SIG Application Checklist

Required Components

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

Include this completed checklist in the application packet

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

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

✓ Form 3 Narrative Response

✓ Form 4a LEA Projected Budget

✓ Form 4b School Projected Budget

✓ Form 5a LEA Budget Narrative

✓ Form 5b School Budget Narrative

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

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

✓ Form 8 Waivers Requested

✓ Form 9 Schools to Be Served Chart

n/A Form 10 Implementation Chart for a Tier I or Tier II School

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

PDF processed with CutePDF evaluation edition www.CutePDF.com

SIG Form 1 – Application Cover Sheet

School Improvement Grant (SIG)
Application for Funding

APPLICATION RECEIPT DEADLINE

July 2, 2010, 4 p.m.

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

NOTE: Please print or type all information.

County Name: Los Angeles		**County/District Code:** 19 64667 0000000
Local Educational Agency (LEA) Name Lancaster School District		**LEA NCES Number:** 0620880
LEA Address 44711 North Cedar Ave.		**Total Grant Amount Requested:** $4,581,289
City Lancaster	**Zip Code** 93534-3210	
Name of Primary Grant Coordinator Michele Bowers	**Grant Coordinator Title** Assistant Superintendent, Educational Services	
Telephone Number (661) 948-4661	**Fax Number** (661) 948-6780	**E-mail Address** bowersm@lancsd.org

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 Michele Bowers, Asst. Supt. Educational Services	**Telephone Number** (661) 948-4661
Superintendent or Designee Signature Michele Bowers	**Date** July 1, 2010

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

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

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

Name and Signature	Title	Organization/ School	Support Yes/No

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

SIG Form 2–Collaborative Signatures (page 2 of 4)

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 64667 0000000	Lancaster School District	Howard Sundberg	H. E. Sundberg
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:	Lancaster School District
Authorized Executive:	Howard Sundberg, Superintendent
Signature of Authorized Executive	H. E. Sundberg

SIG Attachments – Table of Contents

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Letters of Support – Diane Grooms, LSD Board of Trustees	1
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May 27, 2010

To Whom It May Concern:

As board president of Lancaster School District and as Chief of Community Development of Valley Oasis (a non-profit organization), I am writing this letter of support for the Lancaster School District's *School Improvement Grant* proposal.

This grant will be used for students and programs at Jack Northrop Elementary and Desert View Elementary Schools. Principals at these two schools have been assigned there less than two years and were specifically chosen for these sites because of their experience and training in school reform practices that they received as assistant principals of schools that exited the SAIT process. These principals are ideal leaders for our goal of creating rapid gain in student achievement.

The school district will use the funding from this grant to provide comprehensive professional development opportunities for instructional staff and administration. Goals include improving instruction, in particular for ELL and at risk students, developing Professional Learning Communities that will use data to monitor student progress. We also desire to build the capacity of teacher leaders and promoting sustainability through the use of instructional rounds. By providing the opportunity to reinforce teachers' professional development and encouraging new ways to apply this knowledge, we are convinced we can help students make the dramatic improvements in learning and comprehensive.

It is also our desire to use these funds to offer before and after school programs for students, to hire a parent liaison to link families with community services and support the learning environment in their homes. As a leader in a non-profit organization dealing with social and domestic violence, I daily see the effects the home environment places on students and their ability to learn.

Thank you for your consideration.

Sincerely,

Diane V. Hroman

Lancaster School District

HOWARD E. SUNDBERG, PH.D.
Superintendent

44711 NORTH CEDAR AVENUE, LANCASTER, CALIFORNIA 93534-3210

(661) 948-4661
Fax (661) 948-6780
TDD/Voice (661) 948-4661 x134
E-mail: sundbergh@lancsd.org

To Whom It May Concern:

I am writing this letter of support for the Lancaster School District's *School Improvement Grant* proposal for Jack Northrop Elementary and Desert View Elementary Schools. These two schools were selected on the basis that both have a similar school ranking and a statewide ranking of Decile 1, meaning that they ranked in the lowest 10% when compared to other schools on state assessments. Principals have both been there less than two years and were specifically chosen for these sites because of their experience and training in school reform practices that they received as assistant principals of schools that exited the SAIT process. The combination of these factors would, we believe, allow for dramatic and rapid gains in student achievement measures.

Funding from the grant would provide comprehensive professional development opportunities for teachers, other instructional staff, and administrators that would strategically target:

- Improving instructional efficacy
- Effective strategies for ELL and at-risk students
- The development of effective PLC's that use data to monitor student progress
- Building capacity of teacher leaders and promoting sustainability through the use of instructional rounds
- Providing practicum incentives for teachers to reinforce professional development and encourage application of their professional development learning

Additionally, grant funds could be used to provide extended learning opportunities for students before and/or after school and hire a parent liaison to provide community oriented services and support improvement of home-to-school communication - services that are essential to our at-risk populations. We would also partner with expert technical providers to assist with professional development efforts and provide a district-level transformational coach to support administrators and teachers in the full implementation of district adopted programs and initiatives with fidelity and school-wide reform efforts.

Based on successful work done through the DAIT process, we would install an alternative school governance structure at each site to prioritize needs, plan, implement, and monitor research-based, effective reform efforts.

Thank you for your consideration.

Sincerely,

Howard E. Sundberg

Howard E. Sundberg

May 25, 2010

Howard Sundberg, Ph.D.
Superintendent
Lancaster School District
44711 North Cedar Drive
Lancaster, CA 93534

Dear Dr. Sundberg,

Please accept this letter as official confirmation on behalf of Pivot Learning Partners to partner with Lancaster School District in its application to the federal School Improvement Grant (SIG) program. We are fully committed to providing the necessary human and technical resources to help turn around Lancaster's lowest-performing schools.

We also see the SIG partnership as an opportunity to continue to build on the good work we have accomplished together in partnership to build instructional and leadership capacity for Lancsater's teachers and administrators to institute the systems, processes, and structures needed to raise student achievement and narrow achievement gaps. With a fifteen-year track record of turning around underperforming schools and districts through long-term partnerships with school districts across California, including Lancaster, Pivot Learning Partners is well-positioned to take on this significant effort.

Working together, we believe the SIG program carries the promise to transform schools into high-performing organizations that provide a high-quality education in which all students have equal opportunities to succeed.

It is with great enthusiasm that Pivot Learning Partners offers our full support to partner with Lancaster School District.

Sincerely,

Merrill Vargo
Founder & Executive Director

TESS
TOTAL EDUCATIONAL SYSTEMS SUPPORT

June 30, 2010

To Whom It May Concern:

We are writing this letter in support of the School Improvement Grant submitted by the Lancaster Union School District. Total Educational Systems Support (TESS), a partner with the school district for the past four years, shares the district's pride for the tremendous growth in student achievement at its schools. We hope to continue that success with intense, tiered professional development at the two schools targeted by this grant.

Our work in the areas of foundational research regarding how the brain learns and it implications for instruction, i.e., direct instruction lesson design, quality lesson delivery, monitoring of student learning and curriculum alignment has helped Lancaster, and other districts, achieve tremendous growth over the last five years. During the 2009-10 school year, schools that worked with TESS averaged 32 points gain on the Academic Performance Index (API).

TESS, a state approved provider of school district and intervention services, is committed to this work and looks forward to continuing to partner with Lancaster. It is inspiring to see the work that is being done in the district, a truly progressive team of dedicated individuals, and the success it is bringing for children.

If we can assist the district's application in any way, please do not hesitate to contact me.
Sincerely,

Gene Tavernetti, Ed. D.
Managing Partner
TESS Consulting Group

559.432.1261 1.800.943.1261 Fax 559.432.1585
1656 W. Escalon Ave Fresno, CA 93711

June 23, 2010

To Whom It May Concern,

It is a pleasure to write a letter of support for the School Improvement grant application being submitted by the Lancaster Union School District.

RISE is a partner to school districts in the Antelope Valley in providing high quality after school programs that greatly enhance learning opportunities for students. These programs have the effect of extending the school day for a significant percentage of a school's population by adhering to the adopted curriculum in a creative way and closely articulating with classroom teachers.

RISE looks forward to partnering with Lancaster, if it is the recipient of a School Improvement Grant, in providing after school extended learning and enrichment opportunities to the two target schools.

In addition, RISE commits to making an in-kind match of 5 consulting days per site per year (valued at $1200 per day), in order to ensure articulation with the regular school day, its curriculum and teaching methodologies.

Thanks to the rigor, richness and relevance that we offer in our services, we are confident that our in-kind contribution will prove a significant step in the direction of achieving the goals set forth by this grant. Please contact us if any questions should arise or if we can be of assistance in providing this great district an opportunity to receive the grant.

Sincerely,

Frank Rodriguez
President
RISE After School Programs

559.432.1261 1.800.943.1261 Fax 559.432.1585
1656 W. Escalon Ave Fresno, CA 93711
www.tesscg.com

To Whom It May Concern:

I am writing this letter in support of the proposal you are receiving from the Lancaster School District. As the President of the Teacher's Association I work daily with teachers, principals, and administration, as well as, the district office. In doing this daily I have the ability to see how each of our schools are functioning. As a district, we have collaborated in identifying the strengths and weaknesses at all our sites. There are two sites in particular that are in need of additional support. We are applying for the School Improvement Grant for these two schools due to their similar school ranking and a statewide ranking of Decile 1. They are ranked in the lowest 10% when compared to other schools in these categories.

Both Desert View and Jack Northrop Elementary schools have been assigned principals who have been in place for less than two years. In participating in the selection process I had the opportunity to see their areas of expertise. Both were assistant principals in schools that had exited from the SAIT process, they also had experience and training in school reform practices.

Funding from the grant would provide the opportunity to improve instructional efficacy. Provide effective strategies for our ELL and at risk population. Allow the development of effective PLC's to monitor student progress. Teachers will benefit from practicum incentives to reinforce professional development and encourage application of the professional development learning.

