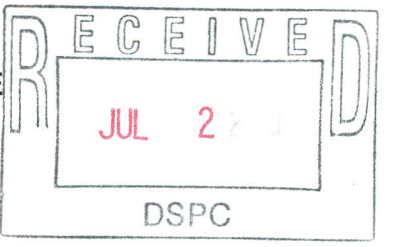
ORIGINAL

Application ID: 154
Keppel Union Elementary

SIG Form 1 – Application Cover Sheet

School Improvement Grant (SIG Application for Funding



APPLICATION RECEIPT DEADLINE
July 2, 2010, 4 p.m.

Almondale Middle

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: Los Angeles		**County/District Code:** 19 64642 0000000
Local Educational Agency (LEA) Name Keppel Union School District		**LEA NCES Number:** 0619440
LEA Address 34004 128th St. East		**Total Grant Amount Requested** $1,559,526
City Pearblossom	**Zip Code** 93553-0186	
Name of Primary Grant Coordinator Bart Hoffman	**Grant Coordinator Title** Assistant Superintendent	
Telephone Number (661) 944-2155	**Fax Number** (661) 944-2933	**E-mail Address** bhoff@keppel.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 Steve Doyle	**Telephone Number** (661) 944-2155
Superintendent or Designee Signature Steve P. Doyle	**Date** 7/1/10

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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
19 64642 0000000	Keppel Union School District	Steve Doyle	Steve P. Doyle
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:	Keppel Union School District
Authorized Executive:	Steve Doyle, Superintendent
Signature of Authorized Executive	Steve P. Doyle

i. Needs Analysis

In the fall of 2009, the district leadership of Keppel Union School District decided to employ the turnaround model of comprehensive school reform for its lone middle school, Almondale Middle School. In March, 2010 the principal and faculty of the school were notified of their dismissal. As allowed in the turnaround intervention model, under 50% of the former staff will be rehired based on their teaching skills and attitudes toward education reform. As of this writing, interviews of instructional staff replacements was ongoing. On the other hand, the district recently hired Ricardo Romero, M.A., as school principal. His qualifications are discussed in Section (ii).

Almondale Middle School will enroll an estimated 450 students in the upcoming 2010-2011 school year. By the time the three-year funding finishes, roughly 1,000 students will have experienced the impact of the turnaround model at the project site. Naturally, a decision that adversely affects so many students and educators was no easy choice, but was based on numerous consultations and, just as importantly, data.

In November 2008, Keppel Union School District revised its LEA Plan to meet specific problems identified earlier through direct classroom observation, surveys, and interviews (Keppel Union School District, 2008a). Those problems that encompassed middle school instruction (the focus of this grant application) included:

1. The district had not fully implemented an ELD program.
2. Not all students with disabilities had received core curriculum instruction.
3. Many teachers were unable to distinguish between ELA and ELD standards.
4. Some teachers did not possess sufficient understanding of state content standards.
5. Some educators did not understand the culture of poverty and how to address the needs of those students.
6. There was no built-in collaboration time for teachers to meet as professional learning communities.

Keppel Union School District has received District Assistance Intervention Team (DAIT) services from the Los Angeles County Office of Education to provide oversight in addressing these problem areas. Based on extensive district-wide and school-wide interviews, thorough document reviews, and analysis of assessment results, DAIT completed an Academic Program Survey for each school in the district.

Results for Almondale Middle School, visually summarized in Figure 1, indicated an urgent need to transform the school governance to meet increasing accountability standards. On the positive side, its current instructional program received relatively high marks, owing partly to its AVID college preparatory program. Also scoring high marks were its level of leadership training and support for teacher, both pointing to a concerted

effort on part of the district to instill a high-quality governance model for the school.

Many processes, however, scored relatively low, especially in the areas of professional development, implementation monitoring, and the faculty's use of instructional time. All three factors form core components of this grant application.

Naturally, the most glaring distinction between the turnaround model and the transformation model centers on teaching staff replacement. In the opinion of Superintendent Steve Doyle, the ability and willingness of faculty at the elementary school sites to learn new skills and implement them in the classroom was the primary vehicle for those schools' rapid growth; unfortunately, the middle school faculty were considerably slower in adhering to new district initiatives. While many school districts undoubtedly hesitate to undergo the painful process of staff replacement, the leadership of Keppel Union School District recognized the opportunity to invigorate the academic culture at Almondale Middle School to match (and even surpass) its neighboring schools and took action by implementing the turnaround model.

Roles and Responsibilities

The DAIT provider (the Los Angeles County Office of Education) performed the analysis that helped formulate the intervention model proposed in this application. The district superintendent, associate superintendents, and directors, along with the School Site Council (comprising the former school principal, the former principal's secretary, three teachers, three parents, and two students) contributed much of the knowledge base that helped DAIT assess the governance health of the district and school. DAIT was especially instrumental in analyzing the results and providing suggestions to the district for reform.

Section (ii) discusses in more detail the means of selecting the appropriate intervention model. In short, Almondale Middle School has exhibited exceedingly poor growth in student achievement, with both the overall performance and similar rankings hovering within the four lowest deciles since the 2004-2005 school year. Given that the other schools in the district had positively responded to the district's reform efforts, the need to replace the principal and much of the teaching staff became clear.

Current Practices

Even though Keppel Union School District does not feature high school instruction, district leaders recognized the impact of lower grade levels on high school graduation rates and college entry. In response, the district implemented its own comprehensive model for school reform centered on Advancement Via Individual Determination (AVID), a nationwide program designed to prepare educationally disadvantaged, yet promising, students for collegiate eligibility and success. This comprehensive program features its own rigorous curriculum, site-based teachers and counselors, and regional administrative teams, as well as training in AVID instructional methods (Advancement

Via Individual Determination, 2005). As stated in a letter for support from Diana McCrohan, the middle school's AVID coach, "all teachers will be expected to be trained in AVID and to use those strategies with all students. This will provide access to rigorous curriculum for all, while the AVID elective class will provide additional support for students enrolled in the program" (Personal correspondence, April 30, 2010). All newly hired teachers will participate in week-long AVID training in the summer of 2010.

To further meet the needs of all students, the district employed the services of TESS Consulting Group LLC to train teachers in Brain-based Direct Instruction, an instructional method driven by teacher metacognition. The art and science of metacognitive instruction relies on awareness, purpose, and situation to drive instructional decision-making, which provides teachers classroom sovereignty while availing them of the effectiveness of direct instruction. Brain-based Direct Instruction is described further in Section (x).

Because Brain-based Direct Instruction forms the central scope of instructional methodology throughout the district, all teachers at Almondale Middle School have received ample professional development in this technique. Naturally, a teacher's willingness and ability to implement Brain-based Direct Instruction dominates much of the decision-making on behalf of the district in its selection of retainment of teachers.

To date, the school staff has received extensive professional development in Brain-based Direct Instruction, a variant of direct instruction developed by TESS Consulting Group LLC. The staff has undergone repeated and frequent monitoring of their employment of these techniques. As this school is undergoing the turnaround model, those staff members that have demonstrated an ability and willingness to employ Brain-based Direct Instruction forms an important component of teacher replacement selection. For more information on Brain-based Direct Instruction, see Section (x) of this narrative.

In addition to the usual training, such as direct instruction and SB472, professional development extends to coaching and trainer-of-trainer models as well. Coaching is a model of professional development highly favored by the school's faculty and administrators. The professional development strategy known as content coaching involves pairing experts in a particular subject area or set of teaching strategies with a small group of teachers to improve classroom practice and ultimately student achievement (Knight, 2008). For Almondale Middle School, the district provides instructional coach support. Coaches model lessons, support English Language Development, facilitate professional development, and conduct PLC meetings around issues of instruction to assist underachieving students.

Because of the district's large English Learner population, professional development in communication strategies plays a significant role throughout the district. California classifies English language fluency along five levels. As described in the district's master plan for English Learners, by grouping students from the lowest three levels

and, similarly, the highest two levels, Keppel Union School District created its own two-tiered system using a combination of a structured English immersion program (for the least fluent group) and a mainstream English program (for the most fluent group).

