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

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

__✔__ 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)

__✔__ Form 3 Narrative Response

__✔__ Form 4a LEA Projected Budget

__✔__ Form 4b School Projected Budget

__✔__ Form 5a LEA Budget Narrative

__✔__ Form 5b School Budget Narrative

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

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

__✔__ Form 8 Waivers Requested **(N/A)**

__✔__ Form 9 Schools to Be Served Chart

__✔__ Form 10 Implementation Chart for a Tier I or Tier II School **(N/A)**

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

PDF processed with CutePDF evaluation edition www.CutePDF.com

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: Orange County		**County/District Code:** 30-66506
Local Educational Agency (LEA) Name Fullerton Elementary School District		**LEA NCES Number:** 0614730
LEA Address 1401 West Valencia Drive		**Total Grant Amount Requested** $3,929,749
City Fullerton	**Zip Code** 92833	
Name of Primary Grant Coordinator Susan Albano	**Grant Coordinator Title** Director, Educational Services	
Telephone Number 714-447-7541	**Fax Number** 714-447-7454	**E-mail Address** susan_albano@fsd.k12.ca.us
CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding. I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.		
Printed Name of Superintendent or Designee Mitch Hovey, Ed.D.		**Telephone Number** 714-447-7410
Superintendent or Designee Signature		**Date**

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

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

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

Name and Signature	Title	Organization/ School	Support Yes/No

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

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

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

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
66506	Fullerton Elementary School District	Mitch Hovey, Ed.D.	
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:	Fullerton Elementary School District
Authorized Executive:	Mitch Hovey, Ed.D.
Signature of Authorized Executive	

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: The Fullerton School District, located in North Orange County, is recognized for its commitment to excellence. The District currently serves approximately 13,600 students in grades kindergarten through eighth. There are 20 schools in the District: three Junior High Schools serving grades seventh and eighth; two Kindergarten through eighth grade; and fifteen kindergarten through sixth grade schools. The Fullerton student population continues to grow more diverse over time. The ethnic distribution breakdown is as follows: 45.4% Hispanic, 24.3% White, 19.9% Asian, 1.5% Black, and 7.3% Other. Approximately 44% of Fullerton students qualify for the National School Lunch Program. In terms of language proficiency, approximately 34% of students in the district are identified English learners as measured by the California English Language Development Test (CELDT). Over 80% of our English learner students speak Spanish There are over 26 languages represented in the Fullerton School District The 2009/2010 rCELDT scores indicate EL students will meet and exceed AMAO 1 and AMAO 2 targets. CELDT proficiency levels increased from 45% English proficient in 2008/09 to 47% proficient in 2009/2010. . Although recent test scores indicate our EL subgroup are making gains on both AMAO targets, these students continue to score below their native English speaking peers. An in-depth data analysis, including CELDT, CST, and district benchmarks is conducted annually at the district level and at each school site to determine academic areas of strength, areas of need, instructional strategies that support student success, and professional development that will help teachers increase their pedagogy and content knowledge. Instructional goals for improvement are developed with the input of all staff members, School Site Councils, and Instructional Leadership Teams. Educational goals and areas for improvement are implemented through the development of the district Local Educational Agency Plan (LEAP) and at the site level through the Single Plan for Student Achievement. The district is currently identified in Program Improvement Year 2. The district did not meet CST-ELA goals in 2008 and 2009 for the students with disabilities subgroup. Although not required, the district has a District Assistance and Intervention Team (DAIT) in place that includes teachers, parents, and district and site administrators. The district has also contracted with a state approved provider to assist with reform efforts. The district is applying for School Improvement Grant funds on behalf of our Tier III identified school sites. The district has four identified Program Improvement schools.

The following sites have been identified by the State Board of Education (SBE) as Tier III schools:

- Nicolas Junior High School – PI Year 5
- Orangethorpe School – PI Year 3
- Pacific Drive School – PI Year 1
- Valencia Park School – PI Year 4

The district is in need of the School Improvement Grant (SIG) funds to continue to support our efforts to exit Program Improvement at the district level as well as at the site level. The district has conducted District Assistance Survey (DAS) and results indicate that the district needs to focus improvement efforts in the area of intensive intervention, focused research-based professional development and increased parent involvement.

The district seeks to use the SIG funds at the district level to support a 0.5 FTE Program Specialist to provide needed coaching and professional development to continue the Response to Intervention (RtI) implementation at each site as well as monitor the implementation of SIG activities at each site.

Each site has met with relevant stakeholders to determine the areas of need and how SIG funds can best support their improvement efforts. The district will support each school site's diverse needs in the following manner:

<u>Nicolas Junior High School:</u>

Nicolas Junior High School is a school in the midst of great academic change although it is in Program Improvement Year 5. Nicolas had relatively flat academic performance index growth from 2002 to 2008. In those six years Nicolas' API only grew by 49 points rising from a 629 to 678. The causes of this flat growth were due to a lack of focus in the academic program. Nicolas experimented with an infusion of technology and a change to a block schedule for instruction. Although these innovations have a great deal of potential they did not translate into strong academic gains. In addition, a large number of experienced math teachers left Nicolas in the 2005/2006 school year. Consequently, math scores lagged from where they might have been had more experienced instructors been present with standards aligned materials. A dynamic new principal was hired to bring the instructional leadership that was lacking at the site.

In the 2008/2009 school year Nicolas Junior High School experienced very strong API growth as a result of a strong focus on instruction. In the 2009 STAR cycle Nicolas grew from a base of 673 to a growth score of 735. This growth of 62 API points was the highest growth score of junior high schools in Orange County and was matched by only one other school in the county. In mathematics 49.1% of students were proficient or advanced which enabled Nicolas to make its math AYP goal outright. Nicolas' ELA scores also rose with 42.1% of students scoring proficient or advanced which was good enough for Nicolas to achieve its Safe Harbor goal for ELA. In all, Nicolas achieved 24 or 25 AYP criteria, only missing English learners in ELA. The students at Nicolas also

achieved all of their API goals. The students and staff at Nicolas are pleased with the results and attribute them to specific actions that began in the 2008/2009 school year and were continued in the 2009/2010 school year.

Nicolas Junior High is a comprehensive junior high school with approximately 830 students in the 7th and 8th grades. Nicolas Demographics break down as follows:

African American (not of Hispanic origin)	2.6%
American Indian or Alaska Native	0.2%
Asian	3.7%
Filipino	1.1%
Hispanic or Latino	76.7%
Pacific Islander	0.6%
White (not of Hispanic origin)	14.3%
Socioeconomically Disadvantaged	76.2%
English Learners	51.3%
Students with Disabilities	10.5%

Nicolas students' come from diverse backgrounds and have diverse needs. The staff is committed to meeting all students' needs to help them master grade level content standards to achieve their potential.

Nicolas began to focus its instructional program on using the SBE adopted materials which were provided by the district with fidelity. Specifically, the teachers were trained to use the adopted Holt Algebra and Holt Course 2 math materials in SB472 training. All of the teachers in the math department including the RSP math teacher were trained in using the materials. Because the materials are focused on the California content standards, the teachers were able to focus their efforts on the most important skills and knowledge for improved academic performance.