The district overall will benefit from the use of leadership team members as an alternative governance entity. Having been a member of an alternative governance team in the past I have seen the value of the ability to prioritize needs, plan, implement, and monitor the individual school reforms.

It is with great honor, to show support to the Lancaster School Districts efforts. With the School Improvement Grant, we, as a district, will have the ability to reach out to more of our students and make an effective change in their education.

Sincerely,

Deborah Salter

Deborah Salter
President of The Teacher's Association of Lancaster

AFL-CIO

California School Employees Association

The nation's largest independent classified employee association.

May 25, 2010

California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street Suite 6208
Sacramento Ca 95814 5901

To Whom It May Concern:

The purpose of this letter is to support the Lancaster School District's, effort to secure the School Improvement Grant for two of our elementary schools, Desert View and Jack Northrop.

In addition to providing workshop incentives, this funding will provide professional development opportunities for teachers and administrators in the areas of improving instructional value, effective strategies for ELL and at-risk-students and develop an effective Professional Learning Community that uses data to monitor student achievement.

Our students deserve the very best education we can give them, and many of them need additional assistance outside the classroom. Awarding the Lancaster School District this grant will mean funding to provide extended learning opportunities before and/or after school for our students.

All support the Lancaster School District can receive will be greatly appreciated as we continue to strive towards our goal of excellence in academic achievement.

Sincerely,

Vena Macbeth, Chapter President
California School Employees Association # 297

DAIT Capacity Study

District: Lancaster School District
DAIT Provider: Springboard Schools

DAIT Lead: Mary Breskin
Date: September, 2008

Description of District Context

Lancaster School District is located in the high desert about 60 miles northeast of Los Angeles and serves students in preschool through eighth grade. Most of the district's 82.5 square miles lies within the City of Lancaster with a small portion in the unincorporated boundaries of Los Angeles County. The district has an enrollment of more than 15,000 students who attend twelve elementary, five middle, and one alternative school. Additionally, over 500 students are enrolled in the preschool program. All of the schools and preschool operate on a modified traditional schedule with the exception of West Wind Elementary, which will remain on a four-track year-round calendar for the 2008-2009 school year.

The district participates with the seven other Antelope Valley elementary districts as feeder programs to Antelope Valley Union High School District.

Rapid population growth has brought changes in demographics to the schools in Lancaster. Currently, 46.7% of the students are Hispanic, up from 31.4% in 2000-2001; 28.8% are African-American, up from 25.9% in 2000-2001; and 20.2% are White, down from 38.7% in 2000-2001. Over 20% of the students in Lancaster are classified as English Learners and among these 95% are Spanish speakers. The Students with Disabilities enrollment is approximately 10.8% with 40% of them African-American, 37% Hispanic, and 21% White. Sixty-two percent of all student enrolled in the district qualify for free or reduced lunch program services. This percentage has remained relatively constant with only a 3.6% increase in the last six years.

During the 2007-2008 school year, 77.9% of the teachers were White, 10.4% were Hispanic, and 5.9% were African-American. Administrators were 68.9% White, 20% African-American, and 6.7% Latino. The average years of service in the district were 15.4 for administrators and 10 for teachers.

The ratio of pupils per teacher in Lancaster is 21.0, slightly lower than the County average of 21.3. Forty-four administrators serve the district students, a per pupil ratio of 370.8, significantly higher than the County per pupil rate of 243.

All schools in Lancaster are Title I schools and 15 of the 18 schools are labeled as Program Improvement. Nine schools are in year 5 of Program Improvement (2007).

The Superintendent, central office administrators, principals, and other district staff were very cooperative throughout the entire DAIT process. They responded in a helpful and

timely manner to requests for interviews, data, documents and meetings. They worked collaboratively with the DAIT team on the LEAP Addendum to ensure alignment and integrity according to the findings and recommendations from the Capacity Study.

Methodology for Conducting the Study

The DAIT provider, Springboard Schools, was composed of 6 members with extensive experience in public education. This expertise provided the foundation for a thorough review of the capacity of Lancaster School District to address the needs of its students and subsequent findings and recommendations. To begin the process the DAIT provider made a presentation to the Board of Education, the Superintendent, members of the cabinet and the DSLT to inform all levels about the DAIT process, their responsibility to provide information as requested, procedures of the DAIT process and timelines.

The DAIT Team reviewed and analyzed appropriate data and documents provided by the district. Three years of student achievement data on state tests were analyzed, as was comparative financial data with all elementary districts in Los Angeles County. Documents that were reviewed included, but were not limited to, the Title II plan, Title III plan, collective bargaining agreements, organization charts, certificated and classified evaluation forms, the LEAP Addendum, ELSSA, LRE, and extensive financial reports.

The provider met with the DSLT that included association leaders, principals, teachers, and district office staff to review district student achievement data and to gather input on district accomplishments and needs. Twenty-five responses from principals and DSLT members to a modified DAS helped formulate district perceived priorities for student needs, professional development, curricular needs, especially math, and an ongoing assessment and evaluation system. Through the months of June, July, August and September, the DAIT team conducted interviews with district leaders and principal representatives to collect and validate findings to be included in the Interim Report and the Capacity study, met with the DSLT, assisted district leaders with the LEA Plan Addendum, and provided a two-day training for the management team on key priorities of Professional Learning Communities to underscore coherent approaches to scaffold learning to meet diverse student needs. The DSLT convened regularly with the Superintendent, members of the cabinet, and the Instructional Services team to select and validate data and to inform the rewriting of the updated LEAP Addendum for 2008.

Findings

Human Resources

- Teacher support programs, PAR and BTSA, are in place and are utilized.
- Good progress has been made in reducing the number of non-highly qualified teachers, especially in Special Education; the use of incentives to attract highly qualified teachers to Special Education has been effective.

- Probationary teachers are supported and are not re-elected if they do not meet district standards.

- There is a philosophy of training and hiring administrators from within the district whenever possible; administrative positions are filled with qualified applicants from outside the district as needed.

- All of Lancaster's veteran principals have received AB 430 training and the newly hired principals are registered to attend AB 430 training through LACOE this year.

- There is a need for greater accountability in the evaluation of administrative personnel. Principal evaluations have not been conducted for several years.

- Position control practices are deficient, resulting in significant overstaffing.

- The Title II plan has not been fully implemented.

- In response to proposed State budget cuts for the 2008-2009 school year, math coaches have been scaled back even though middle school math is a high academic priority.

- There is no evidence of a system or incentives for placing strong teachers and principals with students of greatest academic need other than the stipend for Special Education teachers.

Fiscal Resources

- Students with disabilities are provided core and intervention programs from the general fund.

- The district staff were open and provided all documents and information requested.

- There is a priority and dedicated focus placed on fiscal solvency.

- Based on a review of AB1200 compliance letters received from the Los Angeles County Office of Education (LACOE), including that agency's review of the district's 2008-2009 adopted budget, the district is in compliance with applicable state budgetary requirements. It was noted by LACOE that the district needs to monitor its current pattern of deficit spending, its declining student enrollment, and other budgetary factors that, without local oversight, will adversely impact the District's fiscal health.

- The completion by the Assistant Superintendent of Business Services of the Fiscal Crisis Management & Assistance Team (FCMAT) "Financial Health Risk

Analysis/Key Fiscal Indicator" survey instrument indicates that while there are noted concerns (declining student enrollment, position control, etc.) the district is not currently at risk from a fiscal perspective.

- Because of declining resources, unless there is a strategic realignment of the district's resources, there will not be sufficient funds to fully address the needs of students, especially subgroups such as English Learners and Students with Disabilities.

- There is no clear system in place to ensure that the budget is, in fact, aligned to the district's instructional priorities and goals.

- Equal distribution of categorical program resources to schools limits appropriate support for Program Improvement schools.

Additionally, the Springboard Schools DAIT Team finds that the Lancaster School District is concerned about meeting all corrective action requirements in light of the current budget situation and pressure on the General Fund. Lancaster previously completed its collective bargaining process for 2007-2008, with teachers receiving a salary increase of 2.5%, which will come from the district General Fund. In addition, the district has been experiencing declining enrollment for the past two years and is expecting to lose an additional 100 students next year if it should continue at the current rate. This represents an approximately $613,000 reduction to the General Fund for fiscal year 2009-2010. Many of the district's categorical programs show a high degree of carryover; however, the total categorical awards have declined each year and the district is expecting further reductions due to the changes in student population and the state budget situation.

The district met its reserve requirement of 3% last year, but demand on resources in the current year leaves concern that Lancaster will not easily meet the reserve requirement for the current year. For the current corrective action, the district estimates that professional development will cost $905,000. Currently available resources will only provide approximately 60% of this need.

Governance

- There is a current strategic plan with yearly goals.

- Schools make presentations to the board regarding curricular highlights.

- The district has a culture of positive interpersonal relationships.

- There is stability of leadership, Board of Education, classified and certificated staff.

- The district's board policies are complete, current, and fully address the State Board of Education's adopted Essential Program Components.

- Lack of cohesion and focus on student achievement, accountability, and monitoring is evident.

- Instead of enforcing the contract in order to best meet student needs, priority is given to adult preferences (examples: transfers, observations, walk-throughs, teacher collaboration, grade level meetings).

- Monitoring systems for schools, programs, teaching and learning, and professional development are not evident.

- There is a culture of autonomy among schools, teachers and district office departments that prevents coherence and the full implementation of LEA Plan goals and objectives.

Academic Alignment

- Instructional coaches are used in the district.

- Reading First grant for Special Education has been awarded.

- Student data systems are in place (OARS, Edusoft).

- The RTI Model is being implemented in the district.

- Math adoption, purchase and implementation are ahead of the required schedule.

- There is a lack of articulated district-wide focus on identified instructional priorities and annual measurable student achievement goals, especially for those students not meeting NCLB proficiency targets.