Although targeted for non-native speakers, English Learner strategies like Specially Designed Academic Instruction in English (SDAIE) (Fesperman, 2007) (the method adopted by Keppel Union School District) benefit all students; therefore, schools should not restrict their use solely to high English Learner populations. The decision-making process used to design instruction for the two groups of English Learners is involved, however. To lay out a clear structure for teaching English Learners, the district devised its own implementation manual for the 2009-2010 school year (Keppel Union School District, 2010).

The district is committed to monitoring professional development and using existing coaching services as well as walk-throughs to underscore the determination of the Keppel Union School District for effective transfer and applications of trained skills in classrooms. Therefore, the monitoring of high quality professional development will be a focus of the district, especially using a professional learning community process to ensure an appropriate level of accountability for skills being transferred and applied in classrooms. The district leadership intends to model the manner in which a PLC should function at team meetings and the meetings held with principals. Walk-throughs will reinforce the implementation of PLCs. The following professional development opportunities will be made available for teachers, administrators, and paraprofessionals throughout the course of the school year.

Another major focus of the district is the development of professional learning communities (PLCs) for administrators and teacher/leader groups to work collaboratively. These groups will meet regularly to discuss data collected during implementation monitoring and state/district assessments, set targets for implementation of skills learned in professional development, and discuss the effectiveness of the methods currently in use, as well as those that look promising for future implementation. Professional learning community training was provided for district and site administrators beginning in the 2008-2009 school year. In addition, PLC training began for teacher leaders and site leadership teams in July, 2009 and will continue to be an on-going priority as the district works towards its goal of 100% of all staff trained to actively engage in effective PLCs.

The DAIT program will extend its capacity to develop, access, and analyze student performance data, and hence inform and modify instruction, until June 2011. During this time, the Turnaround Leader will work alongside DAIT on the same capacity-building activities. To sustain the capacity indefinitely, the Turnaround Leader will train the assistant principal of the school to assume her responsibilities once SIG funding ends.

Figures and Tables

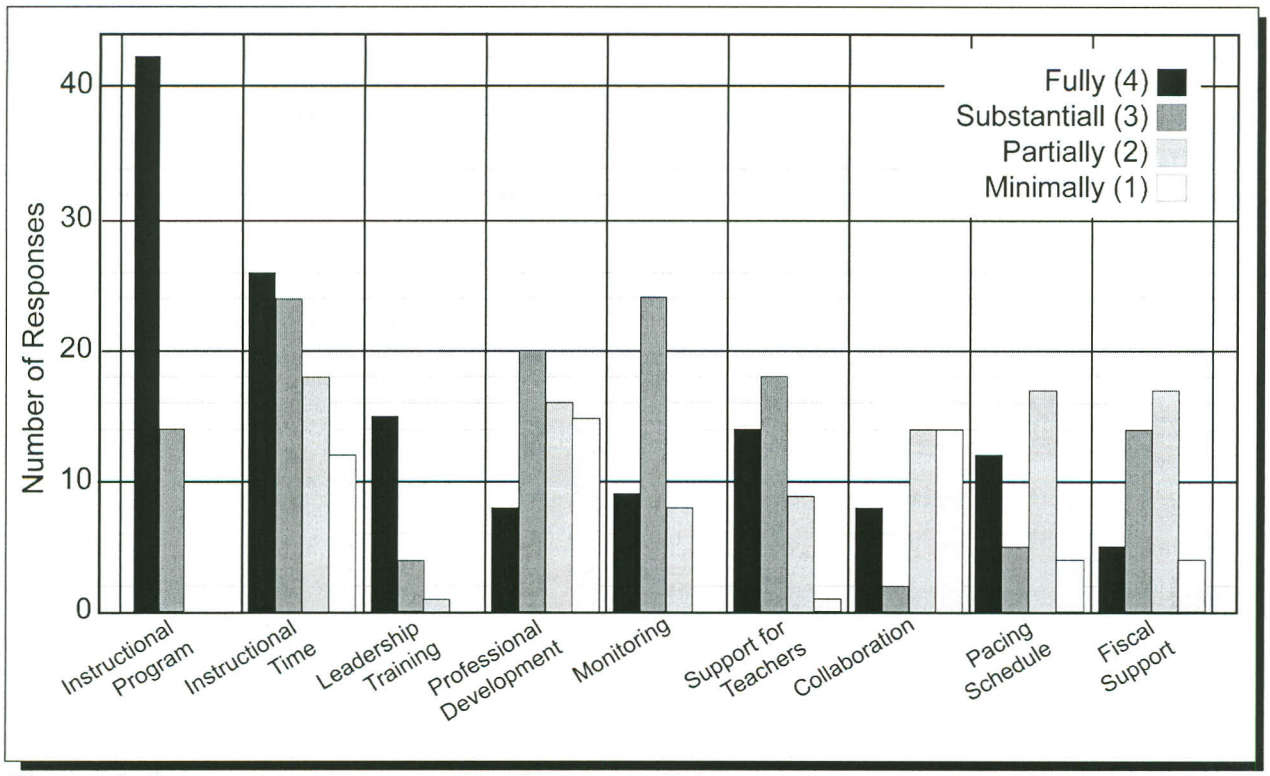

Figure 1: Survey responses to the nine essential program components for Almondale Middle School, as compiled by DAIT for the 2007–2008 school year, revealing the implementation levels of various factors affecting the academic environment and governance of Almondale Middle School. As one clarifying example, 42 responses indicate that the school's instructional program is fully implemented, while 14 thought it was only substantially implemented. The same data is displayed in Table 1 in percentages (District Assistance Intervention Team, 2008).

References

Advancement Via Individual Determination (AVID). (2005, Fall). Big ideas: Dropout prevention strategies. Retrieved from http://www2.edc.org/ndpc-sd/vol5.htm.

District Assistance Intervention Team. (2008). Academic program survey for '07-'08: Almondale Middle School.

Fesperman, T. H. (2007). The administrator's assignment manual. Commission on Teacher Credentialing, 8th edition. Retrieved from http://www.ctc.ca.gov/credentials/manuals-handbooks/Administrator-Assignment-Manual.pdf.

Keppel Union School District. (2008a). LEA plan addendum.

Keppel Union School District. (2010, Spring). Master plan for English Learners.

Knight, J. (2008). *Coaching: Approaches and perspectives*. Thousand Oaks: Corwin Press.

ii. Selection of Intervention Model

Section (i) already discussed the results of DAIT investigations of Almondale Middle School and the impact of these results on the choice of intervention. As shown in Table 1 (drawn from the same source data as Figure 1), DAIT discovered that the school had received adequate support from the district, as evidenced by relatively positive results for categories such as instructional program, leadership training, and support for teachers. On the other hand, many of the program components that scored low (e.g., instructional time, collaboration) reflected school- and teacher-level processes.

Student achievement for Keppel Union School District also heavily factored in the district leadership's decision to implement large-scale changes at the middle school site. As seen in Figure 2 and Table 2, Keppel Union School District's schools have exhibited strong growth in student achievement since the 2005-2006 school year. As the lone middle school in a small district, the performance of the middle school has largely undermined this progress, creating a bottleneck in achievement between the time students exit elementary school and enter high school (in the neighboring district).

As with any school with large numbers of English learners, the ability of a school and staff to teach basic English fluency becomes paramount. In this regard, the performance of Almondale Middle School again lags behind the rest of the district, as shown by the R-FEP reclassification rates in Figure 3.

The turnaround model of comprehensive school reform targets those schools that employ a core body of teachers who exhibit professionalism in their practice, but whose efforts are hamstrung by a counterproductive school culture. Although low student achievement, coupled with DAIT results, factored heavily into Keppel Union School District's decision to employ the turnaround model at the project site, other factors contributed as well. More than any other, the realization that the shared culture of success exhibited at the other schools in the district (which contributed greatly to their students' academic success) would never happen at Almondale Middle School with its existing staff and leadership.