In addition to the math teachers receiving professional development, Nicolas' ELA teachers also were trained. The teachers in the Language Arts department were introduced to the planning materials for the Holt Language and Literature materials during the 2008/2009 school year, and in the 2009/2010 school year, had two full days of textbook training similar to the SB472 training required by the state. During the 2009/2010 school year, the district adopted the California Gateways literacy intervention program for students who were two years below grade level in reading and were below basic or far below basic on the California Standards Test (CST). All ELA teachers were SB472 trained in the California Gateways materials provided by Action Learning Systems.

Nicolas also uses SBE adopted materials in other core subject areas as well. Teachers at Nicolas utilize McDougal-Littell History textbooks for both 7th and 8th grade students. In science Nicolas teachers use McDougal-Littell textbooks and ancillary materials. In

all subject areas teachers employ the core materials from the publishers for their classes.

To support student learning in the core academic areas of mathematics and English Language Arts students are offered different amounts of time depending on their academic needs. Students that are proficient or advanced have one period of 50 minutes per class session for language arts and math. Students that are strategic (basic on CST) or need intensive intervention (below basic or far below basic on CST) in mathematics have an extra period to support the core mathematics classes.

Students in the Nicolas ELA program have three options. Benchmark students have one period of ELA as their proficient or advanced scores indicate they are performing at grade level. Students that are in the basic or below basic range have a two period ELA class consisting of a regular ELA course plus a support class designed to help them access the adopted core curriculum. Students that are below basic or far below basic and score more than two years below grade level in reading have an intensive intervention. The intensive intervention class is three periods long, giving students up to 150 minutes of ELA instruction. Besides having more instructional time, students in the intensive intervention have a specific core replacement program, California Gateways, which is designed to bring students up two grade levels in reading in one year of instruction. Students stay in the intensive intervention only until they demonstrate that they are within two years of grade level in reading.

Curriculum pacing is a priority at Nicolas Junior High School with all departments having pacing guides. These pacing guides allow teachers to have a framework within which to work to cover all of the focus standards for their academic disciplines in one school year. The pacing guides are aligned to each department's SBE adopted textbooks. Nicolas has specifically created its daily bell schedule to help teachers have the instructional time they need to cover the most important concepts and skills for their classes.

Nicolas' bell schedule has seven instructional periods. With Nicolas' instructional schedule lasting from 8:00 am until 3:00 pm on regular school days, students have 50 minutes per period for instruction. This is six minutes more a day than they had during the 2005/2006 school year when Nicolas last had a seven period day. Over two days Nicolas students have approximately 100 minutes of instructional time, which is 15 minutes longer than the 85 minutes students had under the block schedule from previous years.

Teachers meet in Professional Learning Communities (PLC) on a weekly basis. During PLC time period departments either have grade level specific planning meetings within academic disciplines or have department meetings. This collaboration time allows teachers to discuss student performance data, share effective strategies and plan instruction for coming lessons. Specifically, Nicolas teachers review district benchmark assessment data in ELA and math. They also review local benchmark assessments for history and science. Nicolas' weekly collaboration time has supported Nicolas' ongoing

professional development in direct interactive instruction (DII). During staff meetings DII strategies are discussed and implementation level data from Action Walks are reviewed to plan instructional focus areas and improve content delivery. All teachers were also trained in the Step Up to Writing method of non-fiction writing and writing samples are reviewed at least twice a year.

If awarded the SIG funding, two 1.0 FTE academic coordinator positions will support student achievement in class by addressing both motivational and academic issues. Specifically, the academic coordinators will work with the teachers in monitoring student performance through our implementation of Response to Intervention (RtI). If a student encounters an academic difficulty, the academic coordinators will contact the student and meet with that student about that problem. The academic coordinators will contact parents to inform them of their student's academic performance and arrange for extra support for those students via Nicolas' after school tutoring program or extra help during the day. For students that are having attitudinal difficulties, the academic coordinators will work with the teachers and parent to have meetings to address any problems that may arise. The work of the academic coordinators will be less punitive in nature and more collaborative to keep students motivated to succeed. They will help students monitor their own progress toward promotion to high school. Meetings will take place on a regular basis to help students know where they are academically and what their future academic goals need to be. One of the identified needs from the teachers is to help improve student motivation. With extra help from the academic coordinators the students' will have greater academic and social performance because the school has addressed the academic and motivational needs of students.

Orangethorpe School:

Orangethorpe School has 788 students representing a diverse population that is located in Fullerton. The student population includes: 3% African American, 5% Asian, 1% Filipino, 70% Hispanic, and 15% White (not of Hispanic origin). Sixty one percent of the students qualify for free or reduced price lunch. The population of English Learners has continued to grow over the last several years from 24% in 2005-2006 to 48% in 2009-2010.

The academic needs for Orangethorpe were established by a careful review of district and State assessments. The API for Orangethorpe was 708 in 2009. AYP results for Orangethorpe from 2008/2009 show that socio-economically disadvantaged and Hispanic students did not meet minimum proficiency requirements for English Language Arts. EL students met the minimum requirement through Safe Harbor. As a result of the AYP results, Orangethorpe moved into Year 3 of Program Improvement.

A review of CST results and District Benchmarks indicate unmet student needs in English Language Development and English Language Arts. A review of the academic program by the staff and District personnel indicated a need to focus on a school-wide Response-to-Intervention (RTI) model. After School Interventions are currently offered in three six-week sessions for two hours each week. In attempting to identify student progress staff determined that they needed to more clearly identify the specific goal to

be addressed during the intervention and to utilize more consistent assessment tools. In-school interventions are offered in some classrooms but not at all grade levels.

During the 2009/2010 academic year, Orangethorpe expanded the school program to offer full-day kindergarten in order to meet the needs of the 48% EL learners. Kindergarten students attended school for a total of 49,775 minutes in Kinder with the state minimum being 35,400. In addition, teachers in kinder and first grade participated in EISS grant training and implementation to facilitate a successful transition from preschool to kindergarten.

Seventy-six students were identified as reading two or more years below grade level in fourth through sixth grades. Orangethorpe implemented a SBE adopted intensive intervention program of documented effectiveness, California GATEWAYS, to teach students the fundamentals of systematic decoding and sequentially and extend their abilities to read and write more complicated word types and text structures. Staff working with these students received three days of SB472 comprehensive training in instruction using GATEWAYS California, through Action Learning Systems (ALS).

Staff completed grade level curriculum maps designed to pace standards-based instruction for the year in English Language Arts utilizing the state-adopted materials, Houghton Mifflin for K-5 and Holt for Grade 6 currently in use within the District. The staff also completed work on a School-wide Program Plan that identified instructional materials in use and staff agreements on an effective implementation of the English Language Arts and English Language Development programs.

The Orangethorpe staff has also participated in rigorous staff development focused on ELD instruction, *Systematic ELD Instruction* (Susana Dutro Model) with certified trainers, and initial training in implementing a schoolwide Response-to-Intervention (RtI)model with a certified trainer.

In working with administration and the trainer throughout the 2009/2010 academic year, staff has identified three areas of need in order to fully implement a school-wide RtI model and implementation steps needed for each area. Staff has agreed to develop/identify a timeline for universal screening, a PLC protocol for universal screening, and a list of common diagnostic tools. In order to complete the Orangethorpe Pyramid of Interventions, staff needs to develop a systematic school-wide response to interventions to high priority skills, such as phonics, fluency, multiplication, etc. With regards to progress monitoring, staff needs to establish clear measures of the effectiveness of interventions by refining common assessments and integrating assessments, such as DIBELS, into the progress monitoring protocol.