- There is a lack of evidence of consistent use of core instructional materials.

- There is an absence of a system-wide focus on the continuous evaluation of the quality of instructional programs. 1) There is no process in place for effectively using CST results. 2) The district student achievement data systems (Edusoft, OARS) are not uniformly implemented nor is their use monitored, resulting in sporadic data input by teachers. Because of 1) and 2), there are limited conversations among teachers/administrators about student progress and subsequent placement in appropriate interventions, especially for students in underperforming subgroups.

- Student achievement results overall and for underperforming subgroups as indicated by the latest AYP and API scores meet neither national nor California standards.

- African-American students are over represented in the students with disabilities subgroup.

- Math is a consistent area of the curriculum in need of urgent attention but there is no evidence of math intervention materials currently in use.

Recommendations

Human Resources

- *There is a need for greater accountability in the evaluation of administrative personnel. Principal evaluations have not been conducted for several years.*
    - Develop evaluation instruments by which administrators will be evaluated based on CPSELs.
    - Divide responsibility for evaluation of principals among the Superintendent, Assistant Superintendent of Ed Services, and Assistant Superintendent of Personnel with common standards established.
    - Monitor principals on student achievement priorities and Professional Learning Communities as established in the LEA Plan with a focus on continuous improvement.
    - Evaluate principals and district office administrators annually on a specific set of standards established for their respective positions.

- *Position control practices are deficient, resulting in significant overstaffing.*
    - Carefully monitor a staffing plan and relocate position control to human resources.
    - Implement a thorough position control system.

- *The Title II plan has not been fully implemented.*
    - Human Resources and Educational Services assigned personnel jointly take responsibility for monitoring and assuring implementation of the plan.

- *In response to proposed State budget cuts for the 2008-2009 school year, math coaches have been scaled back even though middle school math is a high academic priority.*
    - Monitor, evaluate, and assess effectiveness of the redesigned math coach program, and build the capacity of math coaches to coach math full time next year. (Solution: TESS/TSC to train math coaches to monitor implementation as a trainer-of-trainer model.)

- *There is no evidence of a system or incentives for placing strong teachers and principals with students of greatest academic need other than the stipend for Special Education teachers.*
    - Develop and implement a system of incentives for placing strong teachers and principals with students of greatest academic need.

Fiscal Resources

- *Because of declining resources, unless there is a strategic realignment of the district's resources, there will not be sufficient funds to fully address the needs of students, especially subgroups such as English Learners and Students with Disabilities.*
    - Contract with a professional firm for a demographic study in order to assess ongoing fiscal impacts related to declining enrollment.
    - Develop a multi-year plan to strategically align general and categorical program budgets to support the instructional priorities defined in the LEA Plan Addendum. This specific recommendation is different than the existing multi-year financial plan required by AB1200.
    - Identify and set aside funding for upcoming textbook adoptions (English/Language Arts in 2009-2010 and 2010-2011).

- *There is no clear system in place to ensure that the budget is, in fact, aligned to the district's instructional priorities and goals.*
    - Develop a process to analyze both restricted and unrestricted program budgets to determine if they align with the district's instructional priorities and goals as defined in the LEA Plan.

- *Equal distribution of categorical program resources to schools limits appropriate support for Program Improvement schools.*
    - Realign the method by which categorical program funding is distributed to schools to address the needs of students, especially lowest achieving subgroups, and to assist schools identified as Program Improvement.
    - Review categorical expenditures to ensure appropriate spending on current students, reducing the carryover.

Governance

- *A lack of cohesion and focus on student achievement, accountability, and monitoring is evident.*
    - The district leadership team, including district staff and principals, should select a limited number of research-based strategies that have the greatest positive effect on student academic achievement, monitor their implementation, and communicate through professional learning communities to ensure coherent and comprehensive implementation.

- District leadership, including the Board of Education, should clearly and frequently communicate the urgency of improving student achievement through focused, shared messages about rigor, accountability, and responsibility.

- *Instead of enforcing the contracts in order to best meet student needs, priority is given to adult preferences (examples: transfers, observations, walk-throughs, teacher collaboration, grade level meetings).*
  - It is recommended that candid conversations about decisions which are adult preferences but which could negatively impact student performance be addressed.
  - The cabinet should revisit the contracts with expert help, identify areas that support student academic achievement and assess current practices.
  - The cabinet should work with the management team to clarify the contracts and share their revised perspective on how it can best be implemented to further student academic achievement.
  - Representatives of the management team should work collaboratively with the association to provide clarity to the contract and to clarify district intentions for interpreting and managing it to meet student needs.
  - Provide district support to principals as they work to manage the contracts appropriately in the best interests of the students.

- *Monitoring systems for schools, programs, teaching and learning, and professional development are not evident.*
  - Provide professional development for principals and district office administrators on walk-throughs of classrooms with a focus on implementation of Professional Learning Community goals and instructional priorities for student learning.
  - Principals, and Assistant Principals as appropriate, conduct daily classroom walk-throughs with a visit to each classroom at least once a week with an emphasis on student learning.
  - District Office administrative personnel make frequent site visits to monitor student learning for English Learners in English/Language Arts, math for all students, African-American subgroup learning, Professional Learning Community progress and principal walk-throughs with an emphasis on student learning.
  - Monitor and evaluate data from the implementation of Reading First Grant for Students With Disabilities to determine the impact on student achievement
  - Monitor the Response To Intervention model implementation to ensure fidelity at all sites.
  - Monitor professional development for implementation and alignment to student academic needs.

- *There is a culture of autonomy among schools, teachers and district office departments that inhibits coherence and the full implementation of LEA Plan goals and objectives.*
    - Members of the Springboard Schools DAIT Team, in conjunction with members of the Instructional Services team and the Superintendent, conduct a board workshop on the 2008 LEA Plan, the DAIT Capacity Study, and 2008 student achievement data.
    - Set annual, measurable district-wide student achievement goals.
    - The Superintendent should continually communicate and reinforce the district student achievement goals.
    - Use the LEA Plan Addendum as a guide for setting priorities, ensure the alignment of all site plans to it, and carefully monitor all sites to ensure coherence to LEA Plan goals and objectives.

Academic Alignment

- *There is a lack of articulated district-wide focus on identified instructional priorities and annual measurable student achievement goals, especially for those students not meeting NCLB proficiency targets.*
    - The District leadership team, including district staff and principals, should select a limited number of research-based strategies that have the greatest positive effect on student academic achievement, monitor the implementation, and communicate through professional learning communities to ensure coherent and comprehensive implementation. (This recommendation also appears under Governance and is purposely repeated to emphasize its importance.)
    - Specify annual, measurable student achievement goals within the 2008 LEA Plan and focus with intensity and coherence on these goals.
    - All academic programs, including summer school and interventions before and after school, should be standard-based with defined academic outcomes and assessments to measure student progress.

- *There is a lack of evidence of consistent use of core instructional materials.*
    - Principals and DO administrators should monitor the distribution and use with fidelity of core instructional materials during classroom walk-throughs.

- *There is an absence of a system-wide focus on the continuous evaluation of the quality of instructional programs. 1) There is no process in place for effectively using CST results. 2) The district student achievement data systems (Edusoft, OARS) are not uniformly implemented nor is their use monitored, resulting in sporadic data input by teachers. Because of 1) and 2), there are limited conversations among teachers/administrators about student progress and subsequent placement in appropriate interventions, especially for students in underperforming subgroups.*

- Clarify the role of Edusoft vs. OARS. What is to be used where? Using only one system district-wide is recommended to foster consistency of use and clarity of conversations among teachers and administrators.
- Provide the capacity to ensure that all student achievement data are entered into the system.
- Principals and district office administrators monitor the required input of data.
- Provide professional development regarding the use of CST results.
- Provide the capacity to guide, direct and monitor assessment programs and practices throughout the district by establishing a district level administrative position and support positions for this purpose.
- Ensure that the work of Professional Learning Communities is focused around student achievement data.

- *Student achievement results overall and for underperforming subgroups as indicated by the latest AYP and API scores, meet neither national nor California standards.*
  - Align essential language arts and math standards with pacing guides and with benchmark and CST assessments.
  - Every school shall hold teacher meetings (at least twice monthly) concerning student academic issues need to be regularly and effectively conducted across the system using a Professional Learning Community process.
  - Principals, functioning as a Professional Learning Community, meet once per month at a minimum with the Superintendent present to focus on leadership strategies related to improved student achievement for ALL students.
  - Cabinet and Educational Services divisions function as Professional Learning Communities focusing on student achievement.
  - Implement English Learner programs with fidelity as per California Department of Education guidelines and district policy.
  - Provide comprehensive professional development and monitoring to ensure that culturally proficient teaching and learning are evident in district classrooms.

- *African-American students are over represented in the students with disabilities subgroup.*
  - Review data for African-American students related to site and district structures for consistency of practices for placement in special education, including implementation of the Response to Intervention tiered model of interventions and Student Study Team process.
  - Review CST, benchmark and formative data and ensure that appropriate, intensive interventions have been provided for African-American students scoring at the below basic and far below basic levels.
  - Monitor individual student progress frequently in regular Professional Learning Community meetings to determine progress and the need for more intensive intervention or referral to Student Study Team within the Response to Intervention model.

- *Math is a consistent area of the curriculum in need of urgent attention but there is no evidence of math intervention materials currently in use.*
  - Provide a focused approach to math intervention by defining instructional materials to be used, defining expected outcomes, and ensuring a structured approach with consistent implementation across the district.
  - Train teachers in the use of the materials and monitor their implementation.
  - Use math coaches to assist in this process.

Conclusion

The Springboard DAIT Team has concluded that Lancaster School District has the capacity to support its schools in the implementation of the 9 Essential Program Components and to support improved student achievement for all students if the recommendations in this Capacity Study are implemented. In order to accomplish this, the Board of Trustees, Superintendent and all district staff must commit to addressing these recommendations with intensity and focus, and to maintaining a coherent strategy in all decisions and actions. In order to achieve results, on-going monitoring of the progress of implementation of the Capacity Study recommendations and of the LEA Plan is critical.

