while at A.B. Miller regardless of whether or not they subsequently leave the site.

1.3 During the effective period of this Memorandum of Understanding, bargaining unit members assigned to A.B. Miller High School will be evaluated annually using the SIG evaluation document.

1.3.1 The SIG evaluation shall be separate from, and not utilized in, bargaining unit member evaluations pursuant to Article 9 of the Collective Bargaining Agreement.

1.3.2 The SIG evaluation will be kept in each employee's site file and will be discarded upon the conclusion of the effective period of the Memorandum of Understanding or when the member leaves the site.

1.3.3 The SIG evaluation will be used in accordance with the state/federal transformation model guidelines.

1.3.4 Bargaining unit members will receive an SIG evaluation at the end of each quarter.

1.4 This Memorandum of Understanding shall take effect only upon the approval of seventy-five percent (75%) of the A.B. Miller High School bargaining unit members as determined by a secret ballot of those bargaining unit members in an election conducted by the Association.

1.4.1 If this Memorandum of Understanding is approved as provided in §1.4, bargaining unit members who are not in accord with the result of the secret ballot may request a transfer to another site within Fontana Unified School District.

1.4.1.1 The District shall make a good faith effort to grant requests for transfer received from bargaining unit members assigned to A.B Miller High School.

1.4.1.2 When granted, transfers of bargaining unit members assigned to A.B Miller High School shall follow the requirements of §§8.5.2.3, 8.5.2.4 and 8.5.5 of the Collective Bargaining Agreement between the District and the Association.

1.5 The bargaining unit members assigned to A.B. Miller High School as classroom teachers will receive only the remuneration set forth in §§1.2.1 and 1.2.2 of this Memorandum of Understanding if circumstances set forth in §§1.5.1 1.5.2 or 1.5.3 occur:

1.5.1 The District does not receive the School Improvement Grant to support the implementation of the Transformational Model;

1.5.2 A.B. Miller is ultimately not designated as one of California's lowest-performing schools; or

1.5.3 If implementation of the Transformational Model becomes not viable under the ESEA as it may be amended,

1.5.4 Other activities contemplated or planned for implementation under the SIG shall not be implemented.

1.5.5 Bargaining unit members assigned to A.B. Miller High School shall receive no other remuneration beyond that provided in §§1.2.1 and 1.2.2 for participation in the Transformational Model and SIG.

1.6 The effective period of this Memorandum of Understanding shall commence with the execution of this document by the District and the Association.

1.6.1 The District and the Association shall review this Memorandum of Understanding annually.

1.6.1.1 If, at the annual review, the District and the Association both agree, this Memorandum of Understanding shall continue in effect for another year.

1.6.1.2 If, at the conclusion of the annual review, either the District or the Association determines that this Memorandum of Understanding should no longer continue in effect, the party making the determination shall notify the other party and this Memorandum of Understanding shall no longer be effective.

1.6.2 Under any circumstances, the effective period of this memorandum shall end June 30, 2013 unless extended by written agreement of the Association and the District.

1.7 Nothing in this MOU prevents the Fontana Unified School District Board of Education from choosing a different model at any given time in accordance with both state and federal laws. Any change in the reform model will void this MOU.

FOR THE ASSOCIATION:

Wendy K Shyrard — 5/25/10
(Signature) (Date)

[illegible] — 5/25/10
(Signature) (Date)

FOR THE DISTRICT:

Yolanda Mendoza — 5/25/10
(Signature) (Date)

Attachment

iii.3

Board Approval and Board Resolution Stating Support for all SIG Components

Attachment iii.3
Board Approval and Board Resolution Stating Support for all SIG Components

FONTANA UNIFIED SCHOOL DISTRICT
www.fusd.net

BOARD OF EDUCATION MEETING AGENDA

DATE: May 19, 2010
TIME: 5:00 p.m. (Closed Session)
6:00 p.m. (Open Session)
PLACE: John D. Piazza Education Center
9680 Citrus Avenue, Fontana, California 92335

NOTICE TO THE PUBLIC: Persons wishing to speak to the Board of Education regarding any item on the agenda or during the opportunity for public comment are requested to fill out a "Registration Card to Address the Board" available on the tables in the foyer and adhere to the instructions therein.

Individuals who require disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent or designee in writing at least two days before the meeting date. *(Board Bylaw 9320)*

I CALL TO ORDER

II ADOPT AGENDA

Motion made by ____ seconded by ____ vote ____

CLOSED SESSION

III OPPORTUNITY FOR PUBLIC COMMENT

The Governing Board welcomes and encourages public comments. Members of the public commenting on items on this closed session agenda are asked to limit their comments to five (5) minutes so that as many as possible may be heard. *(Education Code §35145.5, Government Code §54954.3)*

FONTANA UNIFIED SCHOOL DISTRICT
Fontana, California

Superintendent Office

ITEM TITLE: Approve Grant Application

BOARD OF EDUCATION MEETING: 05/19/10
Discussion/Action Session

BACKGROUND:

As a part of the regulations associated with the American Recover and Investment Act (AARA), School Improvement Grants (SIG), Race to the Top (RTTT), and Senate bills X5.1 and X5.4, California must identify the lowest achieving school and implement a school intervention model to improve performance. Fontana A. B. Miller High school has been identified as a Persistently Low Achieving School by the State of California in accordance with the following Federal guideline: the Adequate Yearly Progress (AYP) proficiency average for last 3 years at A. B. Miller High School is - 36.45%.

Listed Districts were required to adopt one of four models for school improvement:

- Turnaround: remove Principal and Staff, rehire no more than 50% of original staff, adopt a new governance structure, implement a research-based instructional program aligned to the State Standards, increase learning time
- Restart: school is closed and reopens as a charter school, operated by an approved State Charter Operator
- School Closure: school is closed and students enroll in a higher achieving FUSD school
- Transformation: remove Principal, improve teacher and school leader effectiveness, increase learning time, institute instructional reform, create a community- oriented school, provide operational flexibility

On April 21 the Board of Education voted on the transformation model. Since that time the district has negotiated with Fontana Teachers Association and the Miller SIG team, in collaboration with the District Office SIG support team, has completed the SIG application that is due to the state of California June 1, 2010.

FISCAL IMPLICATION:

The submission of the application could warrant the district receiving up to $2 million a year for three years in restricted SIG funding to be spent on A. B. Miller High School on improving student achievement, meeting the goals of the Miller SIG. In the event that Fontana Unified School District is not awarded the SIG, it is negotiated with Fontana Teachers Association that in the 2010/11 school year $508,500.00 will be used from district Tier III flexible categorical monies (sweeping) to meet the terms of the negotiated agreement.

RECOMMENDATION:
The Superintendent recommends that the Board of Education approve the School Improvement Grant (SIG) application for Fontana A. B. Miller High School.

CLOB/cs

Attachment

vii. 1

ELA Textbook Adoption

FONTANA UNIFIED SCHOOL DISTRICT
Fontana, California

Instructional Services

ITEM TITLE: Approve Textbooks

BOARD OF EDUCATION MEETING: 06/23/10
Discussion Action Session

BACKGROUND:
As part of Fontana A. B. Miller High School's implementation of the Transformation Model for reforming the school's instructional program, Fontana A. B. Miller High School plans to implement a new English Language Arts curriculum for the 2010-2011 school year. This curriculum had originally been considered and selected to be adopted district wide as part of the English Language Arts Textbook adoption process in 2009 that was suspended due to the budget crisis. This series of texts meets the criteria as outlined in the Transformation Process. Teachers will attend SB472 training and receive support from Secondary Instruction to ensure a successful implementation.

FISCAL IMPLICATION:
The estimated cost of the English Language Arts textbooks is $390,000.00. This expenditure will be funded from the Unrestricted Lottery – Instructional Materials Fund.

RECOMMENDATION:
The Superintendent recommends the Board of Education approve the following English Language Arts Textbooks (Regular and Advanced Placement) at Fontana A. B. Miller High School as part of the implementation of the Transformation Model of reform for classroom use and certify that all instructional materials below are aligned with state content standards for English Language Arts.

Course	***Publisher***	***Textbook Title***
Grade 9	Holt	Literature and Language Arts Third Course
Grade 10	Holt	Literature and Language Arts Fourth Course
Grade 11	Holt	Literature and Language Arts Fifth Course
Grade 12	Holt	Literature and Language Arts Sixth Course

KMM/sj

Attachment

MOU

vii.2: 7th Period

vii.3: Incentives

vii.4: Teacher Evaluation

MEMORANDUM OF UNDERSTANDING

BETWEEN

FONTANA UNIFIED SCHOOL DISTRICT

AND

FONTANA TEACHERS ASSOCIATION

1.1 Context

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FOR THE ASSOCIATION:

Wendy K. Hoyard — 5/25/10
(Signature) (Date)

[illegible] — 5/25/10
(Signature) (Date)

FOR THE DISTRICT:

Yolanda Mendoza — 5/25/10
(Signature) (Date)

A.B. Miller High School
Home of the Rebels

SIG TEACHER EVALUATION

Teacher Name: Department:

Evaluator: Observation:

		Total
I. Student Growth		
a. *Assessment Analysis*	☐10 ☐0	
b. *At Risk Students*	☐10 ☐0	
II. Ongoing observation through administrative walkthroughs.		**Total**
a. *Objectives and lesson plans that implement the pacing guides*	☐5 ☐0	
b. *Student engagement*	☐5 ☐0	
c. *Enforcing school-wide rules*	☐5 ☐0	
d. *Use of Marzano Strategies*	☐5 ☐0	
III. Professional Collaboration.		**Total**
a. *Staff meeting attendance*	☐5 ☐0	
b. *Subject specific collaboration*	☐5 ☐0	
c. *Department meetings*	☐5 ☐0	
d. *Professional Development*	☐5 ☐0	
IV. Working with Families and Community.		**Total**
a. *Attendance to family/community event*	☐5 ☐0	
b. *Attendance to report card pick-up*	☐5 ☐0	
c. *Using Zangle Gradebook*	☐5 ☐0	
d. *Using TeleParent twice a Quarter*	☐5 ☐0	
V. Professional Duties.		**Total**
a. *Overall attendance*	☐5 ☐0	
b. *Submission of grades on time*	☐5 ☐0	
c. *Taking attendance on a daily basis*	☐5 ☐0	
d. *Attendance at IEP meetings*	☐5 ☐0	
	Overall Total	

Commendations:

1.

2.

3.

4.

5.

Recommendations:

1.

2.

3.

4.

5.

Teacher Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

A.B. Miller High School
Home of the Rebels

SIG TEACHER EVALUATION

I. Student growth

(GOAL)	(WHAT)	(HOW)
A. Assessment Analysis	- Assess students at beginning of quarter/unit: Pre-Test	• Oars assessment data • Benchmark tests • Department generated common assessments
	- Assess Students' growth at the end of the quarter/unit: Post Test	• Oars assessment data • Benchmark tests • Department generated common assessments
	- Analyze Student data: Collaboration time	• Oars assessment data • Use of benchmark test scores
	- Create and submit a plan to improve student areas of need	• Use of SMART goals
B. At Risk Students	- Review student data to identify student achievement	• Attendance • Benchmark tests • Behavior
	- Create, implement and submit an intervention plan	• TeleParent • Parent Connect • Counselor referral • SIT Meeting • AIM (academic intervention meeting) •

II. Ongoing observation through administrative walkthroughs

A. Objectives and lesson plans that implement the pacing guides	-	• check of lesson plans if needed
B. Student engagement	- Students actively engaged in daily classroom studies	• Focus on Rigor, Relevance & Relationships • Focus on Success • 80% student engagement rate
C. Enforcing school-wide rules	- Maintaining positive school/ classroom climate	• Checking for ID at the door • Making sure doors are locked during instructional time • 10/10 rule • No electronic devices allowed in the classroom • Dress code (hats in the classroom)
D. Use of Marzano, AVID & SDAIE strategies	-	• AVID tutors • Student work •

III. Professional Collaboration

A. Staff meeting attendance	- Attend monthly scheduled staff meetings	• Staff mtg. sign in sheet/attendance
B. Subject specific collaboration	- Attend the quarterly scheduled subject specific collaboration meetings	• Subject collaboration sign in sheet/attendance
C. Department Meetings	- Attend monthly scheduled Department meetings	• Dept. mtg. sign in sheet/attendance
D. Professional Development	- Attend any or all Professional/Staff development trainings	• Sign in sheets/ attendance

IV. Working with families and community

A. Attendance to family/ community event (Night Athletic events, Prom, Awards Night)	- Attend and/or participate in scheduled family/ community event per quarter	• Sign in sheet/attendance
B. Attendance to report card pick up	- Attend scheduled report card pick up events	• Sign in sheet/ attendance/ parent sign in sheet
C. Using Zangle Gradebook	- Use Zangle Gradebook on a daily basis to allow parents to check on student grades	• Gradebook print out if requested
D. Using TeleParent twice a quarter	- Use of TeleParent to communicate with parents	• Teleparent print out

V. Teacher professional duties

A. Overall attendance	- 94% - Exceptions that are included are in accordance to collective bargaining unit agreement (jury duty, military service, bereavement, acute illness)	• Daily attendance checks
B. Submission of grades on time *(progress reports, quarter grades, semester grades)*	- Submit student grades so they can be posted for parents, teachers, counselors and/or administrators can view	• Update grades to be placed into Zangle for the most current progress reports and/or semester grades.
C. Taking attendance on a daily basis	- Reporting student attendance on Zangle	• Daily 2 PM runs
D. Attendance at IEP's	- Attend any scheduled IEP for your students	• Sign in sheets

Attachment

Tentative Master Schedule

vii.5: With Remedial Courses

vii.6: With 9th Grade Math Class

A.B. Miller High School
2010 - 2011 MASTER SCHEDULE

#	Name	Department	Rm/Ext	Per 1	Per 2	Per 3	Per 4	Per 5	Per 6	Per 7	Lunch
x	**Abad, John** *AbadJJ*	**Social Science**	F-7 10532	World History	PREP	World History	World History	World History	World History	World History	B
	Abba, Nate *AbbaNK*	**SPED**	M-8 10433	Algebra I Core	Algebra I Core	PREP	Algebra I Core	Algebra I Core	Algebra Readiness Sp	Study Skills	A
	Abramovitz, Barbara *AbraBG*	**SPED**	BC-12 10412	Sr Eng Core	Sr Eng Appl	Sr Eng Core	PREP	Fr Eng Appl	Fr Eng Appl	Study Skills	---
	Acevedo, Sybil *AcevSA*	**Foreign Language**	FL-12 10562	Spanish 1	Spanish 1	Spanish 2	Spanish 2	PREP	Spanish 2	Spanish 1	A
	Albert, Adrienne *AlbeAL*	**English**	H-5 10505	Sr Eng Honors	Sr Eng	Jr Eng	Jr Eng HSA	Sr Eng TEAM	PREP	Jr Eng	---
x	**Alvarado, Tony** *AlvaAc*	**CTE**	I-5 10379	Auto 1A	Auto 1A	Auto 1A	PREP	Auto 1A	Auto 2	Auto 2	---
	Antashyan, Gevork *AntaGG*	**Math**	M-17 10442	P. Alg 1	P. Alg 2	P. Alg 1	PREP	P. Alg 1	P. Alg 2	P. Alg 1	A
	Avendano, Celia *CasiCE*	**English**	H-15 10515	Soph Eng	Soph Eng	PREP	Soph Eng	Soph Eng	Soph Eng	Sr Eng	B
	Bareswill, Amber *BareAn*	**Social Science**	F-5 10530	US History	US History	PREP	Economics	US History	US History	Economics	B
x	**Bertok, Randy** *BertRS*	**English**	H-13 10513	Fr Eng	PREP	Fr Eng	Fr Eng	Fr Eng	Fr Eng	Fr Eng	B
	Biroschak, David *BiroDM*	**Math**	M-18 10443	P. Alg 1 9th Grade	P. Alg 1 9th Grade	P. Alg 1 9th Grade	PREP	P. Alg 1 9th Grade	P. Alg 1 9th Grade	P. Alg 1 9th Grade	---
	Bodine, Mike *BodiMS*	**Social Science**	F-13 10538	Government	Psychology AP	Govt/Econ TEAM	Psychology	Government	Psychology AP	PREP	B
	Bracco, Heather *BracHM*	**English**	H-16 10516	Soph Eng TEAM	Soph Eng Honors	PREP	Peer Leading	Soph Eng HSA	Soph Eng Honors	Soph Eng Honors	B
	Brannan, Cheri *BranCL*	**SPED**	A-6 10356	PREP	SED	SED	SED	SED	SED	SED	A
	Cervantes, Ana *CervAM*	**SPED**	BC-17 10417	Critical Skills	Critical Skills	Critical Skills	Critical Skills	Critical Skills	PREP	Math Topics Sp	A
	Chan, Eulalia *ChanEn*	**SPED**	M-12 10437	Intro Geom Appl	Geometry Core	Algebra Readiness Sp	Geometry Core	PREP	Geometry Core	Study Skills	B
	Chatterton, Christine *ChatCK*	**SPED**	H-9 10509	PREP	Soph Eng Core	Fr Eng Core	Fr Eng Core	Jr Eng Appl	Jr Eng Appl	Study Skills	B
	Chatterton, Keith *ChatWK*	**SPED**	F-4 10529	Algebra I Core	Algebra I Core	Algebra A Appl	PREP	Algebra A Appl	Algebra B Appl	Study Skills	---
	Chaudhary, Purva *ChauPu*	**Math**	M-7 10432	Trig/Pr Cal Honors	PREP	Trig/Pr Cal Honors	P. Alg 2	P. Alg 2	Trig/Pr Cal Honors	P. Alg 2	A
	Coccia, Rachel *CoccRL*	**PE**	GYM 10668	PE 1	PE 2	PE 2	PREP	PE 1	PE 1	Tennis Cheer	---
	Corkery, Carol *CorkCA*	**PE**	GYM 10668	PE 1	PREP	PE 2	PE 1	PE 1	PE 1	Volleyball	B
	Cortes, Paola *CortPA*	**SPED**	BC-3 10403	Jr Eng Core	PREP	Jr Eng Core	Soph Eng Core	Soph Eng Appl	Soph Eng Appl	Study Skills	A
	Damore, Michelle DamoMS	**English**	H-17 10517	AVID 1	PREP	AVID 1	Fr Eng	Fr Eng	Fr Eng	Fr Eng	---
	Day, Sherry *DayShM*	**SPED**	P-4 10604	OI	OI	OI	OI	OI	PREP		A

mmm

Updated 5/26/2010 4:00 PM

A.B. Miller High School
2010 - 2011 MASTER SCHEDULE

#	Name	Department	Rm/Ext	Per 1	Per 2	Per 3	Per 4	Per 5	Per 6	Per 7	Lunch
	De La Rosa, Emmanuel *DeLaEm*	**CTE**	I-9 10383	Masonry 2	Masonry 2	Masonry 2	Masonry 1B	Masonry 1A	Masonry 1A	PREP	B
x	**Diaz, Jean** *DiazJA*	**ELD**	FL-7 10557	PREP	ELD 3	ELD 2	ELD 1	ELD 3	ELD 1	ELD 2	A
	Dierdorff, Larry *DierLB*	**Visual & Perf. Arts**	A-8 10358	St Glass 1A/1B Combo	St Glass 1A/1B Combo	St Glass 1A/1B Combo	PREP	Ceramics 1B	Ceramics 1B	Ceramics 1B	A
x	**Dolven, Tiffany** *DolvTF*	**English**	H-12 10512	CBI	PREP	Fr Eng	CBI	Fr Eng	CBI	Fr Eng	B
	Elliott, Catherine *ElliCM*	**SPED**	T-6 10306	VI Spec Proj					VI Spec Proj		---
	English	**English**		Eng Topics	Eng Topics	Eng Topics	Eng Topics	PREP	Eng Topics	Eng Topics	
	Fink-Kerns, Quimby FinkQL	**SPED**	A-3 10353	SED	SED	PREP	SED	SED	SED	SED	A
	Flores, Elizabeth *FlorEL*	**Math**	M-9 10434	P. Alg 1	P. Alg 1	P. Alg 1	PREP	P. Alg 1	P. Alg 1	P. Alg 1	A
	Fraley, Robert *FralRE*	**Math**	M-1 10426	Pl/Sol Geom 9th Grade	Pl/Sol Geom 9th Grade	Pl/Sol Geom 9th Grade	Pl/Sol Geom 9th Grade	Pl/Sol Geom 9th Grade	Pl/Sol Geom 9th Grade	PREP	A
	Frye, Deirdre *FryeDL*	**Science**	S-4 10454	PREP	Physiology	Biology	Biology	Biology	Biology AP	Biology AP	A
	Garnes, Michael GarnMB	**Visual & Perf. Arts**	A-4 10354	Photo 1B	Photo 1B	PREP	Photo 1B	Art 1B	Art 1B	Art 1B	A
	Gepford, Timothy *GepfTM*	**MIC**	FL-9 10559	PREP	Health	Health	Health	Health	Health	Health	A
	Gonzalez, Angel *GonzAM*	**Foreign Language**	FL-10 10560	PREP	Span 3 Nat Spk	Span 3 Nat Spk	Span 3 Nat Spk	Span 4 AP	Spanish 2	Spanish 2	A
	Hall, Robert *HallRN*	**Math**	BC-13 10413	PREP	Alg 1 Shelt	Alg 1 Shelt	PREP	Alg 1 SEI	Geometry SEI	Geometry Shelt	
	Henry, Kathy *HenrKM*	**Science**	S-6 10456	Chemistry	Chemistry HSA	Chemistry	Chemistry	PREP	Chemistry TEAM	Chemistry	---
	Hidalgo, Robert *HidaRF*	**Social Science**	F-12 10537	Government	Government	Government	Government	Economics	Government Honors	PREP	B
x	**Hoong, Ken** *HoonKe*	**Math**	M-10 10435	Algebra Readiness	Algebra Readiness	Algebra Readiness	Algebra Readiness	Algebra Readiness	PREP	Algebra Readiness	A
	Horwitt, Eric *HorwET*	**CTE**	BC-10 10410	Comp Apps 1A	PREP	Comp Apps 1A	Comp Apps 1B	Intro Business	Comp Apps 1B	Comp Apps 1A	A
x	**Hutchings, Jenny** *HutcJA*	**MIC**	BC-14 10414	PREP	Health	Health	Health	Health	Health	Health	A
	Kelley, Barbara *KellBL*	**ASB**	Stu St 10327			Stu Exec Bd	Student Store				---
	Kim, Carrey *KimCaS*	**Math**	M-14 10439	Pl/Sol Geom	Pl/Sol Geom	Pl/Sol Geom	Pl/Sol Geom	Pl/Sol Geom	Pl/Sol Geom	PREP	A
	Kraig, Glen *KraiGM*	**CTE**	I-7 10382	Wood 1A	Wood 1A	Wood 1A	Wood 1A	Wood 1B	Wood 1B	PREP	B
	Kramer, Joseph *KramJA*	**SPED**	BC-7 10407	Biology Core	Biology Core	Biology Appl	Biology Appl	PREP	Earth Science Core	Study Skills	A
	Lane, Eugene *LaneEu*	**English**	H-4 10504	Fr Eng	PREP	Fr Eng	Fr Eng	Fr Eng	Fr Eng	Fr Eng	B

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	Leake, Tracy *LeakTA*	**Social Science**	F-3 10528	US History	US History	PREP	US History HSA	US History	US History	US History	B
	Lee, Christopher *LeeChA*	**CTE**	I-3 10378	TV2/Rebel TV	TV 2	PREP	TV 1	TV 1	TV 3	TV 3	B
x	**Lemos, Kay** *LemoKF*	**English**	Q-203 10723	Eng Topics	Eng Topics	Eng Topics	Eng Topics	PREP	READ 180	READ 180	B
	Leonard, Catherine *LeonCR*	**English**	Q-206 10726	Fr Eng Honors	PREP	Fr Eng Honors	Fr Eng	Fr Eng Honors	Fr Eng	Fr Eng	B
	Leonard, Chris *LeonJC*	**English**	Q-109 10709	READ 180	READ 180	READ 180	READ 180	PREP	READ 180	READ 180	B
	Machado, Sandra *MachSm*	**Science**	S-14 10464	PREP	Earth Science SEI	Earth Science Shelt	Earth Science Shelt	PREP	Biology Shelt	Biology SEI	A
	Mann, Stephen *MannSe*	**MIC**	F-15 10540	PREP	Health	Health	Health	Health	Health	Health	B
	Martin, Eric *MartER*	**SPED**	H-3 10503	US Hist Appl	US Hist Appl	World History Core/Appl	World History Appl	World History Appl	World History Appl	Study Skills	B
	Martinez, Frank *MartFD*	**PE**	GYM 10660	PE 1	PE 1	PE 2	PE 2	PE 2	PREP	Baseball	B
	Math	**Math**		Algebra Readiness	Algebra Readiness	Algebra Readiness	Algebra Readiness	Algebra Readiness	PREP	Algebra Readiness	
	McDonnell, John *McDoJF*	**Social Science**	F-6 10531	US History AP	US History AP	PREP	US History	US History	US History	US History	B
	McKinney, Nathelle *MckiNC*	**Social Science**	P-14 10614	Economics	Sociology 1A	Economics	Economics Honors	Economics AP	Economics	PREP	---
	Mendoza, Albert *MendAD*	**Math**	M-13 10438	P. Alg 1	P. Alg 2	P. Alg 2	PREP	P. Alg 1	P. Alg 1	P. Alg 1	A
	Miller, Gerald *MillGM*	**Math**	S-13 10463	Physics	Math Topics	Math Topics	Math Topics	Math Topics	PREP	Math Topics	---
	Murillo, David *MuriDf*	**Science**	S-5 10455	Earth Science	Earth Science	Earth Science	Earth Science	PREP	Earth Science	Earth Science	---
	Naron, Dean *NaroBD*	**Social Science**	F-17 10542	World History	PREP	World History Honors	World History TEAM	World History Honors	World History Honors	World History	B
	Navarro, Elizabeth *OrneEl*	**Social Science**	F-9 10534	PREP	ELD 4	PREP	US History Shelt/SEI	ELD 4	ELD 4	World History Shelt/SEI	B
	Oesch, Jennifer *ThomJM*	**English**	H-19 10519	Jr Eng	Jr Eng	Jr Eng	Jr Eng	Jr Eng TEAM	PREP	Jr Eng	B
	Olague, Joe *OlagJM*	**English**	H-6 10506	PREP	Fr Eng Shelt	PREP	Fr Eng Shelt	Soph Eng Shelt	Jr Eng Shelt	Sr Eng Shelt	B
	Olsen, Terry *OlseTJ*	**Science**	Q-110 10710	Chemistry	Chemistry	Chemistry	Chemistry	PREP	Chemistry	Chemistry	B
	Omar, Jeffrey *OmarJL*	**PE**	GYM 10660	PE 2	PE 2	PREP	PE 2	PE 1	PE 2	Cross Country Track	---
	Orrison Myrehn, Julie *OrriJA*	**AVID**	F-8 10533	AVID PREP	PREP	AVID 3	AVID 4	AVID 3	AVID 1	AVID 4	B
	Paris, Karin *PariKR*	**English**	H-8 10508	Soph Eng	Soph Eng	PREP	Eng/Literature AP	Eng/Literature AP	Soph Eng	Soph Eng	---
	Quirante, Lanelita *QuirLM*	**Math**	M-6 10431	Pl/Sol Geom	Pl/Sol Geom	Pl/Sol Geom	Pl/Sol Geom	Pl/Sol Geom	Pl/Sol Geom	PREP	A