Figures and Tables

Table 1

Survey responses to the nine essential program components for Almondale Middle School, as compiled by DAIT for the 2007–2008 school year. (District Assistance Intervention Team, 2008).

	Rating			
Component	**Fully**	**Substantially**	**Partially**	**Minimally**
Instructional program	75%	25%	0%	0%
Instructional time	33%	28%	23%	15%
Leadership training	75%	20%	5%	0%
Professional development	13%	33%	28%	25%
Monitoring	25%	56%	19%	0%
Support for teachers	35%	43%	20%	3%
Collaboration	30%	45%	15%	10%
Pacing schedule	32%	13%	45%	11%
Fiscal support	13%	36%	44%	8%

Notes: Percentages reflect the ratio of responses for each response compared to the total number of responses. This data is also reflected in Figure 1 from Section (i) except in terms of the total number of responses rather than percentages.

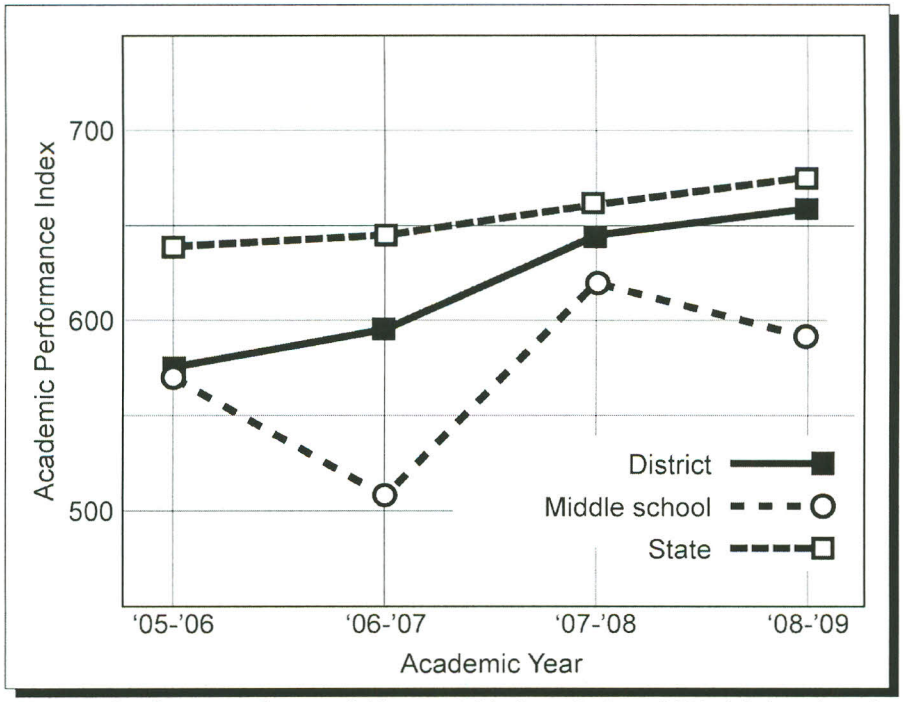

Figure 2: Comparison of Keppel Union School District schools and Almondale Middle School. Statewide averages are also shown.

Table 2

Comparison to state average in API growth for Keppel Union School District.

	Change in API (Compared to State Average)					
School	2005	2006	2007	2008	2009	Δ
Alpine ES	694	708(14)	695(-13)	753(58)	772(19)	(78)
Antelope ES*	560	573(13)	653(80)	717(64)	729(12)	(169)
Gibson ES	644	639(–5)	675(36)	670(–5)	697(27)	(53)
Lake LA ES	633	628(–5)	639(11)	659(20)	685(26)	(52)
Pearblossom ES	717	—	724	726(2)	754(28)	(37)
Almondale MS*	663	631(–32)	602(–29)	685(83)	648(–37)	(–15)
Elementary avg	650	637(–13)	677(40)	705(28)	727(22)	(77)
District	656	652(–4)	656(4)	696(40)	703(7)	(47)

Notes: As one clarifying example, Alpine Elementary School achieved a 14-point increase in API between 2005 and 2006 and a drop of 13 points between 2006 and 2007; overall, its API has increased 78 points since 2005.

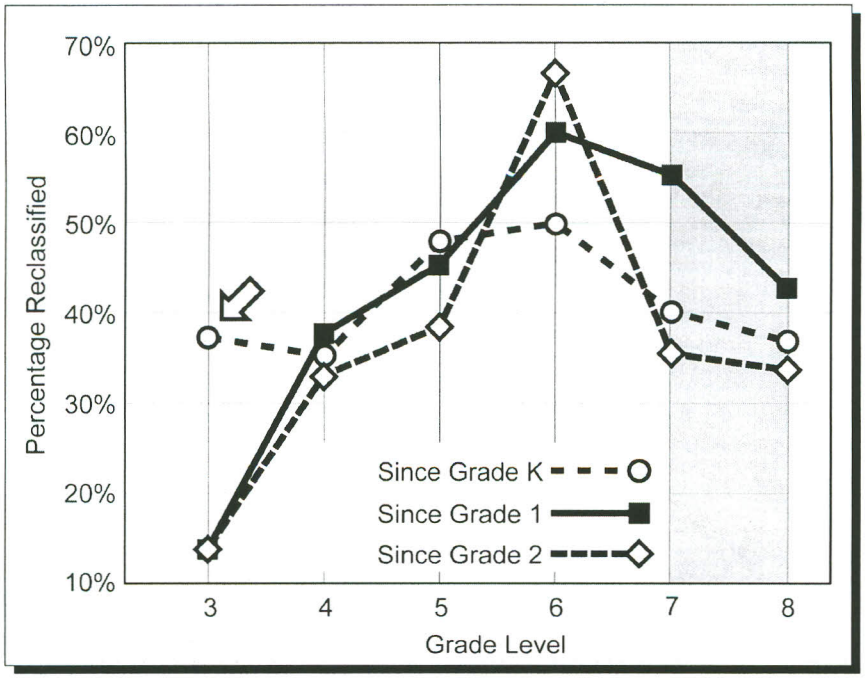

Figure 3: Reclassification rates of district English learners, highlighting the ineffectiveness of the middle school (gray band) in teaching students basic English fluency. The arrow points toward one clarifying example, illustrating that of all third-grade English Learners enrolled in the district since Kindergarten, 38% were able to be reclassified as fluent in English by the end of the 2008-2009 school year.

References

District Assistance Intervention Team. (2008). Academic program survey for '07-'08: Almondale Middle School.

iii. Demonstration of Capacity to Implement Selected Intervention Models

Although Almondale Middle School is neither a Tier I nor Tier II school, it has already undertaken the turnaround model, having (within the Spring 2010 academic semester) replaced the principal, notified all teachers of their dismissal, and began the interviewing process for replacement teachers.

In May 2010, the district selected Ricardo Romero, M.A., as the new principal of Almondale Middle School. Mr. Romero possesses considerable experience in many facets of education that will help the school match the progress of its elementary school counterparts in the district, including:

- Experience in expansion and coordination of AVID programs
- Ability to conceptualize, develop, and implement processes to analyze multiple sources of student data using the PDSA success cycle
- Experience in instructional coaching program implementation

Naturally, Mr. Romero's qualifications extend well beyond the three itemized above. This application includes Mr. Romero's resume as an attachment.

The feasibility of this approach largely rests with the past experience of the district with the AVID program and Brain-based Direct Instruction. Consequently, the teething problems associated with new programs have largely dissipated, leaving no significant barriers to whole-school implementation of the turnaround model. Therefore, the district will scale up the entire turnaround effort at the very outset (that is, the 2010-2011 school year).

Keppel Union School District contains only the one middle school. The official partners to the district, TESS Consulting Group LLC and RISE Instructional Systems, already provide considerable services to the district and will have no trouble implementing the increased levels of training and student support services throughout the project duration (and beyond).