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Governance Recommendations	Responsible Person	Implementation Timeline	Action Steps	Budget/ Funding Source	Progress to Date
The District leadership team, including district staff and principals, should select a limited number of research-based strategies that have the greatest positive effect on student academic achievement, monitor their implementation, and communicate through professional learning communities to ensure coherent and comprehensive implementation.	Michele & DSLT	By Feb. 2009 with Board By April 2009 with Admin By Sept. 2009 with Teachers By November 2009 with Parents and Community	Building District Coherence is the focus through the following items: 1) Good first instruction – cornerstone programs 2) Implementation of PLC 3) Refinement of Response to Implementation		***FEBRUARY 2009*** DSLT Met in Jan. and determined 3 areas of focus Admin cab. And Springboard made a report to the Board Jan. 20 Feb. 27 DSLT will meet with site Principals ***APRIL 2009*** Met with Principals 2/27 to communicate 3 initiatives Springboard training April 9 identified 8 key elements of PLC to strengthen the focus of the 3 initiatives Ed Services has worked to extend focus to Prof Dev., site observations, admin. evals. and committees for 09/10 school year **Sept 2009-Dec 2009**

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					Eye on Success- parent information and academic support newsletter is available on the district website under parent resources. The areas of focus follow the 3 big initiatives. **<u>JUNE 2009</u>** DSLT met May 28 to review/monitor progress on LEAP addendum and To determine role of DSLT for 09/10 school year. DSLT will take an active role in monitoring site implementation of District adopted initiatives – reviewing data and evidence of student learning. DSLT will provide a report of findings to cabinet for their review. **<u>MB – JANUARY 2010</u>** DSLT met in September and December 2009. We reviewed the LEAP

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					plan and made revisions in the plan to reflect the new STAR data received in September 2009. The revised LEAP addendum was Board approved 2/2/10. Subgroup data was examined to identify the area(s) of need. We will continue to focus on African-American and ELL subgroups and concentrate on Math. PLC development and implementation continues to be a focus for the 2009/2010 year and teachers and administrators have been provided multiple professional development opportunities to strengthen the implementation. Peer to peer coaching is conducted by literacy coaches and implementation is monitored monthly by administrators and executive cabinet.

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					Special education teachers are also supported regularly by the coaches. MB-DSLT will meet on May 17, 2010 to review site restructuring plans for all program improvement Year 4 & 5(+) schools. The goal is to ensure all plans are well aligned to the LEA plan and support the primary district initiatives of Good First Instruction, Response to Intervention, and PLC development. Restructuring plans will be effective for the 2010/2011 school year and will guide development of their school site plan.
District leadership, including the Board of Education, should clearly and frequently communicate the urgency of improving student achievement through focused, shared messages about rigor, accountability, and responsibility.	Howard	Immediately	Communicate thru Board Report, Friday Report, etc., the urgency of academic improvement		Implemented through various communications, both written and verbal at all levels of the District. Especially true at Joshua via alternative governance.

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					January 2010-It has been a focus of our "Curriculum Highlights" at Board meetings and was a big part of the PLC presentations at study sessions. Educational Services has also instituted a newsletter to further highlight this key area. **HS–May 2010**-There has been a tremendous effort at all the sites to communicate the importance of testing and how it can benefit students' educational and work careers (e.g. Mariposa)
Increase administrator staffing at the district and at schools to a level that will allow for appropriate monitoring, support and evaluation.	Howard	As funding is available			Reorganizing admin assignments via attrition to provide additional help and higher levels of responsibility. Superintendent makes site visits to staff to discuss the sense of urgency and communicate district priorities.

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Provide professional development for principals and district office administrators on walk-throughs of classrooms with a focus on implementation of professional learning community goals and instructional priorities for student learning.	Springboard, Michele	July 2008 through June 2010	Four Trainings scheduled for 2008-2009 2009-2010 four Springboard trainings, Educational Services LEAD, and 6 administrative breakfast workshops Focus is on development and essential components of effective PLC's, walk-throughs	DAIT	***FEBRUARY 2009*** Have completed 3 of 4 trainings for 2008-2009. Proposal for 2009-2010 is pending cabinet approval Schedule for admin trainings for 09/10 will be provided to Prin. By April 1, 2009 ***APRIL 2009*** 3rd Draft of Springboard proposal includes services/support through 6/2011 Jim Cox conducted 1st of 3 data trainings. Other trainings scheduled for 6/24 (with Prin) and 9/12 (with site leadership teams) Administrative Breakfast trainings for 09/10 have been scheduled and tentative topics selected **JUNE 2009**

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					Administrative Prof Dev Calendar has been provided to all administrators for 2009/2010 **MB- JANUARY 2010** Professional development continues to be provided to support PLC development and the effective use of data for teachers and administrators. Administrators are also provided ongoing PIVOT coaching and training on effective walkthroughs. **MB-May 2010** LSD will work with TESS and PIVOT Learning Partners to provide strategic, targeted professional development support to administrators during the 2010/2011 school year. TESS will provide lesson design support and training to focus on elements of improving Good First Instruction

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					in all core programs. PIVOT will continue to provide coaching support for site principals during the 2010/2011 school year to build administrative leadership capacity. Additionally, PIVOT will provide professional development for administrators and site teams on PLC development.
Principals, and Assistant Principals as appropriate, conduct daily classroom walk-throughs with a visit to each classroom at least once a week with an emphasis on student learning.	Howard	In progress	Add to Principals Friday report which classrooms visited		Most principals have made this a regular part of their Friday report. A few are in need of more "motivation" to get this done weekly. June- Now a consistent part of principals' Friday Report. Presently designing a new, consistent format for the report in 09/10. January 2010–The principals' weekly report has been reformatted to get

					reports on classroom walk-throughs. Cabinet also models this behavior with site visits and "Wonderful Wednesdays" **HS–May 2010**-The walk-throughs are a part of discussions at Monday/Wednesday visits and sites have developed a feedback form to prompt discussion with teachers
District office administrative personnel make frequent site visits to monitor student learning for English Learners in English/Language Arts, math for all students, African-American subgroup learning, professional learning community progress and principal walk-throughs with an emphasis on student learning.	Mary, Brenda, Lexy	In progress	Weekly report to Cabinet		2/09 and on going. Special Programs visit all sites at least 1x monthly. EI Coaches to visit all assigned sites monthly. 2/10–School site walkthroughs continue. Feedback and suggestions are provided to principals and disseminated to staff. Weekly visits are scheduled and completed. Follow up meetings with the principals to discuss

					the monthly topics. Data is shared with site principals. **Dec 2009-Coach visits have been conducted at 6 schools. Walk thru results are shared with coaches to work with teachers** <u>June 2009</u> Site visits include evaluative conversations regarding student achievement for specific subgroups 6/09 Consistent monthly site walk throughs will be supported by Special Programs and Literacy Coaches providing support to classroom teachers and administrators with implementation of all 3 core initiatives- First Good Teaching, PLC's, and RTI June-Data is shared with site principals.

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					BS–May 2010-Coach visits have been conducted at all 13 elementary sites
Set annual, measurable district-wide student achievement goals.	DSLT, Site Prin., Cabinet	Establish goals by Jan. 6, 2009.	Establish academic goals for all students, and all significant subgroups for 2009-2011		See p. 8 #2 of LEAP addendum **JUNE 2009** DSLT to meet at the beg of the school year to review 2009 CST data and measure progress towards achieving the goals outlined in the LEAP addendum **MB – JANUARY 2010** New goals were approved by DSLT in the revised LEAP addendum. The addendum was Board approved 2/2/10. New academic goals are included in all school site plans with an emphasis on closing the achievement gap.
The Superintendent should continually communicate and reinforce the district student achievement goals.	Howard	In progress	Staff presentations, Board Reports, Newsletter, Connect-Ed		This has become a consistent message at FAC, SAC, Board, and other meetings. Was also be the theme of our district

					opening on 8-4-09. **HS–May 2010** District goals are also part of the recognition programs that the district has in place (Above and Beyond, etc.)
Use the LEA Plan Addendum as a guide for setting priorities, ensure the alignment of all site plans to it, and carefully monitor all sites to ensure coherence to LEA Plan goals and objectives.	Mary	In progress	Due 12/19/08 Plans submitted for Board approval 2/3/09, 2/17/09, 3/03/09		Alignment has begun with 08-09 plans and LEAP plan was used as a guide for setting goals. June-Must be continued and improved upon in 09-10 as urgency of common focus, First Good Teaching, PLC's, and RTI across school district continues. June-Administrator staff development 9/10/09 will allow time for reviewing, refining, and aligning both plans 2/10–LEA Plan Addendum has been revised and submitted for Board approval on

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					1/19/10. Alignment of LEA Plan goals with School Plan are monitored. Continued improvement with alignment process is ongoing. **MB-May 2010** DSLT will meet on May 17, 2010 to review LEA Plan addendum goals and monitor progress. This will inform district level decision-making re: program needs for the 2010/2011 school year.

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Human Resources Recommendations	Responsible Person	Implementation Timeline	Action Steps	Budget/Funding Source	Progress to Date
Monitor principals on student achievement priorities and Professional Learning Communities as established in the LEA Plan with a focus on continuous improvement.	Lexy & Donna	February 1, 2009	Use 6 standards from CPSELs and LEA Plan to develop a monitoring and evaluation system for principals	NA	Rough Draft 12/08 Development of non-negotiables 1/09
	Lexy	February 5, 2009	Establish principal committee to give input and feedback on evaluation system and develop an instrument	NA	At LEAD Elaine Darby, Eric George, Kathy Lee, and Lorraine Zapata agree to serve. Meeting on 2/17/09.
	Lexy/ Elaine, Eric, Kathy, & Lorraine	February - April, 2009	Share principal evaluation tool with cabinet and site administrators for implementation July, 2009	NA	Non-Negotiables shared with cabinet on 2/17/09. Share with site administrators at CLASS Meeting in April.