If awarded the SIG funding, Orangethorpe would hire an ELD/Intervention Specialist to work with staff to complete the 'next steps' identified as a result of the needs assessment. He/she would work with PLC teams and individual classroom teachers in the interpretation of assessment results and the instructional delivery of intervention instructional strategies/programs. He/she would work with administration and staff to

identify appropriate materials for purchase and to identify an approved provider for staff development. He/she would also work with the Leadership Team to ensure the development of a cohesive school-wide 'response-to-intervention' plan that includes systematic ELD, GATEWAYS California, appropriate Tier I and Tier II strategic strategies, and extended-day opportunities for all students.

Pacific Drive School:

Pacific Drive School is a Title I School that serves 722 students in Kindergarten through sixth grade students. The demographic profile for Pacific Drive School includes 69% Economically Disadvantaged; 49% English Learners; and 17% Students with Disabilities. This data indicates a significant number of students are deficient in the literacy skills necessary to become successful lifelong readers. Pacific Drive Schools Academic Performance Index is 730.

Pacific Drive School was identified as a Program Improvement Year 1 in January, 2010. The school wide data shows that Pacific Drive has not met its AYP target with English Language Learners for two consecutive years. Even though AYP targets have been met by other subgroups, the AYP student proficient percentages overall are at minimal target levels. Student data indicates that in 2008/2009 California State Test (CST) in English Language Arts scores school wide was 41 percent proficient, English Learners scored 34 percent proficient. English Learners percent proficient was 7% lower then any other subgroup at the school. Economically disadvantaged students scored 37 percent proficient. For the past four consecutive years, English Learners have scored significantly below the subgroups at Pacific Drive School. The average daily attendance r(ADA) for all students at Pacific Drive School is 95.5%.

The school's student data (CST and District benchmark data) indicates a need to implement a systematic intervention system focused on English language development using consistent classroom methodologies for meeting and assessing student needs that will ensure that every student will make significant learning gains towards becoming proficient readers.

The staff at Pacific Drive have participated in a rigorous staff development focused on ELD instruction, Systematic ELD instruction (Susana Dutro Model) with certified trainer, and the Leadership Team has had extensive training in Response to Intervention (RtI) model with certified trainers. Several ELD instruction trainings are scheduled for the 2010/2011 school year to train the additional staff on "response to intervention" model. All teachers are presently participating in the school wide response to intervention tiered model of interventions. Before, during, and after school interventions in English Language Arts are provided to identified students by their classroom or grade level teacher three days a week for thirty (30) minutes. The analysis of student data does not indicate that the strategies being used to provide student interventions are adequate or evidence based towards increased academic learning for students. During the next school year, staff has agreed to work on common diagnostic tools, a PLC protocol for universal screening, and a timeline for universal screening.

To meet this need, the school's Leadership Team, including the principal, English Language Advisory Committee, and the School Site Council have decided to aggressively address the student learning gaps through diverse interventions that will meet the needs of its students. Incorporating additional reading intervention programs within a balanced reading program will equip our teachers with a powerful, research based evidenced based intervention program. In working with district administration and an external provider the following areas have been identified. Professional development for teachers will focus on lesson delivery, student engagement, and data driven lesson planning and student interventions. In addition, staff has agreed to work on developing a list of common assessment data. The staff will also create a common list of key standards for each grade level as well as develop common assessments for the key standards. A strong school to home link will ensure parents as partners in this collaborative English Language Arts intervention program.

A high number of identified students demonstrating a lack of fundamental reading skills necessary for academic and personal success mandate that Pacific Drive actively seek interventions to provide additional direct instruction, as well as innovative teaching practices to meet individual student needs. Eighty-seven students were identified as reading two grades or more below grade level in grades fourth through sixth. This data includes students with disabilities. Pacific Drive has implemented SBE adopted intensive intervention program of documented effectiveness, California Gateways. This program will teach students the fundamentals of systematic decoding and sequentially and extend their abilities to read and write more complicated word types and structures. Vocabulary development is also a key component of the program. Staff teaching this program received a five day SB472 comprehensive training on the Gateways Program from Action Learning Systems, Inc.

The State of California mandates that students attend school each day during school hours. If a student has an unexcused absence or has too many excused absences, schools are required to investigate the reason behind the absences. Each day of school, an average of thirty (30) students are absent from school. School letters indicating warning to violators are issued, formal complaints are filed about violators, telephone calls and conversations with parents and family members to educate and re-educate parents and students about applicable laws, if necessary. Attendance and participation in court hearings about repeat offenders are also necessary. Based on this data and necessary procedures, a community liaison is warranted to be available to inform and educate parents about State and school laws, as well as inform the parents about compulsory attendance at school. Also, a community liaison would be able to positively monitor and reinforce school attendance on a consistent basis, as well as form positive working relationships with the community.

The needs of the school reflected in this SIG application are based on the findings in the school assessment student data. The findings highly advocate providing high quality research based strategies to support additional student learning opportunities. Last year, the kindergarten program daily learning time was extended and additional strategies needed to increase learning was established in the classrooms. The

extended day program in Kindergarten provided a safety net for early identification of students who may be at risk of falling behind on the State's grade level standards. Based on this year's trimester 2 benchmark grade level data, 85% of the kindergarten students are proficient.

Collaboratively, teachers in Preschool through second grades have attended training in The Early Intervention for School Success (EISS) over the past two years. The two years of training has focused on strategies that support students mastering their grade level standards and promoting professional development and education for teachers and families. The research based trainings and bests practices on how students learn has helped strengthen the implementation of teaching strategies that scaffold children's academic achievement and the involvement of parents.

If awarded, the SIG funding will be used to hire an Intervention Specialist to facilitate the implementation and coaching of the RtI model needed to increase student learning. The Model will support student learning in English Language Arts, include English Language Development, Mathematics, Program Learning Communities (PLCs), Pyramid of Interventions to increase learning needs of our students.

Valencia Park School:
Valencia Park Elementary School is a Title I school in Program Improvement Year 4 with an enrollment of 687 students. Seventy-four percent of the students are eligible for the Free/Reduced Lunch (FRL) program for 2009/2010.

In April 2010, the Valencia Park Leadership Team met to discuss the Formula for Success, a tool used to analyze the current needs at Valencia Park. This conversation allowed our team to identify areas of strength and areas of school improvement. Though this conversation, the Valencia Park Leadership Team determined that there is a need to strengthen the core academic program in English Language Development, Math, and Language Arts. The Leadership Team determined that there is a greater need for staff development as well as an improvement in the implementation of Response to Intervention, including Tier II interventions through extended learning opportunities. Leadership Team members net with their Professional Learning Communities to address school improvement and led their teams on an analysis specific school needs. The School Principal also met with parents to gather their perspective as to services they would like their children to receive to help them experience academic success. The school principal also met with the English Advisory Committee to gather their perspective. Parents expressed a need for extended learning as well as targeted interventions for English Learners. The school principal received support from School Site Council to recommendations for the School Improvement Grant.

The need to improve student learning and achievement at Valencia Park Elementary School in the Fullerton School District is evidenced by district, state and census data. As reported on the California Department of Education website, student performance on the 2008/2009 California Standards Test (CST) in English/Language Arts and Math,

reveals that 56.9 percent of students scored below proficient in Language Arts and 50.91 percent of students scored below proficient in Math.