Finally, the selection of a Turnaround Leader to oversee all facets of implementation figures prominently in the district's capacity to maximize use of school improvement grant funds. The Turnaround Leader will facilitate teacher focus groups (special sessions of the professional learning communities), interview individual teachers and administrators, coordinate data reporting sessions, and prepare semester evaluation reports. (In this capacity, the Turnaround Leader will act as an external evaluator of the SIG program as well.)

iv. Demonstration of Capacity to Implement Selected Intervention Models

Keppel Union School District has already agreed to contract with Rebecca Wetzel, the DAIT lead for the Los Angeles County Office of Education, to provide the services of a turnaround leader. Ms. Wetzel has a track record of proven success in raisin the achievement of underperforming schools. The Turnaround Leader, Rebecca Wetzel, was chosen based on her proven track record in turning around low-performing schools for the Los Angeles County Office of Education and past experience as the DAIT lead for the district.

v. Recruitment, Screening, and Selection of External Providers

The state of California granted Keppel Union School District sufficient funds to acquire the services of DAIT, which has aided Keppel Union School District, and in so doing the Tier III school discussed in this application, since 2008. Besides performing workshops and supporting the creation of professional learning communities, DAIT has monitored the operational health of the district and provided its staff with numerous recommendations for improvement, which the district has implemented and will continue to follow ("Local Educational Agency Plan Addendum—Keppel Union School District").

Working in conjunction with DAIT, a temporary (three-year) Turnaround Leader hired as part of this SIG application will periodically evaluate district efforts to respond to all recommended action steps. As mentioned in Section (iv), the Turnaround Leader will facilitate teacher focus groups (special sessions of the professional learning communities), interview individual teachers and administrators, coordinate data reporting sessions, and prepare semester evaluation reports. (In this capacity, the Turnaround Leader will act as an external evaluator of the program as well.)

vi. Alignment of Proposed SIG Activities with Current DAIT Process

As discussed in Sections (i) and (ii), DAIT uncovered significant weaknesses in professional development, teachers' use of instructional time, and only moderate adherence to regular monitoring of instructional processes. Addressing all three weaknesses form an important part of this grant request, with funding requested to fully implement the following:

1. A third-party vendor will monitor the teachers' use of instructional time, focusing on the percentage of time students are academically engaged and in which activities.
2. Professional development in Brain-based Direct Instruction (the teaching method adopted by the district), English Learner strategies, AVID curriculum delivery, and response-to-intervention strategies.
3. Increased frequency of implementation monitoring of English Learner and response-to-intervention strategies (which already takes place on a regular basis).

As mentioned previously, Rebecca Wetzel of the Los Angeles County Office of Education will provide her skills and experience to act as the Turnaround Leader for the district. As the DAIT lead for the district, Ms. Wetzel has therefore positioned herself ideally to ensure that reform efforts align to DAIT processes.

vii. Modification of LEA Practices or Policies

Keppel Union School District will not need to change any of its current policies to meet the requirements of the turnaround model.

viii. Sustainment of the Reforms after the Funding Period Ends

Sustainability encompasses more than simply identifying potential funding streams, for many well-funded projects have died on the vine. Based on an extensive review of scholarly literature, RMC Research Corporation compiled a list of sustainability characteristics that will guide the sustainability plan for this project and will form an important section of the post-project implementation manual (RMC Corporation, 2009).

Integral to program sustainability is the act of continuously monitoring sustainability for its own sake. Integral to this plan is a continual reliance on data-based decision making, with the data not only encompassing summative data (e.g., state assessments), but formative data (e.g., classroom observations) as well.

As stated in RMC Corporation's findings (p. 8), "Precise aspects of an initiative's instructional practices, and how teachers develop the skills needed to implement them, should be central element in sustainability planning." Regardless of the instructional approach favored in a reform effort, their research found that teacher efficacy (i.e., continual awareness of one's own teaching method and its effectiveness) lies "at the heart of effective teacher instruction."

The teacher efficacy component of the Brain-based Direct Instruction method employed in this turnaround separates its methodology from many direct instruction approaches. In short, continual awareness of one's own effectiveness forms the basis of this approach. The elementary schools have embraced this instructional technique since its introduction during the 2007-2008 academic year.

The designers of reform efforts often entrench in their own mind every step of the way toward a goal, creating no means to adjust targets to face unexpected difficulties (the essence of micro-management). In the end, initiatives die as participants begin to discover that personal targets cast in stone by others lie outside their reach. The quality control (PDSA) cycle employed in this proposed turnaround and displayed in the figure corrects this deficiency by embedding a flexible system of target-setting based on near-point data collections. Although district leaders have already established far-point targets—as discussed in Section (ix) of this narrative—school leaders, instructional coaches, and teachers will establish their own near-point targets (e.g., the percentage of time devoted to individual versus group activities) needed for the project to succeed. Naturally, communication between district and school leadership to ensure that near-point targets will allow the project to reach its far-point goals becomes paramount.

The trainer-of-trainer system of reform constitutes an important component of sustainability as district personnel learn to advance the project without perpetual dependence on third parties. The trainer-of-trainer model will gradually shift the burden of professional development and implementation monitoring to school staff. For this reason, the district will hire a turnaround leader for only a temporary (three-year) basis, with one responsibility aimed at training school and district personnel to assume his or

her responsibilities once the project completes. For the upcoming 2010-2011 academic year, the instructional coaches and school principal will train in monitoring classroom monitoring sessions for program fidelity on a regular basis and will assume all such duties by the 2014-2015 academic year.

Professional development, on the other hand, will require funding beyond the three-year funding window. Even though district staff will assume much of the training after the project window closes, an additional $50,000 per year expense will likely remain. However, Almondale Middle School is a Title I school and Section 1112(c)(1)(O) of Title I and Section 2123(a)(3)(A)(ii) of Title II can fund such activities.

References

RMC Corporation. (2009). Reading First sustainability: Literature review. Retrieved from http://www2.ed.gov/programs/readingfirst/support/litreview.doc.

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

To maintain momentum and fidelity to the project goals, this model employs the quality control cycle shown in the figure, a never-ending process where data drive decision-making, which in turn drives training and implementation.

Although useful in their own right, state assessments fail to provide the granularity and proximity required to drive short-term decision making, severely extending the time necessary to cycle through the entire quality control process. This turnaround will overcome this deficiency by using near-point data to continually compress the cycle time closer to the various factors affecting student achievement. The quantitative data provided by the project therefore fall into one of two categories: (1) far-point data comprising summative assessments and (2) near-point data comprising direct real-time monitoring of classroom processes. The resulting reports will therefore provide continuous monitoring of adherence to project goals.

Far-point data

The ultimate mark of success for school turnaround centers on summative assessments, which manifest in state assessments and district benchmarks. As part of this model, the district plans to develop end-of-the-year performance-based assessments (which use essays and short responses to provide a more qualitative view of student achievement) to complement the existing state assessments.

Near-point data

As one clarifying example, the teachers' use of standards-based curricular materials forms an important component of this turnaround model. For this issue, then, the *plan* phase details goals that focus specifically on the percentage of assignments (say 90%) aligned to California state standards. To reach these goals, teachers undergo targeted professional development in teaching standards-based curricula (*train* phase). In the implement phase, teachers deliver these curricular materials to their students, while district personnel and independent consultants collect classroom materials to check their alignment to standards (*monitor* phase) standards. In practice, the cycle repeats, even after teachers attain the stated goal (although the *train* phase will shift to more pressing concerns).

Naturally, not all near-point data provide equally useful feedback. The approach adopted in this model focuses on data collections that target factors lying within the direct control of educators, such as the alignment of assignments to standards and the frequency in which teachers employ effective instructional strategies. By targeting tangible near-point processes that lie within the direct control of the school staff, the path to increased school performance becomes distinct and attainable. Once enacted, the success cycle will eventually place school improvement within the direct control of teachers and school leaders.

Figure 2 and Table 2 in Section (ii) of this narrative chronologically exhibit the past student achievement of Almondale Middle School students. Table 3 in Section X tabulates the far-point goals established by the district for measuring project success. Naturally, there is no guarantee that when scores are released in August 2010 Almondale Middle School will meet these objectives. However, far-point goals cannot form ever-shifting targets, so this school improvement plan maintains the original goals established for the 2010-2011 school year.