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	Rainwater, Tony *RainMA*	**Math**	M-11 10436	P. Alg 2	PREP	P. Alg 2	P. Alg 2	P. Alg 2	P. Alg 2 Honors	P. Alg 2	A
	Reinhart-Maiorca, Jennifer *ReinJJ*	**Social Science**	BC-2 10402	World History	PREP	World History	World History	World History	World History	World History	---
	Ridge, Robert *RidgRA*	**PE**	GYM 10660	PE 1	PE 1	PE 1	PE 2	PE 2	PREP	Soccer 1 & 2	B
	Robinson, Nicole *AtlaNS*	**PE**	GYM 10666	Dance 1	Dance 1	PE Dance	PE Dance	PREP	Dance 2	Dance 3	B
	Rodriguez, Rudy *RodrRu*	**Science**	S-8 10458	Earth Science	Earth Science	Earth Science	Earth Science	PREP	Earth Science	Earth Science	A
	Romagnoli, John *RomaJT*	**English**	Q-208 10728	Soph Eng	Soph Eng	PREP	Link Crew	Soph Eng	Soph Eng	Basketball	B
	Sandler, Ami *SandAS*	**Academy**	Q-209 10729	PREP	Physiology HSA	HSA 2	HSA 3	ACADEMY PREP	HSA 1		B
	Sandoval, Maritza *SandMa*	**ELD**	FL-8 10558	PREP	ELD 4	ELD 4	ELD 4	ELD 4	ELD 3	ELD 3	A
	Scheppers, Tim *ScheTL*	**Math**	M-16 10441	Math Topics	Math Topics	Math Topics	Math Topics	Math Topics	PREP	Math Topics	A
	Shaheed, Omar *ShahOA*	**MIC**	P-3 10603	PREP	Health	Health	Health	Health	Health	Health	A
	Skiles, Gerard *SkilGe*	**English**	Q-106 10706	Jr Eng	Sr Eng	Jr Eng	Jr Eng	Sr Eng	PREP	Jr Eng	B
	Skinner, Felicity *BlueFA*	**Visual & Perf. Arts**	A-2 10352	PREP	Art 1B	Art 1B	Art 1B	Art 1B	Craft Activities	Art 2A	A
	Spontaneo, Theresa *SponTE*	**SPED**	FL-4 10554	Critical Skills	Critical Skills	Critical Skills	Critical Skills	Critical Skills	PREP	Eng Topics Appl	A
	St. Andre, Virginia *StAnVL*	**Academy**	FL-1 10551	Career Skills CAP	PREP	Education 1	Education 2	ACADEMY PREP	Education 3		A
	Stanhope, Melissa *StanMM*	**English**	H-20 10520	Soph Eng	Soph Eng	PREP	Yearbook	Soph Eng	Sr Eng	Soph Eng	B
	Stensrud, Paul *StenPC*	**SPED**	A-5 10355	SED	PREP	SED	SED	SED	SED	SED	A
	Stephenson, Heidi *StepHA*	**English**	H-14 10514	Jr Eng	Jr Eng	Sr Eng	Sr Eng	Jr Eng	PREP	Sr Eng	B
	Stoica, Horatiu *StoiHI*	**Math**	M-15 10440	PI/Sol Geom	PI/Sol Geom	PI/Sol Geom	PI/Sol Geom	PI/Sol Geom	PI/Sol Geom	PREP	A
	Stoica, Mariana *StoiMC*	**Math**	M-3 10428	PI/Sol Geom	PI/Sol Geom	PI/Sol Geom	PI/Sol Geom	PI/Sol Geom	PI/Sol Geom	PREP	A
	Strycula, Jeff *StryJA*	**PE**	GYM 10660	PREP	PE 2	PE 1	PE 2	PE 2	Freshman Football	Football	---
	Sullivan, Frank *SullFT*	**Social Science**	P-15 10615	US History Honors	US History TEAM	PREP	US History	US History Honors	US History	US History	A
x	**Swank, Gene** *SwanGe*	**Science**	S-1 10451	PREP	Biology	Biology	Biology	Biology	Biology	Biology	A
x	**Tatum, Michael** TatuMG	**Visual & Perf. Arts**	T-2 10302	Music Theory	Music Theory	Concert Choir	Chamb Sngrs	Music Theory	PREP	Band	B
	Tessitore, Karolyn *TessKJ*	**SPED**	GYM 10665				Adapt PE				B

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	Thomason, Don *ThomDW*	**SPED**	F-1 10526	US History Core	Government Core	US History Core	Government Core	US History Core	PREP	Study Skills	B
	Tijerina, Andres *TijeAJ*	**Foreign Language**	FL-5 10555	Spanish 1	PREP	Spanish 1	Spanish 1	Spanish 3	Spanish 1	Spanish 3	A
	Trad, Doha *TradDO*	**Foreign Language**	FL-11 10561	French 1	French 2	French 2	PREP	French 3	French 4 AP	French 1	---
	Ullrich, Mark *UllrMW*	**CTE**	BC-8 10408	Business Finance	Business Finance	Comp Apps 1A	Web Design	Comp Apps 1A	PREP	CBI	A
	Umandap, Zaida *UmanZM*	**Science**	Q-112 10712	PREP	Biology	Biology	Biology	Biology	Biology	Biology	B
	Vamvakas, Andreas *VamvAn*	**Science**	S-2 10452	PREP	Biology TEAM	Biology HSA	Biology	Biology	Biology	Acad. Dec.	A
	Vela, Laura *VelaLV*	**Foreign Language**	FL-6 10556	Spanish 1 Nat Spk	Spanish 2 Nat Spk	PREP	Spanish 5 AP Literature	Spanish 2 Nat Spk	Spanish 2 Nat Spk	Spanish 1 Nat Spk	A
	Walker, Laura *WalkLM*	**SPED**	BC-11 10411	Functional Sk	Functional Sk	Functional Sk	Functional Sk	Functional Sk	PREP	Functional Sk	A
	White, Kimberley *WhitKM*	**English**	H-18 10518	Jr Eng Honors	Jr Eng	Sr Eng	Sr Eng HSA	Jr Eng	PREP	Jr Eng	B
	Wilke, Lawrence *WilkLA*	**Visual & Perf. Arts**	I-1 10376	Graphic Art & Design 1A	PREP	Art 1B	Art 1B	Art 1B	Art 1B	Graphic Art & Design 1A	B
	Williams, Christine *WillCA*	**English**	H-7 10507	Soph Eng	Jr Eng AP	PREP	Soph Eng	Jr Eng AP	PREP	Soph Eng	B
x	**Wilson, Lori** *WilsLA*	**CTE**	BC-6 10406	PREP	Child Dev	Child Dev	Child Dev	Child Dev	Clothing 1B/2B	Clothing 1B	---
	Windley, Jay *WindJC*	**Math**	M-5 10430	P. Alg 1	P. Alg 1	Calculus AB AP	PREP	Stats AP	P. Alg 1	P. Alg 1	A
	Woltz, Megan *WoltML*	**Social Science**	F-14 10539	AVID 2	PREP	AVID 2	World History	World History	World History	World History	B
	Womack, Bruce *WomaBE*	**Science**	S-11 10461	Earth Science	Earth Science	Earth Science	Earth Science	PREP	Earth Science	Earth Science	A
	Wright, Kathleen *WrigKA*	**English**	H-10 10510	Sr Eng	Sr Eng	PREP	Soph Eng	Soph Eng	Sr Eng	Sr Eng	B
	Younglove, Mark *YounMb*	**Science**	Q-212 10732	PREP	Biology	Biology	Biology	Biology	Biology	Biology	B

Attachment

ix.1

Current CST Scores

Attachment 9.1

Current CST Scores

Attachment ix.1
Current CST Scores

2007-2008 CST (All Students)							
	Tested	Mean Score	Advanced	Proficient	Basic	Below Basic	Far Below Basic
ELA	2017	319	10.2%	20.6%	33.9%	21.4%	13.8%
Mathematics	2020	276	1.3%	6.3%	18.2%	45.8%	28.3%
Science	1971	308	2.1%	10.6%	33.9%	18.8%	34.6%
World History	710	300	4.4%	12.1%	25.9%	20.3%	37.3%
US History	625	307	4.8%	17.8%	30.2%	21.0%	25.8%

Socio-Economically Disadvantaged			
	Tested	Mean Score	Proficient +
ELA	1209	314	27.7%
Mathematics	1209	275	6.4%
Science	1176	306	13.6%
World History	422	297	15.7%
US History	354	304	19.9%

English Learners		
Tested	Mean Score	Proficient +
915	303	5.4%
918	269	1.4%
894	299	3.9%
322	287	3.3%
277	292	5.2%

Hispanic/Latino			
	Tested	Mean Score	Proficient +
ELA	1650	316	27.7%
Mathematics	1653	275	6.4%
Science	1612	307	13.6%
World History	581	298	15.7%
US History	497	305	19.9%

African American		
Tested	Mean Score	Proficient +
150	319	32.1%
150	268	7.4%
148	305	13.6%
54	296	11.5%
52	305	17.2%

Students With Disabilities			
	Tested	Mean Score	Proficient +
ELA	250	245	2.1%
Mathematics	250	226	1.3%
Science	215	270	1.2%
World History	65	262	5.7%
US History	86	270	1.1%

White		
Tested	Mean Score	Proficient +
156	338	41.3%
156	287	12.6%
153	321	26.7%
48	316	30.2%
58	327	35.0%

Attachment

ix.2

Academic Performance Index

(API)

Attachment 9.2

Attachment ix.2

Academic Performance Index (API)

Academic Performance Index (API)						
	2006-2007		2007-2008		2008-2009	
	Score	Growth	Score	Growth	Score	Growth
School Wide	645	19	645	0	639	-6
African American	627	23	645	18	629	-16
American Indian	675	104	600	-75	694	94
Asian	814	114	811	-3	732	-79
Filipino	835	127	778	-57	796	18
Hispanic	636	19	638	2	637	-1
Pacific Islander	766	135	722	-44	708	-14
White	718	36	686	-31	656	-30
Soc Eco Dis.	627	12	635	8	637	2
ELL	599	17	596	-2	581	-14
SWD	420	21	441	18	432	-9
Met Target Growth	Yes		No		No	

Attachment

ix.3

ELA Benchmark Assessment Analysis

Grade 9 2010 Benchmarks 1 & 2

Grade 9- % Proficient or advanced
Benchmark 1- 40%
Benchmark 2- 50.6% ☺

19/30= minimum correct to be counted as proficient

Total		19/30	19/30
	No. Assessed	650	753
	Average Score	16.8	18.2
	Challenge	10.6%	23.5%
	Benchmark	29.4%	27.1%
	Strategic	24.9%	21.1%
	Intensive	35.1%	28.3%

Like most HS sites, grade 9 showed the most growth on this benchmark.

Challenge= Advanced
Benchmark= Proficient
Strategic= Basic
Intensive= BB or FBB

Grade 10 2010 Benchmarks 1 & 2

Grade 10- % Proficient or Advanced
Benchmark 1- 56.6%
Benchmark 2- 54.1%

Total		19/30	19/30
	No. Assessed	614	698
	Average Score	18.5	18.0
	Challenge	25.2%	21.2%
	Benchmark	[illegible]	[illegible]
	Strategic	18.2%	17.3%
	Intensive	25.1%	28.5%

Challenge= Advanced
Benchmark= Proficient
Strategic= Basic
Intensive= BB or FBB

Attachment 9.3 ELA Benchmark Assessment Analysis (continued)

Grade 11
2010 Benchmarks 1 & 2

Grade 11- % Proficient or Advanced
Benchmark 1- 44.1%
Benchmark 2- 57.1% ☺

Total		19/30	19/30
	No. Assessed	508	557
	Average Score	16.7	19.1
	Challenge	19.1%	31.6%
	Benchmark	25%	25.5%
	Strategic	20.7%	17.1%
	Intensive	35.2%	25.9%

Grade 9
2008-09

29% average students at or above benchmark (much lower than this year)

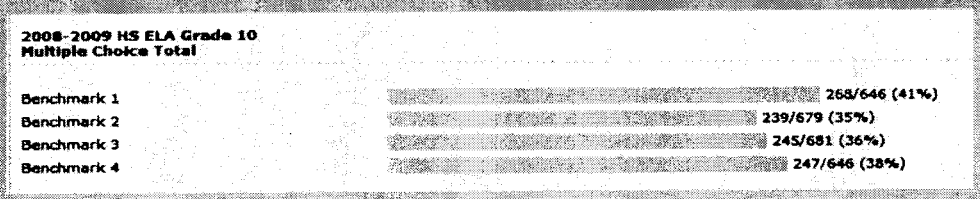
2008-2009 HS ELA Grade 9
Multiple Choice Total

Benchmark 1	210/723 (29%)
Benchmark 2	191/737 (26%)
Benchmark 3	264/794 (33%)
Benchmark 4	225/783 (29%)

VS. 2010 Benchmark Avg. of 45.3%

Attachment 9.3 ELA Benchmark Assessment Analysis (continued)

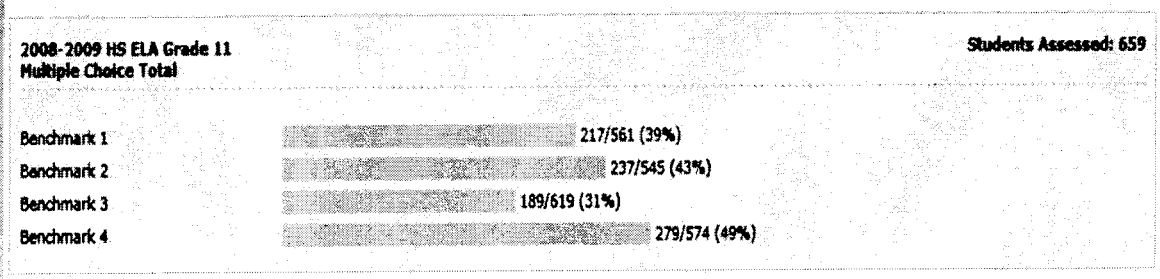
Grade 10
2008-09
(37.5% average)



VS 2010 Benchmark Avg. of 55.3%

Grade 11
2008-09
(40.5% average)

Graphs show percentage of students at or above Benchmark



VS 2010 Benchmark Avg. of 50.6%

In 2009-2010, two ELA multiple choice benchmarks were administered.

- **Students had to choose 63% or more answers correctly to be classified as proficient or advanced on the assessment.**
- Since the tests were composed of only 30 questions, the data is best used in conjunction with site-based, grade level common assessments.

% of students proficient or higher per grade level:

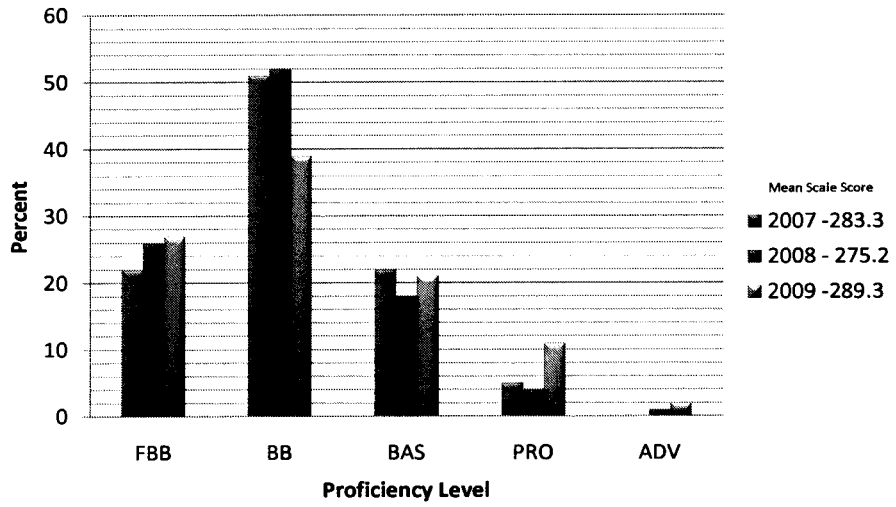
- Grade 9
  - Benchmark 1- 40%
  - Benchmark 2- 50.6% ☺
- Grade 10
  - Benchmark 1- 56.6%
  - Benchmark 2- 54.1%
    - *Although the numbers dropped, the 10th grade average is higher than the other two grade levels.
- Grade 11
  - Benchmark 1- 44.1%
  - Benchmark 2- 57.1% ☺

Attachment

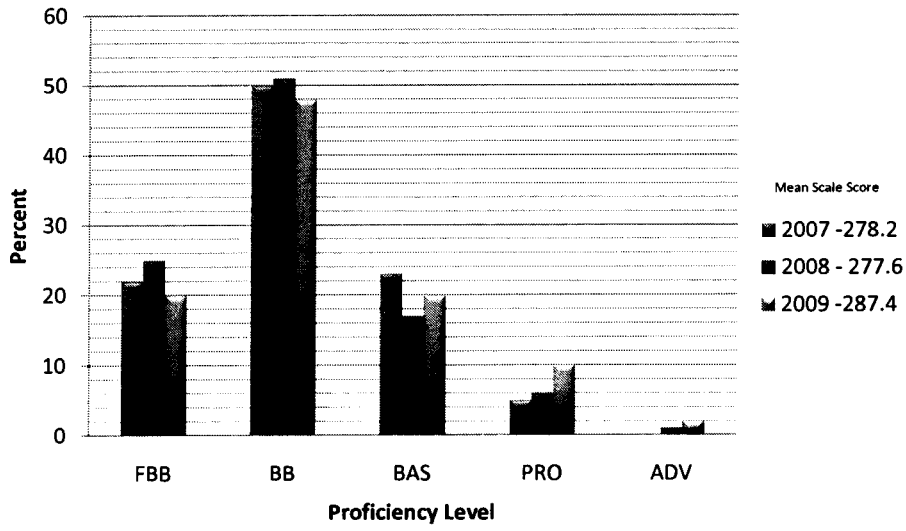
ix.4

Mathematics Benchmark Assessment Analysis

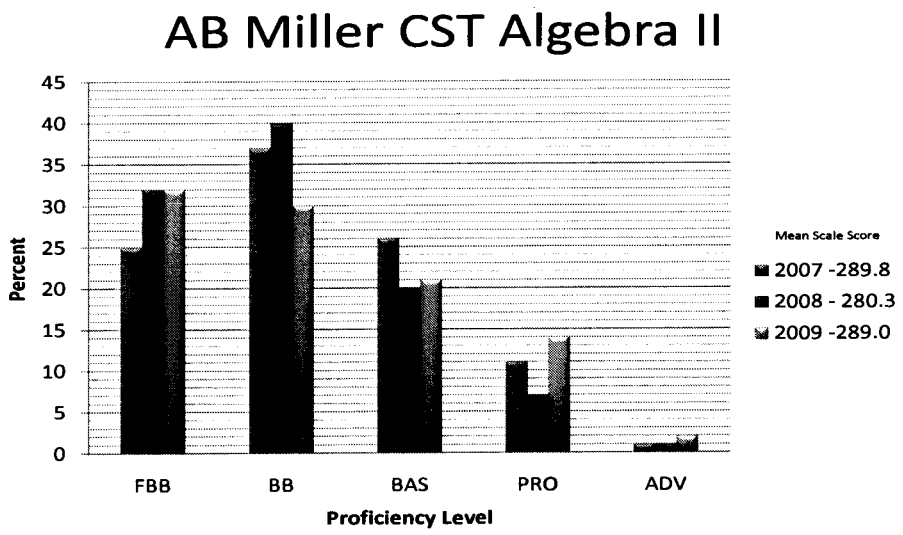
AB Miller CST Algebra I

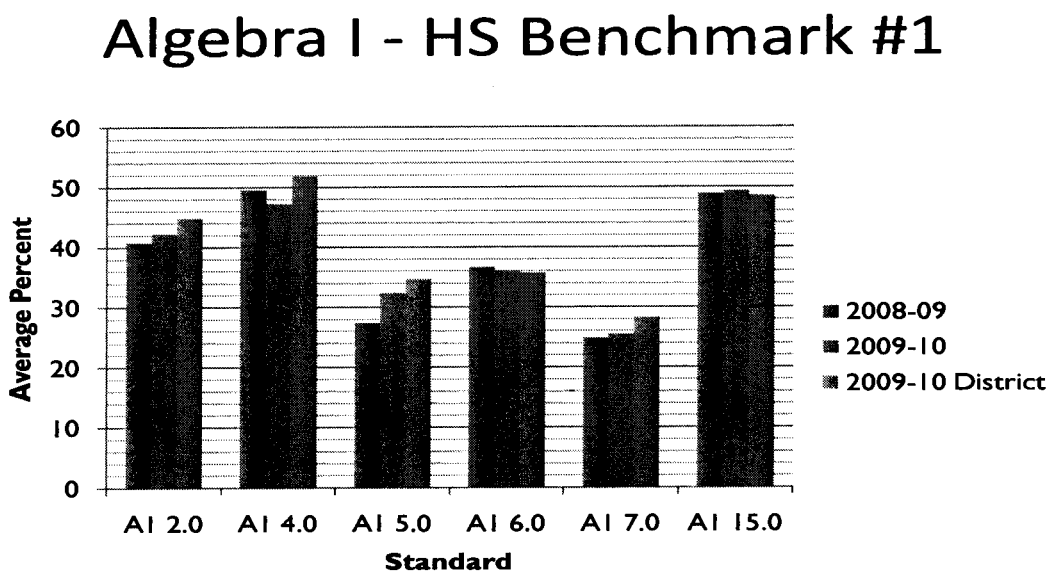


AB Miller CST Geometry

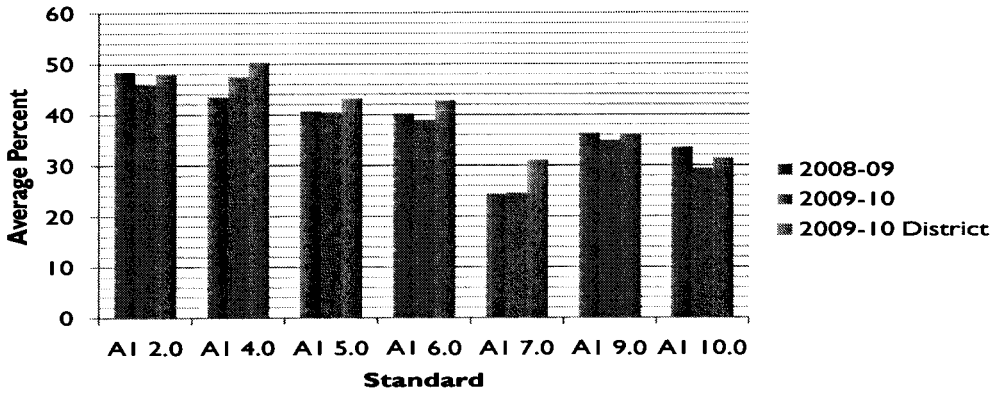


Attachment 9.4 Mathematics Benchmark Assessment Analysis (continued)

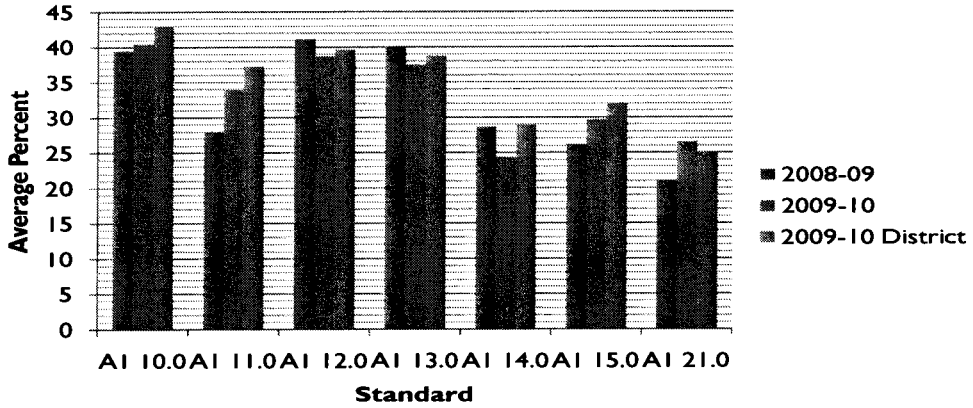




Algebra I - HS Benchmark #2



Algebra I - HS Benchmark #3



Algebra I - BM

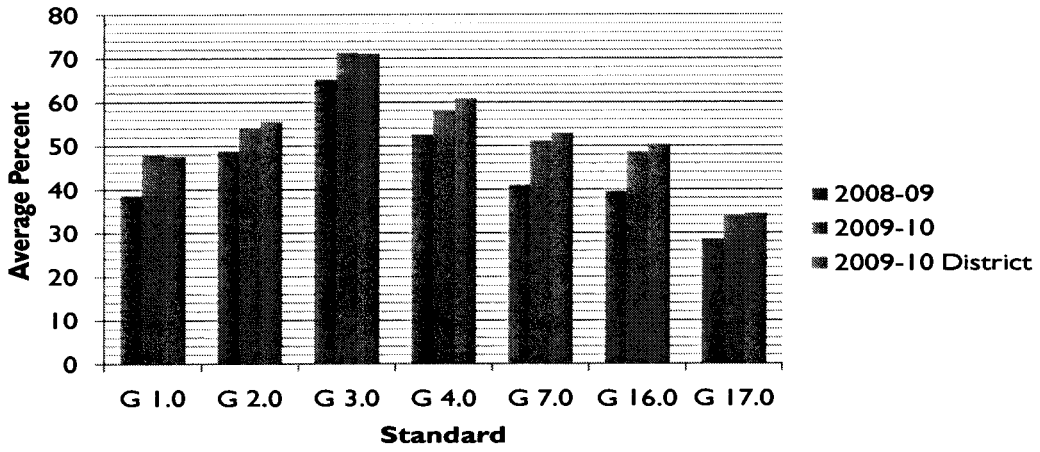
			Multiple Choice Total
			15/25
All Students	No Course Name	No. Assessed	616
Graph		Average Score	9.5
		Challenge	0.2%
	BM 1	Benchmark	7.1%
		Strategic	84.4%
		Intensive	8.3%

			Multiple Choice Total
			15/25
All Students	No Course Name	No. Assessed	625
Graph		Average Score	9.5
		Challenge	1.4%
	BM 2	Benchmark	10.7%
		Strategic	74.2%
		Intensive	13.6%

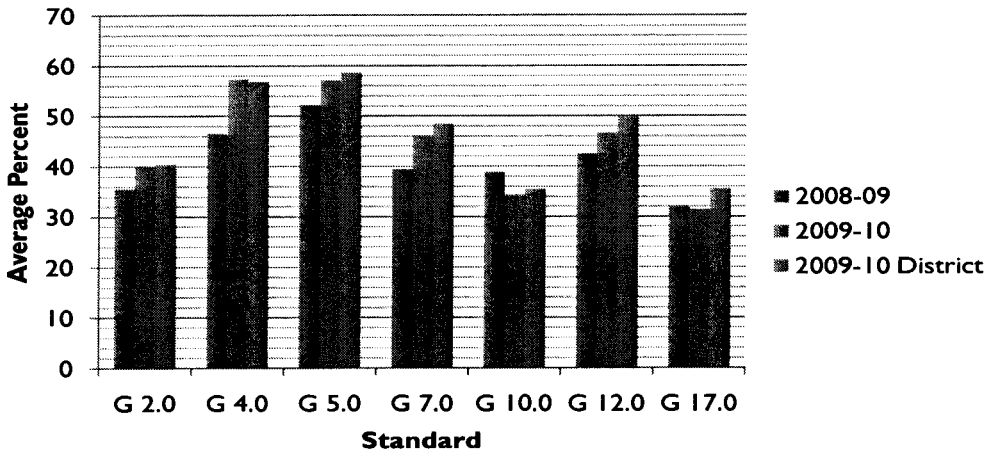
			Quadratics & Polynomials	Functions and Rational Expressions	Total
			8/13	7/12	15/25
All Students	No Course Name	No. Assessed	650	650	650
Graph		Average Score	4.2	4.2	8.4
	BM 3	Challenge	1.1%	1.1%	0.8%
		Benchmark	[illegible]	[illegible]	[illegible]
		Strategic	71.5%	67.7%	77.2%
		Intensive	22.6%	19.2%	18.8%

Attachment 9.4 Mathematics Benchmark Assessment Analysis (continued)

Geometry - HS Benchmark #1

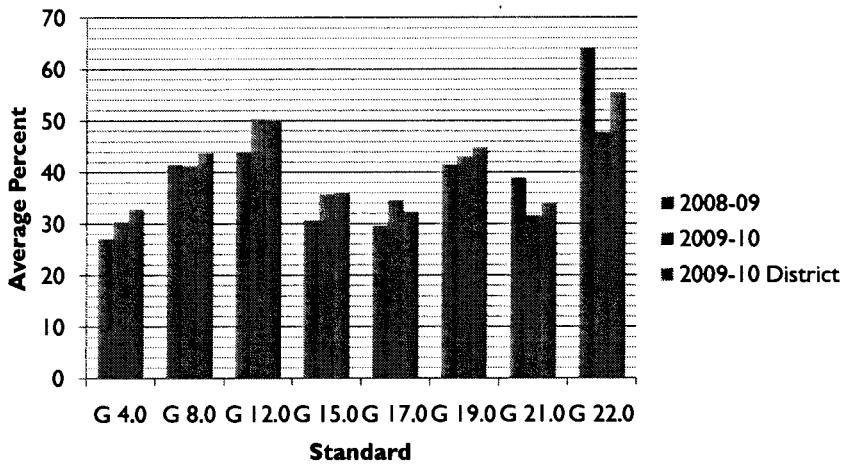


Geometry - HS Benchmark #2



Attachment 9.4 Mathematics Benchmark Assessment Analysis (continued)