To encourage schools to improve achievement for all students, the state computes APIs and sets improvement targets for each school and different student subgroups. In 2008, Valencia Park's API score was 745, up 50 points from 2007 (API: 695). In 2008, 62.9% of English Learners performed below proficient in Language Arts as measured by the Adequate Yearly Progress Report. While progress has been made, Valencia Park remains in its fourth year as a Program Improvement school.

Valencia Park Elementary School has an English Learner population of 58.9 percent. The academic performance of English Learners in the 2008/2009 California Standards Test (CST) reveals that 62.9 percent of EL students scored below proficient in Language Arts and 54.3 percent of EL students scored below proficient or in Math. While every teacher has CLAD certification, teachers need additional training on how to best meet the academic needs for EL students. Professional development is crucial in developing teacher's content and instructional knowledge in Systematic ELD delivery. Valencia Park would like to increase the academic achievement of all English Learners. In order to do so, all teachers will be trained in the Susana Dutro's Focused Approach to English Learner Instruction. The Focused Approach is a comprehensive framework for English Learner instruction that provides a student-centered, language-focused approach to planning and teaching.

SIG funding will provide a 1.0 FTE English Language Development Coach to oversee the English Learner Program and it's components including the development, implementation, monitoring and evaluation. The ELD Coach will collect and organize data for CELDT and RtI purposes. The ELD coach will collaborate with Professional Leaning Communities and individual teachers to ensure that needs of English Learners are considered when designing learning experiences for students. The ELD Coach will also provide professional development and classroom support/coaching for teachers and instructional aides to facilitate and improve literacy based on knowledge and application.

Valencia Park has Professional Learning Communities in place. Teachers meet 100 minutes per week to discuss student data, needs, instructional practices and possible ways to provide additional support. Teachers have begun to implement Tier I and Tier II intervention plans. Teachers still need additional support in the area of progress monitoring and identifying essential learning standards.

Valencia Park Elementary teachers will improve the implementation of RtI in order to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities. Valencia Park plans to improve the following:

- school-wide, multi-level instructional and behavioral system for preventing school failure

- Screening
- Progress Monitoring
- Data-based decision making for instruction, movement within the multi-level system, and disability identification (in accordance with state law).

Through SIG funding, Valencia Park will to a 1.0 FTE Intervention Specialist who can work with parents, teachers, students, and administration to ensure proper academic and behavioral interventions for students. The Intervention Specialist will facilitate the Student Success Team Process as to maximize student learning and achievement. He/she will collaborate with Professional Learning Communities to ensure that all student needs are considered in Response to Intervention. Through development of the behavior side of the RtI pyramid, Valencia Park hopes to increase pro-social behavior, sub-group academic achievement, instructional minutes, safety, and the use of preventive and early identification strategies for behavior, while simultaneously lowering the rate of office referral and suspension. Further, the collection of data will allow teachers and administrators to make effective decisions and measure the results.

Teachers have participated in professional development on Direct Interactive Instruction, which includes demonstration lessons and coaching from external consultants. Instruction has improved, but teachers would benefit from additional professional development in the area of balanced literacy strategies. Valencia Park Elementary School will partner with an external provider to focus on research-based balanced literacy strategies. The external provider will help Valencia Park teachers and administrators to clearly define what students need to know and be able to do, as well as help them learn the most effective strategies that assist students in accessing this knowledge. The goal is to provide teachers with specific subject matter (reading, writing, and mathematics) instructional strategies and assessment techniques that will increase the achievement of all of their students. Professional development will focus on reading strategies, writing strategies, and mathematics.

Valencia Park will provide extended learning opportunities to students in K-6th grade through the Young Scholars Program. This three-hour extended learning program will be coordinated by a Young Scholars Program Coach funded through SIG. Valencia Park will collect data on student learning and achievement by conducting on-going assessment. Instructional decisions and adjustments will be made based on the results of these assessments. Valencia Park will also provide progress reports to parents and teachers so that they are aware of each student's progress. The Coach will guide and mentor tutors and volunteers. The Young Scholars Program Coach will:

- Work with PLC's to ensure instructional alignment with the regular school day and Young Scholar's Extended Learning Program
- Train tutors and give support
- Ensure curriculum aligns with grade level standards and meets the needs of students
- Address program attendance concerns with parents and teachers
- Address behavior and academic concerns with parents
- Work with parents to increase parent involvement

- Work with volunteers to ensure students get help with homework
- Work with staff to maximize student engagement and achievement

ii. Selection of Intervention Models

Response:
Fullerton School District is applying on behalf our four identified Tier III schools. It was determined that our 4 school sites would implement a model of intervention based on research-based effective school practices including the 9 Essential Program Components and district student achievement goals. The district will not require each site to implement one of the Intervention Models described by the Race to the Top initiative because of their Tier III status. The Intervention Model chosen by each school site, based on their unique needs, is supported by the district and all relevant stakeholders. The Fullerton School District Board of Trustees supports the implementation of SIG funds to increase student achievement and help close the achievement gap for our at-risk population.

Each model of reform will include strategies from the Transformational Model including using rigorous, transparent, and equitable evaluation of teachers, provide ongoing high-quality professional development, using data to indentify and implement research-based instructional programs, promote continuous use of student data to inform and differentiate instruction through Professional Learning Communities, provide extended learning opportunities to all students, implement a schoolwide Response to Intervention model, provide Systematic English language development training, and using and integrating technology-based supports and interventions as part of the instructional program. Each site has administered the Academic Program Survey to determine areas of strength and areas that are in need of improvement. Each site has a School Board approved *Single Plan for Student Achievement* that includes research-based strategies and programs that will lead to exiting program improvement both at the district and site level.

iii. Demonstration of Capacity to Implement Selected Intervention Models

Response:
Successful capacity building depends on district and outside partners committing themselves to ensure that capacity is built in all key reform areas, that mastery of concepts and practices are evaluated, and that fidelity is maintained. The Fullerton School District takes increased responsibility for expanding and sustaining reform very serious. The district has partnered and collaborated with several entities that help to build and sustain capacity for student programs. The district has capacity to implement, support, and sustain reform strategies included in the SIG application. The district has established a vision specifying a clear set of critical conditions for teaching and learning. The district has provided resources, training, leadership opportunities, and ongoing support in research-based reform efforts in the following areas:

- Instructional leaders that are equipped to measure, coach, and support teachers' instructional practices effectively
- High quality curricular standards-based materials

- Planning time and training to discuss student achievement data through the Professional Learning Community process
- Comprehensive data system providing data at all levels to inform educators about their practices and to monitor student achievement
- District benchmarks to monitor student progress
- Extended day learning opportunities for students
- 21st Century Learning skills – Create, Collaborate, Communicate
- Fiscal support to implement the LEA Plan goals and strategies to increase student achievement

District goals support the following reform based-strategies supported, monitored, and implemented districtwide at all school sites:

Essential Program Components (EPCs): Fullerton School District implements the research-based Essential Program Components to support academic student achievement in English/reading/language arts and mathematics as measured through our implementation of the Academic Program Survey (APS) at school sites, English Learner Subgroup Self Assessment (ELSSA), Least Restrictive Environment (LRE) self assessment tool, and the District Assistance Survey (DAS). These components have been identified in numerous research studies as key factors for school improvement and for schools that have demonstrated success with challenging student populations. The EPCs are designed to meet the needs of all students through (1) State Board of Education (SBE)-adopted and standards-aligned instructional materials including interventions; (2) appropriate instructional time; (3) instructional leadership; (4) professional development for teachers and administrators, assignment of fully credentialed highly qualified teachers; (5) use of data obtained from a student achievement monitoring system; (6) instructional support; (7) teacher collaboration; (8) pacing and scheduling; and (9) fiscal support.