References

RMC Corporation. (2009). Reading First sustainability: Literature review. Retrieved from http://www2.ed.gov/programs/readingfirst/support/litreview.doc.

x. Inclusion of Tier III Schools (if applicable)

Current condition

Keppel Union School District comprises five elementary schools and one middle school (the Tier III school) serving a total school population of 2,890 students in the Antelope Valley region of Los Angeles County.

As illustrated in Section (ii), the elementary schools of Keppel Union School District have exhibited steady increases in student proficiency and shrinking achievement gaps over the last five years. However, Almondale Middle School[1] has long struggled, having been placed on the School Improvement list for the last eight years and prompting the district to deploy the turnaround model of school reform.

The rurality of the district, yet proximity to large urban areas, makes methamphetamine manufacturers from the region major suppliers in the state. Intense gang activity from neighboring urban areas further burdens the school and district with a disproportionate share of troubled children. Poverty only compounds these problems, with 75% of students at the project site eligible for a free or reduced lunch, which is significantly higher than the state average of 52% (Education Data Partnership, 2010).

The Tier III middle school also enrolls large numbers of Hispanic students (68% of the total school population) and English Learners (31%), both of which are significantly higher than average even by California standards (49% Hispanics and 24% English Learners) (Education Data Partnership, 2010). Although the growth in the number of Hispanic students entering college nationally exceeds all other ethnic groups (Mendiola, Watt, & Huerta, 2010), Hispanic students still represent the ethnic group with the lowest representation in college, a problem that correlates closely to their high dropout rates (28%) (Center for Labor Market Studies, 2009; Mendiola et al., 2010).

All of these factors pose a significant barrier to college entry and success for students attending schools like Almondale Middle School. Researchers studying rural students' attitudes toward postsecondary education found that rural students show less interest in attending college, further compounding the problem (Cowley, Meehan, Wilson, & Nancy, 2003; Hektner, 1994; Kampits, 1996; Cobb, McIntire, & Pratt, 1989).

Selection of the turnaround model

Based on past success with a variety of reform programs as well as results published by education researchers, Keppel Union School District has formulated a strategy for

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1 The district plans to change the name of the school in the future to Almondale Academy. To avoid confusion, this grant application will reference the existing school name.

raising student achievement based on its existing Advancement Via Individual Determination (AVID) program:

> *Coupling the turnaround model with a comprehensive AVID-based strategy increases student proficiency and college aspirations/expectations in rural middle schools with large populations of English learners.*

Previous research

The turnaround model of comprehensive school reform rests on a sound theoretical principle: In situations where reform flounders on account of a sizable population of unskilled or uncaring faculty, replacing the staff constitutes an obvious path toward a supportive academic culture. As Mass Insight Education and Research Institute states it, "[a school turnaround is] a dramatic and comprehensive intervention in a low-performing school that produces significant gains in student achievement within two academic years" (Calkins, Guenther, Belfiore, & Lash, 2007, p. 73). The turnaround model has only appeared relatively recently, but has shown its effectiveness in various settings. For one, the Academy for Urban School Leadership has deployed the turnaround model to raise student achievement in some of Chicago's most underperforming schools, with the Harvard Academy for Excellence as one prominent example (U.S. Department of Education, 2010). Green Dot Schools employed the turnaround model to help raise student proficiency at Locke High School in Los Angeles, one of the regions most notoriously underperforming schools (U.S. Department of Education, 2010).

Enhancement to the turnaround model

The AVID program appears prominently throughout the U.S., with considerable research attesting to its effectiveness (Watt, 2010). In California, where AVID is funded by the state, research has shown an increase in college enrollments from AVID students when compared to their non-AVID counterparts (Slavin & Calderón, 2001). In Texas, another state with a large population of Hispanics, the School Improvement Resource Center lists the expansion of existing AVID programs as one strategy for "establishing a high-performing learning culture and climate" (School Improvement Resource Center, 2008, p. 61). Some schools and districts have adopted AVID as part of their turnaround restructuring (Education World, 2008; Alexandria City Public Schools, 2010) and others like Boston Public Schools (2010) have emphasized existing AVID programs as important components of their own restructuring efforts. However, because of its only recent appearance, researchers have yet to establish the impact of the turnaround model when coupled with a college preparation program like AVID. This pilot study will therefore provide much needed data for the education reform effort.

Although the lone middle school has long struggled, the elementary schools of Keppel Union School District have exhibited strong growth in achievement over much of the last. decade, as was shown in Table 2 in Section (ii). To further invigorate growth in

achievement, the district turned to direct instruction, which research indicates offers the more effective solution for enhancing student achievement than its more student-centered counterparts (Hardiman, Pollatsek, & Weil, 1986; Singley, Anderson, 1989; Schauble, 1990; McKeough, Lupart, & Marini, 1995; Tuovinen & Sweller, 1999; Chall, 2000; Moreno, 2004). Educational psychologists have even argued in support of direct instruction from the standpoint of cognitive research (Kirschner, Sweller, & Clark, 2006). Most importantly for the district, the power of direct instruction extends to struggling learners in rural settings (Darch, Gersten, & Taylor, 1987), especially non-native speakers (Willig & Swedo, 1987; Al-Shammari, Al-Sharoufi, & Yawkey, 2008) and students of various achievement levels (Chall, 2000; Coyne et al., 2008) as well as the disabled (Gersten, Becker, Heiry, & White, 1984; Carnine & Kinder, 1985; Gersten & Baker, 1999) and economically disadvantaged students (Gersten et al., 1984). The efficacy of direct instruction even extends to science (Hardiman, Pollatsek, & Weil, 1986; Brown & Campione, 1994; Strand-Cary & Klahr, 2008; Klahr & Nigam, 2004) where student-centered methods such as inquiry are encouraged (National Research Council, 2000; Vanosdall, Klentschy, Hedges, & Weisbaum, 2007; National Science Teachers, 2010).

Raising student achievement

Keppel Union School District faced a slump in student achievement by the end of the 2006–2007 school year, dropping 11 points since 2003 as seen in Table 2 in Section (ii). After conferring with local education leaders and consultants, the district adopted a variant of direct instruction titled Brain-based Direct Instruction that focuses on enhancing proven direct instruction techniques with teacher metacognition. Working first with the elementary schools for the 2007–2008 academic year, results clearly show that the effort on part of the district has paid off immensely, with a net district-wide gain of 40 points and an even more impressive 53-point gain for the elementary schools since the 2002-2003 academic year.

Due in large part to this extensive professional development in direct instructional techniques and subsequent implementation monitoring, as well as its successful English Learner program, Keppel Union School District has significantly closed gaps in student achievement since the 2006 academic year, as shown in Figure 2 in Section (ii). For example, the gap between Hispanics enrolled in the district and all students in the state decreased by 27% since 2006.

With its large English Learner population, the teaching of non-native speakers has positioned itself at the top of district priorities. The elementary schools have not only taught English Learners academic content, they have also helped students gain English fluency. Figure 3 in Section (i) illustrates the rate at which the district reclassifies its students to reclassified-fluent English proficient (R-FEP). The steady increases in reclassification as the grade level increases points to a concerted, systemic effort on part of the district to teach students English. (Comparing reclassification success with the state and other districts is difficult since the state leaves such decisions to the local

level.)

Despite all this success, Almondale Middle School (the lone middle school in the district) has continuously struggled. With only six schools in the district, the most recent 37-point plunge in API of the middle school largely undermines the 22-point average increase at the other schools, therefore providing the impetus to employ the turnaround model that forms this project.

Services and activities

With the complete replacement of the principal and roughly half the teaching staff, the district has already demonstrated its willingness to institute a large-scale placement of talented teachers at the project site, although the process is ongoing. The proposed project therefore centers its goals toward *boosting* the effectiveness of the turnaround model of comprehensive school reform already in progress at the middle school project site.

By infusing highly effective teaching methods and English Learner strategies into its existing Advancement Via Individual Determination (AVID) program, and scaling the AVID program school-wide, Keppel Union School District will expand development of its AVID academy for school turnaround that raises the likelihood of middle school students, especially rural English Learners, to succeed academically and enroll in college.