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	Lexy/ Elaine, Eric, Kathy, & Lorraine	April 30	Meeting with all site administrators to preview evaluation tool	NA	Team met to develop agenda for April 30 meeting
	Howard	May, 2009	Each Principal will be assigned an evaluator (Howard, Michele, Mick, or Lexy) who will meet with them throughout the '09-'10 school year to monitor student achievement goals and assess leadership practices and actions on the new evaluation instrument	NA	May – Evaluation tool finalized and distributed for use beginning July 1, 2009 January 2010-Site administrators are conducting self-assessment on Principal's evaluation form in preparation of the end of year evaluation by superintendents. Evaluations will be completed by Spring 2010. Discussed in cabinet 1/09 and 2/09. Question regarding efficacy of 18 principals being evaluated by 3 district administrators. Idea of every other year suggested. May /June – Principals divided for evaluation and site visits by cohort

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					groups (except CR). Principals informed of evaluator as follows: Lexy - ACMS, , ENMS, NVMS, PVMS, PIMS Michele - JO, LV, LVC, MA, SU Mick - CR, ED, JN, LI, MI Howard - DV, NC, MV, SI, WW **HS–May 2010**-Principal evaluation review and input process has begun.
	Michele, Brenda, Mary	April, 2009	Refine common focus questions about student achievement, PLC's, and walkthroughs to use during evaluator site visits in 2009-2010	NA	**BS–May 2010** – Common tools used identified for PLC discussion. Shared with principals and coaches. Focus questions under 3 pillars sheet.
	Michele & Springboard	2008-2009 school year	All principals receive training and coaching on PLC's and walkthroughs	DAIT Implementation $150,000	New documents and procedures are in place and ready to implement for the 09-10 school year **MB – May 2010** Michele will meet with Donna Patrick on May 13 to discuss administrative

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					training for the 2010/2011 school year. It will include continued coaching and some professional development days for PLC training.
	Michele & Springboard	Spring, 2009	Arrange for further walkthrough and PLC support with Springboard coaches as needed in 2009-2010.	DAIT Implementation $ TBA	MB- May 2010 See above
	Howard & Michele	Ongoing and at monthly principal meetings	Use PLC format during district meetings to model and reinforce the 8 characteristics of PLC's	NA	Document developed by Ed Services and shared in Cabinet March, 09 **MB – May 2010** The District has expanded use of the PLC format to include committee and department meetings. Cabinet is working to refine the site observation tool to include data collection components for cabinet level PLC discussions that at data-based and student centered to review implementation, monitoring, and evaluation of district

					initiatives and programs.
	Brenda, Robin, Jim Cox, Springboard Coaches	February 1 and at each subsequent benchmark period	Provide assessment data to schools and assist principal with using data during PLC's	Included in Springboard contract	Oct 2009 and Jan 2010 RSA, math and language arts benchmark data has been shared with each site principal to discuss with the teachers and to use in data conferences Four days of training and several coaching sessions conducted to date **BS–May 2010**-BMI and BMZ data analyzed with all principals. Direction given for site discussions
	Howard	February 24, and ongoing	Share site visit findings at last cabinet each month	NA	New cabinet format to begin began in Fall 09

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	Howard, Michele, Lexy	January 27 and ongoing	Conduct frequent, focused classroom walkthroughs with principals (at least twice per month)	NA	Implemented in CLASS meetings, Ed Services LEAD, and HR meetings with groups of principals (Master Schedule & Principal Evaluation) January 2010 monthly walkthroughs occurring with principal evaluator. Wonderful Wednesday visits to all school by Cabinet with debriefing and information sharing with sites **MB- May 2010** Wonderful Wednesdays will be expanded in the 2010/2011 school year to include Principals from each schools cohort to promote transparency and identification and exchange of promising practices.
	Howard, Michele, Lexy	January 27 and ongoing	Regularly (at least once per month) observe site PLC meetings and debrief with principal; determine level of further support needed	NA	Principals given Participation Data for benchmarks. LA data for all RF schools shared with site administrators- and with 2nd grade for all non-RF schools

			2/9 status report to cabinet		Classroom walkthroughs done by all cabinet members, specifically focusing on areas of expertise Discussed and determined it would not be appropriate for us to attend PLC meetings. **JUNE 2009** Sept 10, 2009 Ed Services will provide training for administrators on goal writing for school site plan. Sept 12, 2009 Jim Cox will work with site leadership teams to complete a data analysis of CST data and establish new goals for student achievement. **MB- JANUARY 2010** Effective 2009/2010 school year executive cabinet members will visit, monitor, and evaluate site administrators on progress of district-wide initiatives. Nov. 2010- All middle

					school principal given benchmark and LA participation with comparable data for all middle schools
Develop evaluation instruments by which administrators will be evaluated based on CPSELs.	Lexy	In progress, draft complete prior to 1/1/09	Work with cabinet		COMPLETED SPRING 2009 FOR USE IN 2009/2010 SCHOOL YEAR.
Divide responsibility for evaluation of principals among the Superintendent, Assistant Superintendent of Ed Services, and Assistant Superintendent of Personnel with common standards established.	Howard		Cabinet will determine division of schools and assign appropriate evaluator		Assignments to be determined in May, 2009 for 09-10 school year, once new principals selected and reassignments occur Principals have been divided into four groups concurrent with their Springboard cohorts
Evaluate principals and district office administrators annually on a specific set of standards established for their respective positions.	Lexy	Spring completion for site administrators			Due Spring 2010 for site administrators. **LC–May 2010**-Develop evaluation tool for District Office administrators. April 20 PLC in Cabinet. Directors and superintendents identified and discussed principals' strengths and challenges as part of gathering data for formal evaluation process

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					Meeting with Donna Patrick scheduled for May 13 to review district administrative evaluation samples.
Carefully monitor a staffing plan and relocate position control to human resources.	Mick, Lexy, Mary	In progress, done by 7/1/09	2/09 status report to cabinet; on-going		Discussed in cabinet. Verification of teacher counts in SASI & PR's 2/13/09 Staffing plan continuous. Position Control to be moved by 7/1/09 6/09 no final decision has been made on Position Control January 2010–Schols are staffed based on maximum student enrollment in 09-10 which has resulted in no teacher surplus this time **LC–April 2010**-Reviewed staffing of schools based on maximum student enrollment in each class. General Ed teachers reduced by 17 teachers in 2010-11.
Implement a thorough position control system.	Cabinet	By 7/1/09	2/09 status report to cabinet		Discussed task analysis and need to align practice with needs

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					June 8, 2009 - Meeting with LACOE Team led by Debbie Tausch, Assistant Director Personal Information Services, to discuss current practices and solicit recommendations

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Fiscal Resources Recommendations	Responsible Person	Implementation Timeline	Action Steps	Budget/Funding Source	Progress to Date
Develop a multi-year plan to strategically align general and categorical program budgets to support the instructional priorities defined in the LEA Plan Addendum. This specific recommendation is different than the existing multi-year financial plan required by AB1200.	Mick, Leona, Mary, Michele, Tim Murphy	Complete by 4/09	Establish a district level finance committee to develop a matrix that reflects budget & instructional program priorities and identifies funding options to maximize categorical and general funds In progress 2/14/09, flowchart with breakdown of funding sources and expenditures need on-going review. Priorities need to be set 3/09 and 4/09	Reallocate funding among categorical programs - IAW Mid Yr Reduction. Apply 15% Reductions - use Spreadsheet to track funding and expenditures	***FEBRUARY 2009*** Finance committee met Jan. 17, Feb 13, and is scheduled to meet again Feb. 27 Committee members will attend a State budget meeting March 5th to review impact of budget cuts Initial planning meeting has been held. Follow-up for refinement is being scheduled for 3/09 Developed Draft Executive Summary and Detailed Categorical Program Spreadsheet/RAD PIVOT. Previous Priorities are under review due to budget reductions and flexibility. Mid Year and 09-10 Budget Reductions Pending ***APRIL 2009*** Business and Ed Services have been working together (met 2 times and 3rd meeting

			Minimum of six joint staff finance meetings - prioritize high value Ed Svcs Programs, use matrix to align goals and programs - align funding to support programs. Revise district staffing formula, develop Retirement Incentive		is scheduled for 4/23) to identify categorical funds that may be swept or reallocated as part of flexibility to support program improvement initiatives Ed Services is working on program options for all sites that provide district support in implementation of district adopted programs, RtI, and PLC's—meeting scheduled with site leadership teams 5/13/09 **MB-JANUARY 2010** All departments are working collaboratively to maximize all district resources and budgets. Our focus is on measures that directly impact student learning and priority is given to items that support the three key district initiatives: Good First Instruction, Response to Intervention, and PLCs. Held a districtwide budget meeting for all staff members to share the budget information – history, state level and district level budget concerns, implications to programs

					and staff. Also set up an online survey tool for all cost savings ideas to be shared **MB-May 2010** Accounting and Ed Services continue to meet regularly to discuss budget concerns and identify opportunities to multi-fund various program expenditures. Cabinet meetings will begin to incorporate regular discussions about budget concerns & priorities after the May revise.
Identify and set aside funding for upcoming textbook adoptions (English/Language Arts in 2009-2010 and 2010-2011).	Michele	In progress	Adoption timeline already developed		***FEBRUARY 2009*** Textbook previews were conducted Jan 27 and Feb 4. A Survey will be completed by teachers to identify publishers for pilot consideration. Strong consideration is being given to the HM enhancement and applying for a waiver to extend the adoption period to 2011. ***APRIL 2009*** Textbook steering committee is making a recommendation to the Board to adopt HM Enhancement Program at