Guided Language Acquisition Design (GLAD): Project GLAD (Guided Language Acquisition Design) is a comprehensive research-based professional development program that trains teachers in theory, research-based instructional strategies, pedagogy, and planning models for standards-based English language development through cognitively challenging content instruction. GLAD strategies promote English language acquisition, academic achievement, and cross-cultural skills and promotes positive, effective interactions among students and between teachers and students.

Focused Approach to Systematic English Language Development (ELD): Based on the work of Susana Dutro, Systematic ELD instruction is taught by credential teachers for the purpose of developing a solid foundation in the English language and increasing students' communicative competence in speaking, listening, reading and writing. Systematic ELD uses an organized method to teach the development of vocabulary, grammatical structures, and language patterns. Systematic ELD follows a scope and sequence of language skills to ensure that students develop fluency and accuracy. Effective ELD instruction supports academic achievement in other content areas by

teaching students the language skills necessary achieve success in content learning.

Specially Designed Academic Instruction in English: SDAIE strategies are taught as a transitional step for students learning English as their second language. SDAIE strategies specifically benefit EL students to help them acquire English through the contextual clues. SDAIE strategies include the use of active learning, assessing and tapping prior knowledge, collaborative problem solving, cultural affirmation, modeling, higher order thinking skills, graphic organizers, and questioning techniques.

Response to Instruction and Intervention: In California, Response to Instruction and Intervention (RtI^2) is a systematic, data-driven approach to instruction that benefits every student. California has expanded the notion of Response to Intervention to RtI^2. RtI^2 is meant to communicate the full spectrum of instruction, from general core, to supplemental or intensive, to meet the academic and behavioral needs of students. RtI^2 integrates resources from general education, categorical programs, and special education through a comprehensive system of core instruction and interventions to benefit every student.

Professional Learning Communities: Professional Learning Communities are a collegial group of administrators and school staff who are united in their commitment to student learning. They share a vision, work and learn collaboratively, visit and review other classrooms, and participate in decision making. The benefits to the staff and students include a reduced isolation of teachers, better-informed and committed teachers, and academic gains for students. The PLC process provides a powerful staff-development approach and an effective strategy for school change and improvement.

iv. Recruitment, Screening, and Selection of External Providers

Response:
The district will hire a state approved DAIT provide to work with district office as well as the Tier III sites. The district has worked with Action Learning, Systems, Inc. for several years. Our first partnership with ALS resulted in FSD receiving the High Priority Schools Grant funding for two of our elementary school sites. ALS has provided our district and schools sites with excellent professional development opportunities including Direct Instruction, Collaborative Coaching, Demonstration Lessons Co-Plan/Co-Teach, and SB472 Intensive Intervention training. Our district has implemented the California Gateways Intensive Intervention Program during the 2009/2010 school year. ALS has been instrumental in ensuring the success of the program by providing staff training, discussion forums, coaching, and collaborative planning. ALS has worked with all of our Program Improvement sites and with our DAIT committee to provide instructional support and guidance. Some of the work by ALS as school sites includes:

Nicolas Junior High School:
Nicolas will continue to use Action Learning Systems as our external support provider for academic programs at Nicolas. Action Learning Systems (ALS) has an excellent track record of success with schools in academic need. Other schools in the state

have benefited from their services and training. Specifically, ALS has provided professional development in benchmark assessment creation and data analysis, direct interactive instruction and accountability coaching for Nicolas over the past two years. The training has enabled teachers to focus their lessons on the content standards for their various disciplines and utilize teaching strategies that engage students and maximize time on task. In the 2008/2009 school year, Nicoals' first year with ALS, Nicolas' API rose by 62 points and similar schools ranking rose by six deciles. Accountability coaching has also enabled the Nicolas staff to see implementation level data about our professional development work. From Action Walks the staff has found that nearly all teachers are using interactive strategies, all academic teachers are utilizing their State Board of Education adopted materials with fidelity and Nicolas' schoolwide strategies for organization and non-fiction writing are being used across the campus. Because of these factors, ALS is the external service provider of choice for Nicolas Junior High School for the duration of the School Improvement Grant.

Pacific Drive School:

Pacific Drive School was identified as a Program Improvement School during the 2009/2010 school year. The school's leadership team, the school administrator, and District personnel, explored the expertise of several external providers that assist and support school improvement efforts in the area of research based strategy instruction. Action Learning Systems, Incorporated was identified as the program that would be chosen to assist with the reform efforts at Pacific Drive School. Action Learning Systems, Incorporated (ALS) was selected based on its positive impact on student achievement partnerships in Districts and schools. ALS offers a variety of professional development opportunities that are essential to support a focused and dramatic school improvement effort.

ALS provided Direct Interactive Instruction techniques to the upper grade staff. Direct Interactive Instruction refers to teaching activities where goals are clear to students, time allocated for instruction is sufficient, and content is strongly congruent with skills and concepts most often associated with basic skills and foundational concepts. Direct Interactive Instruction as a set of teacher behaviors can be applied to all content areas and grade levels. The training includes demonstration lessons where teachers observe in-class demonstrations given by the ALS instructional coach that utilizes Direct Instruction within the standards-based adopted English Language arts instructional materials. Teachers also have an opportunity to plan and demonstrate a direct instruction lesson with the ALS coach.

v. Alignment of Other Resources with the Selected Intervention Models

Response:

The district will continue to align resources to support our Tier III Program Improvement schools sites. Resources including general fund dollars and state and federal categorical funds will be allocated to continue the support of reform strategies as outline in the district LEA Plan. The district will continue to support an RtI specialist to ensure implementation and teacher training. Certified Systematic ELD trainers will provide professional development and coaching to teachers on effective strategies to increase English proficiency skills for all identified EL students. Intervention funds will

be provided to each site for before and afterschool extended learning opportunities for those students at-risk of failing to meet grade level standards. The district will continue to provide pacing guides, data systems, benchmarks, professional development, and quality instructional leadership to support schools.

The principal as the instructional leader, assumes the leadership role and responsibility for the success of every student. Principal will communicate with all stakeholders at a personal and professional level and build a high performance team. The principal will organize the school with high levels of learning and standards for all students, including English Language learners. In class observations, action walks, direct interactive instruction, professional learning communities, data driven instruction, systematic explicit and effective strategies for English learners, and response to intervention models will be used to focus and drive student academic achievement for all students.

Each identified Tier III school will also align resources in the following manner:

Nicolas Junior High School:
Nicolas Junior High School plans to continue its alignment of resources with its selected intervention model. Specifically, Nicolas plans to continue offering Response to Intervention courses for ELA and math students. Specifically, students that have benchmark performance take a one period ELA class based on core materials. Students that have strategic performance, scoring in the basic range and being less than two years below grade level in reading take a two period ELA class based on core ELA materials. Students in need of intensive intervention scoring below basic and far below basic on the CST and being more than two years below grade level in reading, take a three period literacy course with up to 150 minutes of instruction per day. Students who are at grade level in math performance take a single period math class. Students who need extra support take an extra math class during the day to support their performance in their initial math class. Students also have the opportunity to get after school tutoring from credentialed teachers via the academic empowerment club. These programs are already in place and meet the academic needs for students. Nicolas will also continue its work with Action Learning Systems by using their benchmark assessments in science and history. Action Learning Systems will also continue to work with Nicolas on Direct Interactive Instruction support, data analysis and accountability coaching as needed. Nicolas plans to go one step further by providing additional support from an academic coordinator.