Even though Keppel Union School District does not feature high school instruction, district leaders recognized the impact of lower grade levels on high school graduation rates and college entry. In response, the district implemented its own comprehensive model for school reform centered on AVID, a nationwide program designed to prepare educationally disadvantaged, yet promising, students for collegiate eligibility and success. This comprehensive program features its own rigorous curriculum, site-based teachers and counselors, and regional administrative teams, as well as training in AVID instructional methods (Advancement Via Individual Determination, 2005). As stated in a letter for support from Diana McCrohan, the middle school's AVID coach, "all teachers will be expected to be trained in AVID and to use those strategies with all students. This will provide access to rigorous curriculum for all, while the AVID elective class will provide additional support for students enrolled in the program." (Personal correspondence, April 30, 2010) To further meet the needs of all students, the district employed the services of TESS Consulting Group LLC to train teachers in Brain-based Direct Instruction, an instructional method driven by teacher metacognition. The art and science of metacognitive instruction relies on awareness, purpose, and situation to drive instructional decision-making, which provides teachers classroom sovereignty while availing them of the effectiveness of direct instruction.

Funds to pay for the additional AVID services needed to scale up to the whole-school level therefore form one component of this grant request and are itemized in Row 29 of Form 5b. In addition,requested funds will secure the services of an AVID counselor and

four additional AVID tutors (Rows 2 and 5 of Form 5b, respectively).

Brain-based Direct Instruction, developed by TESS Consulting Group LLC, empowers the teacher with the second-by-second decision-making expected of any true professional. This method eschews rote step-by-step procedures by instilling a sense of heightened purpose and awareness in instruction. In a nutshell, this method raises the importance of conscious behavior in which teachers plan, monitor, evaluate, and revise their own progress throughout the teaching process. Metacognitive instruction therefore turns teachers into scholars of pedagogy in their own classrooms. Such an approach, however, requires a thorough understanding of student needs, especially for those students who do not belong to the same demographic subpopulation as the teacher.

With funding from the school improvement grant program, professional development in Brain-based Direct Instruction will continue, with training services provided by TESS Consulting Group LLC (TESS) as shown in Row 28 of Form 5b. Because implementation monitoring forms a critical component of the PDSA success cycle described in Section (ix), the district also requests funds to purchase considerable classroom observation services from TESS (Row 28 of Form 5b).

California classifies English language fluency along five levels. By grouping students from the lowest three levels and, similarly, the highest two levels, Keppel Union School District created its own two-tiered system using a combination of a structured English immersion program (for the least fluent group) and a mainstream English program (for the most fluent group). Although targeted for non-native speakers, English Learner strategies like Specially Designed Academic Instruction in English (SDAIE) (Fesperman, 2007) (the method adopted by Keppel Union School District) and Sheltered Instruction, Observation Protocol (SIOP) (http:// www.siopinstitute.net/) benefit all students; therefore, schools should not restrict their use to high English Learner populations.

Professional development in English Learner strategies (Row 27 of Form 5b) will therefore help Almondale Middle School continue its devotion to providing a high quality education for English Learners. Implementation monitoring, as required by the PDSA cycle, with some monitoring performed by TESS Consulting Group (Row 28 of Form 5b) and the rest provided by another third-party vendor (Row 27 of Form 5b).

The turnaround model also lists expansion of learning time for students as a required activity. This application therefore requests funds to initiate an after-school tutoring program for Almondale Middle School students, as listed in Row 30 of Form 5b.

Finally, the district seeks funds to contract with a temporary Turnaround Leader to oversee implementation of the turnaround model and evaluate the effectiveness of the project, as itemized in Row 25 of Form 5b. For information about the roles and responsibilities of the Turnaround Leader, see Sections (iii) and (iv).

Goals

The district plans a two-pronged approach to improving the lives of its students: (1)

raise their content-area proficiency and (2) increase their college readiness. Naturally, meeting such objectives forms just the start for Almondale Middle School, as the sustainability plan described in Section (viii) of this application will drive student achievement well beyond the 36-month funding window.

Student proficiency

The U.S. Department of Education designed the turnaround model to meet the needs of all students. Therefore, project success must reflect clear gains in proficiency for all subgroups enrolled at the project site. As discussed in Section (ii), Almondale Middle School has previously exhibited the growth rate needed to achieve substantial improvements in overall academic proficiency, but never consistently. A new staff with fresh attitudes and the support provided by this variation of the turnaround model will instill the school culture needed to sustain strong growth over the three-year funding window.

In its most recent performance, student scores for Almondale Middle School actually dropped significantly. Given this reversal of progress and the large-scale staff changes that will take place for the upcoming school year, the district has established only modest student achievement goals for the first year of implementation:

In comparison to results from the previous year, by the end of the 2010-2011 school year:

1. AYP proficiency in both English language arts and mathematics will increase 3%.

2. The number of students scoring below basic and far below basic in mathematics and English

language arts will decrease by 3%.

3. At least 5% of identified CELDT Level-3 students will move to early advanced or advanced.

Once the turnaround model is firmly established, the goals become more aggressive, increasing in comparison to those established for the first year. By the end of the 2011-2012 school year:

1. AYP proficiency in both English language arts and mathematics will increase 7% over the results from 2010-2011.

2. The number of students scoring below basic and far below basic in mathematics and English language arts will decrease by 7% over the results from 2010-2011.

3. At least 10% of identified CELDT Level-3 students will move to early advanced or advanced.

The final year of funding aims to maintain the momentum established the year before:

1. AYP proficiency in both English language arts and mathematics will increase 7% over the results from 2011-2012.

2. The number of students scoring below basic and far below basic in mathematics and English language arts will decrease by 7% over the results from 2011-2012.

3. At least 10% of identified CELDT Level-3 students will move to early advanced or advanced.

Table 3 summarizes the goals for all three funding years, as well as overall goals for the three-year funding window.

College readiness

Although the district plans to monitor enrollment of its former students in high school college preparatory classes to gauge their attitudes about college careers, data acquisition could prove troublesome as students migrate to various high schools throughout the country.

For measuring project success, the Turnaround Leader assigned to this project will instead survey sixth-grade students enrolling for the 2011-2012 academic year on their anticipations and expectations toward college education, with survey questions culled from existing research.

From that time on, the Turnaround Leader will survey this same group of students each year (i.e, a longitudinal study). A statistically significant improvement in attitudes between their first enrollment in the school (August 2010) and the end of their middle school career three years later (June 2013) will mark program success toward addressing college readiness. (Each new group of incoming sixth-grade students will complete the same surveys to help the school mark improvement beyond the project duration; however, the evaluator will only use the survey results from the same group of 2010-2011 sixth-grade students to gauge program success on the issue of collegiate anticipations/expectations.)

Table 3 summarizes these goals for college readiness.

Figures and Tables

Table 3

Summary of goals established for measuring success of the turnaround model during the funding period and at the end of the funding period.

	School year			
Target	**2010-2011**	**2011-2012**	**2012-2013**	**Overall**
AYP Proficiency in ELA	3% increase	7% increase	7% increase	18%

AYP Proficiency in math	3% increase	7% increase	7% increase	18%
Students scoring below proficiency in ELA	3% decrease	7% decrease	7% decrease	18%
Students scoring below proficiency in math	3% decrease	7% decrease	7% decrease	18%
CELDT Level-3 students moving to at least early-advanced	5%	10%	10%	27%
Attitudes toward college entry	Discernible improvement	Discernible improvement	Discernible improvement	Significant improvement

Notes: Percentages listed in the "Overall" column represent *compounded* increases measured with respect to results obtained at the end of the 2009-2010 school year. Significant improvement denotes a statistically significant improvement between the 2009-2010 and 2012-2013 school years, whereas "discernible improvement" is not necessarily statistically significant.

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xi. Consultation with Relevant Stakeholders

The turnaround model of school intervention constitutes a dramatic change to a school's environment, therefore creating the need to garner widespread support from the community.