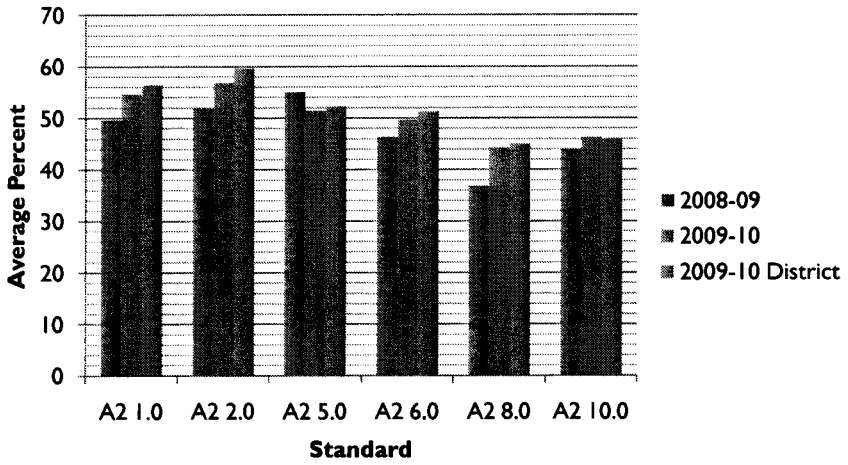
Geometry - HS Benchmark #3



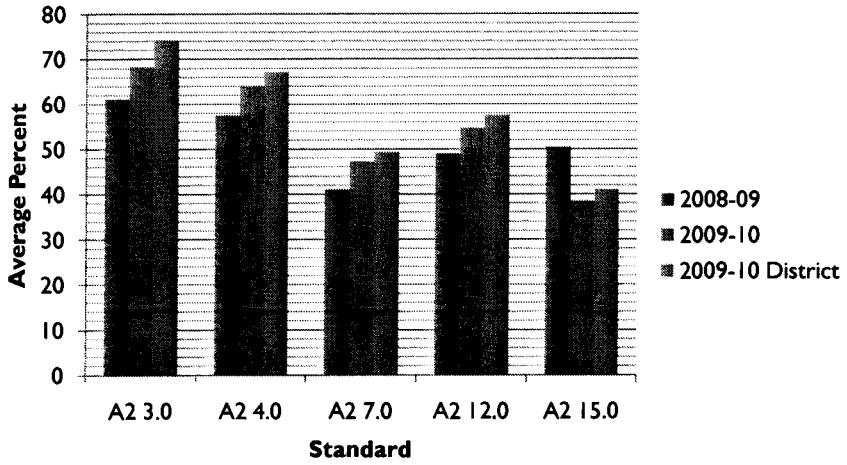
Geometry BM

		Benchmark 1 16/27	Benchmark 2 16/27	Benchmark 3 16/27
All Students	No. Assessed	811	774	838
Graph	Average Score	14.5	12.3	10.7
	Challenge	5.9%	1.6%	0.8%
	Benchmark	[illegible]	[illegible]	[illegible]
	Strategic	60.3%	68.1%	69.3%
	Intensive	2.3%	8%	16.7%

Algebra II - HS Benchmark #1

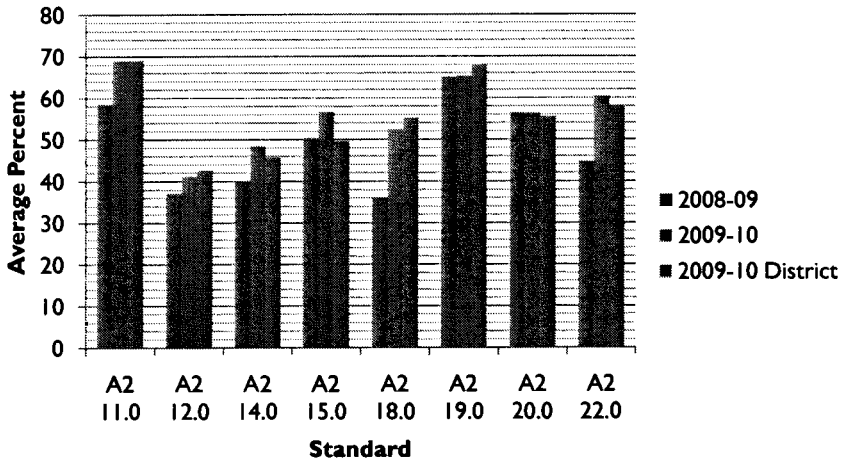


Algebra II - HS Benchmark #2



Attachment 9.4 Mathematics Benchmark Assessment Analysis (continued)

Algebra II - HS Benchmark #3



Algebra II - BM

			Multiple Choice Total 12/20
All Students	No Course Name	No. Assessed	256
Graph	BM 1	Average Score	10.2
		Challenge	5.5%
		Benchmark	[illegible]
		Strategic	60.2%
		Intensive	5.1%

			Multiple Choice Total 12/20
All Students	No Course Name	No. Assessed	259
Graph	BM 2	Average Score	11.1
		Challenge	11.2%
		Benchmark	[illegible]
		Strategic	52.9%
		Intensive	2.3%

			Exponents and Logarithms 8/13	Series, Combinatronics, Probability and Statistics 7/12	Total 15/25
All Students	No Course Name	No. Assessed	252	252	252
Graph	BM 3	Average Score	7.1	7.0	14.2
		Challenge	10.7%	16.3%	7.1%
		Benchmark	[illegible]	[illegible]	[illegible]
		Strategic	52.4%	37.7%	52.4%
		Intensive	3.6%	2.4%	0.8%

Attachment

ix.5

ELA Benchmark Writing Rubrics 09-10 Version and 10-11 on subsequent pages

Attachment ix.5

ELA Benchmark Writing Rubrics
09-10 and 10-11 on
subsequent pages

Attachment 9.5 ELA Benchmark Writing Rubrics 2009-2010 Version and 2010-2011 on the subsequent pages. The first rubric is the 2009-2010 version which is being replaced by the 2010-2011 version following.

Trait	Advanced Score of 5	Proficient Score of 4	Basic Score of 3	Below Basic Score of 2	Far Below Basic Score of 1
Genre	Develops an intriguing narrative, including clearly described people, times and places	Develops an adequate narrative, including clearly described people, times and places	Demonstrates emerging grasp of narrative writing, including some mention of people, times and places, that may leave the reader with unanswered questions	Minimally developed or undeveloped narrative that interferes with reader understanding	Does not address the prompt
	Includes appropriate strategies (e.g. anecdotes, dialogue, narrative action, figurative language and description)	Includes appropriate strategies (e.g. anecdotes dialogue, figurative language and description)	Attempts to use strategies but with minimal effectiveness (e.g. anecdotes dialogue, figurative language and description)	Fails to use strategies effectively (e.g. anecdotes, dialogue, figurative language and description)	No attempt to use appropriate strategies
	Effectively uses pacing to accommodate changes in time and mood.	Uses pacing to accommodate changes in time and mood	Sometimes uses pacing to accommodate changes in time and mood	Demonstrates little understanding of the effects of pacing to accommodate changes in time and mood	No evidence of pacing used to accommodate changes in time and mood
Ideas	Holds the reader's attention, demonstrates in-depth understanding of topic, rich with significant supporting details	Main idea expanded with supporting details, demonstrates sufficient understanding of topic	Identifiable main idea with some supporting details, but may include extraneous or loosely related materials	Main idea is unclear, few supporting details which may be inconsistent or interfere with the meaning of the text	Thoughts written in random order with no relation to prompt
Word Choice	Uses language maturely, exhibiting word choices that are precise and natural for intended audience and purpose	Uses effective language and appropriate word choices for intended audience and purpose	Has a limited and predictable vocabulary that may not be appropriate for the intended audience and purpose	Has a limited or repetitive vocabulary	Words seem chosen at random resulting in unclear meaning
Voice	Writes with the reader in mind, allows the reader to sense the person behind the words, uses tone to enhance meaning	Generally writes with the reader in mind, tone is appropriate for the author's purpose	Sometimes writes with the reader in mind, tone does not enhance meaning and/or is not suited for the author's purpose	Not written with the reader in mind, tone is not easily identified, author's purpose is unclear	No evidence of author's purpose, tone, or meaning
Organization	Mature organization; maintains consistent focus on the topic, has a logical organizational pattern and conveys a sense of completeness and wholeness	Maintains sufficient focus on the topic, has a logical organizational pattern and conveys a sense of wholeness and completeness, although may have some lapses	Demonstrates an inconsistent focus on the topic, shows an attempt at an organizational pattern, but may ramble or be too choppy	Demonstrates little or no focus, has little evidence of an organizational pattern or any sense of wholeness and completeness	Unrelated list of details or events, no recognizable organizational pattern
Fluency	Provides mature transitions that serve to clearly connect ideas and includes sentences or phrases of varied length and structure	Provides effective transitions to connect ideas, but they may be functional rather than skillful; includes sentences, or phrases that are somewhat varied in length and structure	Emerging use of transitions, but they may be weak or inconsistent, and shows limited variety in sentence length and structure; may include simple, choppy sentences	Fails to consistently provide transitions and has little or no variety in sentence length and structure	Unconnected ideas do not flow and there is no variety in sentence structure in a minimal attempt to write
Conventions	Any errors in standard writing conventions are barely noticeable and do not interfere with understanding	Errors in standard writing conventions are noticeable but do not significantly interfere with understanding	A variety of errors in standard writing conventions may occasionally make reading slow and may somewhat interfere with understanding	Persistent errors in standard writing conventions consistently interfere with understanding and often result in a density of errors	Serious errors in standard writing conventions obscure meaning

NOTES:
1) This is a holistic rubric. All traits should be given equal consideration and value in determining a final, overall score. *Genre carries no additional weight.*
2) Unscorable papers are coded as follows: 7 = Unreadable; 8 = Written primarily in a language other than English; 9 = No attempt to write.

FUSD On-demand High School Persuasive Writing Rubric

Based on the On-Demand California High School Exit Examination Rubric

	4 Advanced	3 Proficient	2 Basic	1 Below Basic
Genre & Ideas	States and maintains a position, *authoritatively* defends that position with precise and relevant evidence, and *convincingly* addresses the reader's concerns, biases, and expectations.	States and maintains a position, *generally* defends that position with precise and relevant evidence, and addresses the reader's concerns, biases, and expectations.	Defends a position with *little* evidence and *may* address the reader's concerns, biases, and expectations.	*Fails* to defend a position with any evidence and *fails* to address the reader's concerns, biases, and expectations.
Organization & Focus	Demonstrates a consistent tone and focus, and illustrates a *purposeful* control of organization. Demonstrates a *clear* sense of audience.	Demonstrates a consistent tone and focus and illustrates a control of organization. Demonstrates a *general* sense of audience.	Demonstrates an *inconsistent* tone and focus; and illustrates *little, if any* control of organization. Demonstrates *little* or *no* sense of audience.	Demonstrates a *lack of* tone and focus; and illustrates *no* control of organization. May demonstrate *no* sense of audience
Sentence Structure	Provides a *variety* of sentence types and uses *precise, descriptive* language.	Provides a *variety of* sentence types and uses *some descriptive* language.	Provides *few, if any*, types of sentence types, and basic, *predictable* language	May provide *no* sentence variety and uses *limited* vocabulary
Conventions	Contains *few, if any, errors* in the conventions of the English language. (Errors are generally first-draft in nature.)	May contain *some errors* in the conventions* of the English language. (Errors do not interfere with the reader's understanding of the essay.)	May contain *several errors* in the conventions* of the English language. (Errors may interfere with the reader's understanding of the essay.)	May contain *serious errors* in the conventions* of the English language. (Errors interfere with the reader's understanding of the essay.)

This rubric has been designed specifically to be used for timed writing applications such as the district or CAHSEE writing examinations.
Students should review writing rubrics with their teacher and peers before, during and after the writing process.

Attachment

xi.1

Grant Writing Committee to be formed

Attachment xi.1
Grant Writing Committee
To Be Formed

After School Meeting on Monday

Heather L. Griggs

Sent: Friday, March 05, 2010 3:01 PM

To: Miller Staff

There will be an **optional** after school staff meeting on Monday at 2:45 in the theater for all staff. This will be to discuss academic progress at AB Miller.

Please do not read anything into the meeting---

- I am not going anywhere--I love being a Rebel,
- WASC has not given us their term recommendation--that will come in May
- I don't have any more news on the budget--but I will let you know when I know
- JoAnn and I are not entering The Amazing Race---we are considering Are You Smarter Than a 5th Grader
- or whatever other rumor is running around

Hope to see you there....an agenda will be posted on Monday.

Heather Griggs
Principal
AB Miller High School
(909) 357-5800

staff meeting today

Heather L. Griggs

Sent: Monday, March 08, 2010 1:32 PM

To: Miller Staff

The staff meeting for today will focus on the State's released list of "Persistently Lowest Achieving Schools" which we are on. We will go over the identification, the options and what we know to date. Please make every effort to attend.

The press release link is below.

http://www.cde.ca.gov/nr/ne/yr10/yr10rel27.asp

Heather Griggs
Principal
AB Miller High School
(909) 357-5800

1 **AB MILLER**
Staff Meeting
March 8, 2010

2 **~~PERSISTENTLY~~ LOW-ACHIEVING SCHOOLS**
- State and Federal law require identification of persistently low achieving schools across the State.
  - The State in accordance with Federal guidelines creates the methodology of selecting the schools.
  - The lowest 5% of schools are identified in 3 tiers of identification.

3 **THREE TIERS OF IDENTIFICATION**
- Tier I
  - Those schools receiving Title 1 monies who meet the guidelines.
- Tier II
  - Those schools not receiving Title 1 monies who meet the guidelines.
- Tier III
  - Those schools who are not in Tier I or II, but do not have a 60% graduation rate.

4 **AB MILLER IS A TIER II SCHOOL**
- Identified on the State wide list at 10am this morning.
- Press Conference at 11:30 am.
-
-
- Kaiser and Summit also named in Fontana Unified.
- Pacific HS (San Bernardino City), Barstow HS (Barstow), Carter HS (Rialto).

5

Most of us have far more courage than we ever dreamed we possessed.
Dale Carnegie

6 **WHAT DOES THIS MEAN?**
-
-
- We must adopt one of four options for school improvement.

7 **WHEN DO WE HAVE TO DO THIS?**
- If we adopt for the 2010-11 year we are eligible for between $50,000 and $2,000,000 in Federal funding each year for three years.
-
- If we adopt for the 2011-12 year we are not promised to receive any funding, but we still must restructure.

8 **WHAT ARE THE OPTIONS?**
-
- Turnaround Model
- Restart Model
- School Closure Model
- Transformation Model

9 **TURNAROUND MODEL**
-
- Replace the principal (2 years)

- Rehire no more than 50% of the staff
- Adopt a new governance structure
- Increase learning time (300 hours)
- Research based instructional program
- Vertical alignment
- State Standards focused

10 **RESTART MODEL**

-
- Convert a school
- Reopen as a charter
- Reopen under a charter management organization
- Reopen under a education management organization

11 **SCHOOL CLOSURE MODEL**

-
- LEA closes the school
- Enroll students in other schools with higher scores in the District. (FOHI or Jurupa)

12 **TRANSFORMATION MODEL**

-
- Replace the principal (2 years)
- Increase teacher and leader effectiveness
- Institute comprehensive instructional reforms
- Lock step pacing
- Teacher evaluation restructuring
- Increase learning time (300 hours)
- Create community-oriented schools
- Provide operational flexibility and support
- Only 50% of the schools in a district may choose this option

13 **HOW DID THIS HAPPEN???**

- December 16, 2009---Consolidated Appropriations Act 2010 at the Federal level

- State created the identification
  - Allowed for non title 1 schools to be identified
  - State methodology has 3 areas
    1. ELA/Math AYP not achieved for last 3 years.
    2. 50 points in API over last 5 years
    3. Below a 60% graduation rate

14

First ask yourself: What is the worst that can happen? Then prepare to accept it. Then proceed to improve on the worst.

Dale Carnegie

15 **WHAT NOW???**

- ???????
- We will need to research all four options...the details are staggering.
- We will need to identify our options
- We will need to work with the District to create our solution.
- We will need to remain patient as we await details....this is fairly new legislation and details are still coming.
- Wednesday's State Board of Education Meeting will be critical.

16 **QUESTIONS???**

- I don't have a lot of answers.....we're researching as fast as we can.

Attachment

xi.2

3/17/10 Board Meeting

4/21/10 Leadership Meeting

Attachment xi.2
3/17/10 Board Meeting, 4/21/1
Leadership Meeting

FONTANA UNIFIED SCHOOL DISTRICT
www.fusd.net

BOARD OF EDUCATION MEETING AGENDA

DATE: March 17, 2010
TIME: 5:00 p.m. (Closed Session)
6:00 p.m. (Open Session)
PLACE: John D. Piazza Education Center
9680 Citrus Avenue, Fontana, California 92335

NOTICE TO THE PUBLIC: Persons wishing to speak to the Board of Education regarding any item on the agenda or during the opportunity for public comment are requested to fill out a "Registration Card to Address the Board" available on the tables in the foyer and adhere to the instructions therein.

Individuals who require disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent or designee in writing at least two days before the meeting date. *(Board Bylaw 9320)*

I CALL TO ORDER

II ADOPT AGENDA

Motion made by ____ seconded by ____ vote ____

CLOSED SESSION

III OPPORTUNITY FOR PUBLIC COMMENT

The Governing Board welcomes and encourages public comments. Members of the public commenting on items on this closed session agenda are asked to limit their comments to five (5) minutes so that as many as possible may be heard. *(Education Code §35145.5, Government Code §54954.3)*

A. LITIGATION MATTERS

With respect to every item of business to be discussed in Closed Session pursuant to Government Code §54956.9:

1. Conference with Legal Counsel – Existing Litigation

   Carlos Mijares v Fontana Unified School District

2. Conference with Legal Counsel – Anticipated Litigation (one potential case)

B. LABOR RELATIONS

With respect to every item of business to be discussed in Closed Session pursuant to Government Code §54957.6:

3. Conference with Labor Negotiator

   Agency Designated Representative: Yolanda Mendoza

   Employee Organization(s): Fontana Teachers Association
   Police Officers Association
   United Steelworkers Local 8599

C. PERSONNEL MATTERS

With respect to every item of business to be discussed in Closed Session pursuant to Government Code §54957:

4. Public Employee Discipline/Dismissal/Release

D. STUDENT MATTERS

With respect to every item of business to be discussed in Closed Session pursuant to Education Code 48900, et seq.:

5. Consideration of Student Discipline

OPEN SESSION

IV REPORT OUT FROM CLOSED SESSION

V PLEDGE OF ALLEGIANCE

VI MINUTES OF PREVIOUS MEETING
(Corrections, Deletions, Additions, Approval)

6. The Superintendent recommends that the Board of Education approve the March 1, 2010 meeting minutes and the March 3, 2010 meeting minutes (Ref. A). DISCUSSION and/or ACTION

Motion made by ____ seconded by ____ vote ____

VII RECOGNITIONS / PRESENTATIONS

7. City Parks and Recreation Commission

8. Fontana Area Chamber Best BET Grant Awards

9. Census Update

10. Cost Analysis

11. Identification of Persistently Low Achieving Schools

VIII OPPORTUNITY FOR PUBLIC COMMENT

At this time, members of the public may address the Board on items not on the agenda. When called for comment, please state your name at the podium and limit your remarks to five (5) minutes.

Speakers are cautioned that under California law no person is immune from liability for making intentionally false or defamatory comments regarding any person simply because those comments are made at a public meeting.

IX BARGAINING UNIT REPRESENTATIVES COMMENTS

X DISCUSSION/ACTION SESSION

Each district division with items for Board action, first reading, and second reading are listed in this section of the agenda. An individual motion will be taken on each item. Agenda materials that have been distributed to the Board less than 72 hours before each meeting will be available for public inspection at the address listed on the first page of this agenda during regular business hours, 8:00 a.m. to 5:00 p.m. Monday through Friday (holidays excepted).

A. INSTRUCTIONAL SERVICES

12. Approve Contract Increase (Ref. B) — DISCUSSION and/or ACTION

The Superintendent recommends that the Board of Education approve an increase to the master contract with School Innovations and Advocacy for access to edPlan Online, due to an increase in the number of Single Plan for Student Achievements needed, increase of $1,600.00, new contract sum $36,000.00 as submitted in Reference B of the agenda.

Motion made by ____ seconded by ____ vote ____

13. Approve Contracts (Ref. C – D) DISCUSSION and/or ACTION

The Superintendent recommends that the Board of Education approve entering into contracts as submitted in References C through D of the agenda, and authorize the Associate Superintendent, Instructional Services, to sign related documents.

Motion made by ____ seconded by ____ vote ____

13.1 San Diego County Office of Education (SDCOE) to provide SB472 ELPD in the amount of $75,000.00, effective March 19, 2010 to June 30, 2010 (Ref. C)

13.2 Supplemental Educational Services to eligible students of Fontana Unified School District Title I Program Improvement schools effective July 1, 2010 to June 30, 2011 with State approved providers for at a per pupil amount not to exceed $1,360.23 or allocation determined by California Department of Education; total amount not to exceed $2,000,000 or 20% of District's actual Title I entitlement, as mandated by the No Child Left Behind Act. (Ref. D)

14. Ratify Contract (Ref. E) DISCUSSION and/or ACTION

The Superintendent recommends that the Board of Education ratify entering into a contract with Aveson Education Cooperative, Inc. for Jurupa Hills High School in creating a collaborative, inclusion-based high school designed to provide students a rigorous education experience not to exceed $112,500.00 effective January 1, 2010 through June 30, 2010 as submitted in Reference E of the agenda.

Motion made by ____ seconded by ____ vote ____

15. Adopt Resolution (Ref. F)

DISCUSSION and/or ACTION

The Superintendent recommends that the Board of Education adopt Resolution 10-20 recognizing César Chávez Day as submitted in Reference F of the agenda.

Motion made by ____ seconded by ____ vote ____

16. Adopt Resolution (Ref. G)

DISCUSSION and/or ACTION

The Superintendent recommends that the Board of Education adopt Resolution 10-22 recognizing March as Women's History Month as submitted in Reference G of the agenda.

Motion made by ____ seconded by ____ vote ____

17. Approve Revised Plans and Budgets (Ref. H)

DISCUSSION and/or ACTION

The Superintendent recommends the Board of Education approve the revised Schoolwide Single Plans for Student Achievement and Categorical Budgets for: Fontana A.B. Miller High, Fontana High, Henry J. Kaiser High, Summit High, Birch Continuation, and Citrus Continuation pursuant to SB374 and Education Code 52052 as submitted in Reference H of the agenda.

Motion made by ____ seconded by ____ vote ____

18. Approve Revised Plans and Budgets (Ref. I)

DISCUSSION and/or ACTION

The Superintendent recommends the Board of Education approve the revised Schoolwide Single Plans for Student Achievement and Categorical Budgets for the following: Almond, Beech Avenue, Canyon Crest, Chaparral, Citrus, Cypress, Date, Dorothy Grant, Hemlock, Juniper, Kathy Binks, Live Oak, Locust, Mango, Maple, North Tamarind, Oak Park, Oleander, Palmetto, Poplar, Randall-Pepper, Redwood, Shadow Hills, Sierra Lakes, South Tamarind, Ted J. Porter, Tokay, Virginia Primrose, West Randall Elementary, and Alder, Almeria, Fontana, Harry S. Truman, Sequoia, Southridge, and Wayne Ruble Middle Schools pursuant to SB374 and Education Code 64001 (h) as submitted in Reference I of the agenda.

Motion made by ____ seconded by ____ vote ____

19. Approve Plans, Budgets and Waivers (Ref. J)

DISCUSSION and/or ACTION

The Superintendent recommends the Board of Education approve the Single Plans for Student Achievement and Categorical Budgets for: Fontana Alternative Learning Center, Community Day School, and School of Language Development pursuant to SB374 and Education Code 64001 (h) and approve the submission of a waiver request to the California Department of Education for Education Code 52852 as submitted in Reference J of the agenda.

Motion made by ____ seconded by ____ vote ____

20. Administrative Hearing Panel Findings (Ref. K - M) DISCUSSION and/or ACTION

The Superintendent recommends that the Board of Education approve Administrative Hearing Panel findings as submitted in References K through M of the agenda.

Motion made by ____ seconded by ____ vote ____

20.1 Expel student(s) from the Fontana Unified School District pursuant to Education Code violations. (Ref. K)

Student #	EC 48900	EC 48915
106816	(j),(k)	(b1),(b2)
997426	(c),(k)	(a3),(b1),(b2)
110807	(a1),(k)	(a5),(b1),(b2)
6020178	(c),(k)	(b1),(b2)

20.2 Expel and suspend the expulsion of student(s) from the Fontana Unified School District pursuant to Education Code violations. (Ref. L)

Student #	EC 48900	EC 48915
32153	(c),(j),(k)	(b1)
100612	(c),(k)	(a3),(b1)
999893	(c),(j),(k)	(b1)
6014247	(c),(k)*	(b1)

*Violation of Alcohol and Other Drugs Contract

20.3 Expel for the remainder of Spring 2009-10 semester and suspend the expulsion for the Fall 2010-2011 semester of student(s) from the Fontana Unified School District pursuant to Education Code violations. (Ref. M)

Student #	EC 48900	EC 48915
991580	(b),(k)	(b1),(b2)
149502	(a1),(i),(k),(.7)	(e1),(e2)

21. Approve Reinstatement (Ref. N) — DISCUSSION and/or ACTION

The Superintendent recommends that the Board of Education approve the reinstatement of Student #164416 from expulsion to the Fontana Unified School District effective March 18, 2010 as submitted in Reference N of the agenda.

Motion made by ____ seconded by ____ vote ____

B. BUSINESS SERVICES

22. Approve Second Period Interim Financial Report (Ref. O) — DISCUSSION and/or ACTION

The Superintendent recommends that the Board of Education approve the Fontana Unified School District's Second Period Financial Report as provided under separate cover.

Motion made by ____ seconded by ____ vote ____

23. Public Hearing (Ref. P) — PUBLIC HEARING

Public Hearing on Implementation of Program Flexibility provided in 2008/09 and 2009/10 Budget Act as submitted in Reference P of the agenda.

Motion to close the public hearing at ___ p.m.
Motion made by ____ seconded by ____ vote ____

24. Adopt Resolution (Ref. P) DISCUSSION and/or ACTION

The Superintendent recommends that the Board of Education Adopt Resolution No.10-19, Implementation of Program Flexibility provided in 2008/09 and 2009/10 Budget Act as submitted in Reference P of the agenda.

Motion made by ____ seconded by ____ vote ____

25. Approve Purchase (Ref. Q) DISCUSSION and/or ACTION

The Superintendent recommends that the Board of Education approve the purchase and installation of ceiling projector mounts for Fontana A. B. Miller High School in the amount of $44,715.25 from Save On Video, utilizing California Multiple Award Schedules (CMAS) Contract Number 3-09-58-0238A as submitted in Reference Q of the agenda, and authorize the Director of Purchasing to sign the necessary documents.

Motion made by ____ seconded by ____ vote ____

26. Approve Change Orders (Ref. R - S) DISCUSSION and/or ACTION

The Superintendent recommends that the Board of Education approve Change Orders as submitted in References R through S of the agenda.

Motion made by ____ seconded by ____ vote ____

26.1 No. 3 to the contract with BEC Inc., for Jurupa Hills High School Project, increase of $209,722.66, new contract sum $10,356,584.66. (Ref. R)

26.2 No. 1 to the contract with Roy E. Whitehead, Inc. for Jurupa Hills High School Project, decrease of $213,999.22, new contract sum $3,250,000.78. (Ref. S)

27. Approve Agreement (Ref. T) DISCUSSION and/or ACTION

The Superintendent recommends that the Board of Education approve an agreement with PCH Architects, LLP to provide Architectural/Engineering design for the relocation of portable classrooms and other portable buildings, from Fontana High School to the Fontana Adult School, at a total cost not to exceed $63,000.00, plus $5,000.00 contingency, plus reimbursables, effective March 17, 2010 to December 31, 2010 as submitted in Reference T of the agenda, and authorize the Deputy Superintendent of Business Services to sign the necessary documents.

Motion made by ____ seconded by ____ vote ____

C. HUMAN RESOURCES

28. Approve Personnel Recommendations (Ref. U) DISCUSSION and/or ACTION

The Superintendent recommends that the Board of Education approve personnel recommendations as submitted in Reference U of the agenda.

Motion made by ____ seconded by ____ vote ____

29. Approve Classified Personnel Recommendations (Ref. V) — DISCUSSION and/or ACTION

The Superintendent recommends that the Board of Education approve classified personnel recommendations as submitted in Reference V of the agenda.

Motion made by ____ seconded by ____ vote ____

D. OTHER

30. Approve Contract Increase (Ref. W) — DISCUSSION and/or ACTION

The Superintendent recommends that the Board of Education approve an increase of $23,900.00 to the contract with the law firm of Jones & Mayer; new contract amount $28,900.00 as submitted in Reference W of the agenda.

Motion made by ____ seconded by ____ vote ____

31. Approve Priorities (Ref. X) — DISCUSSION and/or ACTION

The Superintendent recommends that the Board of Education provide direction and approve priorities for programs and personnel that have been affected due to the severe budget crisis in the State of California as submitted in Reference X of the agenda.

Motion made by ____ seconded by ____ vote ____

XI CONSENT CALENDAR ACTION SESSION: All matters listed under the Consent Calendar are considered by the Board of Education to be routine and will be enacted in one motion. There will be no discussion of these items prior to the time the Board considers the motion unless members of the Board, the administrative staff or the public request specific items to be discussed and/or removed from the Consent Calendar.

Approve Consent Calendar Items (Ref. Y – GG) DISCUSSION and/or ACTION

The Superintendent recommends that the Board of Education approve Consent Calendar Items as submitted in References Y through GG of the agenda.