Orangethorpe School:
Orangethorpe School has committed to continuing the implementation of an extended-day kindergarten program for the 2010/2011 academic year using Economic Impact Aid (EIA) funds. The focus of the efforts of an EL/Intervention Specialist would be to develop staff capacity to effectively implement a school-wide RtI model through a careful integration of systematic ELD and the intensive intervention ELA program, California Gateways. The Specialist would be responsible for work with PLCs to establish a clear and consistent articulation within and between grade levels

Pacific Drive School:
Pacific Drive School is committed to continuing the implementation of an extended full day kindergarten program for 2010/2011 and earmarked Economic Impact Aid (EIA) funds. The EL/Intervention Specialist would help to develop staff capacity to effectively implement a school wide RtI model. The specialist would also assist with Professional Learning Communities (PLCs) to establish a clear and consistent articulation within and between grade levels to support the academic reform process. Existing research based programs that support school reform and student achievement are: Imagine Learning, SuccessMaker. Orange County Mathematics Initiative (ST Math), and Accelerated Reader including STAR Reading.

Valencia Park School:
Valencia Park has other funding sources to support SIG implementation. Through the use of Title I funds, Valencia Park plans to fund the Physical Education positions which make it possible for teachers to meet twice weekly for a total of 100 minutes per week for the purposes of learning, joint lesson planning, and problem solving. Title III and ELAP funds will be used to purchase materials and supplies that make English accessible to students. EIA funds will be used to hire a Social Services Assistant (SSA) who act as a liaison with the parents and community in relation to attendance problems. The SSA will work closely with families and school personnel in addressing student needs and identifying resources in the school and surrounding community. The SSA will work with families to ensure that students maintain regular school day and Extended Learning attendance. QEIA Funds reduces the student to teacher ratio to 20:1 in Kinder through third grade and 25:1 in third though sixth grade. QEIA funds are also used to fund professional development in technology.

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

Response:
The Fullerton School District is currently in Year 2 of Program Improvement. Although it is not required that we have a DAIT provider in place at this time, the district established a DAIT committee that meets on a regular basis with support from an approved DAIT provider, Action Learning Systems. The DAIT committee includes teachers, parents, district personnel and site administrators. The DAIT committee completed District Assistance Survey in the 2008/2009 school year. The results of the survey guided the district in completing the LEA Plan Addendum which was approved by the CDE in December, 2009. The DAIT committee reviews and analyzes the results of the survey and the implementation of the LEA Addendum on an ongoing basis and recommends strategies for improvement.

vii. Modification of LEA Practices or Policies

Response:
The district will continue to modify practices that promote student achievement. Although our Tier III sites will not be implementing one of the intervention models as described in the application, we will continue to work with our bargaining units and Board of Trustees regarding implementing effective reform strategies and practices designed to close the achievement gap. The district will provide additional assistance to

both current and newly indentified PI schools.

If the district is identified in August, 2010 as a Year 3 PI district, we will formalize our DAIT process and review and revise both the LEA Plan and LEA Plan Addendum as necessary to support student achievement. The DAIT committee will conduct surveys, visit school sites, make recommendations and advise the district on planned improvements.

viii. Sustainment of the Reforms after the Funding Period Ends

Response:
The district will continue to support the reform efforts when SIG funds are no longer available. The district and sites will continue to do "whatever it takes" to ensure student success. District and site leadership will be responsible for driving the work that gets accomplished through Professional Learning Communities. It will ensure that specific subject matter instructional strategies and assessment techniques that will increase the achievement of all students continues and will align resources to support student achievement and teacher collaboration. Teachers and staff will continue to collaborate and make a difference by answering:

- What do we expect students to learn?
- How will we know when they have learned it?
- How will we respond when they don't know?
- How will we respond when they already know it?

The district will continue to fund an RtI specialist to assist teachers on RtI instructional techniques that include using universal screening for all students, differentiating student support within Tier I intervention programs. Teachers will continue to monitor the progress of students in the core and collaborate to provide supplemental Tier II interventions to students who need it. The district will continue to provide SBE approved instructional materials to support students in intensive intervention programs.

The district will continue to support, coach and provide training through the Focused Approach to English Learner Instruction. Teachers will be prepared to meet the needs of English Learners during ELD instructional time as well as throughout the school day. The district will continue the position of the ELD Program Specialist to ensure fidelity of Systematic ELD instructional practices and a continued focus on meeting the needs of English Learners.

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

Response:
The expectation by the district by the district is that all schools meet and exceed AYP and API targets on an annual basis. The district and school sites use a variety of data resources to analyze student achievement data. The district and sites has identified the need to provide additional intervention support and materials for students who are not achieving grade level standards. Although all subgroups district-wide met their AYP goals, students with disabilities, English learners, and socioeconomically

disadvantaged student subgroups scores indicated the need for additional support to close the achievement gap.

Each site establishes student achievement goals on an annual basis as described in each individual SPSA Plan. In order to meet the needs of each individual student, the district and school sites analyze data that includes CST, AYP, API, CELDT, District benchmarks assessments three times per year, common assessments at each school site, and diagnostic exams. Response to Instruction and Intervention (RtI) implementation at each school site guides teachers and administrators in placing students in appropriate intervention programs. In addition to the California Standardized Testing and Reporting (STAR) program, the district has designated benchmark measures at each grade level to determine the success of all students in meeting student academic proficiency. This benchmark assessment system provides information to teachers, parents, and students on the progress made towards mastery of the adopted content standards. The benchmark exams are administered three times a year, assessing students on grade-level standards in English language arts, writing, and mathematics. All students are administered writing assessments based on various prompts. Rubrics are provided by the district to assist teachers as they score student writing. School sites use this comprehensive data to inform site decisions as well as to determine individual student needs and differentiated instruction in core curricular areas.

To ensure the reliability of the data, a comprehensive data analysis is conducted at the district level after each benchmark administration, reviewing the level of rigor as well as the standards assigned to each test item. Through the analysis of various benchmark exam reports, utilizing the *DataDirector* data management system, department and grade level teams meet as Professional Learning Communities to identify students needing interventions or enrichment. Comprehensive disaggregated data analysis for program improvement is conducted on an ongoing basis at the district and site level. Results from benchmark exams and other reading inventory programs, are used to determine students at risk of reading failure or those who are having difficulty reading. Grade Level Intervention Teams and Student Intervention Teams are responsible for developing plans to provide all at risk students with extended learning opportunities and support programs.

x. Inclusion of Tier III Schools (if applicable)

Response:
The Fullerton School District will apply for SIG funding on behalf of identified Tier III school sites. The district does not having any Tier I or Tier II identified school sites. The Tier III sites include: Nicolas Junior High School, Pacific Drive Elementary School, Orangethorpe Elementary School, and Valencia Park Elementary School.

xi. Consultation with Relevant Stakeholders

Response:
The LEA and school sites have consulted with relevant stakeholders to seek input for the development, implementation, and support the application for the School Improvement Grant funds. The district has consulted with the Board of Trustees, both

classified and certificated bargaining units, and parent committees including ELAC, SSC, and DELAC. All stakeholders give full support to the submission and acquisition of SIG funding.