					elementary. Holt and Prentice Hall will be piloted in Middle School for 09/10 school year **JUNE 2009** HM Medallion program adopted at elementary. Materials will be ordered July 2009. Middle School adoption will be Spring 2010. Funding from swept carryover balances may be used to offset projected shortfall in IMF. **MB – JANUARY 2010** Middle School ELA adoption has been postponed until 2013 as allowed by the State waiver for textbook adoption. Elementary ELA materials were ordered, received, and implemented in August, 2009 for the 2009/2010 school year. Oct 2009 /Dec 2009 HM site training to go over all components of the new Medallion LA curriculum
Develop a process to analyze both restricted and unrestricted program budgets to determine if they align with the District's	Mick, Leona, Mary, Michele, Springboard, Tim Murphy	Complete by 4/09	Individual budget meetings In progress		2/09 Initial meeting has

instructional priorities and goals as defined in the LEA Plan.			2/09 Individual budget meetings - Develop matrix to align and fix priorities	Use Executive Summary Spreadsheet to monitor and make budget adjustments. Track Budget, Expenditure, Encum brances and Balance on Categorical Spreadsheet/RAD Pivot	been held. Additional meetings in 3/09 and 4/09 will focus on LEAP Plan priorities and goals Developed Draft Executive Summary and Detailed Categorical Program Spreadsheet/RAD PIVOT June-Individual budget meetings still need to be scheduled. All agree to the necessity. May begin to focus more on understanding of budgeting by site administrators at LEAD Summer Institute 8/4/09 **MB – JANUARY 2010** Due to significant budget cuts during, cabinet members meet at least monthly to discuss prioritizing and multi-funding instructional priorities as identified by the district.

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Realign the method by which categorical program funding is distributed to schools to address the needs of students, especially lowest achieving subgroups, and to assist schools identified as Program Improvement.	Mick, Mary, Michele, Leona, Springboard	Complete by 5/09	Establish a district level finance committee to develop a matrix that reflects budget & instructional program priorities and identifies funding options to maximize categorical and general funds		Finance committee met Jan. 17, Feb 13, and is scheduled to meet again Feb. 27 Committee members will attend a State budget meeting March 5th to review impact of budget cuts **MB- May 2010** Budget meeting scheduled for May 11, 2010 to plan for 2010/2011 school year. Accounting and Ed Services personnel will attend the May revise training on May 21, 2010.
			In progress 2/09 Prioritize and rate district schools by degree of academic challenge - three criteria (F&R meals, Title 1, ELL,		Discussion began 2/09 Initial Discussions - need to rate the schools and realign the budget - pending 2nd Interim June-Con app was revised in march to reflect Title I site carryover being place in the reservation line for PI

			align most challenging schools with resources		schools. Money is being used to support the purchase of intervention materials-Voyagers, SIPPS, and Read 180. Schools with the highest number of students in the intervention program receive the largest supply of intervention materials. Orders are being track by budget tech. 2/10–Discussion regarding providing additional assistance to neediest schools continues. Limited funding has caused challenges (we are not giving up on this!) **MB-JANUARY 2010** 42 CA. Categorical program funds are now received by the district by as unrestricted funds. Title I, II, II and EIA budgets are managed and allocated to sites based on free and reduced lunch counts and program needs. Instructional priorities continue to guide decision making in this process.

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Review categorical expenditures to ensure appropriate spending on current students, reducing the carryover.	Mary, Michele, Leona	In progress	Establish a district level finance committee to develop a matrix that reflects budget & instructional program priorities and identifies funding options to maximize categorical and general funds		Finance committee met Jan. 17, Feb 13, and is scheduled to meet again Feb. 27 Committee members will attend a State budget meeting March 5th to review impact of budget cuts **MB- JANUARY 2010** Carryover funds for all California categorical programs were swept into unrestricted as allowed by CDE. Other carryover monies have been used or earmarked to support the intervention and RtI program implementation.
		Complete by 4/09			Current state budget crisis is impeding progress

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			Prioritize and rate district schools by degree of academic challenge - five criteria (F&R meals, Title 1, ELL, align most challenging schools with resources	Develop a spending plan by school that tracks amount and time line for expenditures	In discussion - Carryover being considered for other General Fund requirements - due to Budget Reduction

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Academic Alignment Recommendations	Responsible Person	Implementation Timeline	Action Steps	Budget/Funding Source	Progress to Date
Specify annual, measurable student achievement goals within the 2008 LEA Plan and focus with intensity and coherence on these goals.	Michele, DSLT, DAIT	In progress	Monthly cabinet review, DSLT meetings (3 per year), DAIT meetings (3 per year)		***FEBRUARY 2009*** Goals are specified in LEA plan. Plan has been shared at Board meeting, LEAD, and DSLT ***APRIL 2009*** Next DSLT meeting is scheduled 5/28/09 Will review goals and progress on LEA and DAIT implementation plan. Will determine DSLT role for 09/10 **MB- JANUARY 2010** LEAP addendum was revised and approved by DSLT in December 2009. It was approved by the Board on 2/2/10.
The district leadership team, including district staff and principals, should select a limited number of research-based strategies that have the greatest positive effect on student academic achievement, monitor the implementation, and communicate through professional learning	DSLT, Ed Services & Administrative Cabinet	By Feb. 2009 with Board By April 2009 with Admin By Sept. 2009 with Teachers By November 2009 with	Building District Coherence is the focus through the following items: 1) Good first instruction – cornerstone programs 2)		DSLT Met in Jan. and determined 3 areas of focus Admin cab. And Springboard made a report to the Board Jan. 20 Feb. 27 DSLT will meet with site Principals **MB-JANUARY 2010**

communities to ensure coherent and comprehensive implementation.		Parents and Community	Implementation of PLC 3) Refinement of Response to Implementation		Executive cabinet work with site administrators to support and monitor the implementation of key District Initiatives. Strategies identified and shared at Board Meeting (EDI. RTI, PLC) Leveled professional development is planned for 2009-2010 in these areas Monthly admin meetings with a focus on literacy for K-5: Core instruction , core intervention and PLC's (data conferences)
All academic programs, including summer school and interventions before and after school, should be standards-based with defined academic outcomes and assessments to measure student progress.	Ed Services	In progress	Prof Dev, monitor program plans to define outcomes & measure progress		***FEBRUARY 2009*** Voyager, SIPPS, Read 180-consistent progress monitoring is being more clearly defined and monitored ***APRIL 2009*** Summer school program for math bridge using Voyager intervention materials is planned for incoming 5th and 8th grade students to improve math skills Targeted support will be provided to sites to structure programs for 09/10 that clearly define district expectations and focus on instructional priorities

					Monthly coaches (math and LA) meetings to define criteria Summer Institute to include intervention training. Feb 2010–The Vocab Lab and Minds on Math after-school tutoring emphasizing gaps in math skills for grades 4 and 5 has been implemented. Assessment data will be examined the end of April. Re-vamping and/or continuation of after-school program will be discussed for 2010-11. We have heightened the level of monitoring district benchmark, chapter, and cluster tests. We regularly examine the participation rates and use the data as part of ongoing PLC discussions.
Principals & district office administrators monitor the distribution & use with fidelity of core instructional materials during classroom walk-throughs.	Principals, Cabinet	In progress	Site visits to ensure proper use (Dec/Jan), prof dev for Walk Thru		Prof. dev for administrators planned for 2009-2010. Rubrics for walk- throughs will be developed in Administrator breakfast series 1/2010 – Site administrators have developed walk-throughs forms in conjunction with their leadership teams. These forms are used to reinforce site

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					priorities and support the professional development that they have received.
Provide the capacity to ensure that all student achievement data are entered into the system.	Benay, Brenda, Mary, Michele	In progress	Hire additional personnel as funds are avail, review participation reports (2 per trimester)	When funds become available Title I, EIA/LEP	Psychs have been trained to assess and input for SST Level 3 students progress monitoring to date June 17: Psychs are currently progress monitoring approximately 30 general ed. Students in the SST process OARS for all elementary data entries- Edusoft for middle schools Funding is an issue due to state budget crisis and declining enrollment Edusoft data is shared district-wide once a trimester. Participation reports are run for each school. OARS-5/6 weeks Feb. 2010–OARs will be utilized by all K-8 schools in 2010-11. **MB-May 2010** CIA provides district and site administrators participation reports to follow-up on schools/teachers complying with the assessment schedule. CIA will work to develop an

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					assessment calendar and provide regular reports to site and district administrators for the 2010/2011 school year.
Ensure that the work of professional learning communities is focused around student achievement data.	Principals, Cabinet	In progress	Provide protocols for data analysis discussions and meetings		PLC training still going on. Many principals unsure of how to bring structure down to site level All elementary principals were given data conferences data sheets and meeting protocols for agenda and minutes
Teacher meetings concerning student academic issues should be held at least twice monthly at every school using a professional learning community process.	Principals	In progress	Grade level/dept meetings 2 per month focused on student achievement		1/2010 – Principals are monitoring this each week. Coaches work with PLCs to utilize data forms and the district provides a full day release to work on examining student achievement data.
Principals, functioning as a professional learning community, meet once per month at a minimum with the Superintendent present to focus on leadership strategies related to improved student achievement for ALL students.	Principals, Howard	In progress	CLASS (Collab Leadership Assuring Student Success) Meetings each month		June-CLASS meeting are scheduled monthly using a PLC format. Meetings for 09-10 already scheduled (2nd Monday of the month). January 2010–We meet the 2nd Tuesday of each month. Principals meet together the prior week to generate the agenda items. **HS–May 2010**-Principals now meet to collaborate one week

					prior to CLASS meeting and forward discussion items to Superintendent, allowing better meeting preparation.
Implement English Learner programs with fidelity as per California Department of Education guidelines and district policy.	Mary	In progress	Prof dev, site visits by Cabinet and Lit. Coaches	EIA/LEP, Title II, ELAP	Non-negotiable; need to review types of services provided to all EL until reclassified with all teachers and administrators. March 09 for administrators; April and May 09 for teachers June-Many changes in site staffing will necessitate training in ELD adopted curriculum and continued support from literacy coaches. SB472 ELDP is being offered June 15-19 and July 27-31 to provide additional support in using HM materials to support our EL learners. SDAIE, SIOP, and Thinking Maps for EL student training is being added to the fall professional development schedule. 3 Literacy Coaches are going to training at the end of June to become trainers of trainers for SDAIE. 4 Literacy Coaches are in training June 16-19 to become trainers of trainers for Thinking Maps for EL students. Feb 2010–ELD programs are