Motion made by ____ seconded by ____ vote ____

A. INSTRUCTIONAL SERVICES

32. Expenditures (Ref. Y)

32.1 Community members to attend the Title I Achievement Awards Banquet at the Anaheim Marriot on April 21, 2010, total not to exceed $150.00/

32.2 Two parents of Wayne Ruble Middle School students to attend the "Best Practices, Research, and Strategies Summit for Middle School and High Schools" on March 25, 2010 in San Diego, California, total not to exceed $900.00.

33. Ratified payment to employees specified by the Department of Staff Development as having attended the professional and staff development group trainings and/or activities numbered 09/10-177 and whose attendance at these trainings and/or activities has been reviewed and certified as correct by the Associate Superintendent of Instructional Services. (Ref. Z)

34. Lodging and travel expense reimbursements for the Early Education Department to participate in Early Childhood Professional Development provided by the University of Oklahoma Center, total not to exceed $2,000.00. (Ref. AA)

B. BUSINESS SERVICES

35. Purchase of t-shirts for Ted J. Porter Elementary School from Graphics By Design, owned by Mr. James Dunn, a substitute teacher in the District, for a total cost of $669.90. (Ref. BB)

36. Reject claims as recommended by the Fontana Unified School District Risk Management Department: (Ref. CC)

    36.1 Submitted by Kathleen Fox, in the amount of $300.00.

    36.2 Submitted by Ulises Valdivia, in the amount of $1,500,000.00.

37. Notice of Completion for Purchase Order No. 100992, Purchase of New Data and Telephone Cables and Installation Services for the Fontana Adult School Conversion Project, completed by NIC Partners, Inc., on March 1, 2010 for a total cost of $36,515.84. (Ref. DD)

38. Budget transfers (Ref. EE)

<u>GENERAL FUND (01)</u>
Batch# 1084 Allocation – Special Ed Reading For The Blind
1087 Allocation – Every 15 Minutes Program-Fohi
1107 Adjustment – 2nd Interim

<u>CHILD DEVELOPMENT FUND (12)</u>
Batch# 1087 Reserve Transfer

39. Payment registers (Ref. FF)

General Fund (01)

2699	2700	2714	2715	2739	2750	2751	2752
2753	2754	2755	2756	2757	2758	2759	2760
2761	2762	2763	2764	2765	2770	2771	2778
2779	2781	2782	2783	2786	2787	2789	2790
2791	2792	2796	2800	2801	2804	2805	2806
2814	2815	2818	2819	2820	2821	2822	2823
2824	2825	2826	2827	2828	2829	2831	2833
2834	2837	2838	2839	2840	2841	2842	2844
2845	2846	2847	2848	2849	2850	2851	2852
2857	2858	2859	2860	2861	2862	2863	2867
2869	2870	2871	2872	2873	2875	2876	2877
2878	2879	2880	2881	2882	2883	2884	2885
2886	2889	2890	2893				

Adult Education Fund (11)

2748	2766	2777	2816	2832	2868	2887

Child Development Fund (12)

2738	2749	2767	2773	2774	2775	2784	2795
2803	2817	2830	2856	2874	2892		

Child Nutrition Fund (13)

2740	2741	2742	2743	2744	2745	2746	2747
2793	2807	2808	2809	2810	2811	2812	2813
2864	2888						

Deferred Maintenance Fund (14)

2702	2711	2768	2835	2836	2853	2855	2891

Building Fund (21)

2688	2689	2692	2693	2695	2696	2697	2698
2701	2703	2704	2706	2707	2708	2709	2710
2712	2713	2716	2717	2719	2720	2721	2723
2724	2728	2729	2730	2731	2732	2894	2896
2897	2898	2899	2900	2901	2902	2904	

Capital Facilities Fund (25)

2691	2725	2769	2776	2785	2797	2903

39. Cash for Component Units Fund (48) (Ref. FF) continued

2690 2694 2705 2718 2722 2726 2727 2733 2734 2735 2736 2737 2895

Worker's Compensation Fund (67)

2772 2788 2794 2798 2799 2843 2854 2865 2866

C. HUMAN RESOURCES

D. OTHER

40. Donations (Ref. GG)

The Ulta Store donated make-up and hair products with an indicated value of $500.00 to Fontana Unified School District for distribution to needy families and homeless students

Positive Promotions, Inc. donated $500.00 to Sequoia Middle School

The Coca-Cola Bottling Company donated $39.59 to Canyon Crest Elementary School

General Mills Box Tops for Education donated $151.30 to Canyon Crest Elementary School

Adams Photography donated $449.00 to Chaparral Elementary School

The Chaparral Parent Teacher Association donated $1,175.00 to Chaparral Elementary School

The Wells Fargo Foundation donated $323.07 to Date Elementary School

The Locust Parent Teacher Association donated $313.36 to Locust Elementary School

The North Tamarind Parent Teacher Association donated $6,000.00 to North Tamarind Elementary School

40. TerraCycle, Inc. donated $53.12 to Oak Park Elementary School (Ref. GG) continued

The Poplar Elementary Parent Teacher Association donated $1,006.00 to Poplar Elementary School

The Ted J. Porter Elementary Parent Teacher Association donated $600.00 to Ted J. Porter Elementary School

The Coca-Cola Bottling Company donated $31.04 to Randall-Pepper Elementary School

The Coca-Cola Bottling Company donated $33.94 to Shadow Hills Elementary School

Herff Jones donated $403.20 to Shadow Hills Elementary School

The Coca-Cola Bottling Company donated $35.75 to Sierra Lakes Elementary School

The Sierra Lakes Parent Teacher Association donated $1,000.00 to Sierra Lakes Elementary School

Target Take Charge of Education donated $62.27 to South Tamarind Elementary School

XII CORRESPONDENCE

XIII SUGGESTIONS AND COMMENTS BY ADMINISTRATORS

XIV SUGGESTIONS AND COMMENTS BY BOARD MEMBERS

XV SUGGESTIONS AND COMMENTS BY SUPERINTENDENT

XVI ADJOURNMENT

41. Board President Hawthorn adjourned the meeting at ___ p.m. — DISCUSSION and/or ACTION

Motion made by ____ seconded by ____ vote ____

The next regularly scheduled meeting will be held on Wednesday, April 7, 2010

Minutes of Leadership Meeting of 4/21/10

School Improvement Grant (SIG)

- Advantages of a 7 period day were discussed.
  - Will not go over the 175 student contact cap
  - Lunch will be shortened by 10 minutes
  - Each period will be shortened by 3 minutes
  - Can be used in both restructuring models (turn-around and transformation) since both involve extending the school day
  - The will allow for common preparation periods by subject areas
- There will be a total restructuring of ELD
  - One member from each Department teaching Sheltered/SEI classes will be assigned to the ELD Department
  - The assigned individual will be credentialed to provide instruction in all Sheltered/SEI content areas in that department
- A new SIG-specific evaluation will be considered at the next SIG Committee meeting
  - It will likely be an instrument that will be separate from the District evaluation
  - It will be based on the reward/remove concept
    - Teachers consistently evaluated favorably throughout the year will be rewarded
    - Teachers consistently evaluated unfavorably throughout the year will be transferred
    - Be advised that the SIG evaluation will not in any affect a teacher's employment with FUSD
- Purchase of pacing guides and assessments from ETS is being considered pending the outcome of review of the current curriculum from each department at SIG Committee meeting on 4/22/10
- Mechanisms for community and family involvement
  - Free family passes to games if their student is in a sport
  - Celebrate on track students
    - Provide them T-shirts, cups, pencils, attend ASB events for free, etc.
  - A Community Liaison position is being considered.
- Administration of the NEA Keys survey is being considered (see link below)
  - http://www.keysonline.org/about.html
- The Superintendent has three nonnegotiables
  - Don't blame the kids
  - Don't blame the parents
  - Don't lower expectations
- More staff development will be provided
  - RTI (Response to Intervention) will be provided

Attachment

xi.3

4/5/10 School Site Council Meeting

Attachment xi.3
4/5/10 School Site Council Meeting

A.B. MILLER HIGH SCHOOL
SCHOOL SITE COUNCIL

MEETING AGENDA

Monday, April 5, 2010
Library
2:45 p.m.

I. **Welcome/Approval of Minutes (Mrs. Bracco)**

II. **Program Improvement (Mrs. Griggs)**

III. **School Site Plan/Budget (Ms. Baeten)**

IV. **Parental Involvement (Mrs. Bracco)**

V. **Testing (Ms. Baeten)**

VI. **Spring Spectacular (Ms. Baeten)**

VII. **Other (All)**

VIII. **Adjournment (Mrs. Bracco)**

A.B. MILLER HIGH SCHOOL
2009-2010 School Site Council Meeting Minutes
Monday – April 5, 2010

IN ATTENDANCE:
JoAnn Baeten, Heather Bracco, Arely Cornejo, Nancy Corral, Michelle Damore, Ginger Donnelly, Heather Griggs, Irma Herrera, Alma Loza, Yuri Nava, Vinh Nguyen, Tina Rodriguez, Frank Sullivan, Joanna Venegas

The meeting was called to order by Heather Bracco at 2:50 p.m. in the Library.

WELCOME/APPROVAL OF MINUTES (Mrs. Bracco):
Mrs. Bracco welcomed all members and asked for the approval of the minutes for the March 1, 2010 meeting. Ms. Joanna Venegas motioned to approve the minutes. Mrs. Yuri Nava seconded the motion to approve the minutes with no corrections. Minutes were approved with no changes.

Program Improvement (Mrs. Griggs):
Mrs. Griggs wanted to clarify what everyone has been hearing/reading on the news/newspapers in regards to A.B. Miller being on the Lowest Performing Schools (LPS) List. This does not mean that A.B. Miller has the lowest score, the reason we are on the list is due to not meeting the AYP and not having growth in the API. Under state and federal law we have to implement one of four intervention models:

1. Turnaround model means, among other actions, replacing the principal and rehiring no more than 50 percent of the school's staff, adopting a new governance structure, increase learning time, and implementing an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted content standards.
2. Restart model means convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process. A restart model school must enroll, within the grades it serves, any former student who wishes to attend the school.
3. School closure means, an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.
4. Transformation model means, implement each of the following strategies:
    - Replace the principal and take steps to increase teacher and school leader effectiveness
    - Institute comprehensive instructional reforms
    - Increase learning time and create community-oriented schools
    - Provide operational flexibility and sustained support

The district gets to decide which model to implement; we think it will be the turnaround model or the transformation model. Realistically thinking we would not be able to do a school closure, because our other high schools do not have the space to house an additional 3,000 students and our district is not a charter district so we would not be able to open as a charter operator. Mr. Merlos and Mrs. Griggs are currently reading through a 260 page book, which contains the suggested regulation from the Federal and the State governments. A question was asked where half of the teachers would go if the turnaround model was adopted, Mrs. Griggs stated they would have to be placed at another site because the deadline for layoffs has passed. The school would then be evaluated by an outside agency, kind of like the green dot schools in Los Angeles. If we adopt the transformation model the leadership team will be spending a lot of extra time meeting, we would probably have to meet twice a month. The transformation is restructuring teacher evaluation, student performance, student scores, test, etc. part of the evaluation will be that those who achieve will get financially rewarded, those who don't will get removed. The state deadline for us is June 1st, which then means it has to go to our board of education the second week of May. When the board votes you can possibly see the following come into effect. Increase learning time, longer school days for remediation and acceleration. Community oriented school; A.B. Miller would be the hub of community activities. Sustain and support flexibility in staffing, budgeting and timing. The Fed/State states the school should have autonomy and accountability goes to the Principal. There will be two meetings set up for the community; one on site and one at the District for the community. The meeting will be held by Mrs. Griggs, Mr. Merlos, Superintendent, Associate Superintendent and the Director of Secondary Education. The meetings will be held for the community to voice their concerns and give their input. The district will be the final decision maker as to which model to implement. Mrs. Griggs also stated that we can apply for the School Improvement Grant (SIG) which we can apply to receive between $50,000 and $2,000,000 per year for up to three years to implement the models. The grant states that you can receive up to $1,000 per student, which we would then qualify for the $2,000,000. But we will not know how much of the funds we will receive until after the school starts. In addition the district will not receive the money after October 1, 2010. Which means some people may work and not get paid until money is received. Mrs. Damore questioning who is choosing what we will be doing, if there is a group/committee giving their input. Mrs. Griggs stated that there will be a site level

committee, the only reason we feel that the district may not choose transformation is due to autonomy to school site. Mrs. Bracco questioned if the District would do what is in the best interest for our school site and if we are a priority to them. Mrs. Griggs stated that we do have their support but we do not know what model they will move forward with. We have to move up 67 points in order to get out of program improvement, so we need to base curriculum off CST's. We are 4th from the top on the list and the list consists of mostly high schools. We are currently reading into other school districts and what they have done to change. We are looking into having all teachers teach same material at the same, so the test will be the same. For example the Biology test consists of 30% cell bio, which would be covered by all bio teachers during the 1st semester. Mr. Sullivan questioned if this is suppose to raise scores. Mrs. Bracco questioned if the data supports the federal laws, Mrs. Griggs stated yes. Mrs. Damore questioned if they have done the research, Mrs. Griggs stated yes. Mr. Sullivan questioned if it is based on our demographics, Ms. Baeten stated no. Mrs. Nava stated that in middle of all this is the funding and we can use this to better our school. Mrs. Griggs stated that it depends on what we get. Mrs. Bracco said who would hire the teachers for A.B. Miller, Mrs. Griggs stated that the Principal would. What the transformation model does is bring the control to the school site level. Mrs. Damore commented that is what Mrs. Griggs is currently doing, bringing control to A.B. Miller. Ms. Baeten responded that control to the school site is different than control to the state, to the state control comes from test scores. Mrs. Damore questioned how we felt the relationship between the school site and district is. Mrs. Griggs stated she hasn't been here long enough but, she does feel we are supported by the district and does have trust that the district will do what best benefits the students. Mrs. Bracco questioned when we will have dates for the meetings. Mrs. Griggs stated that there is a very short time frame and we should have those dates as early as Monday, during CST week. Mrs. Nava questioned if there is anything she can do to support her, Mrs. Griggs said that at this time all we can do is try to get the pieces together. Mrs. Bracco thanked everyone for all of their hard work. Ms. Venegas asked who decides, Mrs. Griggs stated the District will decide after the community meeting. Mrs. Damore commented that A.B. Miller is a good school. Ms. Baeten agreed and stated that this all has to do with test scores not showing growth, not that we have the lowest score because we don't, it will only change with support from the teachers, students and parents. Ms. Venegas stated that students do not show importance on the test because it does not affect them and therefore they do not have to do well. Ms. Baeten stated that performance on the test has nothing to do with the student grade and she agrees that that is why they do not take the test serious. Mrs. Griggs stated that is correct they do not, what the test is a gauge to see how students are doing. Mrs. Loza questioned if we can count the test as part of the student's grades. Mrs. Griggs stated that we can look into possibly doing a grade above if they test proficient or advanced. For example, if the student has a C in the class but scored a proficient or advanced they would get a B. Ms. Baeten stated that the only problem with this is that we do not receive scores until about September. Although it doesn't count as a grade it does reflect on our school, our school being on LPS list is a result of this it is unfortunate that we got ourselves in this situation. Mrs. Damore gave ideas from what she sees being done at her children's schools.

School Site Plan/Budget (Ms. Baeten):
Nothing new in our School Site Plan/Budget, Rhonda our budget technician is doing an awesome job. All of our requisition have been submitted, we are currently just receiving items. The District Office loved our spreadsheet and is now using it a model for the district.

Parental Involvement (Mrs. Bracco):
Mrs. Bracco passed out a worksheet for parents and students to fill out ideas on how to increase parental involvement. She asked that they take them home and that they be returned to her by Wednesday, April 21, 2010. Mrs. Bracco stated that we need to get parents here at our school and we need to get them involved. Instead of parents just coming to pick up their students, they should come on campus to see what is going on. Then they will see the school on all different angles. We are also looking at ideas of how we can get into the student's world outside of the classroom, possibly conducting a movie night in the theater. Teachers can be there to share in a movie with students. She feels that changes need to be made in all angles. Mrs. Bracco stated that the only way things will change is by getting involved.

Testing (Ms. Baeten)
Testing will take place next week; Monday, Tuesday, Wednesday and Thursday. There will be reminders sent out to remind everyone and encourage everyone to have perfect attendance. We feel that attendance will be great for the 10th grade CAHSEE we only had about 23 students absent during the ELA section and 24 during the Math section. We ask that you encourage all students and that they get to school on time and have a good breakfast. We will be on minimum day schedule and all the seniors will be reporting to the gym for senior activities. Mr. Sullivan questioned if a senior did not have a 1st period if they still had to report at 7:30 a.m., Ms. Baeten stated that they do.

Spring Spectacular (Ms. Baeten)
Spring Spectacular will be tomorrow, April 6th @ 7:30 a.m. this is the Spring Open House. It is geared towards incoming 9th graders. Parents and students are invited to tour the campus and view different programs and clubs. This is our 3rd year; this was all started thanks to the School Site Council committee. Last year we did not have a great outcome due to the middle schools being off track. This year it was planned while the students are on track, although it is based for incoming 9th graders we invite everyone. Guided tours start at 5:30 p.m. and the orientation will be at 7:00 p.m. in the gym. Selected classrooms will be opened and some clubs and teams will be in the cafeteria, some clubs will be fundraising and selling items.

OTHER:
Mrs. Bracco stated that she has kept in touch with Mrs. Mirza Andrade-Martinez and she would like to host a World Café on campus. World Café as Mrs. Mirza mentioned last month during school site council, they are an outreach program to educate on alcohol abuse. Mrs. Griggs stated that is an awesome idea but we should plan for it in the fall of next school year.

ADJOURNMENT (Mrs. Bracco):
Mrs. Heather Bracco adjourned the meeting and asked for a motion. Ms. Venegas motioned to adjourn the meeting; Mrs. Griggs seconded the motion.
Meeting Adjourned at 3:51 p.m.

Attachment

xi.4

4/6/10 Coffee With the Principal

Attachment

xi.5

4/6/10 ELAC Meeting

Attachment xi.5
4/6/10 ELAC Meeting

A.B. Miller High School ELAC

Agenda for 4-06-10

I. Bienvenida / Introducciones
II. Funcionarios
III. Mrs. Griggs - Directora
IV. Central Valley Prevention Program – presentacion
V. Spring Spectacular 5:30 – 7:00 p.m.

A.B. Miller High School ELAC
Agenda for 4-06-10

I. Welcome / Introductions
II. Officers
III. Mrs. Griggs - Principal
IV. Central Valley Prevention Program – presentation
V. Spring Spectacular 5:30 – 7:00 p.m.

Fontana Unified School District
English Learner Advisory Committee (ELAC)
School Name AB Miller

Minutes of ELAC Meeting of 4/6/10
(date)

MEMBERS PRESENT: See attached list, which represents _____parents, _____school staff, _____guests, and _____.

The meeting was called to order at 4:15 (time) by Eugene Titus (name), asst. principal (title).
Mr/Mrs Titus welcomed all present to the ELAC meeting and asked everyone to introduce himself/herself and school represented.

Minutes from previous meeting
_____ (name), Secretary read the minutes from the _____ (date) meeting.
Mr/Mrs_____ made the motion to approve the minutes as written/corrected and it was seconded by Mr/Mrs_____. The motion was carried and the Minutes were approved.

Legal Requirement/Training Covered: (Check topics(s) covered at this meeting and that will be reflected in the Minutes)

	Development of a detailed Master Plan for English Learner education for the individual school and submission of plan to district Board of Education for its possible consideration and inclusion in the district's Master Plan for English Language Learners.
	Development of the school's Needs Assessment.
	Administration of the school's Annual Language Census (R-30 Report)
	Ways to make parents aware of the importance of regular school attendance.
	Review and comment on the school's single site plan.

Training activity (Topic): Kathy Ramirez + Mirza Martinez from Central Valley Prevention Program - parents received a questionnaire to assess community concerns re: substance abuse by youth. They gave a powerpoint to explain their purposes, focusing on the need for all community groups to act as a coalition. They showed surveys to illustrate the problems.

Input/Advice/Comments by parents
Questions re: graduation + information in Spanish. Mr. Titus will check w/ Ms. Kelley.
Will school be closed? No, we are waiting for more information. Ms. Griggs will tell us more when she arrives.
Mr. Titus passed out an informational paper (see attached) to address common questions asked by parents.

AB Miller High School

School Improvement Grant (SIG)

Q: Why are we identified as a Low Performing School?

A: Under the 2009 American Recovery and Reinvestment Act the lowest 5% of persistently lowest achieving schools were identified by the State of California in March of 2010. For AB Miller we have not had an increasing API at the same rate as other schools.

Q: What does this mean?

A: State and Federal law now says that as one of the identified schools we are required to implement one of the four school intervention models.

- **Turnaround model** means, among other actions, replacing the principal and rehiring no more than 50 percent of the school's staff, adopting a new governance structure, increase learning time, and implementing an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted content standards.
- **Restart model** means convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process. A restart model school must enroll, within the grades it serves, any former student who wishes to attend the school.
- **School closure** means, an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.
- **Transformation model** means, implement each of the following strategies:
    - Replace the principal and take steps to increase teacher and school leader effectiveness
    - Institute comprehensive instructional reforms
    - Increase learning time and create community-oriented schools
    - Provide operational flexibility and sustained support

Q: What are our next steps?

A: We will hold at least two additional community meetings to discuss the models and gather input as to what would be best for AB Miller High School.

Q: When do we have to decide?

A: This is to be implemented for the 2010-11 school year. The deadline to the State is June 1, 2010.

Q: Can we receive any money for the models?

A: We can apply to receive between $50,000 and $2,000,000 per year for up to three years to implement the models. We will not know how much of the funds we will receive until after school starts. In addition the district will not receive the money until after October 1, 2010.

Q: Where can I receive more information?

A: Mrs. Heather Griggs, Principal grighl@fusd.net, 909-357-5800 ext 10117

Preparatoria *AB Miller High School*

Beca de Mejoramiento Escolar, *School Improvement Grant*

Q: ¿Por qué se nos identifica como Escuela de Bajo Rendimiento?

A: Bajo la Ley de Recuperación e Reinversión del 2009, *American Recovery and Reinvestment Act*, en Marzo del 2010, fueron identificadas las escuelas en el 5% de rendimiento constante más bajo por el Estado de California. En la escuela Preparatoria *AB Miller* no hemos tenido un incremento de porcentaje anual al mismo nivel que otras escuelas.

Q: ¿Qué significa esto?

A: La Ley Estatal y Federal dice que como una de las escuelas identificadas se requiere que implementemos uno de los cuatro modelos de intervención escolar.

- **Modelo Resurgir,** significa entre otras acciones, reemplazar el director y volver a contratar no más del 50 por ciento del personal docente escolar, adoptar una nueva estructura de gobernanza, incrementar el tiempo de aprendizaje e implementar un programa de instrucción que sea basado en investigación y que ordene verticalmente de un grado a otro así como también que sea formado con los estándares adoptados de contenido de California.
- **Modelo Volver a Empezar,** significa convertir la escuela o cerrarla y volverla a abrir operando como escuela pública experimental o escuela *charter,* una organización de administración *charter,* o una organización de administración educativa que ha sido seleccionada a través de un proceso de estudio riguroso. Una escuela modelo volver a empezar deberá matricular, entre los grados que sirve, cualquier estudiante anterior que desee asistir a esa escuela.
- **Modelo Escuela Clausurada** significa que una Agencia Local Educativa cierre una escuela e inscriba a los estudiantes que asistieron a esa escuela en otras escuelas en la agencia local educativa que estén desempeñando a un nivel más alto. Estas otras escuelas deberán estar en la proximidad razonable a la escuela clausurada y pueden incluir, pero no limitarse a escuelas *charter* o nuevas escuelas en las que todavía no haya información de desempeño disponible.
- **Modelo Transformación** significa implementar cada una de las siguientes estrategias:
    - Reemplazar el director y tomar medidas para incrementar la efectividad de los maestros y lideres escolares
    - Entablar reformas amplias de instrucción
    - Incrementar el tiempo de aprendizaje y crear escuelas orientadas por la comunidad
    - Proporcionar flexibilidad en funcionamiento y apoyo sostenido

Q: ¿Cuáles son nuestros siguientes pasos?

A: Sostendremos por lo menos dos juntas adicionales de la comunidad para dialogar sobre los modelos y reunir aportación sobre lo que seria mejor para la Preparatoria *AB Miller High School.*

Q: ¿Cuándo tenemos que decidir?

A: Esto se implementaría para el año escolar 2010-11. La fecha límite para el Estado es el 1º de junio del 2010.

Q: ¿Podemos recibir algún dinero por los modelos?

A: Podemos solicitar para recibir entre $50,000 y $2, 000,000 por año hasta por tres años para implementar los modelos. No sabremos cuanto de los fondos recibiremos hasta después de que empiece la escuela. Además, el Distrito no recibirá el dinero hasta después del 1º de octubre del 2010.

Q: ¿Dónde puedo obtener más información?

A: Directora, Sra. Heather Griggs, grighl@fusd.net, 909-357-5800 ext. 10117.

Attachment

xi.6

4/7/10 Staff Meeting

1 **SLC SURVEY**
- Please complete and turn in as you exit or to an administrator before the meeting.
-
- This is reflective of some of our SLC practices....as you complete think about
  - 9th grade teams
  - AVID
  - Academies
  - MIC
  - Teacher departmental collaboration
  - School Climate

2 **AB MILLER**
GENERAL STAFF MEETING
April 7, 2010

3 **AGENDA**
- SLC yearly survey---9th grade teams, academies, AVID
- School Improvement Grant--Mrs. Olsen-Binks, Superintendent
- Next steps in SIG
- Assembly Expectations
- CST Testing Updates
-

4 **SCHOOL IMPROVEMENT GRANT**

5 **TIME LINE**
- SSC, ELAC meetings held Monday and Tuesday
- Final application should come out next week
- April 12th and 13th Community Meetings 6 pm
-
- LEA to choose a model of intervention
- Three Assessment Surveys
  - Academic Performance Survey (we've looked last fall)
  - Least Restrictive Environment
  - District Assessment Survey
- Application, MOU's, Plan must go to the board on the May 19th meeting.

6 **TIME LINE .... CONTINUED**
-
- Application must be received by the State, June 1
-
- August 1st---Preliminary approval from the State

- August 10th ---key elements must be in place
-
- October 1st---Revised plan due to State

- Funding begins to arrive at District
-

7 **NEXT STEPS**
- 1st priority is CST Testing over the next week.
- Administrative Team Responsibility Shift
  - Stuart—Discipline/Front Office
  - JoAnn---Testing
  - Gene--- Admin Training for Heather/Special Education
  - Moises---SIG application
-
- Additional Support from the District
  - Mr. Micallef for Discipline
  - SELPA to assist with IEP's (10 in the next 2 days)
  -
  -

8 **TEACHER LEADERSHIP TEAM**
- Looking for 5 teachers to work with us in outlining the plan.

- During the school day

- Committed to Miller and SIG

- 1 must be Math, 1 must be English
-

9 **CST's**
- Box pick up

- Integrity of the test

- Rally on Friday

- Importance of active monitoring

- READ READ READ

Attachment

xi.7

Formation of SIG Committee

Attachment xi.7
Formation of SIG Committee

RE: Today's staff meeting

Heather M. Bracco

Sent: Wednesday, April 07, 2010 6:28 PM

To: Heather L. Griggs

I would like to be a part of the SIG team. :)

Heather Bracco
English Department
A.B. Miller High School
(909)357-5800, ext. 10516

From: Heather L. Griggs
Sent: Wednesday, April 07, 2010 11:49 AM
To: Miller Staff
Subject: Today's staff meeting

Attached you will find a copy of the power point for today's staff meeting for your reference. Please make sure to be on time today; we have much to cover. When you enter the theater you will recieve the yearly SLC survey, please complete ASAP so that we can focus on SIG and CST's during the meeting.

Heather

Heather Griggs
Principal, A.B. Miller High School
Academics, Arts, Athletics, and Academies
6821 Oleander Ave. Fontana, Ca 92336
(909)357-5800 x10107 (909)357-7680 fax
grighl@fusd.net<mailto:grighl@fusd.net>

Add Swank Allen

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Christine A. Williams

Sent: Thursday, April 08, 2010 7:42 AM

To: Heather L. Griggs

Heather,

I would like to be a part of the team you spoke about at the staff meeting. There might be other English teachers interested as well.

Chris

Christine Williams
AB Miller/English department

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RE: Today's staff meeting

Kimberley M. White

Sent: Thursday, April 08, 2010 7:50 AM

To: Heather L. Griggs

Re: Cathy Leonard's email, I had this type of style at my junior high when I attended and I liked it. We were able to get to know the homeroom teacher and that teacher was the one that checked up on us with homework. We had "binder reminders" that we used to keep track of homework and the homeroom teacher gave us a grade for keeping up with it. I think it was only about 20 minutes a day and I can't totally remember but I think it was around lunch time.