Support for this intervention comes from numerous stakeholders, with none more important than those most adversely affected by its implementation — the faculty. Linda Kitzmann, president of the Keppel Union Teachers Association, has expressed her teachers union's support of this turnaround effort, especially in regards to two crucial elements of school intervention that often form a sore point in union negotiations: classroom observations and teacher evaluations.

The involvement of KUTA extends beyond support, as the union has helped the district initiate professional learning communities, monitor teachers for their implementation of newly learned skills, and create the locally adopted competencies used by the district as a basis for its teaching evaluations.

As the liaison between its schools and the community, the district's Board of Trustees has long concerned itself with Almondale Middle School's low academic performance and embraced the district's efforts to improve the school. Besides its support of the intervention steps already underway, the Board of Trustees has approved this grant application, demonstrating its long-term commitment to the intervention process.

As was discussed more thoroughly in Section (x), the turnaround model employed by the district involves scaling up its existing middle school AVID program. The District Assistance Intervention Team Lead for the Los Angeles County Office of Education expresses her agency's support for expanding the AVID program at the middle school site to serve the needs of the turnaround intervention. As part of community-wide effort to improve learning at the middle school, Ms. Wetzel will serve as the three-year Turnaround Leader for the district, as discussed in Sections (iii) and (iv).

The District has worked with the District English Learner Advisory Committee (DELAC), to help strengthen the relationship between the district and the parents of English Learners. Considerable effort has been made to provide local parents with information regarding the classification process for English Learners and the types of professional development teachers receive in English Learner strategies.

The district has also reached out to the community for their input and support through parent-district meetings that convened on May 18th and May 27th. During these meetings, district personnel presented the current situation at the middle school, the requirements of the intervention model, and the long-term goals the district established for the school. Attendees offered their own input as well. As a result, the district obtained fifteen signatures on Form 2 of this application expressing support for the turnaround intervention. Attachments to this application include minutes recorded from the meetings.

Two private entities will provide the bulk of the services needed to professionally develop the staff's teaching skills and increase learning time for students, both fundamental to the turnaround model. This application includes memorandum of understanding from (a) RISE Instructional Systems, pledging to provide after-school instructional services to increase learning time (as part of the turnaround model) and provide additional response-to-intervention resources to students and (b) TESS Consulting Group LLC, pledging to provide professional development in Brain-based Direct Instruction for the school's teaching staff.

The district emphasizes throughout this application that the turnaround model has already been implemented at Keppel Union School District, with the most painful aspects of the reform (staff replacement) already completed or underway. *The widespread support from the stakeholders supporting this intervention therefore represents a serious long-term commitment.*

SIG Form 4a-LEA Projected Budget

LEA Projected Budget

Fiscal Year 2009-10

Name of LEA: Keppel Union School District	
County/District (CD) Code: 19 64642 0000000	
County: Los Angeles	
LEA Contact: Bart Hoffman	Telephone Number: (661) 944-2155
E-Mail: bhoff@keppel.k12.ca.us	Fax Number: (661) 944-2933
SACS: Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries			
2000–2999	Classified Personnel Salaries			
3000–3999	Employee Benefits			
4000–4999	Books and Supplies			
5000–5999	Services and Other Operating Expenditures	$50,000.00	$50,000.00	$50,000.00

6000–6999	Capital Outlay			
7310 & 7350	Indirect Costs	$13,716.01	$13,716.01	$13,716.01
7370 & 7380	Transfers of Direct Support Costs	$0.00	$0.00	$0.00
Total Amount Budgeted		**$63,716.01**	**$63,716.01**	**$63,716.01**

Indirect cost rate calculation			
LEA Funding Request	$50,000.00	$50,000.00	$50,000.00
School-level Funding Request	$456,125.97	$456,125.97	$456,125.97
Subtotal	$506,125.97	$506,125.97	$506,125.97
Indirect Rate	2.71%	2.71%	2.71%
	$13,716.01	$13,716.01	$13,716.01
Total grant request	$519,841.99	$519,841.99	$519,841.99
Three-year total	$1,559,525.96		

SIG Form 4b-School Projected Budget

School Projected Budget

Fiscal Year 2009-10 Alwondale

Name of LEA: Keppel Union School District	
County/District (CD) Code: 19 64642 ~~0000000~~ 6014583	
County: Los Angeles	
LEA Contact: Bart Hoffman	Telephone Number: (661) 944-2155
E-Mail: bhoff@keppel.k12.ca.us	Fax Number: (661) 944-2933
SACS: Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries	$138,518.00	$138,518.00	$138,518.00
2000–2999	Classified Personnel Salaries	$39,944.00	$39,944.00	$39,944.00
3000–3999	Employee Benefits	$49,663.97	$49,663.97	$49,663.97
4000–4999	Books and Supplies	$0.00	$0.00	$0.00
5000–5999	Services and Other Operating Expenditures	$228,000.00	$228,000.00	$228,000.00

6000–6999	Capital Outlay	$0.00	$0.00	$0.00
7370 & 7380	Transfers of Direct Support Costs	$0.00	$0.00	$0.00
Total Amount Budgeted		**$456,125.97**	**$456,125.97**	**$456,125.97**

SIG Form 5a-LEA Budget Narrative

LEA 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.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Certificated Personnel Salaries	**$0.00**	
Classified Personnel Salaries	**$0.00**	
Employee Benefits		
Books and supplies	**$0.00**	
Services and Other Operating Expenditures	**$150,000.00**	

Turnaround Leader: A Turnaround Leader will report directly to the district superintendent and oversee monitoring of all activities associated with the turnaround model. Responsibilities will include data collection from classroom observations, presentation of project reports to faculty and district personnel, working with the professional development consultant, and training school-based staff to assume the aforementioned responsibilities. To enhance sustainability, the contract for the Turnaround Leader expire at the end of the 36-month project duration, at which point his or her responsibilities will transfer to school-based staff. The district will pay an annual fee of $50,000 for his or her services for all three years. For a total of $150,000.	$150,000.00	
Capital outlay	**$0.00**	

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: Almondale Middle School

	Activity Description (See instructions)	Subtotal (For each activity)	Object Code
	Certificated Personnel Salaries	**$415,554.00**	
1	Personnel costs arise mostly from the staff needed to scale the AVID program to the level of an AVID academy. The addition of an AVID counselor and part-time AVID tutors, along with the additional teacher incentives (bonuses) needed to meet requirements of the turnaround model produce a total personnel cost of $178,462 annually, equivalent to $535,386 for the project duration. Fringe benefits are not included in these values		
2	AVID Counselor: Reports directly to the middle school principal. Oversees all operations of the AVID program, including the evaluation of AVID tutors, analysis of AVID materials for fidelity to the program, and compilation of AVID-related reports. Based on a working year of 190 days at full-time, the district will pay the AVID Counselor an annual salary of $78,518 per year and will be paid for all three years of the project duration for a total of $235,554.	$235,554.00	1300
3	Bonuses: The turnaround model of comprehensive school reform includes provisions for providing financial incentives to retain and recruit high-quality faculty. The annual cost to this project is estimated at $60,000 per year and will be paid for all three years of the project duration for a total of $180,000.	$180,000.00	1970
4	**Classified Personnel Salaries**	**$119,832.00**	