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					up and running at all sites. Middle school program options that are research-based are being discussed and evaluated to replace current High Point program in 2010-11.
Review data for African-American students related to site and district structures for consistency of practices for placement in special education, including implementation of the Response to Intervention tiered model of interventions and Student Study Team process.	Benay, Brenda, Michele	In progress	AAAC, Special Ed Placement Audit, Cabinet Report Review Special Ed. Placement logs for Ethnic Breakdown of Initial referrals and assessments	N/A	Completed 2/17/09 Will review with Cabinet on 3/10/09 June 17: Will review 08-09 data at the beginning of 09-10 school year. African American CST data shared at AAAC. Spec Ed data for African American students referred and placed from Level III RTI shared and discussed. Training for Spec Ed teachers given by Spec Ed dept After school programs to address the needs of students at identified levels of the RTI model Feb 2010 Principals, Directors Asst Supt will attend African American student achievement PLC **BS–April 2010**-AAAC discussion on textual lineages **June 2010**–African American

					BL–May 2010- Student Services will continue to collect data on referral rate for suspected disabilities and ethnic breakdown. This information will be shared with cabinet and principals.
Monitor individual student progress frequently in regular professional learning community meetings to determine progress and the need for more intensive intervention or referral to Student Study Team within the Response to Intervention model.	Brenda, Benay, Michele	In progress	Cabinet report, special ed placement audit, monitor student progress using Voyager data Provide PLC workshops that enable sites to use this structure effectively		Administrative teams are meeting with teaching staff, District Level Sped Administrator, and Reading Coach to discuss data and student progress. School Sites Special Ed. Teams are meeting 1-2 times/trimester in data meetings using a PLC format. Additionally, on 1-19-2010, all LH programs (SDC and RSP) will meet in PLC cohorts to discuss grade-level and individual data. The Special ed. Coach will explain the PLC-data review process and peer coaching will occur from the Sierra special ed. team. Each teacher will select two students and develop action plans and SMARTE goals to move these students forward. June 17: Special Ed. Programs are meeting in PLCs; 3/17/0 and 4/21/09 (SH SDC, LH SDC and RSP), Elementary RSP

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					(5/29) and LH SDC (6/8), and individual site sped teams are beginning to meet as PLCs (i.e., Sierra 5/26). Frequent (weekly) progress monitoring at Level III (by psychologist)
Provide a focused approach to math intervention by defining instructional materials to be used, defining expected outcomes, and ensuring a structured approach with consistent implementation across the district.	Michele, Brenda	In progress	Regular meetings to review and adopt K-8 math Intervention programs by 6/09 and implement by 8/09	DAIT	Programs identified and purchased Mathline Triump McDougal Intervention All middle school students have 2 periods of math – 1 core, and 1 support/intervention
Train teachers in the use of the materials and monitor their implementation.	Brenda, Michele	Training 7/09 – 12/09		Title I and II	Mathline –Jan-Feb 2009 Triumph & McDougal scheduled for Spring and Summer 2009 May 13 and May 14 Ongoing 2009-2010 Elementary and Middle School curriculum meetings held to Discuss math intervention implementation November /December 2009 Math Coaches and Math Contact teachers received TESS training on DI and Brain Research
Develop and implement a plan for the SB472 initial	Brenda	In progress	3/09 – 6/10		March 2009 June 2009

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40-hour math training to be provided to ALL elementary and ALL eligible middle school teachers during the next two years.					July 2009 Jan 2010- **cancelled until Sept 2010** **BS**–2010-11 Training in Math, LA, ELPD, and Special Ed scheduled for August 24, 25, 26, 2010

Local Educational Agency Plan Addendum – LANCASTER SCHOOL DISTRICT

1. **Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.**

Please describe how you will address those needs and problems and include a determination of why the prior LEA Plan was not successful.	Persons Involved	Timeline	Estimated Cost	Funding Source
Lancaster School District is a large kindergarten through 8th grade school district in Los Angeles County. It has a diverse population of roughly 15,000 students, and a dedicated faculty of approximately 600 teachers. In the state testing for the 2008/2009 school year, student scores for Lancaster School District fell below designated levels resulting in LSD being designated as a program improvement (PI) year 3 plus district. An analysis of three-year longitudinal Academic Performance Index data does reflect continued growth for all of our significant subgroups, however, several sub-groups continue to fall short of meeting the annual measureable academic objective of percentage of students proficient or advanced which accounted for the PI designation.	EDUCATIONAL SERVICES Assistant Superintendent Educational Services Director of Curriculum, Instruction, & Assessment Director of Special Programs Director of Student Services	All schools currently have all district adopted curriculum to support a full implementation and fully meet EPC requirements in all core content areas, supplemental, ELD, and language arts intervention programs. Consumable materials will be reordered yearly.	Instructional Materials (K-2 Math and ELD consumables) $180,000	General fund Title I Title II Title III EIA/LEP Lottery

Academic Performance Index 3 Year Comparison						
	2007	2008	2009			
African American	613	627	641	Directors CIA & Special Programs Asst. Supt. Ed. Services	All schools have PLC's on site by June 2009. Expand development and effectiveness of PLCs – ongoing.	Administrative and Teacher Leader Prof. Dev. on PLCs $30,000	General Fund Title I Title II Title III EIA/LEP
Hispanic/Latino	669	681	703	Supt. Asst. Supt. Ed. Services, HR, & Business Directors CIA & Special Programs	Monthly Administrative site obs. 8/2008 thru 12/2010. August, 2008 through December, 2010 all PLC PD, SB472 & Program PD will be on-going to ensure all staff has been trained.	Prof. Dev. Educ. Services LEAD $15,000 Professional Development SB472 Math/ELA & ELPD $275,000	General Fund Title I Title II Title III EIA/LEP
Socioeconomically disadvantaged	640	654	676				
English Learners	629	645	674				
Students with Disabilities	428	423	474				

2. Include specific measurable achievement goals and objectives for all significant subgroups, consistent with Adequate Yearly Progress (AYP).

Please describe those goals and objectives for student achievement, participation, growth on the API, and graduation rate, if applicable.	Persons Involved	Timeline	Estimated Cost	Funding Source
AYP • By the end of the 2009-2010 school year all schools will achieve at least an AYP proficiency increase of 5% in math. • By the end of the 2009-2010 school year, all schools will decrease by at least 5% the number of students scoring BB and FBB in math. • By the end of the 2009-2010 school year, all schools will achieve at least an AYP of proficiency increase of 5% in Language Arts. • By the end of the 2009-2010 school year, all schools will decrease by at least 5% the number of students scoring BB and FBB in Language Arts. • By the end of the 2009-2010 school year, the District AMAO 1 and AMAO 2 will increase by 5%. AMAO 3 will be met by each school meeting its targeted AYP of proficiency in Language Arts and Mathematics for the EL subgroup. • By the end of the 2010-2011 school year, all above mentioned 5% goals will be increased to 10% to reflect the districts commitment to achieving the AMAO's outlined in No Child Left Behind and to close the achievement gap. • All schools will achieve a participation rate of at least 95%. • 10% of identified CELDT Level 3 students will move to Early Advanced/Advanced. **API** • By the end of the 2009-2010 school year, all schools will meet or exceed API school wide and subgroup growth targets. • By the end of the 2009-2010 school year, the district will meet or exceed subgroup growth targets. (Even though the state does not require public display of district wide growth targets for API Subgroups the district feels it is an important target as a growth indicator of potential success).	DAIT Provider with work with EDUCATIONAL SERVICES Assistant Superintendent Educational Services Director of Curriculum, Instruction, & Assessment Director of Special Programs Director of Student Services SUPER-INTENDENT ASST. SUPT. BUSINESS ASST. SUPT. HUMAN RESOURCES PRINCIPALS DSLT	August, 2008 through June, 2011. By 2010 LSD will meet or exceed AYP AMAO's to freeze progression in program Improvement continuum.	Data Management System $110,000 Formative assessments, pacing guides $86,000 Assessment Specialist $110,000	General Fund Reading First Title I Title II Title III EIA/LEP

The Lancaster School District is fervently committed to closing the achievement gap. The minimum growth targets listed below for the subgroups with the (*) are not sufficiently high enough to close the achievement gap. Our expectation is that growth in African American, Hispanic, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities subgroups exceed these targets. These subgroups will achieve an additional 5% when compared with the highest achieving significant subgroup.	DAIT Provider with work with EDUCATIONAL SERVICES Assistant Superintendent Educational Services Director of Curriculum, Instruction, & Assessment Director of Special Programs Director of Student Services SUPER-INTENDENT ASST SUPT BUSINESS ASST SUPT HUMAN RESOURCES PRINCIPALS DSLT	August, 2008 through June, 2011. By 2011 LSD will meet or exceed AYP AMAO's to freeze progression in program Improvement continuum.		