Have a great day,
Kim White

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Volunteering for Committee

Michelle S. Damore

Sent: Thursday, April 08, 2010 11:23 AM

To: Heather L. Griggs

Hi Heather,

As I said yesterday, I am interested in serving on your committee.

Thanks,
Michelle Damore
H-17
Ext. 10517

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Committee

Mark W. Ullrich

Sent: Thursday, April 08, 2010 7:31 AM

To: Heather L. Griggs

Heather, if you would like my input I would like to help.

Mark Ullrich
A. B. Miller HS
6821 Oleander Ave
Fontana, CA 92336

909-357-5800 ext 10408

"why use a scalpel, when you have a sledge hammer"

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RE: Today's staff meeting

Laura V. Vela

Sent: Wednesday, April 07, 2010 4:33 PM

To: Heather L. Griggs

Mrs. Griggs, I agree with you when you say we can turn this into something positive. I have been teaching at Miller for 10 years and it has never been in my plans to go teach elsewhere. I am committed to this school and I am willing to be of any assistance in making our school succeed. If you are still in need of a teacher to help outline the plan, I am up to the challenge.

From: Heather L. Griggs
Sent: Wednesday, April 07, 2010 11:49 AM
To: Miller Staff
Subject: Today's staff meeting

Attached you will find a copy of the power point for today's staff meeting for your reference. Please make sure to be on time today; we have much to cover. When you enter the theater you will recieve the yearly SLC survey, please complete ASAP so that we can focus on SIG and CST's during the meeting.

Heather

Heather Griggs
Principal, A.B. Miller High School
Academics, Arts, Athletics, and Academies
6821 Oleander Ave. Fontana, Ca 92336
(909)357-5800 x10107 (909)357-7680 fax
grighl@fusd.net

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gang of 5...

Frank T. Sullivan

Sent: Wednesday, April 07, 2010 4:23 PM

To: Heather L. Griggs

Heather:

If you have not selected your 5 members I would like to be given consideration. I'm new to this aspect of education, but I'd like to give it a short. Thanks.

Frank Sullivan, P-15

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RE: Today's staff meeting

Christine K. Chatterton

Sent: Thursday, April 08, 2010 9:24 AM

To: Heather L. Griggs

If you would like, I would be willing to work with your team.
Chris Chatterton

From: Heather L. Griggs
Sent: Wednesday, April 07, 2010 11:49 AM
To: Miller Staff
Subject: Today's staff meeting

Attached you will find a copy of the power point for today's staff meeting for your reference. Please make sure to be on time today; we have much to cover. When you enter the theater you will recieve the yearly SLC survey, please complete ASAP so that we can focus on SIG and CST's during the meeting.

Heather

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Attachment

xi.8

SIG Committee Members

Attachment xi.8
SIG Committee Members

FW: SIG committee

Heather L. Griggs

Sent: Friday, April 09, 2010 1:50 PM

To: Sabrina Cruz

Can you make a mail group for me called SIG committee with the 11 people below and Rainwater and Antashyn as well as all admin. Thanks Heather

Heather Griggs
Principal, A.B. Miller High School
Academics, Arts, Athletics, and Academies
6821 Oleander Ave. Fontana, Ca 92336
(909)357-5800 x10107 (909)357-7680 fax
grighl@fusd.net

From: Heather L. Griggs
Sent: Friday, April 09, 2010 8:22 AM
To: Miller Staff
Subject: SIG committee

Thank you all so much for volunteering to work on the committee. I am truly blown away at the volume of teachers who are willing to work on this....we could have a committee of 25. However, research tells us that effective working teams are between six and twelve members. (Harvey, 1990)

We now have a working group of:

1. Heather Griggs
2. Moises Merlos
3. Kelly Allen alleke
4. Heather Bracco brachm
5. ~~Chris Williams~~ willca
6. Kimberley White whitkm
7. Michelle Damore damoms
8. ~~Christine Chatterton~~ chatck
9. Frank Sullivan sullft
10. Mark Ullrich ullrmw
11. Gene Swank swange

Rainwater rainma
Antashyan antagg
Paola Cortes

We may need to make adjustments as we move forward, but I think we have a cross section of the departments and staff. You will notice several English teachers in the mix.....My undergraduate major was Econ and Moises' was Biology...we think we may need some expert help from that department.

Have a great Friday.

Heather

Heather Griggs
Principal, A.B. Miller High School
Academics, Arts, Athletics, and Academies
6821 Oleander Ave. Fontana, Ca 92336

RE: Today's staff meeting

Ginger M. Donnelly

Sent: Thursday, April 08, 2010 7:35 AM

To: Heather L. Griggs

I would happily volunteer to participate in your group. I am a new teacher so I may not have the experience you are looking for, but my enthusiasm and determination are unbridled. I am hoping part of what we add is an RTI model that allows for an assessment team. This could benefit us in many ways, including adding instructional time. I want to help in anyway I can and I really appreciate your attitude. I have no doubt that you can achieve anything you put your mind to. Ginger

---

From: Heather L. Griggs
Sent: Wednesday, April 07, 2010 11:49 AM
To: Miller Staff
Subject: Today's staff meeting

Attached you will find a copy of the power point for today's staff meeting for your reference. Please make sure to be on time today; we have much to cover. When you enter the theater you will recieve the yearly SLC survey, please complete ASAP so that we can focus on SIG and CST's during the meeting.

Heather

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Staff Volunteer

Elizabeth Navarro

Sent: Thursday, April 08, 2010 2:01 PM

To: Heather L. Griggs

Ms. Griggs if you are still accepting volunteers, I'd like to sign up. Thanks

Elizabeth Navarro

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You have help!

Felicity A. Blue-Skinner

Sent: Wednesday, April 07, 2010 4:33 PM

To: Heather L. Griggs

Hello Heather,

At the meeting you asked for 5 teachers to be on a committee and I'm sure your not looking for an Art teacher to be on the committee (plus I don't think I have enough experience for something this complicated), but I would like to help in anyway I can. I don't have a master's degree in education, but I am creative and good at coming up with **ideas/best practices we can use**. So please let me know what I can do to help. If you need anything artistic or visual created...I'm your woman!

Once we know the model please inform the staff because I'm sure we can all come up with some great ideas to implement. I would like to help out with that. I'm not afraid of a challenge so don't be afraid to ask me for help. And keep your head up. We are here to back you up and you have done an amazing job helping this school become more organized and a safer place for us and our students. Sometimes Miller doesn't seem the most friendly place because of turnovers, pink slips, gossip, etc. It has been so tough here since the school opened from what I hear and people kind of put their guard up. I think now would be the time to unite the staff and help lower those guards. I know you are the person to do that.

Thanks for being a supportive and honest principal! Seriously let me know what I can do and I will be there.

Felicity Skinner
AB Miller High School
Art Educator
Art Club Advisor/Hip Hop Club Advisor
6821 Oleander Ave. A-2
Fontana, CA 92336

909 357 5800 ext. 10352

1 John 2
[1]My dear children, I write this to you so that you will not sin. But if anybody does sin, we have one who speaks to the Father in our defense—**Jesus Christ**, the Righteous One. [2]He is the atoning sacrifice for our sins, and not only for ours but also for [all] the sins of the whole world. [17]The world and its desires pass away, but the man who does the will of God lives **forever**.

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whatever you need...

Christopher A. Lee

Sent: Thursday, April 08, 2010 12:07 PM

To: Heather L. Griggs

Heather,

I am also available in any capacity you might need, whether it's providing information to students and parents via video (on our web or via cable access or anything else deemed necessary) or whatever else you might need. I see this as a wonderful opportunity to make this school an even better place.

Christopher Lee
A. B. Miller High School
Rebel TV Productions Advisor
leecha@fusd.net
http://www.abmillerrebelproductions.com

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Help

Barbara L. Kelley

Sent: Wednesday, April 07, 2010 5:03 PM

To: Heather L. Griggs

Heather-

You know I am willing to help on the committee and do anything to get our school on the best path we can be.

Barbara

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Team Members

Gerald M. Miller

Sent: Thursday, April 08, 2010 11:30 AM

To: Heather L. Griggs

Hello Mrs. Griggs,
I would like to represent the math department on the A.B. Miller team, as per our conversation yesterday. Please let me know if you are still receptive to my offer of assistance.

Sincerely,

Gerald Miller
Math/Physics Teacher

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RE: SIG committee

George G. Antashyan

Sent: Friday, April 09, 2010 9:14 AM

To: Heather L. Griggs

I also wold be interested to be a part of commitee.
Thank you.
Sincerely, George Antashyan

From: Heather L. Griggs
Sent: Friday, April 09, 2010 8:22 AM
To: Miller Staff
Subject: SIG committee

Thank you all so much for volunteering to work on the committee. I am truly blown away at the volume of teachers who are willing to work on this....we could have a committee of 25. However, research tells us that effective working teams are between six and twelve members. (Harvey, 1990)

We now have a working group of:

1. Heather Griggs
2. Moises Merlos
3. Kelly Allen
4. Heather Bracco
5. Chris Williams
6. Kimberley White
7. Michelle Damore
8. Christine Chatterton
9. Frank Sullivan
10. Mark Ullrich
11. Gene Swank

We may need to make adjustments as we move forward, but I think we have a cross section of the departments and staff. You will notice several English teachers in the mix.....My undergraduate major was Econ and Moises' was Biology...we think we may need some expert help from that department.

Have a great Friday.

Heather

Heather Griggs
Principal, A.B. Miller High School
Academics, Arts, Athletics, and Academies
6821 Oleander Ave. Fontana, Ca 92336
(909)357-5800 x10107 (909)357-7680 fax
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Committee Membership

Merle A. Rainwater

Sent: Friday, April 09, 2010 10:02 AM

To: Heather L. Griggs

Heather, I would like to represent our department on your committee.
Tony Rainwater

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RE: SIG committee meetings next week

Laura M. Walker

Sent: Friday, April 09, 2010 11:57 PM

To: Heather L. Griggs

Good Evening... If you need an SDC person on the committee I would be more than willing. I was off campus when all of this took place, due to a game. I have opted out of coaching girls VB next year to get more involved with helping the school. This has become my home away from home... whatever you need, let me know.
Have a good weekend,
Laura

From: Heather L. Griggs
Sent: Friday, April 09, 2010 2:06 PM
To: Miller Staff
Subject: SIG committee meetings next week

In an effort to jump start our committee we would like to take advantage of the minimum days next week. We would like to meet at 12:45 pm on Monday and Wednesday. After two days of reading Moises and I have a much better understanding as to the depth and details that this involves. We can't wait to start formulating a plan.

Have a great weekend....

Heather

Heather Griggs
Principal, A.B. Miller High School
Academics, Arts, Athletics, and Academies
6821 Oleander Ave. Fontana, Ca 92336
(909)357-5800 x10107 (909)357-7680 fax
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Attachment

xi.9

Academic Program Survey (APS) and Straw Poll

Attachment xi.9
Academic Program Survey (APS) and Straw Poll

SIG update Thursday April 8

Heather L. Griggs

Sent: Thursday, April 08, 2010 10:42 AM

To: Miller Staff

Attachments: SIG_Form_3_Stakeholder_Re~1.docx (13 KB)

I am so pleased with the response from yesterday's meeting. The volume of staff volunteers, support and willingness to help is exactly why we are going to do so well in this application. Just a couple of things for the next two days.

1. We have many volunteers for the team (we may need to go above 5 members). I am still in need of a representative from the Math department. Anyone else who would like to be a part of the team please let me know by the end of the school day.

2. I would like a "straw poll" of staff (certificated and classified) as to which model they believe would be the best model for us to improve student achievement. Please pick up your Ballot from Sabrina.

3. We will need all certificated staff to fill out an APS (Academic Performance Survey). Department heads worked on a preliminary one last fall and are familiar with the instrument. The survey is intended for schools to take a hard look at where the instruction, materials, staff development and structures for success are within a school. There are nine elements. This form will take you some time, but fortunately we do have some minimum days next week. You will need to turn in your form to Sabrina. The forms will be available on Friday afternoon.

4. We also have a form for your suggestions. The email system is great for discussion, but we need to have hard copies of suggestions as part of our application/appendix. The form is attached or hard copies are available from Sabrina.

Heather

Heather Griggs
Principal, A.B. Miller High School
Academics, Arts, Athletics, and Academies
6821 Oleander Ave. Fontana, Ca 92336
(909)357-5800 x10107 (909)357-7680 fax
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Academic Performance Survey (APS)

Sabrina Cruz

Sent: Monday, April 19, 2010 10:18 AM

To: Miller Staff

Certificated Staff:

The APS is due **Wednesday, April 21**.

Please turn it into Sabrina.

Sabrina Cruz, Sr. Secretary I
A.B. Miller High School
(909) 357-5800 x10102
~Live~Laugh~Love~

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Fontana A. B. Miller High School
School Improvement Grant

Staff Straw Poll

One helpful piece of data for us as we begin the process would be to have a staff vote of the four models and which one the staff believes would best improve student achievement at AB Miller. Please select one of the four models by placing a check next to that model and its descriptor.

Turnaround model, which would include, among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure, and implementing a new or revised instructional program.

Restart model, in which an LEA would close the school and reopen it under the management of a charter school operator, a charter management organization (CMO), or an educational management organization (EMO) that has been selected through a rigorous review process.

School closure, in which an LEA would close the school and enroll the students who attended the school in other, high-achieving schools in the LEA.

Transformation model, which would address four specific areas critical to transforming the lowest achieving schools:

- Developing teacher and school leader effectiveness;
- Implementing comprehensive instructional reform strategies;
- Extending learning time and creating community-oriented schools; and
- Providing operating flexibility and sustained support.

Show Poll

Classified (goldenrod)	Certificated (blue)
Transformation	**Transformation**
~~||||~~ ~~||||~~ ~~||||~~ ~~||||~~ ~~||||~~ ||||	~~||||~~ ~~||||~~ ~~||||~~ ~~||||~~ ~~||||~~ ~~||||~~ ~~||||~~ ~~||||~~ ~~||||~~ ~~||||~~ ~~||||~~ ~~||||~~ |||
100%	95.5%
Turnaround	**Turnaround**
	|| 3.0%
Restart	**Restart**
School Closure	**School Closure**
		1.5%

California Department of Education

Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
1. Instructional Program	1.1 The school/district provides the current* district-adopted, standards-aligned English/Language Arts (ELA) textbooks and instructional materials, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in all classrooms for all students enrolled in grade nine and ten ELA courses. * Pending State Board of Education (SBE) action and as a result of ABX4 2, the K-8 SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE standards-based adoptions will meet the intent of this objective.	Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), and students with learning difficulties, are provided current state standards-aligned textbooks and instructional materials in grades nine and ten ELA courses. These materials are implemented daily as designed to support the needs of all students. • Full implementation in state-monitored schools means that the district has adopted and is using the articulated high school instructional materials and publishers' texts selected from the current grade seven and eight SBE-adopted list. • At all levels, teachers are using the locally adopted core program and ancillary materials designed for universal access/differentiated instruction during core instruction to meet the assessed needs of students, including strategic students. • The articulated high school materials have been designed with additional ancillary materials that are to be used with and beyond the core grade-level program that include extra support for struggling readers. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students including ELs and students with reading difficulties, SWDs, and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in the core classroom.	

Objective	Fully	Substantially	Partially	Minimally
1.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional Program Materials
All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.

Number of Students:
_____All Students.
_____ELs.
_____SWDs.

Appropriate Use
Identify all that apply:
_____Core materials are used daily as designed.
_____Ancillary materials are used daily as Designed.

Documentation	ELA
District Purchase Date:	
School Distribution Date:	
Classroom Distribution Date:	

Additional Comments

Attach publisher purchase order (PO) documentation for sets of classroom core materials.

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
1. Instructional Program	1.2 The school/district provides the current district-adopted English-language Development (ELD) instructional materials for identified ELs. These materials are implemented as designed and documented to be in daily use with materials for every identified EL.	Full implementation means that ELs are provided the current district-adopted ELD instructional program materials. These materials are implemented daily as designed to support the assessed English proficiency needs of students. • Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures. • Students at CELDT proficiency levels one through three need at least a separate ELD course focused on building English-language skills. • Students performing at CELDT proficiency levels four and five (Early Advanced and Advanced) may not need separate ELD courses, but should be in an ELA course that has specifically designated materials and/or strategies, which focus on building English-language skills for mastery of content standards. • The ELD instruction provides sufficient instruction and practice to fully develop English-language proficiency in order to accelerate acquisition to grade-level content. • ELD materials from articulated high school versions of SBE adopted RLA/ELD programs, SBE adopted intensive reading interventions designated for English Learners, and the SBE-approved Supplemental Materials List for English Learners (AB 1802 materials) are sources for ELD instructional program materials for English Learners.	

Objective	Fully	Substantially	Partially	Minimally
1.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional Program Materials
All EL students are appropriately ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.

Identify ELD Instructional Program/Materials Used:

Appropriate Use
_____Materials/ ELD components are used daily as designed.

Documentation	
	ELA
District Purchase Date:	
School Distribution Date:	
Classroom Distribution Date:	

Additional Comments

Attach publisher PO documentation for sets of classroom core materials.

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
1. Instructional Program	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. *Pending State Board of Education (SBE) action and as a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE standards-based adoptions will meet the intent of this objective.	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.	

Objective	Fully	Substantially	Partially	Minimally
1.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional Program Materials
All students are ___assessed, ___ placed, and ___provided appropriate SBE-adopted or articulated versions of instructional program materials.

Name(s) of Intensive Intervention Program Used:

Number of Intensive Intervention Students		
	Grade 9	**Grade 10**
All Intensive learners		
All Intensive Els		
All Intensive SWDs		

Number/% Provided SBE or articulated version Intensive Intervention		
	Grade 9	**Grade 10**
Total Students		
ELs		
SWDs		

Appropriate Use
_____ Materials are used daily as designed.

Documentation	ELA
District Purchase Date:	
School Distribution Date:	
Classroom Distribution Date:	

Attach publisher PO documentation for sets of classroom core materials.

Additional Comments

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
1. Instructional Program	1.4 The school/district provides the current* SBE-adopted, standards-based Algebra I textbooks and instructional materials, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in all classrooms for all students enrolled Algebra I. *Pending State Board of Education (SBE) action and as a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE standards-based adoptions will meet the intent of this objective.	Full implementation means that all students, including ELs, SWDs, and students with learning difficulties, enrolled in Algebra I have the SBE-adopted Algebra I textbooks and instructional program materials. These materials are implemented daily as designed (with consideration for blocked periods and semester courses) to support the instructional needs of all students. • Teachers use the adopted core Algebra I program and ancillary materials designed for universal access/differentiated instruction during core instruction to meet the assessed needs of students, including strategic learners. • All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the core grade level program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. • SWDs may be appropriately placed in Algebra I but may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in the core Algebra I classroom.	

Objective	Fully	Substantially	Partially	Minimally
1.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional Program Materials
All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.

Number of Students:
_____ All Students.
_____ ELs.
_____ SWDs.

Appropriate Use
Identify all that apply:
_____ Core materials are used daily as designed.
_____Ancillary materials are used daily as designed.

Documentation		Additional Comments
	Mathematics	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		

Attach publisher PO documentation for sets of classroom core materials.

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
1. Instructional Program	1.5 The school/district provides the 2007 SBE-adopted Algebra Readiness program and materials, including ancillary materials for universal access. This program is implemented as designed and documented to be in daily use with materials for students identified for intensive intervention in grades nine and ten who need specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I. Districts using the 2001 and 2005 SBE-adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	Full implementation means that all students in grades nine or ten, including ELs, SWDs, and students with learning difficulties needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I, are appropriately assessed and provided the 2007 SBE-adopted instructional program and materials in Algebra Readiness. These materials are provided to all identified students and implemented daily as designed. • The Algebra Readiness program is a one-period, stand-alone, intervention program to prepare students to enter into grade-level Algebra I core classroom supported by an additional class of strategic support the following school year. • SWDs placed in an Algebra Readiness course may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in this classroom.	

Objective	Fully	Substantially	Partially	Minimally
1.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional Program Materials
All students are ____assessed, ____placed, and _____provided appropriate SBE-adopted instructional program materials.

Number of Intensive Intervention Students		
	Grade 9	**Grade 10**
All Intensive learners		
All Intensive Els		
All Intensive SWDs		

Number Provided SBE-Algebra Readiness		
	Grade 9	**Grade 10**
Total Students		
ELs		
SWDs		

Appropriate Use
_____ Materials are used daily as designed.

Documentation		Additional Comments
	Mathematics	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		

Attach publisher PO documentation for sets of classroom core materials.

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.1 Through the school's master schedule, the school/district complies with and monitors daily implementation of instructional time for the current district-adopted core ELA instructional program. This time is given priority and protected from interruptions. • Grades nine and ten: One period.	Full implementation means that the school's master schedule allocates for all ELA classrooms the appropriate daily instructional time in the current district-adopted, core, standards-based ELA grade nine and ten instructional program. This instructional time allocation provides all students, including ELs, SWDs, and students with learning difficulties, with sufficient instruction and practice in order for them to master grade-level standards and the skills assessed on the California High School Exit Examination (CAHSEE). • This time is given priority and protected from interruptions.	

Objective	Fully	Substantially	Partially	Minimally
2.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time

_____Time is given priority and protected from interruptions.

Identify the number (#) of instructional minutes (length of periods) offered at each grade level:

Number of Instructional Minutes at each grade level		
	Grade 9	**Grade 10**
All Students		
ELs		
SWDs		

Documentation	
	ELA
Master Schedule:	
Description of Course Content:	
Description of Intervention Programs:	

Additional Comments

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.2 Through the school's master schedule, the school/district complies with and monitors implementation of additional instructional time within the school day for students identified for strategic support in ELA using the current district-adopted core ELA instructional program and ancillary materials. • Grade nine and ten: One additional strategic support period at each grade level linked to a grade-level core English nine or English ten course.	Full implementation means that the school's master schedule allocates sufficient additional time and periods to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. • This time is given priority and protected from interruptions. • Students identified in need of strategic support are defined as students who demonstrate proficiency at or above the grade six ELA standards but fail to master grade nine or ten standards and/or pass the English-language arts (ELA) portion of the CAHSEE. • Strategic learners are assessed and need additional instructional time beyond the core to learn grade-level standards. – For high-priority strategic students, the strategic support is a period in addition to the basic core program to pre/re-teach concepts and skills taught in the grade-level English nine and ten courses. – Some strategic students may have occasional trouble within the day-to-day ELA instruction. These students may not need additional strategic support time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core program, ancillary materials in their English nine and ten classrooms.	

Objective	Fully	Substantially	Partially	Minimally
2.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time

_____ Time is given priority and protected from interruptions.

Identify Number (#) of High Priority (HP) students served and length of HP strategic periods offered at each grade level:

Number of Students at each grade level		
	Grade 9	**Grade 10**
All Strategic		
All HP Strategic		
# of HP Strategic provided 1 additional period		

Number of Strategic Instructional Minutes (or length of period) at each grade level for High Priority Strategic Students		
	Grade 9	**Grade 10**
Additional time provided all HP Strategic students		
Additional time provided all HP Strategic ELs		
Additional time provided all HP Strategic SWDs		

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		• The district-adopted core materials and the core ancillary materials will serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers.	**Describe assessment and placement criteria for high priority strategic students.** **Describe differentiated support for students not needing an additional strategic period:**

Documentation		Additional Comments
	ELA	
Master Schedule:		
Description of Course Content:		
Description of Intervention Programs:		

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.3 Through the school's master schedule, the school/district complies with and monitors the daily implementation of additional instructional time within the school day for ELD instruction for identified ELs, using the current district adopted ELD materials. This time is given priority and protected from interruptions. • Grades nine and ten: One designated ELD course per appropriate language proficiency level(s) at each grade level.	Full implementation means that the school's master schedule allocates appropriate instructional time for courses that are designated for ELD instruction and differentiated for English language-proficiency levels. • This time is given priority and protected from interruptions. • ELs are appropriately placed into ELD using CELDT and all available English proficiency measures. • The ELD instruction provides sufficient instruction and practice to fully develop English-language proficiency in order to accelerate acquisition of grade-level content. • Students at CELDT proficiency levels one through three need at least a separate ELD course focused on building English-language skills through articulated SBE-adopted or district approved ELD materials. • Students at CELDT proficiency levels four and five (Early Advanced and Advanced) may not need separate ELD courses, but are to be placed in an ELA course that has specifically designated materials and/or strategies, which focus on building English-language skills for mastery of content standards. Examples of designated ELD courses include: • A separate period of ELD. • ELD during SBE-adopted intensive intervention Program five or the articulated high school version of the grade four through eight ELA intensive intervention program. • An ELD strategic support class. • College Preparation English with in-class ELD support.	

Objective	Fully	Substantially	Partially	Minimally
2.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time

Identify all that apply:

_____Time is given priority and protected from interruptions.

_____ ELD instruction is additional time in schedule.

Name of Designated ELD Course(s) by level:

Identify Number (#) of EL students by CELDT level and # of instructional minutes (length of period) offered at each CELDT level.

Proficiency Levels	Levels 1-2	Level 3	Level 4-5
# of Students			
# of Instructional Minutes in ELD (beyond 2.1 and 2.2)			

Documentation	
	ELA
Master Schedule:	
Description of Course Content:	
Description of Intervention Programs:	

Additional Comments

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.4 Through the school's master schedule, the school/district complies with and monitors the daily implementation of instructional time for the current SBE-adopted ELA intensive intervention programs and materials or the articulated high school version of those intervention program materials. This time is given priority and protected from interruptions. • Two-hours (or two to three periods).	Full implementation means that the school's master schedule allocates the appropriate instructional time in uninterrupted blocked classes for all identified intensive intervention students, including ELs and SWDs. The SBE-adopted ELA intensive intervention reading programs materials (2008 SBE-adopted Programs four or five (or articulated high school versions) or the 2002/2005 SBE-adoption materials are utilized on a daily basis to support the needs of all intensive reading intervention students. • This time is given priority and protected from interruptions. • Students in need of intensive intervention are defined as students demonstrating proficiency in ELA below grade six standards. • The master schedule allocates appropriate instructional time for implementation of the intensive intervention programs as stated in the Framework and designed by publishers (two to three periods within the master schedule). • The intensive intervention programs in ELA are multi-period, s[illegible] alone programs that replace the grade-level core program and provide differentiated support to accelerate students' subsequent successful reentry into the-grade-level core program with the addition of a strategic support period. • English Learners in intensive reading intervention programs designated for English Learners will also receive embedded ELD instruction as per program design. 2008 Intensive Reading Interventions for ELs (Program 5 or the articulated high school version), or the intensive reading intervention materials designated for ELs from the previous 2002/2005 SBE-adopted materials lists meet the recommended 30-60 minutes of ELD daily instruction.	

Objective	Fully	Substantially	Partially	Minimally
2.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time

_____Time is given priority and protected from interruptions.

Indicate total length (minutes) of blocked periods:

# of Instructional Minutes at each grade level		
	Grade 9	**Grade 10**
All intensive learners		
Intensive ELs		
Intensive SWDs		

Documentation	
	ELA
Master Schedule:	
Description of Course Content:	
Description of Intervention Programs:	

Additional Comments

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.5 Through the school's master schedule, the school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted, standards-based Algebra I program. This time is given priority and protected from interruptions. • One period – Algebra I.	Full implementation means that the school's master schedule allocates for all Algebra I classrooms the appropriate daily instructional time in the SBE-adopted basic Algebra I core materials for all students, including ELs, SWDs, students with learning difficulties, and advanced learners, in order to provide sufficient instruction and practice to meet their instructional needs. • This time is given priority and protected from interruptions.	

Objective	Fully	Substantially	Partially	Minimally
2.5	4 100%	3 At least 75%	2 At last 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time

_____Time is given priority and protected from interruptions.

Indicate Number (#) of Instructional Minutes offered for Algebra I for grades nine and ten:

# of Instructional Minutes for Algebra I	
All Students	
ELs	
SWDs	

Documentation	
	Mathematics
Master Schedule:	
Description of Course Content:	
Description of Intervention Programs:	

Additional Comments

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.6 Through the school's master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for identified Algebra I students needing strategic intervention using the current SBE-adopted, standards-based Algebra I core and ancillary materials • One period – Additional strategic support linked to a grade-level Algebra I course.	Full implementation means that the school's master schedule allocates sufficient additional time and periods to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. • Time is given priority and protected from interruptions. • Students identified in need of strategic support are defined as students demonstrating proficiency at or above the seventh grade mathematics standards but unable to master Algebra I standards and/or pass the Algebra portion of the CAHSEE. • Strategic learners are assessed and need additional instructional time: – For high-priority strategic students, the strategic support is a strategic period to pre/re-teach concepts and skills taught in the grade-level Algebra I course. – Some strategic students may have occasional trouble within day-to-day Algebra I instruction. These students may not need additional strategic support time. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials in their Algebra I classrooms to support their students' achievement of standards and concepts in their core Algebra I classrooms. • The SBE-adopted Algebra I strategic support materials and core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified	

Objective	Fully	Substantially	Partially	Minimally
2.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time

_____Time is given priority and protected from interruptions.

Identify Number (#) of Strategic and High Priority (HP) strategic students served and amount of strategic instructional time offered for Algebra I.