Nicolas Junior High School:
Various school stakeholders will review this plan and approve. First, the school site council will review the plan and give approval during a regular meeting. Second, the Fullerton School District Board of Trustees will review and approve the plan. Last, the district administration will review the plan and approve it in executive cabinet meeting.

Orangethorpe School:
The instructional reform strategies plan, developed by the Leadership Team after work with the entire staff, included input from School Site Council members at a School Site Council meeting. The Board of Trustees of the Fullerton School District also reviewed and approved the plan. Periodic progress updates will continue through the three years of implementation at School Site Council, Leadership Team meetings, and at School Board Meetings. Adjustments in the implementation of specific steps will be made based on student results and the effectiveness in reaching our goals.

Pacific Drive School:
The instructional reform strategies model Pacific Drive School has been developed in consultation with many stakeholders: Leadership Team, the school staff, English Language Advisory Committee, and School Site Council. Board of Trustees of the Fullerton School District also reviewed and approved the plan. Stakeholders were consulted to ensure a collaborative, positive and informed reform process. Additional reforms and adjustments to the reform will be made after a thorough review of the student data results.

Valencia Park School:
The Valencia Park Leadership Team reviewed the SIG RFA to analyze the needs of the school and develop a plan of action to address the needs. The Leadership Team made recommendations to School Site Council and English Learner Advisory Committee. The SSC and ELAC reviewed and approved the recommendations.

SIG Form 4a–LEA Projected Budget

LEA Projected Budget

Fiscal Year 2010-11

Name of LEA: Fullerton Elementary School District	
County/District (CD) Code: 30-66506	
County: Orange	
LEA Contact: Susan Albano	Telephone Number: 714-447-7541
E-Mail: susan_albano@fsd.k12.ca.us	Fax Number: 714-447-7454
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	$51,000	$51,000	$51,000
1999				
2000–	Classified Personnel Salaries			
2999				
3000–	Employee Benefits	$7,650	$7,650	$7,650
3999				
4000–	Books and Supplies	$5,000	$5,000	$5,000
4999				
5000–5999	Services and Other Operating Expenditures	$10,000	$10,000	$10,000
6000–	Capital Outlay			
6999				
7310 &	Transfers of Indirect Costs	$43,530	$39,718	$39,551
7350				
7370 &	Transfers of Direct Support Costs	$0	$0	$0
7380				
Total Amount Budgeted		$117,180	$113,368	$113,201

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2010-11

Name of School: Nicolas Junior High School	
County/District/School (CDS) Code: 30-66506-6028104	
LEA: Fullerton Elementary School District	
LEA Contact: Susan Albano	Telephone Number: 714-447-7541
E-Mail: susan_albano@fsd.k12.ca.us	Fax Number: 714-447-7454
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	$180,000	$180,000	$180,000
1999				
2000–	Classified Personnel Salaries			
2999				
3000–	Employee Benefits	$27,000	$27,000	$27,000
3999				
4000–	Books and Supplies	$6,000	$6,000	$6,000
4999				
5000–5999	Services and Other Operating Expenditures	$15,000	$15,000	$15,000
6000–	Capital Outlay			
6999				
7370 &	Transfers of Direct Support Costs	$0	$0	$0
7380				
Total Amount Budgeted		$228,000	$228,000	$228,000

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2010-11

Name of School: Orangethorpe School	
County/District/School (CDS) Code: 30-66506-6028112	
LEA: Fullerton Elementary School District	
LEA Contact: Susan Albano	Telephone Number: 714-447-7541
E-Mail: susan_albano@fsd.k12.ca.us	Fax Number: 714-447-7454
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	$102,000	$102,000	$102,000
1999				
2000–	Classified Personnel Salaries			
2999				
3000–	Employee Benefits	$13,800	$13,800	$13,800
3999				
4000–	Books and Supplies	$50,000	$50,000	$50,000
4999				
5000–5999	Services and Other Operating Expenditures	$40,000	$40,000	$40.000
6000–	Capital Outlay			
6999				
7370 &	Transfers of Direct Support Costs	$0	$0	$0
7380				
Total Amount Budgeted		$205,800	$205,800	$205,800

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2010–11

Name of School: Pacific Drive School	
County/District/School (CDS) Code: 30-66506-6028120	
LEA: Fullerton Elementary School District	
LEA Contact: Susan Albano	Telephone Number: 714-447-7541
E-Mail: susan_albano@fsd.k12.ca.us	Fax Number: 714-447-7454
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	$120,000	$120,000	$120,000
1999				
2000–	Classified Personnel Salaries	$90,000	$90,000	$90,000
2999				
3000–	Employee Benefits	$31,500	$31,500	$31,500
3999				
4000–	Books and Supplies	$30,000	$10,000	$10,000
4999				
5000–5999	Services and Other Operating Expenditures	$40,000	$40,000	$40,000
6000–	Capital Outlay			
6999				
7370 &	Transfers of Direct Support Costs	$0	$0	$0
7380				
Total Amount Budgeted		$311,500	$291,500	$291,500

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2010–11

Name of School: Valencia Park School	
County/District/School (CDS) Code: 30-66506-6028179	
LEA: Fullerton Elementary School District	
LEA Contact: Susan Albano	Telephone Number: 714-447-7541
E-Mail: susan_albano@fsd.k12.ca.us	Fax Number: 714-447-7454
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	$180,000	$180,000	$180,000
1999				
2000–	Classified Personnel Salaries	$150,000	$150,000	$150,000
2999				
3000–	Employee Benefits	$53,700	$53,700	$53,700
3999				
4000–	Books and Supplies	$20,000	$10,000	$5,000
4999				
5000–5999	Services and Other Operating Expenditures	$40,000	$40,000	$40,000
6000–	Capital Outlay	$84,000	$0	$0
6999				
7370 &	Transfers of Direct Support Costs	$0	$0	$0
7380				
Total Amount Budgeted		$527,700	$433,700	$428,700

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
Program Specialist salary .5 FTE (103 days) to work with Tier III sites to support Professional Learning Communities and Response to Intervention strategies in examining student data, evaluating student needs, developing plans to address needs, and sharing of best teaching practices to improve student learning and achievement.	$153,000	1300
Benefits certificated Program Specialist position.	$21,410	3000
PERS Certificated	$1,540	3201
Purchase instructional materials and research based-materials to support Program Specialist in working with sites including books on PLCs and RtI.	$30,000	4300
Provide 15 days per year of professional development (SB472) in language arts and mathematics instruction for teachers and support staff through state approved provider at $2,000 per day.	$30,000	5800
Approximate Indirect Cost rates per year for the district and school sites	$122,799	7310

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: Nicolas Junior High School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Salaries for two (2) FTE Academic Coordinators to support teachers in all content areas. Coordinators will provide coaching and professional development for teachers in examining student data, evaluating student needs, developing plans to address needs, and sharing of best teaching practices to improve student learning and achievement.	$540,000	1100
Certificated benefits	$23,220	3100
PERS Certificated	$57,780	3201
Instructional Materials and supplies to support PLCs in History and Science – Benchmark Assessments for History and Science	$18,000	4310
External Provider – Action Learning Systems Support for Professional Development and Accountability Coaching 15 days per year at $2,000 per day	$45,000	5800