5	AVID tutors (4): Four part-time tutors for the AVID program will facilitate student learning during classroom sessions and will report to the AVID Counselor. Responsibilities will include instruction, questioning, assessing, and assessment scoring. Their responsibilities encompass 190 days at 4 hours per day. Based on an annual salary of $9,986 each, the cost to the project will be $39,944 per year (not including benefits) and will be paid for all three years of the project duration for a total of $119,832.	$119,832.00	1300
6	**Employee Benefits**	**$178,482.57**	
7	*Certificated*	***$119,501.26***	
8	Notes: The subtotal for all certificated personnel salaries listed above amount to $138,518 per year.		
9	State retirement plan (STRS) @ 8.25% X $138,518 = $11,428 per year	$34,283.21	3111
10	Medicare @ 1.45% X $138,518 = $2,008 per year	$6,025.53	3331
11	Unemployment insurance @ 0.72% X $138,518 = $997 per year	$2,991.99	3511
12	Worker's compensation @ 2.29% X $138,518 = $3,172 per year	$9,516.19	3611
13	OASDI @ 6.2% X $138,518 = $8,588 per year	$25,764.35	3311
14	Health @ welfare = $13,640 per position X 1 position.	$40,920.00	3411
15	*Classified*	***$29,490.66***	
16	Notes: The subtotal for all classified personnel salaries listed above amount to $39,944 per year.		
17	State retirement plan (STRS) @ 10.2% X $39,944 = $4,077 per year	$12,222.86	3111
18	ARP @3.75% X $39,944 = $1,497 per year	$4,493.70	3111
19	Medicare @ 1.45% X $39,944 = $579 per year	$1,737.56	3331
20	OASDI @ 6.2% X $39,944 = $2,477 per year	$7,429.58	3311
21	Unemployment insurance @ 0.72% X $39,944 = $288 per year	$862.79	3511
22	Worker's compensation @ 2.29% X $39,944 = $915 per year	$2,744.15	3611
23	Health @ welfare = $13,877 per position X 0 positions = $0 per year per LEA. Each school to account for half of expenses.	$0.00	3411
24	**Books and supplies**	**$0.00**	
25	**Services and Other Operating Expenditures**	**$684,000.00**	
26			

27	Professional development in Brain-based Direct Instruction: TESS Consulting Group LLC to provide 2 full-day trainings per year to school administration and faculty. Yearly fee: $5,000 per day X 2 days = $10,000.	$30,000.00	5800
28	Professional development in English Learner and Response to Intervention strategies and subsequent instructional implementation monitoring: Vendor to provide full-day classroom observations per year to measure implementation of skills learned in professional development sessions. Yearly fee: $2,500 per day X 26 days = $65,000.	$195,000.00	5800
29	Implementation monitoring (Brain-based Direct Instruction): Independent consultant of TESS Consulting Group LLC will train middle school faculty in direct instruction techniques and perform follow-up classroom observations to monitor implementation. The district has agreed to pay for 57 total sessions per year at the company's standard rate of $2000 per session, as well as a half-day presentation of the Fall semester report at $1000, a yearly fee of $115,000. For the three-year project duration, therefore, the total grant request for these services will be $345,000.	$345,000.00	5220
30	The Advancement Via Individual Determination (AVID) program, which forms the basis of this turnaround model project, charges an estimated annual fee of $20,000 per year for its support and instructional materials	$60,000.00	5800
31	After-school program: The turnaround model of comprehensive school reform includes provisions for extending the school day and school year. The after-school program of RISE Instructional Systems will provide students of Almondale Middle School with considerable learning time outside of their regularly scheduled class time. Annual fee: $18,000.	$54,000.00	
32	**Capital outlay**	**$0.00**	

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

Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

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

Grantees Other Than Individuals

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

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

federal, state, or local health, law enforcement, or other appropriate agency

g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

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

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

Keppel Union School District

34004 128th Street East - PO Box 186.

Pearblossom, California 93553

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

Grantees Who Are Individuals

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

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

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

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

Name of Applicant: Keppel Union School District

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: Steve Doyle, Superintendent

Signature: Steve Doyle Date: 7/1/10

Questions: Funding Master Plan | fmp@cde.ca.gov I 916-323-1544
Last Reviewed: Wednesday, May 05, 2010

Lobbying

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

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

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

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," (revised Jul-1997) in accordance with its instructions;
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

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

Name of Applicant: Keppel Union School District

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: Steve Doyle, Superintendent

Signature: Steve Doyle Date: 7/1/10

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

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

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Tuesday, February 24, 2009

Debarment and Suspension

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

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

Instructions for Certification

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

The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

Name of Applicant: Keppel Union School District

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: Steve Doyle, Superintendent

Signature: Steve Doyle Date: 7/1/10

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

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544
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California Department of Education
1430 N Street
Sacramento, CA 95814
Contact Us | FAQ | Web Policy
Last Reviewed: Tuesday, February 24, 2009

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

Sub-grant Conditions and Assurances

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

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

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

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

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

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

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

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

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

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

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

11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant,

state and local funds, and maintenance of effort (20 USC § 8891).

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

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

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

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

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

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

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

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

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

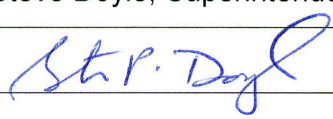
20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.

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

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

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

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

Agency Name:	Keppel Union School District
Authorized Executive:	Steve Doyle, Superintendent
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	
Almondale Middle School	19 64642 6014583	61944002331			X						X	$1,559,525.96

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: Almondale Middle School					
Intervention Model: ☒ Turnaround ☐ Restart ☐ Closure ☐ Transformation					
Total FTE required: 1 School					
Services and Activities (See instructions)	Timeline	Projected Costs			Oversight
		School	LEA	Resources	(LEA / School)
YEAR 1 (2010-2011)					
Hire AVID Counselor (including benefits)	Aug 14, 2010	$321,017.26		SIG	LEA
Hire AVID tutors (including benefits)	Aug 14, 2010	$149,322.66		SIG	LEA
Contract with AVID program (three-years)	Aug 14, 2010	$60,000.00		SIG	School
Hire Turnaround Leader	Aug 14, 2010		$150,000.00	SIG	LEA
Draft sustainability plan	Aug 14, 2010	$0.00			LEA
Professional development in Brain-based Direct Instruction	Aug 28, 2010	$10,000.00		SIG	School
Implementation monitoring of Brain-based Direct Instruction techniques	Sep 6, 2010 – May 6, 2011	$115,000.00		SIG	School
Instructional implementation monitoring by third-party vendor	Sep 13, 2010 – May 13, 2011	$65,000.00		SIG	School
Students attend after-school program.	Aug 31, 2010 – May 20, 2011	$18,000.00		SIG	School
Submission of revised LEA Plan addendum and Single Plan for Student Achievement to CDE	Oct 1, 2010	$0.00		n/a	LEA
Submission of ARRA fiscal report	Jan 1, 2011	$0.00			LEA

Distribute bonus incentives	Jun 7, 2011	$71,346.00		SIG	LEA
Preparation of Year 1 report on SIG success	Jun 6–10, 2011	$0.00			LEA
YEAR 2 (2011-2012)					
Professional development in Brain-based Direct Instruction	Aug 22, 2011	$10,000.00		SIG	School
Implementation monitoring of Brain-based Direct Instruction techniques	Sep 5, 2011 – May 11, 2012	$115,000.00		SIG	School
Instructional implementation monitoring by third-party vendor	Sep 12, 2011 – May 18, 2012	$65,000.00		SIG	School
Students attend after-school program.	Aug 27, 2011 – May 18, 2012	$18,000.00		SIG	School
Submission of ARRA fiscal report	Jan 2, 2012	$0.00			LEA
Distribute bonus incentives	Jun 4, 2012	$71,346.00		SIG	LEA
Preparation of yearly report on SIG success	Jun 4–8, 2012	$0.00			LEA
YEAR 3 (2012-2013)					
Professional development in Brain-based Direct Instruction	Sep 3, 2012	$10,000.00		SIG	School
Implementation monitoring of Brain-based Direct Instruction techniques	Sep 10, 2012 – May 17, 2013	$115,000.00		SIG	School
Instructional implementation monitoring by third-party vendor	Sep 3, 2012 – May 10, 2013	$65,000.00		SIG	School
Students attend after-school program.	Aug 27, 2012 – May 17, 2013	$18,000.00		SIG	School
Submission of ARRA fiscal report	Jan 1, 2013	$0.00			LEA
Distribute bonus incentives	Jun 10, 2013	$71,346.00		SIG	LEA
Preparation of yearly report on SIG success	Jun 10–14, 2013	$0.00			LEA
POST-PROJECT					

Preparation of final report on SIG success	Aug 5–9, 2013	$0.00			LEA
Submission of ARRA fiscal report	Jan 1, 2014	$0.00			LEA