# of grade nine/ten strategic students	
All Strategic	
All HP Strategic	
All HP EL Strategic	
All HP SWD Strategic	

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		strategic students so they can participate in and progress through the daily lessons in the core program with their peers.	**Amount of Strategic Instructional Minutes (or length of period) for grade nine/ten Algebra HP Strategic** **Algebra HP Inst'l Minutes** Additional time provided to all HP strategic students Additional time provided to HP EI strategic students Additional time provided to all HP SWD strategic students **Describe differentiated support for students not needing an additional strategic period:**

Documentation		Additional Comments
	Mathematics	
Master Schedule:		
Description of Course Content:		
Description of Intervention Programs:		

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.7 Through the school's master schedule, the school/district complies with and monitors implementation of instructional time for 2007 SBE-adopted Algebra Readiness program mathematics for students identified for intensive intervention who need specialized instruction to acquire the pre-algebraic skills and concepts necessary to meet Algebra I standards. • Grade nine: One period of Algebra Readiness daily for identified intervention students. Districts using the 2001 and 2005 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	Full implementation means that the school's master schedule allocates sufficient Algebra Readiness periods for students identified for intensive intervention who need specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/school uses assessments and placement criteria to determine the instructional needs of these students. Materials are provided to all mathematics students identified as needing intervention students and the materials are documented to be in daily use. • Time is given priority and protected from interruptions. • Mathematics intensive intervention students are defined as those students who are achieving below grade seven mathematics standards. • District/site placement criteria, including articulation with feeder schools/districts, determine student placement in Algebra Readiness, which replaces the core Algebra I course. Students are appropriately assessed and placed in a SBE-adopted Algebra Readiness instructional program following the district criteria. • The Algebra Readiness program is a one-period, stand-alone program to prepare students to enter into the grade-level Algebra I core classroom supported by an additional class of strategic support the following school year.	

Objective	Fully	Substantially	Partially	Minimally
2.7	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time

_____Time is given priority and protected from interruptions.

Indicate total number (#) of Minutes for Algebra Readiness period:

# of Instructional Minutes	
	Algebra Readiness
All **Intensive** Algebra Readiness Learners	
All **Intensive** Algebra Readiness ELs	
All **Intensive** Algebra Readiness SWDs	

Documentation	Mathematics
Master Schedule:	
Description of Course Content:	
Description of Intervention Programs:	

Additional Comments

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
3. Lesson Pacing Guide	3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the current district-adopted ELA grade nine and ten core and strategic support courses in order for all teachers to follow a common sequence of instruction and assessment.	Full implementation means that annual district/ instructional/assessment pacing guides are in daily use in all grade nine and ten classrooms fully implement the current district-adopted ELA programs by grade level (and by tracks if on a year-round school). All students in the ELA grade nine and ten receive at least the minimum course of study as described by the publisher. Full implementation for state-monitored schools means that the school/district has adopted and is using the articulated high school instructional materials and texts published by publishers selected from the grade seven and eight current SBE-adopted ELA list. • Use of the pacing guide ensures all students receive a common sequence of grade-level instruction and assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. • The core course-pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level ELA course being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.	

Objective	Fully	Substantially	Partially	Minimally
3.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Instructional/Assessment Pacing Guides
_____ Distributed to each grade level.
_____ Used daily at every grade level.

Pacing Guide Use Monitored
_____ Principal monitors daily use.

Documentation		Additional Comments
	ELA	
School/District Pacing Plan by Grade Level		
Attach Appropriate Documentation.		

California Department of Education
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the SBE-adopted ELA intensive reading intervention program in order for all intervention teachers to follow a common sequence of instruction and assessment.	Full implementation means that an annual district instructional/assessment pacing guide is in daily use in all ELA intensive intervention classrooms with the SBE-adopted or articulated high school version intensive reading intervention program. Full implementation in state-monitored schools means that the school/district has adopted the SBE-adopted grade four through eight ELA intensive intervention programs or the articulated high school version of those intervention program materials. • Use of the pacing guide ensures all students receive a common sequence of instruction and assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.	

Objective	Fully	Substantially	Partially	Minimally
3.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Instructional/Assessment Pacing Guides
_____ Distributed to each grade level.
_____Used daily at every grade level.

Pacing Guide Use Monitored
_____ Principal monitors daily use.

Documentation		Additional Comments
	Mathematics	
School/District Pacing Plan by Grade Level		
Attach Appropriate Documentation.		

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
3. Lesson Pacing Guide	3.3 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the SBE-adopted Algebra I, Algebra Readiness and Algebra I strategic support course in order for all teachers to implement a common sequence of instruction and assessment.	Full implementation means that annual district instructional/assessment pacing guide is in daily use for Algebra I, Algebra I strategic support, and Algebra Readiness (for districts adopting from the 2007 SBE-approved list) classrooms. • The core course pacing guide for Algebra I is the foundational pacing guide for the Algebra I strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level Algebra I course being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. • Use of the pacing guide ensures all students receive a common sequence of grade-level instruction and assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.	

Objective	Fully	Substantially	Partially	Minimally
3.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Instructional/Assessment Pacing Guides
_____ Distributed to each grade level.
_____ Used daily at every grade level.

Pacing Guide Use Monitored
_____ Principal monitors daily use.

Documentation		Additional Comments
	Mathematics	
School/District Pacing Plan by Grade Level		
Attach Appropriate Documentation.		

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
4. School Administrator Instructional Leadership Training	4.1 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the SBE-adopted ELA basic core and intervention program materials and SBE-adopted mathematics programs in use at the school through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the ELA and mathematics instructional materials and the Essential	Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the SBE-adopted ELA core, intensive reading intervention program materials or the SBE-adopted Algebra I or Algebra Readiness mathematics program materials and 40-hours of structured practicum. The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following: • SBE-adopted ELA core or intensive reading intervention or the SBE-adopted mathematics Algebra I or Algebra Readiness materials used in the school; • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners;	

Objective	Fully	Substantially	Partially	Minimally
4.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

<u>Training and Practicum Completed</u>

Principal
_____ Training in ELA.
_____ Training in Mathematics.
_____ Structured Practicum.*

Vice Principal
_____ Training in ELA.
_____ Training in Mathematics.
_____ Structured Practicum.*

	Program Components (EPCs).
	
	This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted ELA or intensive reading intervention program or mathematics program materials.
		• Curriculum Framework language and the academic content standards addressed in the materials; and
		• The use of the instructional/assessment pacing guide.
		
		The remaining eight-hours focus on the following:
		• Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness;
		• Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices;
		• The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and using research-based practices to plan and deliver instruction to meet varying student needs.
		
		• Administrators using this training to meet the Tier II administration credentialing requirements will have to receive training through a SBE approved Administrator Training Program (ATP) Provider and complete the SBE approved :
		  ○ Module 1 - Leadership and Support of Student Instructional Programs 40 hours training/40 hours structured practicum;
		  ○ Module 2 - Leadership and Management for Instructional Improvement: 20 hours training/20 hours structured practicum
		  ○ Module 3 - Instructional Technology to Improve Pupil Performance: 20 hours training/20 hours structured practicum
		• Administrators will also have to complete an online survey as well as these 160-hours of combined training and practicum.
			*** Refer to suggested practicum activities (See 4.2)**

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Documentation			Additional Comments
	ELA	Mathematics	
District AB 430 Completion Records:			
Contracted Authorized Provider:			
Date of Offerings:			
Attach appropriate documentation.			

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
4. School Administrator Instructional Leadership Training	4.2 The district provides and monitors on-going targeted professional development and support beyond the administrator training practicum to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs. Targeted professional development and support may include: • Development, use, and monitoring of classroom observation protocols to include: – Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide. – The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs. • Data team protocol training to lead subject area/course level teachers in the analysis and use data including formative curriculum embedded ongoing assessments, district benchmarks, state summative data to inform classroom and school-wide practices. • Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Training on Response to Instruction and Intervention (RtI^2) including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training in effective communication with teachers, parent and community stakeholders about implementation of instructional materials. • Supporting and training general, special education, and	

Objective	Fully	Substantially	Partially	Minimally
4.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

<u>Principal's Professional Development</u>
_____ Completed.

Identify type of professional development/support and hours (Refer to suggested targeted professional development and support list):

California Department of Education
Academic Program Survey—High School Level

		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. • Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives.	

Documentation			Additional Comments
	ELA	Mathematics	
District AB430 Completion Records:			
Contracted Authorized Provider:			
Date of Offerings:			
Attach appropriate documentation.			

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
5. Credentialed Teachers Professional Development Opportunities	5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly qualified teachers appropriately credentialed for their assignment(s).	

Objective	Fully	Substantially	Partially	Minimally
5.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

_____ **Percentage of fully credentialed, highly-qualified teachers.**

Documentation	ELA	Mathematics
District SB 472 Completion Records:		
Contracted Authorized Provider:		
Date of Offerings:		

Additional Comments

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
5. Credentialed Teachers Professional Development Opportunities	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. This requirement is fulfilled when the teacher completes 40-hours of SBE-adopted instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of school/district	Full implementation means that all teachers of ELA and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the SBE-adopted ELA program and/or intensive intervention program used at the school through an experienced, knowledgeable provider. The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the standards-based SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some practicum activities might include: • 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.	

Objective	Fully	Substantially	Partially	Minimally
5.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Training and Practicum Completed

Indicate number of teachers at each grade level and number completing training and practicum:

	Teacher #	40-hour Training	80-hour Structured Practicum*
Grade 9			
Grade 10			

* Refer to suggested practicum activities.

California Department of Education
Academic Program Survey—High School Level

	professional development plan.	• 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 RtI^2 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.	

Documentation		Additional Comments
	ELA	
District SB 472 Completion Records:		
Contracted Authorized Provider:		
Date of Offerings:		

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
5. Credentialed Teachers Professional Development Opportunities	5.3 The school/district provides teachers of mathematics (in all programs, including special education) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the SBE-adopted Algebra I and Algebra Readiness mathematics 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 mathematics instructional materials and the EPCs. This requirement is fulfilled when the teacher completes 40-hours of instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of school/district professional development plan.	Full implementation means that all teachers of Algebra I, Algebra I Strategic Support and Algebra Readiness have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the SBE-adopted mathematics program materials used at the school through an experienced, knowledgeable provider. The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted mathematics materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some practicum activities might include: • 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	

Objective	Fully	Substantially	Partially	Minimally
5.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Training and Practicum Completed

Indicate number of teachers at each grade level and number completing training and practicum:

	Teacher #	40-hour Training	80-hour Structured Practicum*
Algebra I			
Algebra Readiness			

* Refer to suggested practicum activities.

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Academic Program Survey—High School Level

		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 RtI[2] 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.	

Documentation		Additional Comments
	Mathematics	
District SB472 Completion Records:		
Contracted Authorized Provider:		
Date of Offerings :		

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
6. Ongoing Instructional Assistance and Support	6.1 The school/district provides instructional assistance and ongoing support to teachers of grade nine and ten ELA and intensive intervention. 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.	Full implementation means that the school/district provides all grade nine and ten ELA, ELD, and intensive intervention with teachers trained and experienced content experts, coaches, specialists, or other teacher support personnel who have subject matter expertise. The coaches, content experts and specialists work primarily in the classroom and assist with the full and skillful implementation of the district's current adopted ELA instructional programs to improve student achievement. • The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through on-site 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 the coaching services on student achievement.	

Objective	Fully	Substantially	Partially	Minimally
6.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Coaches/Content Experts/Specialists

_____ Type of instructional assistance.
_____ Works primarily in classrooms.

Describe type of classroom/teacher assistance regularly provided to teachers:

Describe criteria used for identifying and providing coaching support:

Monitoring Coaching System

_____ Principal structures/monitors instructional assistance services.

Trained Coaches/ Content Experts/Specialists

_____ Completed SBE-adopted materials-based training (identify which program[s]).
_____ Completed English learner Professional Development (ELPD).

Describe type of training/ support planned and/or provided for coaches/content experts/specialists:

Documentation	
	ELA
School Plan for Assistance and Support to Teachers:	
Attach Appropriate Documentation.	

Additional Comments

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
6. Ongoing Instructional Assistance and Support	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.	Full implementation means that the school/district provides Algebra, Algebra Readiness, and Strategic Algebra teachers trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject matter expertise. The coaches, content experts and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's SBE-adopted Algebra and Algebra Readiness instructional programs to improve student achievement. • The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through on-site 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 the coaching services on student achievement.	

Objective	Fully	Substantially	Partially	Minimally
6.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Coaches/ Content Experts/Specialists
_____ Type of instructional assistance.
_____ Works primarily in classrooms.

Describe type of classroom/teacher assistance regularly provided to teachers:

Describe criteria used for identifying and providing coaching support:

Monitoring Coaching System
_____ Principal structures/monitors instructional assistance services.

Trained Coaches/ Content Experts/Specialists
_____ Completed SBE-adopted materials-based training (identify which program[s]).
_____ Completed ELPD.

Describe type of training/ support planned and/or provided for coaches/content experts/specialists:

Documentation		Additional Comments
	Mathematics	
School Plan for Assistance and Support to Teachers:		
Attach Appropriate Documentation.		

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
7. Student Achievement Monitoring System	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current district-adopted, grade nine and ten ELA standards-aligned materials and the SBE-adopted intensive reading intervention programs. Student achievement results from assessments (i.e., entry-level placement and diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnoses, progress, and effectiveness of instruction.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis in grade nine and ten ELA. ▪ The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school-wide instructional practices, and determine effectiveness of instructional practices and implementation of the adopted programs. • District/site placement criteria, including articulation with feeder schools/districts, determine student placement in intensive intervention, which replaces the core ninth or tenth grade English instructional programs. Students are appropriately assessed and placed in an SBE-adopted, intensive reading intervention instructional program following the district criteria. • For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs.	

Objective	Fully	Substantially	Partially	Minimally
7.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Ongoing Assessment and Monitoring System

_____ District supported electronic data management System.
_____ District-wide reporting and analysis of assessment results.
_____ School-wide reporting and analysis of assessment results.
_____ Timely data from assessments available to and easily accessible by administrators and teachers.
_____ Common curriculum embedded/formative assessments in use school-wide.

Training on Accessing and Using Electronic Data System

_____ Staff trained on using and accessing data from the electronic data system.

California Department of Education
Academic Program Survey—High School Level

		• Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.	**Using Formative Assessments Results** _____ Common curriculum embedded/formative assessments administered frequently. _____ School-wide assessment calendar developed and used. _____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.

Documentation		Additional Comments
	ELA	
Examples of Curriculum-Embedded Assessments		
Sample Report of Assessments at the Following Levels:		
School:		
Classroom:		

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the SBE-adopted Algebra I and Algebra Readiness programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative) are used to inform teachers and principals on student placement, diagnoses, progress, and effectiveness of instruction.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis in Algebra I and Algebra Readiness. • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school-wide instructional practice, and determine effectiveness of instructional practices and implementation of the adopted programs. • District/site placement criteria, including articulation with feeder schools/districts, determine student placement in the Algebra Readiness intensive intervention, which replaces the core Algebra I instructional programs. Students are appropriately assessed and placed in an SBE-adopted intensive Algebra Readiness instructional program following the district criteria. • For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs.	

Objective	Fully	Substantially	Partially	Minimally
7.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Ongoing Assessment and Monitoring System

_____ District supported electronic data management system.
_____ District-wide reporting and analysis of assessment results.
_____ School-wide reporting and analysis of assessment results.
_____ Timely data from assessments available to and easily accessible by administrators and teachers.
_____ Common curriculum embedded/formative assessments in use school-wide.

Training on Accessing and Using Electronic Data System:

_____ Staff trained on using and accessing data from the electronic data system.

California Department of Education
Academic Program Survey—High School Level

		• Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.	**Using Formative Assessments Results** _____ Common curriculum embedded/formative assessments administered frequently. _____ School-wide assessment calendar developed and used. _____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.

Documentation		Additional Comments
	Mathematics	
Examples of Curriculum-Embedded Assessments		
Sample Report of Assessments at the Following Levels:		
School:		
Classroom:		

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
8. Monthly Collaboration by Grade Level of Program for Teachers Facilitated by the Principal	8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for subject-matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring within the current adopted ELA programs.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of ELA, including strategic and intensive intervention, special education, and ELD teachers. • Teachers are trained in collaboration meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: – Entry-level placement and/or diagnostic. – Progress monitoring, including frequent formative and curriculum-embedded. – Summative benchmark assessments. • Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of ELA content standards for all students, including ELs and SWDs.	

Objective	Fully	Substantially	Partially	Minimally
8.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Scheduled Structured Collaboration Meetings

_____ Number per month.
_____ All teachers including strategic, intensive intervention, special education, and ELD teachers participate.
_____ Meetings are structured, protocols/tools are developed and used.
_____ Training for collaboration meeting protocols provided to teachers.
_____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.
_____ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.

Collaborative Meeting Discussion Content

_____ Using and analyzing timely student common assessment results from all students.
_____ Strengthening program implementation.
_____ Designing and improving lessons and instruction.
_____ Identifying research-based strategies to support specific skill needs of all students.

Documentation		Additional Comments
	ELA	
Frequency and average length of meetings:		
Average attendance:		
Dates of meetings :		
Attach Appropriate Documentation.		

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
8. Monthly Collaboration by Grade Level of Program for Teachers Facilitated by the Principal	8.2 The school/district facilitates and supports one-hour structured collaboration meetings (preferably two) per month in order for subject-matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the SBE-adopted Algebra Readiness and Algebra I programs.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of Algebra and Algebra Readiness, including strategic and intensive intervention, special education, and ELD teachers. • Teachers are trained in collaboration meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: – Entry-level placement and/or diagnostic. – Progress monitoring, including frequent formative and curriculum-embedded. – Summative benchmark assessments. • Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of mathematics content standards for all students, including ELs and SWDs.	

Objective	Fully	Substantially	Partially	Minimally
8.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Scheduled Structured Collaboration Meetings

_____ Number per month.
_____ All teachers including strategic, intensive intervention, special education, and ELD teachers participate.
_____ Meeting protocols/tools are developed and used.
_____ Training for collaboration meeting protocols provided to teachers.
_____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.
_____ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.

Collaborative Meeting Discussion Content

_____ Using and analyzing timely student common assessment results from all students.
_____ Strengthening program implementation.
_____ Designing and improving lessons and instruction.
_____ Identifying research-based strategies to support specific skill needs of all students.

Documentation		Additional Comments
	Mathematics	
Frequency and Average length of meetings:		
Average Attendance:		
Dates of Meetings :		
Attach Appropriate Documentation.		

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
9. Fiscal Support	9.1 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ELA and the Single Plan for Student Achievement (SPSA).	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in ELA, and ELD, are aligned and prioritized in the SPSA. • The SPSA is aligned with the goals and activities in the LEA Plan. • The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. • The district requires that SPSA expenditures detail EPC alignment. • District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC- related school reform.	

Objective	Fully	Substantially	Partially	Minimally
9.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Allocation of Funds

_____ District and site categorical and general funding are aligned to support EPC implementation.

Coordination of Funds

_____ The SPSA aligns to the goals and activities in the LEA Plan.

Documentation	
	ELA
Plan Uses All Revenues Appropriately	
Attach Appropriate Documentation.	

Additional Comments

California Department of Education
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
9. Fiscal Support	9.2 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA.	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the SPSA. • The SPSA is aligned with the goals and activities in the LEA Plan. • The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. • The district requires that SPSA expenditures detail EPC alignment. • District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.	

Objective	Fully	Substantially	Partially	Minimally
9.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Allocation of Funds

_____ District and site categorical and general funding are aligned to support EPC implementation.

Coordination of Funds

_____ The SPSA aligns to the goals and activities in the LEA Plan.

Documentation		Additional Comments
	Mathematics	
Plan Uses All Revenues Appropriately		
Attach Appropriate Documentation.		

Attachment

xi.10

4/12/10 Community Meeting

School Improvement Grant - Community Meeting

April 12, 2010

6:05 pm Community meeting was opened by Mrs. Griggs, Principal, welcoming those that are in attendance. She introduced Oscar Duenas, Associate Superintendent – Instructional Services, Kimberly MacKinney, Director, Secondary Instruction, Mr. Merlos and Mr. Hamill, Assistant Principals.

Mrs. Griggs stated why the community meeting is being held. The state and federal law identified A.B. Miller HS as being a Persistently Low Achieving School. Mrs. Griggs then presented the power point presentation to the parents. (Attached)

Public Questions

Alma Loza, parent: Does rehiring have to be 50%? Can it be 80%?
Mrs. Griggs: No, it can no more than 50%. It can be as little as 30%.

Parent Question (PQ): Where does the staff come from?
Mrs. Griggs:

PQ: For the transformation model, when it talks about improving the school leader, are there methods/policies in place?
Mrs. Griggs: Yes we do, but we must do something different. Different programs need to be in place. We do have a lot of ideas. The plan must come from the administrators, teachers, community. It cannot just be myself, it must be everyone.

PQ: With the turnaround and transformation models, do they keep the same number of students in the classes?
Mrs. Griggs: The classes can be reduced but they may not be. It will depend on how the grant will get worded.

PQ: With the turnaround and transformation models, it says that the principal will have to be replaced. Will you be replaced?
Mrs. Griggs: The District has already tried to make a change by hiring a new principal.

PQ: Alma Loza: Under the transformation model, what does "create a community oriented school, provide operational flexibility" mean?
Mrs. Griggs: We don't have anything in place but for example, we can write into the grant to have a full health clinic available for our athletes, for freshman to have free admission into home football games, to have a movie night in the theater, etc. For the operational flexibility

portion, we would have to seek waivers by the Board. For example, if we have a senior that wants to attend a junior college, the senior will have to be enrolled in four periods and have the junior college as one period.

PQ: With the increased learning time, are we looking into adding time or adding periods?
Mrs. Griggs: We will look into adding a seventh period or adding extra class time to each period.

PQ: Do we have data or any numbers to look at for parents to get a better understanding on what model will work?
Mrs. Griggs: Parents, we don't have anything for you to look at. It is just said that test scores have been improved with all of these models that the state and feds want us to choose from.

Mrs. Griggs stated that school closure is not an option because where will our students go.

PQ: With the turnaround and transformation models, if the students do get an additional period, would the credits be counted as extra credits, putting the student ahead?
Mrs. Griggs: Yes, the student will be ahead in credits.

PQ: With the turnaround model, would this bring back the elective classes that have been taken away?
Mrs. Griggs: Yes, it can bring such classes back, for example, astronomy, music. But this would all be based on student participation.

PQ: To get smaller class sizes, would that fall under the turnaround or transformation model?
Mrs. Griggs: It would be either one, it just depends on the way the grant is written.

Parent Comment: It seems to me that none of these models will work. How would bringing back electives improve student learning.

PQ: How long will the school receive the money?
Mrs. Griggs: A period of three years.

PQ: How much do our students have to improve in their scores every year to receive the money?
Mrs. Griggs: They didn't tell us.

PQ: How far back do they go in looking at the scores?
Mrs. Griggs: The past five years in which our test scores were -8. There were other schools on the list but they have improved their scores in recent years.

PQ: If we receive the money, will there be restriction on how it is used?
Mrs. Griggs: Not really, it will be solely for A. B. Miller. If we can justify the use, then we can use it. This money will be in addition to the money we receive from the District.

PQ: With the turnaround model, the 50% of teachers that are hired, how do you choose who gets hired?
Mrs. Griggs: It goes to the District. The teachers must reapply.

PQ: What will the District look at to rehire? Will the parents have an input?
Mrs. Griggs: No, it is up to the District office to decide on who gets rehired.

Alma Loza, parent: Where can parents go to see the data on the models?
Mrs. Griggs: You can go to www.cde.ca.gov, under specialized programs.
Ms. MacKinney: There will be a link to this website on the FUSD webpage.

PQ: Will students be able to transfer to another school?
Mrs. Griggs: Yes, if the other school has openings. There will be no transportation provided.

PQ: How does this affect students on transfers?
Mrs. Griggs: There is no difference with these students that are on a transfer.

PQ: What does operational flexibility mean under the transformation model?
Mrs. Griggs: We are able to break some of the rules that the District has in place. We are unable to break the federal rules. We have a little more leniency.

PQ (Spanish): What is going to happen with boundary changes?
Mrs. Griggs: School Improvement has nothing to do with the boundary changes. Boundary changes come from the District office.

Mrs. Leonard, teacher: What is the process on the time lines?
Mrs. Griggs: LEA and the District will give us the direction to go by. When we have our plan in place, it then has to be presented to the Board. We have a lot to get done. We have a retired administrator, District personnel on campus for a couple of days to help out while Mr. Merlos and I are working on this grant.

PQ: When will parents know which model has been chosen?
Mrs. Griggs: Possibly at the end of April.

PQ: Who decides which model is chosen?
Mrs. Griggs: The District.

Public Comments

Mr. Hamill and Mr. Merlos hand out and collect comment cards.

*Has the District already decided on an option?
Mrs. Griggs: No.

*How much of what parents and teachers have to say will help make a decision?
Mrs. Griggs: That is why we are holding these community meetings. We want to hear what you as a parent has to say.

*We should have been notified sooner of these meetings. There probably would have been more parents here if the dates were given out earlier.

*Alma Loza, parent: She is hearing that A. B. Miller s going through transformation.
Mrs. Griggs: No, the school will be transformed, meaning change will take place.

*Mrs. Griggs: We want to hear from the parents. I have my opinion of which model I would like to see and I have shared it with my staff.

*If there are not enough parents here, how will our vote count?
Mrs. Griggs: We have to start somewhere.

*With so many parents picking up their kids, there should have been fliers made to hand out regarding this meeting.

*This seems like a set up. Why weren't parents notified sooner? We should have been informed.
Mrs. Griggs: As we are getting the information, we are spreading it to our community. The state is saying we need to hold two community meetings and that is what we are doing.

*Alma Loza, parent: I will pass out fliers after school if needed.
Ms. MacKinney: There will be a call going out tonight to all parents in the District regarding tomorrow's meeting.

*There is still confusion between the transformation and turnaround models.
Mrs. Griggs: With the turnaround model, for example, when you get into a document everyone is on the same page. It is more strict. With the transformation model, for example, everyone is on page 48 and how the teacher is teaching, they can be a little more flexible with the content.

*Alma Loza, parent: Thanked Mrs. Griggs for working so hard.

*Mrs. Griggs: In support of the transformation model and opposed to the turnaround model. The turnaround model tends to promote "teach to test." It can be "brainless." We need students to learn. She would like to see more creative learning.

*To have more after school activities.

*For the library to stay open longer. It is hard for the athletes, band members, dancers, etc. who want to visit the library and it is closed.

*Staff encouragement – it is not good to have a burnt out staff.

*7th period, guided period with tutors available. This will help students to focus on studying.

*Alma Loza, parent: The transformation model will increase the learning time with extra time added to the periods. Parents need to be more connected with their students.

*Mr. Serna, parent: There needs to be more tutoring, let the parents know what's going on ahead of time. Mr. Swank, science teacher, lets him know if his son does anything in the class. He keeps the parents informed at all times of how their kid is doing.

*Which model does the principal think will work?
Mrs. Griggs: Transformation will work. There will be fresh blood with new teachers, but will it work?

*Parents have to be involved at all times. This will help to raise the scores.

*Alma Loza, parent: How will parents be notified of teacher improvement?
Mrs. Griggs: Teachers who are doing well will be rewarded. Those that are not, will be removed.

*Mrs. Leonard, teacher: Would like the parents to know, that with the extra learning time, it means more work for the teachers. Having an extra period of 35 students, that is 35 more papers to grade. She is in favor of having a home room.

*More AVID programs, longer class times.

*Mr. Serna, parent: Teachers should be required to use email. He would like to hear more from the teachers.
Mrs. Griggs: A team has been put together, including teachers, to get their input.

*Alma Loza, parent: Additional time, will the students be home later?
Mrs. Griggs: Either way, they will be home at the same time.

*Time of school day, is it school or District chosen?
Mrs. Griggs: School.

*Later start time is an option.

*If the learning time is increased, will that affect athletics?
Mrs. Griggs: Yes, sports can be rescheduled. That is agreed on between the schools.

Mrs. Griggs: Athletics and activities are a huge part of high school. It is not all about reading and writing.

7:31 Community Meeting Adjourned

Community Meeting 6/12/2010

Name	Address/Phone Number	Affiliation

Comments:

Irma Herrera (909) 349-1399 Mom

Comments: More Avid Programs. I would like to see more time in the classrooms. Transformation. Smaller Classrooms. More conferences for teachers.

Tania Oporto

Comments: I think transformation is the way to go.

Marisela Robles (909) 574-8603 Parent

Comments: Transformation Model. I think, honestly is hard as a parent because the District will be making the decision anyways you say our opinion is important – but at the same time somebody else have the last word. As parent I'm willing to support any program that will result on successful students. It will not be an easy job, but I think that if we work as a team (staff, parent, students) we can make a positive change. Our students have the right to an excellent education. Let's get to work! Less students for classroom.