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: Orangethorpe School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
ELD/Intervention Specialist (1 FTE for 178 days) to work with staff in Professional Learning Communities and administration to examine student data, develop systematic school-wide response to high priority skills, and to complete the development of a school-wide 'response-to-intervention' model.	$270,000	1100
Substitutes: Provide substitutes to facilitate PLC meetings and imbedded staff development on the implementation of a school-wide 'response-to-intervention' model.	$30,000	1100
Benefits: Certificated	$12,510	3000
PERS Certificated	$28,890	3201
Books and Supplies: Purchase instructional materials appropriate for both in-class and after-school interventions to include SRA kits, classroom libraries, assessment kits, and software such as Success Maker, Imagine Learning, and Math Fluency from the Orange County Math Initiative.	$150,000	4310
Services and other Operating Expenses: Provide staff development for all staff through District personnel and/or approved staff development providers to support RtI, PLCs, and Systematic English Language Development at $2,000 per day, 20 days per year	$120,000	5800

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: Pacific Drive School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Intervention Specialist: (1 FTE, 180 days per year) Oversee intervention program including Response to Interventions and English Language Development Program. Student interventions occur before, during, and after school.	$270,000	1100
Substitute Teachers: Substitute teachers needed to support the professional development for teachers. (Rate of $100.00 per day for 20 teachers)	$30,000	1100
Two EL Instructional Assistants: (.75 FTE). Support to Intervention Specialist and help coordinate and support the Intervention Program to maximize student learning. They would assist with non-English proficient and limited English proficient students.	$60,000	2100
Community Liaison: (1 FTE, 180 days) Investigate cases of unexcused or excessive absences. Establish positive relationships with the community to support school attendance.	$30,000	2200
Benefits Certificated and Classified	$27,090	3000
PERS Certificated	$38,520	3201
PERS Classified	$28,890	3202
Books and Supplies: Purchase instructional materials appropriate for before, during, and after school intervention including SRA kits, computer assisted learning programs, classroom libraries, assessment kits, and additional software.	$50,000	4310
External Provider: Action Learning Systems at $2,000 per day, 10 days per year. Participants learn to use Direct Interactive Instruction	$40,000	5800

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: Valencia Park School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Intervention Specialist at 1.00 FTE (180 days) to work with Professional Learning Communities in examining student data, evaluating student needs, developing plans to address needs, and sharing of best teaching practices to improve student learning and achievement.	$270,000	1100
English Language Development Coach at 1.00 FTE (180 days) to oversee the English Learner Program and its components including the development, implementation, monitoring and evaluation.	$270,000	1100
Young Scholars Program Coach at .60 FTE (180 days) to oversee of the Young Scholars Extended day Learning program. The coach will work with teachers to address the academic needs of students as well a train, coach, mentor and guide tutors and volunteers.	$144,000	1100
Academic Tutors Salaries (10 positions) 3.75 hours per day, 10 months. Tutors will be working with students to address their academic learning needs.	$450,000	2100
Benefits Certificated and Classified	$39,762	3000
PERS Certificated	$73,188	3201
PERS Classified	$48,150	3202
Purchase books for classroom libraries to increase student access and promote literacy.	$60,000	4310
Provide 20 days of professional development in language arts and mathematics instruction for teachers and support staff though approved external provider.	$120,000	5800
Purchase seven laptop carts with 32 laptops for student use to increase student achievement in language arts, science, history and mathematics at $12,000 each.	$84,000	6400

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

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).

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.

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:	Fullerton Elementary School District
Authorized Executive:	Mitch Hovey, Ed.D.
Signature of Authorized Executive	

SIG Form 8–Waivers Requested

Waivers Requested

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

- ❑ Extending the period of availability of school improvement funds.

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

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

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

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

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

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

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	
Nicolas Junior High School	6028104	061473001798			X							$684,000
Orangethorpe School	6028112	061473001799			X							$617,400
Pacific Drive School	6028120	061473001800			X							$894,500
Valencia Park School	6028179	061473001806			X							$1,390,100

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: N/A Tier: I or II (circle one) **No Tier I or Tier II schools in Fullerton Elementary School District**

Intervention Model: □ Turnaround □ Restart □ Closure □ Transformation

Total FTE required: _____LEA _____ School _____ Other

Required Component Acronym	Services & Activities	Timeline	Projected Costs **School**	**LEA**	Resources	Oversight

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

Implementation Chart for a Tier III School

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

School: Nicolas Junior High School

Intervention Model: □ Turnaround □ Restart □ Closure □ Transformation

☒ Other Research Based Teaching Strategies and Student Support with Academic Coordinator

Total FTE required: 0.25 LEA 2 School _____ Other

Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
Academic Coordinator Support	2010-2013	540,100		Title I, SLIP	School
ALS Consulting	2010-2013	45,000		Title I	School
ALS Benchmark Assessments for Science and History	2010-2013	18,000		Title I, EIA	School
Assistance from RtI specialist	2010-2013		38,250	Title I, Title III, EIA	District

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

Implementation Chart for a Tier III School

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

School: Orangethorpe School

Intervention Model: □ Turnaround □ Restart □ Closure □ Transformation

☒ Other Implementation of Instructional Reform Strategies

Total FTE required: 0.25 LEA 1 School _____ Other

Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
ELD/Intervention Specialist	2010-2013	$270,000		ELAP, Title III	School
Substitutes	2010-2013	$10,000		Title I	School
Books and Supplies	2010-2013	$50,000		Title I	School
Assistance from RtI specialist	2010-2013		38,250	Title I, Title III, EIA	District

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

Implementation Chart for a Tier III School

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

School: Pacific Drive School

Intervention Model: □ Turnaround □ Restart □ Closure □ Transformation

☒ Other Implementation of Instructional Reform Strategies

Total FTE required: 0.25 LEA 4 School _____ Other

Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
Intervention Specialist	2010-2013	340,000		Title I, ELAP, Title III	School
EL Instructional Assistants	2010-2013	270,000		Title I, Title III	School
Community Liaison	2010-2013	90,000		Title I	School
Intervention Materials	2010-2013	90,000		SLIP, Title I	School
External Provider	2010-2013	120,000		Title I, EIA, Title III	School
Assistance from RtI specialist	2010-2013		38,250	Title I, Title III, EIA	District

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

Implementation Chart for a Tier III School

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

School: Valencia Park School

Intervention Model: □ Turnaround □ Restart □ Closure □ Transformation

☒ Other Implementation of Instructional Reform Strategies

Total FTE required: 0.25 LEA 4.7 School _____ Other

Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
Professional Development In Balanced Literacy, Math, and Systematic ELD	2010-2013	120,000		Title I, ELAP, Title III	School
Classroom Libraries to Support Balanced Literacy	2010-2013	35,000		Title I	School
Intervention Specialist	2010-2013	270,000		Title I	School
English Language Development Coach	2010-2013	270,000		ELAP, SLIP	School
Extended Learning Opportunities for All Students Tutors and Program Coach	2010-2011	450,000		Title I, Title III, EIA	School
Technology - ipods	2010-2011	84,000		SLIP, EIA	School
Assistance from RtI specialist	2010-2013		38,250	Title I, Title III, EIA	District