Robyn Scott 2966 Split Mountain Lane San Bernardino (909) 880-9061 Parent

Comments: Transformation Model. I feel would be best. Increased learning time should be extended time in classes not a 7th period. One area that needs to be looked at and changed is the math department. My suggestion is to have the following model used: Instead of accepting the fact that 70 to 80 percent of students won't pass. Look for ways to help them pass (i.e. allow students to retake tests and quizzes not just to improve their grade but their understanding.) This is done at my son's middle school and it really has helped him.

Robyn Scott 2966 Split Mountain Lane San Bernardino (909) 880-9061 Parent

Comments: I feel some parents want the 7th period so that their students can "make up" credits rather than to get more out of their education. This is not and should not be used as an opportunity to make up credits.

Community Meeting 6/12/2010

Name Comments:	Address/Phone Number	Affiliation
Laura Chavez	7918 Date St. (909) 357-3942	Parent

Comments: Transformation

Maria Oporto 17974 Buckeye Ct. Fontana (909) 822-6658

Comments: Transformation. In my opinion that if any choice is picked but the child's – students mentality is not change and parents are not brought more into participating nothing will be accomplished, rather than postponing or moving the problem.

Juan Cerda (909) 728-1723

Comments: Transformation. An extra period would help students.

Alma Loza 8388 Maize Ct. Parent

Comments: Transformation

Silvia Rodriguez 7762 Briarwood Ave. (909) 829-1107

Comments: Transformation method. In the increase of learning time I think it will be better to add a seventh period. I would like to know which boundary my student is in.

Heather Dennington 7542 Tangelo Fontana (909) 952-1158 Parent

Comments: After school study opportunities. Keep library open until 6 p.m. Increased tutoring opportunities. Mandatory study skills, testing strategy, coping skills, communication class. Set students up with skills necessary to succeed. Staff encouragement – increased staff morale generally yields higher achieving students. Guided study period – not a free-for-all study hall, but team-led study period, tutoring available.

Community Meeting 6/12/2010

Name	Address/Phone Number	Affiliation

Comments:

Heather Dennington (909) 952-1158 Parent

Comments: Transformation – Turnaround: No – state standards are creating a teach-to-test model rather.

Lorenzo Leyva 1426 N. Alice Ave. Rialto Ca 92376 (909) 829-4142

Comments: The school is our kids' future. Kids are our future. I think that the Transformation Model. And I do not think that sending the students to another school will work. Also I think that moving 50% of the staff helps our school. I believe in the stability. For the students well being. We can talk to them about the problem and to motivate them to have a better average on their grades. Nobody would want to be taken out from their school. They would lose part of their life. We have to call the parents and let them know what the real problem is because this is a problem. We cannot decide from just one meeting. This is very important and we need to give it the importance it requires.

Maria G. Leyva 1426 N. Alice Ave. Rialto (909) 829-4142 Parent

Comments: Transformation. Competitions of assignments between students themselves. More motivation for more homework with support for teachers and parents. Can tell them "you can know and ask with humbleness that you wish to become a person that feels good with yourself, on the contrary if you cannot bring that potential that you and other students have all everything, not all is easy but it can be done". Cannot be done without 50% of staff.

Angelica Garcia 7735 Sewell Drive Fontana (909) 350-2646

Comments: Kansas state they close 21 schools. Ohio State they cut 12th grade. Is A.B. Miller going to be 11th grade only. Flyers are important to pass to parents went they pick up students. Make a carnaval sale as books, pencils, rafles, sale fruit water, hamburgers: Bring animals to carnaval Friday is a good day. And Saturday is a good day; then parents are more awared of the needs of the A.B. Miller. Meeting time of carnaval pick a beautiful day. Then out loud your principal talk about A.B. Miller needs. Believe people pay more attention to enjoy fun. Then news or meetings.

Sandra Rodriguez 7738 Mango Ave. Fontana CA 92336 (951) 961-1205 Parent

Comments: Transformation (improve parent involvement)

Community Meeting 6/12/2010

Name	Address/Phone Number	Affiliation

Comments:

Lorenzo Leyva (909) 820-4142

Comments: I believe that it is important to involve students and that they come to see what their opinion is. Also they are the ones most interested in and this pertains to them all. Thank you.

Ruth Santoyo 7658 Rosecrest Lne. (909) 854-0968

Comments: Transformation is a good option and which could require more parent involvement with students' academic progress. Teachers cannot do the whole job by themselves.

Attachment

xi.11

4/12/10 Power Point from Community Meeting

Attachment xi.11
4/12/10 Power Point from Community Meeting

A.B. Miller High School

Home of the Rebels

- State and Federal law require identification of persistently low achieving schools across the State.
  - December 16, 2009: Consolidated Appropriations Act 2010.
- The State in accordance with Federal guidelines creates the methodology of selecting the schools.
  - ELA/Math AYP not achieved for last 3 years.
  - 50 points in API over last 5 years.
  - Below a 60% graduation rate.
- The lowest 5% of schools are identified in 3 tiers of identification.

- Tier I
  - Those schools receiving Title 1 monies who meet the guidelines.
- Tier II
  - Those schools not receiving Title 1 monies who meet the guidelines.
- Tier III
  - Those schools who are not in Tier I or II, but do not have a 60% graduation rate.

- We have been Identified as a Tier II.
- We did not have an increase of 50 points in API over last 5 years.
  - 2004-2005: 0
  - 2005-2006: -21
  - 2006-2007: +19
  - 2007-2008: 0
  - 2008-2009: -6
  - Total Growth: -8

- We must adopt one of four models for school improvement.

- If we adopt for the 2010-11 year we are eligible for between $50,000 and $2,000,000 in Federal funding each year for three years.
- If we adopt for the 2011-12 year we are not promised to receive any funding, but we still must restructure.

- **Turnaround**: remove Principal and Staff, rehire no more than 50% of original staff, adopt a new governance structure, implement a research-based instructional program aligned to the State Standards, increase learning time.
- **Restart**: school is closed and reopens as a charter school, operated by an approved State Charter Operator.
- **School Closure**: school is closed and students enroll in a higher achieving FUSD school.
- **Transformation**: remove Principal, improve teacher and school leader effectiveness, increase learning time, institute instructional reform, create a community- oriented school, provide operational flexibility.

[redacted]

- Replace the principal (2 years).
- Rehire no more than 50% of the staff.
- Adopt a new governance structure.
- Increase learning time (300 hours).
- Research based instructional program.
- Vertical alignment.
- State Standards focused.

[redacted]

- Convert the school.
- Reopen as a charter.
- Reopen under a charter management organization.
- Reopen under an education management organization.

[redacted]

- LEA closes the school.
- Enroll students in other schools with higher scores in the District.

[redacted]

- Replace the principal (2 years).
- Increase teacher and leader effectiveness.
- Institute comprehensive instructional reforms.
- Teacher evaluation restructuring.
- Increase learning time (300 hours).
- Create community-oriented schools.
- Provide operational flexibility and support.

[redacted]

- We will need to research all four options.
- Obtain input from stakeholders.
  - Community, SSC, ELAC, Teachers, Parents, Students, Board members, District personnel.
- Choose a model of intervention and create a plan.
- Complete School Improvement Grant (SIG).
- Obtain approval from stakeholders.

- May 19th: Application, MOU's, and plan must be approved by the board.
- June 1st: Application must be received by the State.
- August 1st: Preliminary approval from the State.
- August 10th: Key elements must be in place.
- October 1st: Revised plan due to State.
- Funding begins to arrive at District.

A.B. Miller High School

Home of the Rebels

Viva

A.B. Miller High School

Home of the Rebels

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A.B. Miller High School

Home of the Rebels

Attachment

xi.12

4/13/10 Community Meeting

School Improvement Grant - Community Meeting

April 13, 2010

6:05 pm Community meeting was opened by Cali Olsen-Binks, Superintendent, welcoming those that are in attendance. She introduced Richard Stedry, Deputy Superintendent, Business Services, Oscar Duenas, Associate Superintendent, Instructional Services, Kimberly MacKinney, Director, Secondary Instruction, Ms. Baeten, Mr. Merlos Mr. Hamill, and Mr. Titus, Assistant Principals.

Mrs. Olsen-Binks stated why the community meeting is being held. The state and federal law identified A.B. Miller HS as being a Persistently Low Achieving School (PLAS). Mrs. Olsen-Binks then presented the power point presentation to the parents. (Attached)

Mrs. Olsen-Binks went on to share that there have been other schools in the Fontana Unified School District that have been program improvement schools. Those schools have done really well with exiting the programs. Our District is experienced in moving our school forward.

Ms. MacKinney went over the powerpoint and explained how A. B. Miller was identified as a PLAS.

Mr. Duenas went over the powerpoint on adopting one of the four models for school improvement.

Mrs. Olsen-Binks stated that all options are being researched. A school needs consistency with leadership.

Parent Question (PQ): If it is not a charter school, do the other models have some flexibility?
Mrs. Olsen-Binks: Yes, they do.

PQ: Who decides the model that gets picked?
Mrs. Olsen-Binks: went over the powerpoint – Mrs. Griggs will present the schools choice to the Superintendent who will then present it to the Board.

PQ: Is the final decision made by the parents of A. B. Miller?
Mrs. Olsen-Binks: No, it will be from the Board. She suggests for parents to go to the Board meeting to express their opinion.

PQ: How is this enough time for the parents to decide with this one meeting?
Mrs. Olsen-Binks: All we can do is make a recommendation to the Board.

PQ: If A B. Miller is closed, will the District provide transportation?
Mrs. Olsen-Binks: Yes, but the students will be on the buses longer. Some may have to attend Kaiser High school, which is over the 10 freeway.

PQ: Who is the Board of Education?
Mrs. Olsen-Binks: They are five elected officials, Henry (Gus) Hawthorn, Board President, Julie A. Ramos, Clerk, Laura Abernathy Mancha, Alternate Clerk, Kathleen (Kathy) Binks, Board Member and BarBara L. Chavez, Board Member. You can find their e-mail addresses on our District web page and are more than welcome to e-mail them. www.fusd.net

PQ: With two of the models, it states that the principal will be replaced, does this apply to us?
Mrs. Olsen-Binks: No. If change of principal has been less than two years then the principal will not be replaced. We need consistency. Mrs. Griggs is a strong leader.

PQ: What is the timeline?
Mrs. Olsen-Binks: Timeline was presented on powerpoint. (Attached)

PQ: When is the Board meeting?
Mrs. Olsen-Binks: Wednesday, April 21st at the District office JDP center

PQ: How did Summit and Kaiser get removed from the list?
Mrs. Olsen-Binks: Certain criteria was changed and they were part of a waiver.

PQ: What model would you chose?
Mrs. Olsen-Binks: A school's atmosphere is important. It is not smart to close a school. With charter schools it is unfair because they get flexibility but they are still on the list. We need to keep A. B. Miller here. We need to support our teachers. The transformation model is what she would choose. Our parents' opinions are most important. Another meeting will need to take place with more data with different break downs. Parent involvement is very important.

PQ: Why are our scores so low?
Mrs. Olsen-Binks: A.B. Miller has had a lot of principal turnovers.

PQ: Why was it so hard to get a principal?
Mrs. Olsen-Binks: With all the principal turnovers, it wasn't steady for the staff. There was a lot of change taking place. We picked Mrs. Griggs because she is a strong person that works hard.

PQ: A. B. Miller has been a five star school, what can we do to get there again?
Mrs. Olsen-Binks: We have to look at what we have now and go from there.

PQ: Can we look at the four models again?
Mrs. Olsen-Binks: Powerpoint was turned on and the four models were discussed.

PQ: If the school is closed, who determines where student go?
Mrs. Olsen-Binks: New boundaries will be put in place.

PQ: With the transformation model, will a plan be put in place?
Mrs. Olsen-Binks: Yes, we have to get the parents input so it can be presented to the Board. Program improvement is new to high school. We have had it in elementary and middle school levels; this is the first for Fontana Unified to have it in high school.

PQ: We won't see change until 2011-2012 school year because the money will not be available until after the 2010-2011 school year starts.
Mr. Duenas: We can't depend on the money because we don't know how much we will get. The money will not make a difference, it is what is going on in the classroom. For example, what the students are learning in the classroom is what will prepare them for the future.

*Herald News guy: If the transformation model is picked, is the Board able to modify the model?
Mrs. Olsen-Binks: No, we can't modify it.

*Mrs. Olsen-Binks: Change is difficult, if teacher are unwilling to participate in change they will need to transfer. It is going to take a lot of cooperation and collaboration for what is going to happen at A. B. Miller. We have to be smart in what we are doing. We have to be committed for change.

*PQ: What kind of things will be put into place for those teachers who are not going to transfer or don't want to change?
Mrs. Olsen-Binks: We have to support our teachers. They have to be shown, coached on how to work together and improve as an entire school.

*PQ: What kind of flexibility comes into play with transformation?
Mrs. Olsen-Binks: With curriculum, we can go outside of what the District says and are able to modify it. We will be able to bring other teachers onto campus to help our students. For example, if we have a student that is reading at a third grade level, we will have an elementary teacher come in to help.

*PQ: What is a charter school?
Mrs. Olsen-Binks: We have to apply to become a charter school with the Board of Education. The Board of Education will have to approve the application but there will be a lot of

questions on how the money they give us will be used. It will then have to be approved by the state.

*PQ: What is extended learning time?
Mrs. Olsen-Binks: This means we can have an intervention/enrichment period during the day. If we are going to increase the school day it has to be meaningful.

*PQ: Will Jurupa Hills HS's block schedule be looked at?
Mrs. Olsen-Binks: Yes, we have staff looking into that.

*PQ (Spanish): Where will Summer school be held?
Mr. Duenas: Summer school will be held at Kaiser High School.

*PQ (Spanish): Will they provide classes for remedial or core?
Mr. Duenas: The students have to sign up with their counselors for Summer school.

*PQ: Why doesn't the high school receive title I money?
Mrs. Olsen-Binks: It all depends on free-reduced lunch. At the elementary and junior high levels the parents are well informed and involved with returning forms. At the high school level we have a low return rate.

*PQ: Will there be a change in the school hours?
Mrs. Olsen-Binks: We have such a large District we have to look at transportation hours and such. We can adjust A. B. Miller's hours if the plan calls for it.

*PQ: On the District web page it shows that the District is going on single track, why is that?
Mrs. Olsen-Binks: We have new schools being built so we have more room for the students. There are families with children on different tracks and this causes problems when it comes to planning vacations. Lastly, it is a cost saving to the District.

*PQ: How is it that Fontana High School was low in their test scores and now their scores are high?
Mrs. Olsen-Binks: Fontana High and A. B. Miller High have very different atmospheres and cultures.
Ms. MacKinney: Also, Fontana High still has low scores they have just shown an improvement over the past years. Their scores are still lower than A. B. Millers.

*PQ: Does Fontana High have the same curriculum as A. B. Miller?
Mrs. Olsen-Binks: Yes, they do have the same curriculum.

*Vanessa Williams, parent: She didn't know that this meeting was going to be about all this. She thought the school would be receiving money and they wanted the parents present to let them know where it would be spent. She is glad that she came because this meeting

was very informational. She stated that Mrs. Olsen-Binks did a great job and she was very thorough with the information presented.

*Mrs. Olsen-Binks: When you leave please remember the following:

1. Call the Superintendent's office and provide your information to leave your opinion with the Board of Education.
2. E-mail the Superintendent.
3. Drop/send your information with your child to Mrs. Griggs' office.
4. Go to the Board meeting
5. Leave your card here at the meeting and it will be presented to the Board at the Board meeting.

*BarBara L. Chavez, Board Member (Spanish): If any parents have any questions, please feel free to call her. She will be more than happy to answer any questions.

7:50 Community Meeting Adjourned

Community Meeting 6/13/2010

Name	Address/Phone Number	Affiliation

Comments:

Ema Moreno 7612 Alder Ave Fontana Ca (909) 518-0840 Parent

Comments: Transformation Model: it is better because the students will be in classroom where there is many students and if things are not going well now they will get worst. The solution is to improve the school and find harmony between la school and the community as well as parents. We want the school to stay open, the only thing we have to do is face the issues and find a solution before we give up. Education will be worst is we ignore the problem. The Transformation Model is the best solution.

Alicia Castillo 16251 San Jacinto Ave. Fontana 92336

Comments: I do not want A.B. Miller to close down. Please, we have to work so A.B. Miller can succeed.

Angelica Garcia 7735 Sewell Drive Fontana CA 92336

Comments: School should start at 7:30 end at 2:30: others high schools are this way.

1. Make a carnaval. So parents could be more awared; of thise meeting. 2. On the phone>make it different the announcement; so parents could make more attention. I see the students at the office wen student came late; 7:20 they don't make it is frustrated. The principal wanted go home early on the freeway. The was stupid ideas of a principal that is was here along time ago. Know his gone. Change the hour schedule please.

Lorenzo Leyva (909) 820-4142

Comments: I heard about Oleander school and I want you to know that I was at that school the moment in which the principal came to oleander this school was at a very low level. What I noticed was the way this lady felt into place at the school. She got involved with teachers and staff and students. And something very important she got involved with parents in a way that the next year was speaking Spanish. That has to do with that the biggest part of this community is Spanish speaking. We need to communicate with the principal and teachers. I saw the change at Oleander with my girls. One of them is here at A.B. Miller.

Community Meeting 6/13/2010

Name Address/Phone Number Affiliation
Comments:

Lorenzo Leyva

Comments: I believe that at A.B. Miller the staff is good we only need to find the way that it works better and this can be done working more with the teachers and also with the students doing their work. Homework, discipline and the work of communication with the parents. This is important for all of us here. Our kids are the future. A future without education is going backwards. Nobody wants to move back.

Lorenzo Leyva (909) 820-4142

Comments: The students should continue at their school. Nobody would want to be moved from their school. I believe that by doing this, we would move backwards and the level would decrease more. We need to motivate them, invite them to bring their school back to the level it was before. Do not believe in changes. Principal needs to stay here. You have already said that there were many changes and this affects in any home. More so in a school like A.B. Miller. Need to change the work we work throughout the school, principal and teachers and students and involve parents more.

Sonia Esther Navarro and Brandon Tamayo 9388 Palmetto Ave Fontana CA/ Parent and Student

(909) 350-8376 and (951) 534-2551

Comments: I believe that this school is one of the best schools because my sister is here and her name is Maria Chavez. My sister says that this school is strict but that is what makes it a better school because it is strict for the student and makes the student better with the teacher and for themselves as well. Me as a mom caught my attention because I have very good references from A.B. Miller High School. I was given the choice for my son Brandon Tamayo to go to A.B. Miller, Jurupa or FOHI and I chose the best that I think is better.

Maria Reyes 17361 Seville Ct. (909) 574-2870

Comments: I would like for you to have more parent meetings.

Community Meeting 6/13/2010

Name Comments:	Address/Phone Number	Affiliation
Antonia Silva	7040 Dawn Way (909) 275-3044	

Comments: Transformation

Ana Ramirez	7970 Elwood Ct. (909) 355-9654 or (909) 574-4995	

Comments: that there are more trained teachers, that there are more tutoring classes and summer school. For the principal to motivate more so the students also have more motivation for students in sports and for teachers to be more conscientious.

Rosa Gonzalez	(909) 357-4208	

abm: mgp

Attachment

xi.13

4/13/10 Power Point from Community Meeting

Attachment xi.13
4/13/10 Power Point from Community Meeting

AB Miller High School

Community Meeting

April 13, 2010

Persistently Low Achieving Schools

- As part of the regulations associated with the American Recovery & Reinvestment Act (ARRA), School Improvement Grant (SIG), Race to the Top (RTTT), and Senate Bills X5.1and X5.4, California must identify the lowest achieving schools and implement a school intervention model to improve performance

Identification Criteria

- The State in accordance with Federal guidelines creates the methodology of selecting the schools.
  - AYP proficiency average for last 3 years
  - 50 points in API over last 5 years.
  - Below a 60% graduation rate.

- The lowest 5% of schools are identified in 3 tiers of identification.

Three Tiers of Identification

- Tier I
  - Those schools receiving Title 1 monies who meet the guidelines.
- Tier II
  - Those schools not receiving Title 1 monies who meet the guidelines.
- Tier III
  - Those schools who are not in Tier I or II, but do not have a 60% graduation rate.

A. B. Miller High School

- AYP Proficiency average for last 3 years - 36.45%
- API over last 5 years
  - 2004-2005: 0
  - 2005-2006: -21
  - 2006-2007: +19
  - 2007-2008: 0
  - 2008-2009: -6
  - Total Growth: -8

What Does this Mean?

- We must adopt one of four models for school improvement.

School Intervention Models

- Turnaround: remove Principal and Staff, rehire no more than 50% of original staff, adopt a new governance structure, implement a research-based instructional program aligned to the State Standards, increase learning time
- Restart: school is closed and reopens as a charter school, operated by an approved State Charter Operator
- School Closure: school is closed and students enroll in a higher achieving FUSD school
- Transformation: remove Principal, improve teacher and school leader effectiveness, increase learning time, institute instructional reform, create a community- oriented school, provide operational flexibility

When Do We Have to Do This?

- If we adopt for the 2010-11 year we are eligible for between $50,000 and $2,000,000 in Federal funding each year for three years.
- If we adopt for the 2011-12 year we are not promised to receive any funding, but we still must restructure.

Next Steps

- We are researching all four options
- We are obtaining input from all stakeholders
  - Community, SSC, ELAC, Teachers, Staff, Parents, Students, Board Members, District personnel.
- Complete School Improvement Grant (SIG)
- We must obtain Board approval prior to submitting our application

Time Line

- February 25: Email from CDE that the PLAS list would be released in March
- March 3: FUSD notified by CDE
- March 5: Conference Call – Federal, State, County, District
- March 8: List Released to Public
- March 11: State Board Meeting – Criteria Approved
- March 16 & 17: CAHSEE Testing
- March 17: Conference Call – Federal, State, County, District ...FUSD Board Presentation
- March 22-26: Spring Break
- April 6: District Receives Draft of Application
- April 7: Superintendent Begins Negotiations with FTA ...Superintendent Address to Faculty and Staff

•April 8 & 9: Administration Intervention Training

•April 12 : SIG Team Meeting

•April 12 & 13: Community Meetings

•April 12-16: CST Testing

•April 21: Public Hearing, Board Presentation and Vote

•May 19: Application, MOU's, and plan submitted for Board approval

•June 1: Application submitted to CDE

•August 1: Preliminary approval from CDE

•August 10: Key elements must be in place

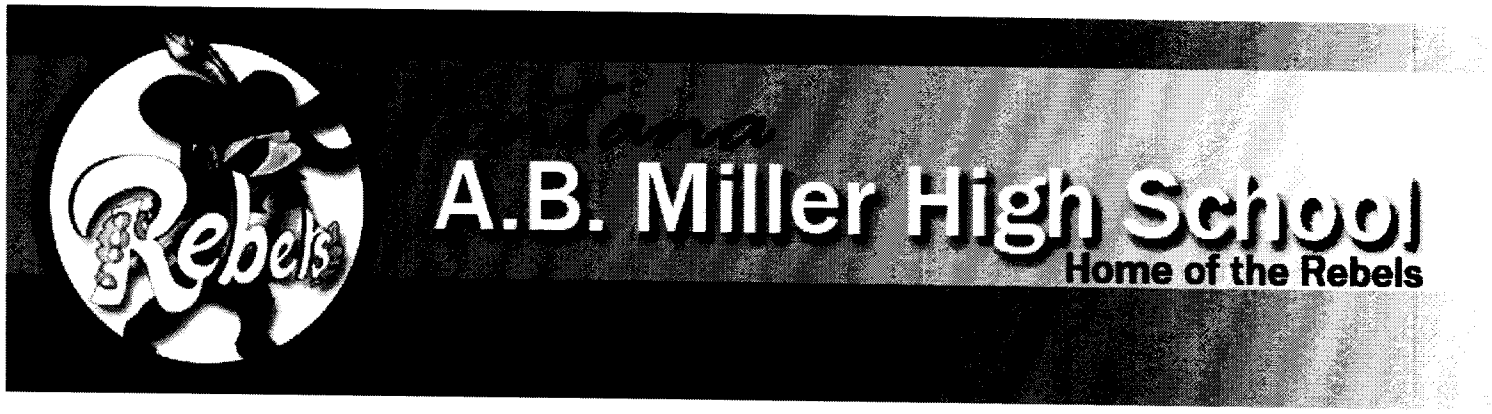
•October 1: Revised plan submitted to State

•Fall 2010: Funding begins to arrive at District.

Questions and Comments

www.fusd.net

www.cde.ca.gov

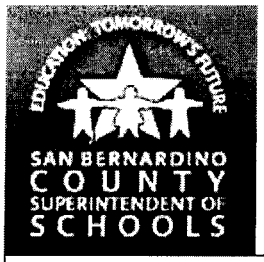


Attachment

xi.14

4/16/10 LEA and School Adminitration attended County SIG Info Meeting

Attachment xi.14
4/16/10 LEA and School Administration attended County SIG Info Meeting



Teach them well, Keep them safe
Prepare them for the future *Welcome*

Home | Scheduled Events | Event Directory

Home : Scheduled Events : Event Detail

SIG & Tier I-III Informational Meeting
Apr 16, 2010

This is an information meeting for districts and schools to clarify some of your questions regarding SIG and the Tier I-II-III lists on Friday
afternoon April 16th from 1-3 pm at the Support Center. We know that many districts have questions and we will provide time for sharing and
discussion.

Topics to be covered:

1. Tier I-II-III lists

2. The SIG application

3. The 4 required models

4. Time to discuss, ask questions and share

Event Details:

Title: SIG & Tier I-III Informational Meeting

Date(s): Apr 16, 2010

Time: 1:00 pm - 3:00 pm

Audience: Assistant Supts., district personnel, and other district administrators

Facilitator(s): Sharon Corkrum
Deidra Price

Included: Materials

Price: There are no fees associated with this event.

Location: Other

,
Map | Driving Directions
Note: Support Center
4595 Hallmark Parkway
San Bernardino Ca, 92407
Maps and Directions

Contact: Linda Cowell
linda_cowell@sbcss.k12.ca.us

Register:
Registration Closed

Sponsor:
District Accountability Support

Search Scheduled Events:

☐ **Search Title and Description**

Search Events

P: (909) 386-2657

Organization Management System (OMS)
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Web Site Requirements

Powered By CTAP Region 10

Attachment

xi.15

4/19/10 SIG Meeting

Attachment xi.15
4/19/10 SIG Meeting

School Improvement Grant Meeting

A B Miller High School

April 19, 2010

2:30 pm-3:30 pm

1. Norms---10 minutes
2. Superintendent's Expectations—10 minutes
3. Review of last two meetings—10 minutes
4. Discussion of extended time for learning/intervention---15 minutes
5. Plan outline of extended time intervention—10 minutes
6. Planning for Thursday—5 minutes

Attachment

xi.16

4/21/10 Board Meeting

FONTANA UNIFIED SCHOOL DISTRICT
www.fusd.net

BOARD OF EDUCATION MEETING AGENDA

DATE: April 21, 2010
TIME: 5:00 p.m. (Closed Session)
6:00 p.m. (Open Session)
PLACE: John D. Piazza Education Center
9680 Citrus Avenue, Fontana, California 92335

NOTICE TO THE PUBLIC: Persons wishing to speak to the Board of Education regarding any item on the agenda or during the opportunity for public comment are requested to fill out a "Registration Card to Address the Board" available on the tables in the foyer and adhere to the instructions therein.

Individuals who require disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent or designee in writing at least two days before the meeting date. *(Board Bylaw 9320)*

I CALL TO ORDER

II ADOPT AGENDA

Motion made by ____ seconded by ____ vote ____

CLOSED SESSION

III OPPORTUNITY FOR PUBLIC COMMENT

The Governing Board welcomes and encourages public comments. Members of the public commenting on items on this closed session agenda are asked to limit their comments to five (5) minutes so that as many as possible may be heard. *(Education Code §35145.5, Government Code §54954.3)*

A. LIABILITY CLAIMS

With respect to every item of business to be discussed in Closed Session pursuant to Government Code §54956.95:

1. Claimant: Esther Rodriguez

   Agency Claimed Against: Fontana Unified School District

B. LABOR RELATIONS

With respect to every item of business to be discussed in Closed Session pursuant to Government Code §54957.6:

2. Conference with Labor Negotiator

   Agency Designated Representative: Yolanda Mendoza

   Employee Organization(s): Fontana Teachers Association
   Police Officers Association
   United Steelworkers Local 8599

C. PERSONNEL MATTERS

With respect to every item of business to be discussed in Closed Session pursuant to Government Code §54957:

3. Public Employee Discipline/Dismissal/Release

D. STUDENT MATTERS

With respect to every item of business to be discussed in Closed Session pursuant to Education Code 48900, et seq.:

4. Consideration of Student Discipline

OPEN SESSION

IV REPORT OUT FROM CLOSED SESSION

V PLEDGE OF ALLEGIANCE

VI MINUTES OF PREVIOUS MEETING
(Corrections, Deletions, Additions, Approval)

5. The Superintendent recommends that the Board of Education approve the March 29, 2010 meeting minutes and the April 7, 2010 meeting minutes (Ref. A). DISCUSSION and/or ACTION

Motion made by ____ seconded by ____ vote ____

VII RECOGNITIONS / PRESENTATIONS

6. County History Day and Science Fair Winners

7. Intervention / Suspension / Expulsion Process

VIII PARENT REPRESENTATIVE COMMENTS – District English Learners Advisory Council

IX OPPORTUNITY FOR PUBLIC COMMENT

At this time, members of the public may address the Board on items not on the agenda. When called for comment, please state your name at the podium and limit your remarks to five (5) minutes.

Speakers are cautioned that under California law no person is immune from liability for making intentionally false or defamatory comments regarding any person simply because those comments are made at a public meeting.

X BARGAINING UNIT REPRESENTATIVES COMMENTS

XI DISCUSSION/ACTION SESSION

Each district division with items for Board action, first reading, and second reading are listed in this section of the agenda. An individual motion will be taken on each item. Agenda materials that have been distributed to the Board less than 72 hours before each meeting will be available for public inspection at the address listed on the first page of this agenda during regular business hours, 8:00 a.m. to 5:00 p.m. Monday through Friday (holidays excepted).

A. SUPERINTENDENT

8. Public Hearing (Ref. B) — PUBLIC HEARING

Public hearing related to the most appropriate state-mandated school improvement model for Fontana A. B. Miller High School and Fontana Unified School District as submitted in Reference B of the agenda.

Motion to close the public hearing at ___ p.m.
Motion made by ____ seconded by ____ vote ____

9. Discuss and Approve School Intervention Model (Ref. B) — DISCUSSION and/or ACTION

The Superintendent recommends that the Board of Education consider all four state-mandated school improvement options for Fontana A. B. Miller High School and vote on the most appropriate for Fontana Unified School District as submitted in Reference B of the agenda.

Motion made by ____ seconded by ____ vote ____

B. INSTRUCTIONAL SERVICES

10. Adopt Resolution (Ref. C)

DISCUSSION and/or ACTION

The Superintendent recommends that the Board of Education adopt Resolution No. 10-28 recognizing the designation of May 12, 2010, as "School Nurse Day" as submitted in Reference C of the agenda.

Motion made by ____ seconded by ____ vote ____

11. Ratify Contract (Ref. D)

DISCUSSION and/or ACTION

The Superintendent recommends that the Board of Education ratify Contract No. 10-114 Head Start Program in the amount of $50,120.00, for approved contract projects in the Early Education Department for the 2009-2010 school year as submitted in Reference D of the agenda.

Motion made by ____ seconded by ____ vote ____

12. Approve Contract Increase (Ref. E)

DISCUSSION and/or ACTION

The Superintendent recommends that the Board of Education approve an increase to the Master Contract with Applied Behavior Consultants, Inc., a nonpublic nonsectarian school/agency due to placement of additional students with exceptional needs, increase of $25,000.00, new contract sum $60,000.00, as submitted in Reference E of the agenda.

Motion made by ____ seconded by ____ vote ____

13. Adopt Second Reading Policies (Ref. F - H) DISCUSSION and/or ACTION

The Superintendent recommends that the Board of Education adopt the second reading of revised Board Policies as submitted in References F through H of the agenda.

Motion made by ____ seconded by ____ vote ____

13.1 BP 6146.7, Adult School Graduation Requirements (Ref. F)

13.2 BP 6158, Independent Study Program (Ref. G)

13.3 BP 6200, Adult Education (Ref. H)

14. Approve AHP Findings (Ref. I - K) DISCUSSION and/or ACTION

The Superintendent recommends that the Board of Education approve findings of the Administrative Hearing Panel related to student expulsions as submitted in References I through K of the agenda.

Motion made by ____ seconded by ____ vote ____

14.1 Expel student(s) from the Fontana Unified School District pursuant to Education Code violations. (Ref. I)

Student #	EC 48900	EC 48915
179085	(c),(k)	(a3),(b1),(b2)
155438	(c),(k)	(a3),(b1)
981573	(c),(k)	(a3),(b2),(c3)
991788	(c),(k)	(a3),(b1),(b2),(c3)

14.2 Expel and suspend the expulsion of student(s) from the Fontana Unified School District pursuant to Education Code violations. (Ref. J)

Student #	EC 48900	EC 48915
160676	(b),(k)	(a2),(b2)
6017613	(c),(k)	(b2)
107915	(b),(k)	(a2),(b2)
6006861	(c),(k)	(a3),(b2)

14.3 Expel and suspend the expulsion for the remainder of 2009-10 spring semester of student(s) from the Fontana Unified School District pursuant to Education Code violations. (Ref. K)

Student #	EC 48900	EC 48915
108428	(b),(c),(j),(k)	(a2),(b2)
991732	(b),(k)	(a2),(b2)
989401	(b),(g),(k)	(a2),(b2)

C. BUSINESS SERVICES

15. Public Hearing (Ref. L) PUBLIC HEARING

Public hearing related to the Preliminary Environmental Assessment (PEA) for proposed Elementary School No. 29 as submitted in Reference L of the agenda.

Motion to close the public hearing at ___ p.m.
Motion made by ____ seconded by ____ vote ____

16. Approve Agreement (Ref. M)

DISCUSSION and/or ACTION

The Superintendent recommends that the Board of Education approve an agreement with Glumac to provide Leadership in Energy and Environmental Design (LEED) commissioning services for Elementary School No. 29 located at Alder and Merrill Avenues, at a total cost not to exceed $83,000.00, plus a contingency of $5,000.00, plus reimbursables, effective March 17, 2010 to December 31, 2013 as submitted in Reference M of the agenda, and authorize the Deputy Superintendent of Business Services to sign the necessary documents.

Motion made by ____ seconded by ____ vote ____

17. Award Bid (Ref. N)

DISCUSSION and/or ACTION

The Superintendent recommends that the Board of Education award Bid No. 09/10-1326, Purchase of Translator/Speaker Systems for School Sites to Talk Technologies, Inc., for a total cost of $137,935.08 as submitted in Reference N of the agenda, and authorize the Director of Purchasing to sign the necessary documents.

Motion made by ____ seconded by ____ vote ____

18. Public Hearing (Ref. O)

PUBLIC HEARING

Public Hearing on 5-year contract, beginning July 1, 2010 with Coca-Cola Bottling Company of Southern California as submitted in Reference O of the agenda.

Motion to close the public hearing at ___ p.m.
Motion made by ____ seconded by ____ vote ____

19. Approve Contract (Ref. O) — DISCUSSION and/or ACTION

The Superintendent recommends that the Board of Education approve a 5-year contract beginning July 1, 2010 with Coca-Cola Bottling Company of Southern California for beverage vending machine services throughout the District as submitted in Reference O of the agenda.

Motion made by ____ seconded by ____ vote ____

D. HUMAN RESOURCES

20. Approve Personnel Recommendations (Ref. P) — DISCUSSION and/or ACTION

The Superintendent recommends that the Board of Education approve personnel recommendations as submitted in Reference P of the agenda.

Motion made by ____ seconded by ____ vote ____

E. OTHER

21. Board Budget (Ref. Q) — DISCUSSION and/or ACTION

This item is provided for the Board of Education to review their budget as provided under separate cover and take action to sweep any funds determined to be appropriate, same as all other divisions in the district, as submitted in Reference Q of the agenda.

Motion made by ____ seconded by ____ vote ____

XII CONSENT CALENDAR ACTION SESSION: All matters listed under the Consent Calendar are considered by the Board of Education to be routine and will be enacted in one motion. There will be no discussion of these items prior to the time the Board considers the motion unless members of the Board, the administrative staff or the public request specific items to be discussed and/or removed from the Consent Calendar.

Approve Consent Calendar Items (Ref. R – AA)

DISCUSSION and/or ACTION

The Superintendent recommends that the Board of Education approve Consent Calendar Items as submitted in References R through AA of the agenda.

Motion made by ____ seconded by ____ vote ____

A. INSTRUCTIONAL SERVICES

22. Ratified the purchase of refreshments and/or light snacks for parent meetings the Categorical Programs Department schedules during the 2009-10 school year to non-employees not to exceed $500.00; from Economic Impact Aid/State Compensatory Education Restricted Funds. (Ref. R)

23. Ratified payment to the employees specified by the Department of Staff Development as having attended the professional and staff development group trainings and/or activities numbered 09/10-180, 09/10-181, and 09/10-182, and whose attendance at these trainings and/or activities has been reviewed and certified as correct by the Associate Superintendent of Instructional Services. (Ref. S)

24. Expenditure in the amount not to exceed $1,000.00 for Fontana Middle School to purchase pizza for parents during Family Night at Fontana Middle School on April 29, 2010. (Ref. T)

25. Student Trips (Ref. U)

25.1 Overnight trip for approximately 18 students from the Fontana Unified School District to attend the California State History Day Competition in Pasadena, California, May 6 – 9, 2010.

25.2 Overnight trip for 20 students of Fontana High School to participate in the Every 15 Minutes Program Student Retreat at the Hilton Garden Inn in Fontana, California, April 22 - 23, 2010.

25.3 Ratified an overnight trip for 20 students of Fontana High School who attended the 2010 California State Thespian Festival in Ontario, California, March 26 – 28, 2010.

25.4 Out of state trip for six students of Alder Middle School to travel to Washington, D.C. for an educational tour through Smithsonian Student Travel, June 19 – 25, 2010.

25.5 Overnight trip for 85 students from Date Elementary School to attend Outdoor Science School in Running Springs, California, May 14 - 21, 2010.

B. BUSINESS SERVICES

26. Claim submitted by Jean Mohelski, in the amount of $552.60, as recommended by the Fontana Unified School District Risk Management Department. (Ref. V)

27. Notice of Completion for Removal, Replacement, and Addition of Rooftop HVAC Units to Include Structural and Electrical Upgrades at Oleander Elementary School, completed by Arrowhead Sheet Metal, under Bid No. 08/09-1292, on March 22, 2010. (Ref. W)

28. Budget transfers (Ref. X)

GENERAL FUND (01)

Batch#	1259	Insurance Refunds
	1271	Increase Allocation – Misc. General Funds
	1287	Increase Allocation – Special Ed Reading For The Blind
	1293	Increase Allocation - Special Education IDEA Basic Local Assistance Entitlement / Decrease Allocation - Special Education IDEA Local Assistance

ADULT ED FUND (11)

Batch#	1265	Increase Allocation

CHILD NUTRITION FUND (13)

Batch#	1262	Increase Allocation – ARRA Equipment Assistance Grant

29. Payment registers (Ref. Y)

General Fund (01)

3033	3034	3035	3036	3040	3041	3042	3046
3047	3048	3049	3050	3051	3052	3053	3054
3055	3057	3058	3063	3064	3065	3066	3067
3068	3069	3070	3071	3072	3073	3074	3075
3076	3084	3085	3086	3087	3088	3097	3098
3099	3100	3101	3102	3103	3104	3174	3175
3177	3178	3179	3181	3184	3185	3190	3191
3192	3193	3194	3202	3203	3207	3208	3209
3210	3212	3213	3214	3215	3216	3217	3218
3221	3237	3238	3240	3242	3243	3245	3247
3248	3249	3251	3252	3256	3258	3259	3260
3261	3262	3263	3269	3270	3271	3272	3273
3274	3275	3281	3282	3283	3284	3294	3295
3296	3297	3298	3308	3309	3310	3311	3313
3314	3320	3321	3322	3323	3326		

Adult Education Fund (11)

3037	3043	3059	3083	3095	3176	3180	3195
3257	3276	3299	3315	3319			

Child Development Fund (12)

3039	3044	3060	3077	3078	3079	3080	3081
3082	3091	3092	3096	3105	3106	3196	3197
3198	3199	3205	3211	3220	3231	3239	3246
3250	3253	3254	3255	3267	3278	3280	3285
3287	3293	3300	3301	3306	3307		

Child Nutrition Fund (13)

3029	3030	3031	3182	3186	3187	3188	3189
3244	3277	3302	3303	3304	3305	3316	

Deferred Maintenance Fund (14)

3061	3062	3089	3107	3183	3204	3219	3279
3286	3325						

29. Building Fund (21) (Ref. Y) continued

3038 3129 3130 3131 3132 3133 3134 3135
3136 3137 3138 3139 3140 3141 3142 3143
3144 3145 3146 3147 3148 3149 3150 3151
3152 3153 3154 3155 3156 3158 3159 3160
3161 3164 3167 3168 3171 3172 3173 3222
3223 3224 3225 3226 3227 3228 3266 3288
3289 3290 3291

Capital Facilities Fund (25)
3090 3108 3109 3110 3157 3200 3268 3312
3318

School Facilities Fund (35)
3111 3112 3113 3114 3115

Special Reserve Fund (40)
3162

Cash for Component Units Fund (48)
3116 3117 3118 3119 3120 3121 3122 3123
3124 3125 3126 3127 3128 3163 3165 3166
3169 3170 3229 3230 3232 3233 3234 3235
3236 3264 3265 3292 3324

Worker's Compensation Fund (67)
3032 3045 3056 3093 3094 3201 3206 3241
3317

C. HUMAN RESOURCES

30. Ratified Contract with California Baptist University to provide student teaching experience within district schools, no cost involved, effective January 1, 2010 through January 1, 2015. (Ref. Z)

D. OTHER

31. Donations (Ref. AA)

Mr. Dennis Obregon of Obe and Sons, Inc. donated Old Navy gift cards totaling $200.00 to Henry J. Kaiser High School for California State Testing (CST) promotions

Macy's West G.I.F.T. donated $72.00 to Cypress Elementary School

The Hemlock Parent Teacher Association (PTA) donated $2,400.00 to Hemlock Elementary School

Edison International donated $180.00 to Virginia Primrose Elementary School

S and P Vending donated $20.00 to Sierra Lakes Elementary School

XIII CORRESPONDENCE

XIV SUGGESTIONS AND COMMENTS BY ADMINISTRATORS

XV SUGGESTIONS AND COMMENTS BY BOARD MEMBERS

XVI SUGGESTIONS AND COMMENTS BY SUPERINTENDENT

XVII ADJOURNMENT

32. Board President Hawthorn adjourned the meeting at ___ p.m. DISCUSSION and/or ACTION

Motion made by ____ seconded by ____ vote ____

The next regularly scheduled meeting will be held on Wednesday, May 5, 2010

Attachment

xi.17

4/21/10 Models presented to Board

Attachment xi.17
4/21/10 Models Presented to Board

School Intervention Model Selection Miller High School

April 21, 2010

Legislative Background

- As part of the regulations associated with the American Recovery & Reinvestment Act (ARRA), School Improvement Grant (SIG), Race to the Top (RTTT), and Senate Bills X5.1and X5.4, California must identify the lowest achieving schools and implement a school intervention model to improve performance

Identification Criteria

Miller High School

- AYP proficiency average for last 3 years
  - 36.45
- 50 points in API over last 5 years
  - 2004-2005: 0
  - 2005-2006: -21
  - 2006-2007: +19
  - 2007-2008: 0
  - 2008-2009: -6
  - Total Growth: -8

School Intervention Models

- School Closure
- Restart
- Turnaround
- Transformation

School Closure

- School is closed and students enroll in a higher achieving FUSD school

Restart

- School is closed and reopens as a charter school, operated by an approved State Charter Operator

Turnaround

- Remove Principal and Staff
- Rehire no more than 50% of original staff
- Implement Instructional Reform

Transformation

- Remove Principal
- Implement Instructional Reform

Transformation & Turnaround

- Improve Teacher & School Leader Effectiveness
  - Professional Development
  - Evaluation Tool
  - Teacher Incentives
  - Teacher Removal

Transformation & Turnaround

- Institute Instructional Reform
  - Implementation of research-based curriculum
  - Regular use of data to identify student needs
  - Implementation of RTI
  - Increasing rigor to prepare students for college and careers
  - Increase graduation rates

Transformation & Turnaround

- Increase Learning Time
  - Instruction in core academic subjects to master standards
  - Instruction in electives that provides enrichment
  - Collaboration time for teacher planning and professional development

Transformation & Turnaround

- Create a Community-Oriented School
  - Increase involvement of parents and community to support student achievement
  - Partnerships to create safe school environments
  - Coordinate with local agencies to meet family needs
  - Develop and enhance student connectedness to schools

Transformation & Turnaround

- Provide Operational Flexibility
  - Selection of Staff
  - Budgeting
  - Instructional Time
  - Technical Assistance

Time Line

- February 25: Email from CDE that the PLAS list would be released in March
- March 3: FUSD notified by CDE
- March 5: Conference Call - Federal, State, County, District
- March 8: List Released to Public
- March 11: State Board Meeting - Criteria Approved
- March 16 & 17: CAHSEE Testing
- March 17: Conference Call - Federal, State, County, District ...FUSD Board Presentation
- March 22-26: Spring Break
- April 6: District Receives Draft of Application
- April 7: Superintendent Begins Negotiations with FTA ...Superintendent Address to Faculty and Staff
- April 8 & 9: Administration Intervention Training
- April 12: Site SIG Team Meeting
- April 12 & 13: Community Meetings
- April 12-16: CST Testing
- April 16: County SIG Training
- April 18: SIG Work Session
- April 21: Public Hearing, Board Presentation and Vote
- May 19: Application, MOU's, and plan submitted for Board approval
- June 1: Application submitted to CDE
- August 1: Preliminary approval from CDE
- August 10: Key elements must be in place
- October 1: Revised plan submitted to State
- Fall 2010: Funding begins to arrive at District.

Attachment

xi.18

4/22/10 SIG Meeting

Attachment xi.18
4/22/10 SIG Meeting

School Improvement Grant Meeting

A B Miller High School

April 22, 2010

8:00 am-3:00 pm

1. Review of agenda---5 minutes
2. Norms---10 minutes
3. Board Decision Last Night—15 minutes
4. Break Out Sessions 8:30 –9:30

   Bell Schedules---office

   Pacing Examinations--upstairs
5. Break---15 minutes—reconvene at 9:45 am
6. Break Share Out---9:45 am office---whole team
7. 10:20 am Break Out Regroup---Bell Schedules to calculate instructional minutes
8. 11:00 am Share out whole team---office
9. 11:30 am – Lunch/Break/Department Share
10. 12:30 Reconvene—office
11. Breakout Groups

    Evaluations---office

    Family Engagement---upstairs
12. 2:00 Report out---whole team---office
13. 2:30 Whole team discussion "Rewards"
14. 2:50—Plan to Plan

Special Education

Attachment

xi.19

4/22/10 SIG Update

Attachment xi.19
4/22/10 SIG Update

SIG Committee Up Date Thursday

Heather L. Griggs

Sent: Thursday, April 22, 2010 4:05 PM

To: Miller Staff

Cc: Cali L. Binks; Oscar Duenas; Kimberly M. MacKinney; Kelly E. Willis; Alejandro Alvarez

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After a long day of working, our team has made some good progress in four areas today. Please remember many of these items are negotiable and nothing is in stone. We are attempting to share our progress, gather your input and work together towards a final draft. We believe that this process must be open and transparent as we come to our proposal. We invite you to discuss these items for input with our team members.

1. Two samples of **bell schedules** should be available by Friday afternoon. It looks like a 7 period day beginning at 7:30 am and ending 3:00 pm. We are looking at switching announcements to first period. Please see your committee for details.

2. We examined **benchmarks, pacing guides and State standard** blue prints for the four core areas. Each department appeared to be at varied alignment.

- **English:** It appears that the benchmarks and pacing guide match well with the standards, however the textbook is lacking in info text material which is approximately 25% of the CST's. Our recommendation is replacing the text. Common assessments need to be put into OARS.
- **Math:** It appears that benchmarks and pacing match well with the standards as well as the text. Common assessments need to be continued to be put into OARS.
- **Science:** It appears that benchmarks and pacing match well with the standards as well as the text. Common assessments need to be put into OARS.
- **Social Science:** It appears that there is a mismatch between the standards and the pacing guide as well as the benchmarks. This will require significant modification. Common assessments need to be put into OARS.

3. We have an outline for **family involvement**. One key is that we will calendar the activities over the next three years---using the philosophy that if it is planned it gets done. We are looking at parent workshops sponsored by departments as well as parent trainings in drugs/discipline/due process/gangs and helping their child succeed in school. Another key item is that we must uniformly communicate through the use of Zangle grade book, teleparent and even report card distribution.

4. The **SIG teacher evaluation** piece will be one of our most difficult tasks. We must meet the requirements of the grant, maintain the contract evaluation and come to an agreement. I am proud to say, we all appear to be on the same page. We will work towards an objective instrument that is separate from the district instrument. We will continue to work on this on Saturday.

I am so proud of our progess. Moises and I will be drafting portions of the application tomorrow. We will be typing at our desks, please stop by and chat with us or the committee. We want to hear from you.

Heather, on behalf of the SIG Committee.

Attachment

xi.20

4/26/10 SIG Update

Attachment xi.20
4/26/10 SIG Update

SIG update

Heather L. Griggs

Sent: Monday, April 26, 2010 4:28 PM

To: Miller Staff

Your SIG committee is hard at work. Saturday we were able to hammer out a rough draft of our evaluation tool and create a list of parent/community events. Today I met with FTA and FUSD negotiations team and presented the evaluation tool, the extended day as well as began a discussion on compensation. I will be meeting again with them on Wednesday to here feedback from FTA. Thursday is another work day for the SIG Committee where we will look at your feedback on the instructional program, district data and work on areas of the plan where we have not begun discussion on.

I would like to have a voluntary staff meeting on Thursday at 2:45 pm in the theater to discuss the proposed bell schedule, proposed evaluation and proposed compensation. Remembering that nothing is is stone, but I think hearing it directly from admin. and the committee will help clarify rumors that are out there. If you have heard a rumor and would like clarification before Thursday I will be in the office all day on Tuesday.....please stop by and talk.

Heather

Heather Griggs
Principal, A.B. Miller High School
Academics, Arts, Athletics, and Academies
6821 Oleander Ave. Fontana, Ca 92336
(909)357-5800 x10107 (909)357-7680 fax
grighl@fusd.net

DISCLAIMER:
Any views or opinions presented in this communication are solely those of the author and do not necessarily represent those of Fontana Unified School District.

2010 Census
It's Safe, It's Easy, It's Important, and Everyone Counts!

Attachment

xi.21

4/26/10 FTA/FUSD Negotiations

Attachment xi.21
4/26/10 FTA/FUSD
Negotiations

FONTANA UNIFIED SCHOOL DISTRICT (FUSD)
AND
FONTANA TEACHERS ASSOCIATION (FTA)
NEGOTIATIONS

April 26, 2010

AGENDA

1. A. B. Miller School Improvement Grant (SIG)
2. Minimum days for elementary, middle and high school (discussion)
3. MOU for elementary minimum days
4. Rescind Notices and Transfer Requests
5. MOU - High School Notification of Assignment
6. MOU - Extension of Resignation/Retirement Notice for Extended Benefits Eligibility

April 28th
Ben Sam
Chu
Sept 30

Debra.
Robert.
Ed.
Wendy
Tom K.
Curtis

Who is that?

Attachment

xi.22

4/29/10 SIG Meeting

Attachment xi.22
4/29/10 SIG Meeting

School Improvement Grant Meeting

A B Miller High School

April 29, 2010

8:00 am-3:00 pm

1. Review of agenda---5 minutes

2. FTA negotiations update---discussion 2 hours

   80 vs 100 points

   7 period day

   Compensation

   Administrator Walk Thru

   Contract required vote---Article 14.3

3. Break

4. Counselor Evaluations

5. 11:30 am – Lunch/Break/Department Share

6. Breakout Groups

   Evaluations

   Narrative Responses

   Staff Meeting Power Point

7. 2:00 Report out---whole team---office

8. 2:30 -4:00 Staff Meeting

   Evaluations and Increased Time

Attachment

xi.23

4/29/10 SIG Update Staff Meeting

1 **AB Miller SIG Plan**
UPDATE
April 29, 2010
2 **2 Major Issues**
1 Increasing
Instructional
Time
2

SIG
Teacher
Evaluation
3 **Why Those Two Things First?**
- They need to be negotiated
- They are foundational to the plan
- They affect the teachers the most
- If we can conquer those two items we can do anything ☺

4 **SIG Evaluation**
- Not part of your "employment" evaluation
- Will not be placed in the personnel file
- Serves only to evaluate staying at Miller
- The goal is 80 points out of a possible 100
- It is not perfect; it is a work in progress
- It should validate what you do, not intended to play "gotcha"
- Counselors and administrators will have similar evaluations
-

5 **Evaluation Part 1**
Student Growth

- Assessment Analysis------□10 □0
  Benchmark/Unit analysis—not scores, but an analysis and plan
- At Risk Students----------□10 □0
  ID and submit lists to admin/counselors

6 **Evaluation Part 2**
Ongoing Observation/Walkthru
-
- Objectives /plans implementing pacing guides core—pacing guide, elective---semester outline ....□5 □0
- Student engagement..... □5 □0
  90% based on min of 5 walk thrus
- Enforcing school-wide rules ..... □5 □0
  based on min of 5 walk thrus
  (Electronic Devices, hats, ID's and tardies)
- Use of Marzano, SADIE or AVID strategies... □5 □0

7 **Evaluation Part 3**
Professional Collaboration
- Staff meeting attendance ..... □5 □0
  same staff meeting we always have
- Subject specific collaboration ..... □5 □0

1 per quarter on a common prep

- Department meetings ..... □5 □0
  same department meetings once a month
- Professional Development ..... □5 □0
  One per quarter on your prep or after school or other as approved

8 **Evaluation Part 4**
Working with Families and Community

- Attendance to family/community event one per quarter..... □5 □0
  Can be counted towards "hours" for additional compensation
- Attendance to report card pick-up ..... □5 □0
  During minimum days in the gym/café' 2 hours
- Using Zangle Gradebook ..... □5 □0

- Using TeleParent..... □5 □0
  Twice per quarter

9 **Evaluation Part 5**
Professional Duties

- Teacher Attendance ..... □5 □0
  94% attendance: contract exceptions (Jury duty, military service, bereavement, extended illness, dr's excused or as approved)
- Submission of grades on time..... □5
  progress reports and grades
- Taking attendance on a daily basis .... □5 □0
  95 % accuracy – 2 pm pull
- Attendance at IEP meetings ..... □5 □0

10 **2 items being worked on**

- Appeal process
-

- Escape clause for unforeseen circumstances
-

11 **Increasing Learning Time**

1 How long?

2 •

How much?

12

Will 7 minutes more in every class improve student proficiency or will it take an additional math or English course to improve proficiency?

13

1 Schedule 1

- Period 1 7:30 -- 8:33
- Period 2 8:39 -- 9:31
- Period 3 9:37 -- 10:29
- Lunch A 10:29 -- 11:03
- Period 4b 11:09-- 12:01
- Period 4a 10:35-- 11:27

- Lunch B 11:27 -- 12:01
- Period 5 12:07 -- 12:59
- Period 6 1:05 -- 1:57
- Period 7 2:03 -- 2:55

Why 7 periods?

- Transformation model requires interventions during the school day
- Maintains elective classes
- Expands academic enrichment
- Maintain PE athletics
- Lower class sizes (175 academic cap applies)

How will we be compensated?

- That is a negotiated item....
- Minimum ideas:
  - $3,000 given for additional time
  - $1,000 bonus if CAHSEE proficiency or API gains
  - $1,000 optional bonus for community involvement (40 hours) (going to a game, dance, event, program, trip)

If all staff participated that would be approx: $750,000

Next Steps?

- Friday writing day
- Negotiations next week
- Staff meeting Wednesday (staff vote)
- Due to Cabinet May 10th.

Attachment

xi.24

5/3/10 FTA/FUSD Negotiations

FONTANA UNIFIED SCHOOL DISTRICT (FUSD)
AND
FONTANA TEACHERS ASSOCIATION (FTA)
NEGOTIATIONS

May 3, 2010

AGENDA

1. Summit High School Block Schedule MOU
2. A. B. Miller School Improvement Grant (SIG)

Attachment

xi.25

5/3/10 School Site Council Meeting

Attachment xi.25
5/3/10 School Site Council Meeting

A.B. MILLER HIGH SCHOOL
SCHOOL SITE COUNCIL

MEETING AGENDA

Monday, May 3, 2010
Principal's Conference Room
2:45 p.m.

I. **Welcome/Approval of Minutes (Mrs. Bracco)**

II. **School Site Plan/Budget (Mrs. Griggs)**

III. **School Improvement Grant (Mrs. Griggs/Mr. Merlos)**

IV. **Elections (Ms. Baeten)**

V. **College and Career Opportunities (Mrs. Nava)**

VI. **School's Parent Involvement Policy (Ms. Baeten)**

VII. **Parent Involvement Survey Results (Ms. Baeten)**

VIII. **Other (All)**

IX. **Adjournment (Mrs. Bracco)**