2009 GROWTH API STATE GROWTH TARGETS ADDITIONAL 5% GROWTH 2010 ADJUSTED DISTRICT GROWTH TARGET								
District Average								
703 6 – 709								
African American 641 8 7 656								
Asian 828 – NA								
Filipino 818 – NA								
Hispanic/Latino 703 6 4 713								

3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved	Timeline	Estimated Cost	Funding Source
Incorporate scientifically based research strategies that strengthen the core (cornerstone) academic program in schools served by the LEA **English Language Arts** In accordance with current educational research, a core academic program in language arts has been adopted by the District for all grades. Houghton Mifflin Medallion Reading for grades K-5 and McDougal Littell for grades 6-8 have been purchased. **A. Houghton Mifflin/McDougal Littell Language Arts/Reading SB472/AB430** *Houghton Mifflin Medallion Language Arts/Reading* is a program offering the latest in scientifically based, explicit instruction. Meeting a wide range of teaching and learning needs, these Language Arts/Reading programs provide powerful intervention resources, built-in assessment tools, and a wealth of leveled literature. SB472 for instructors and AB430 for administrators provides 40 hours of instruction, based on *Houghton Mifflin Language Arts/Reading* program or *McDougal Littell Language Arts* to ensure these research based programs are implemented with integrity to enable all students become successful readers and writers. SB472 will be required during the school day during the 2010/2011 school year for middle school teachers and those elementary teachers who did not complete AB466 or SB472 in years past. Some of the research base is listed below: • Haager, Klingner and Vaughn. *Evidence-Based Reading Practices for Response to Intervention.* Baltimore, MD: Paul H. Brookes Publishing, 2007. • *Academic Literacy Instruction for Adolescents.* Center on Instruction, Florida Center for Reading Research. 2007 • Joyce, Bruce, Weil, Marsha and Calhoun, Emily. *Models of Teaching,* 6th Ed. Boston, MA: Allyn and Bacon. • *2001 Standards for Staff Development.* Revised Edition. Oxford, OH: National Staff Development Council, 2001. • Newmann, Fred, BetsAnn Smith, Elaine Allensworth, and Anthony Bryk. *Improving Chicago's Schools.* Chicago, IL: Consortium on Chicago School Research, January 2001. • United States. National Institute of Child Health and Human Development. *Teaching Children to Read: An Evidence Based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction* (NIH Publication No. 00-4769. Washington, D.C.: U.S. Government Printing Office, 2000. The plan for adoption of middle school ELA curriculum materials for fall of 2010 has been delayed until 2013 (per State allowed waiver). **B. English Language Development: *Avenues/High Point***	DAIT Provider with work with EDUCATIONAL SERVICES Assistant Superintendent Educational Services Director of Curriculum, Instruction, & Assessment Director of Special Programs Director of Student Services PRINCIPALS DSLT	Presently all students have adopted core materials. 2009-2012 on-going	Prof. Dev. SB472 ELA and AB430 ELA $50,000	General Fund Title I Title II Title III EIA/LEP Lottery Reading First

To support language acquisition for English language learners, the District has adopted and purchased Hampton-Brown *Avenues* for grades K-5 and High Point for grades 6-8 and intends to monitor implementation with consistency and fidelity. The Lancaster School District will examine ELD program materials for grades 6-8 to consider the viability of adopting a new program. Hampton-Brown used the most current scientifically based research in the development of the programs *Avenues (K-5)* and *High Point (6-8)*. These programs are both designed specifically for English learners to accelerate growth in language, literacy and content. More than 30 years of research, in the areas of reading and language acquisition forms the foundation for the language, literacy and content instruction. Some of the research base is listed below. • *Practical Guidelines for the Education of English Learners. Research-Based Recommendations for Instruction and Academic Interventions.* Center on Instruction, Texas Institute for Management, Evaluation and Statistics, University of Houston, 2006. • Garcia, G.G. and Beltran, D. 2003. *Revisioning the Blueprint: Building for the Academic Success of English Learners* and *In English Learners: Reaching the Highest Level of English Literacy.* Newark, DE: International Reading Association. • National Reading Panel. (2000). *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction.* Bethesda, MD: National Institute of Child Health and Human Development.	EDUCATIONAL SERVICES Assistant Superintendent Educational Services Director of Curriculum, Instruction, & Assessment Director of Special Programs Director of Student Services PRINCIPALS DSLT	By August 2010 all site administrators will complete training on Avenues/High Point implementation	Prof. Dev. SB472 ELPD $125,000 $5,000 Duplicating	EIA/LEP Title III
C. Write From the Beginning/Write For the Future *Write From the Beginning* is a developmental writing program that includes both narrative and expository writing for grades K-5. *Write For the Future* is a comprehensive, structured secondary writing program designed to assist teachers as they prepare students for multiple writing tasks. In these programs, teachers develop a common targeted focus and shared accountability for school wide writing performance. Teachers build upon and extend the instruction of the previous grade level by using genre-specific rubrics and focused mini-lessons so that high student writing achievement is demonstrated on state and local writing tests. Consistent implementation and monitoring of these two powerful writing programs will happen this year. The scientific based research strategies with these programs include: • *Empowering Students From Thinking to Writing* by Jane Buckner, Ed. S. • *90/90/90 Study*, Accountability in Action, Chapter 19 by Doug Reeves. (2001).	Asst. Supt. Educational Services Director of Curriculum, Instruction, & Assessment Director of Special Programs PRINCIPALS DSLT Teacher Trainers	In 2010/2011, all teachers will receive refresher training at their site in WFTB/WFTF. In 2010/2011, all site administrators will complete admin training on implementation & monitoring WFTB/WFTF.	Prof. Dev., Duplicating, & Trainers $25,000	EIA/LEP Title I Title II

D. <u>Voyager California Passport Core Replacement</u> California *Voyager Passport* is a Reading Core Replacement program designed to address the needs of all students in grades 4-8 who are reading at least two years below grade level. It accelerates student learning as it moves struggling learners toward grade-level proficiency. It provides two and one half hours of daily systematic and explicit classroom instruction in essential reading writing skills that students have not previously mastered. It provides daily instruction in Vocabulary, Comprehension, Fluency, Writing and Targeted Word Study (Phonics and Phonemic Awareness). Research base: • *Put Reading First: The Research Building Blocks for Teaching Children to Read.* Center for the Improvement of Early Reading Achievement and the National Institute for Literacy. June 2003. • *Reading Next: A Vision for Action and Research in Middle and High School Literacy.* Carnegie Corporation of New York and the Alliance for Excellent Education. • National Reading Panel. (2000). <u>Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction.</u> Bethesda, MD: National Institute of Child Health and Human Development. • *Preventing Reading Difficulties in Young Children.* National Research Council. 1998.	<u>EDUCATIONAL SERVICES</u> Assistant Superintendent Educational Services Director of Curriculum, Instruction, & Assessment Director of Special Programs Director of Student Services <u>PRINCIPALS</u> <u>DSLT</u>	By December 2010, all special education teachers will complete initial or refresher training /articulation on Voyager Calif. Passport Core Replacement.	Prof. Dev., Duplicating, & Trainers $25,000	Title I Title II
E. <u>Thinking Maps</u> Thinking Maps link a visual pattern to specific thought processes. Thinking Maps enable students to develop neural networks for thinking that the brain recognizes and builds on continuously. Thinking Maps enhance the students' ability to independently transfer thinking skills to content learning across disciplines. Thinking Maps are an especially valuable tool as a cognitive organizer to prepare students for effective writing opportunities. Through repetition, consistency and extension, the use of Thinking Maps enhances the brain's ability to detect patterns. • Thinking Maps are used by Dr. Robert Marzano who identified nine instructional strategies that are most likely to improve student achievement. • Teachers are supported in integrating the use of Thinking Maps in place of other graphic organizers in core programs. • Thinking Maps lead to the acquisition of higher order thinking skills such as those delineated in Bloom's Taxonomy. • Thinking Maps are based on research by Dr. David Hyerle who identified the 8 specific thought processes. He created the maps to go with them. Research base: • *Classroom Instruction that Works*, by Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock (ASCD, Association for Supervision and Curriculum Development,	<u>EDUCATIONAL SERVICES</u> Assistant Superintendent Educational Services Director of Curriculum, Instruction, & Assessment Director of Special Programs <u>PRINCIPALS</u> <u>DSLT</u> <u>Teacher Trainers</u>	In 2010/2011 all teachers will receive refresher training in Thinking Maps. In 2010-2011 all site administrators will complete refresher training on Thinking Maps.	Prof. Dev., Duplicating, & Trainers $15,000	EIA/LEP Title I Title II

2001) • *A Field Guide to Using Visual Tools*, by David Hyerle (ASCD, Association for Supervision and Curriculum Development, 2000) • *Student Successes with Thinking Maps*, edited by David Hyerle (Corwin Press, 2004) • *What Works in Classroom Instruction*, by Robert J. Marzano, Barbara B. Gaddy,and Ceri Dean (Mid-continent Research for Education and Learning, 2000)				
F. <u>Literacy Coaching K-8</u> The professional development strategy known as 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. Coaches strive to improve achievement and raise scores by showing teachers how and why certain strategies will make a difference for their students. Literacy coaches support all elementary schools. We also have a middle school special education Reading First coach. In addition, a Reading First Content Expert coordinates and supports these literacy coaches. These coaches are released full time and will do such things as: model lessons, support English Language Development, facilitate professional development, and conduct PLC meetings around issues of instruction to assist underachieving students. Here is some of the research that supports classroom coaching and site-based professional development support: • B. Neufeld and D. Roper. *Coaching: A Strategy for Developing Instructional Capacity: Promises and Practicalities.* Washington, D.C: Aspen Institute Program on Education and Annenberg Institute for School Reform, 2003. • S.M. Poglinco, A.J. Bach, K. Hovde, S. Rosenblum, M. Saunders, and J.A. Supovitz. *The Heart of the Matter: The Coaching Model in America's Choice Schools.* Philadelphia: Consortium for Policy Research in Education, University of Pennsylvania, 2003. • D. Burney, T.B. Corcora and J. Lesnick. *A Review of Research on Instructional Coaching.* Philadelphia: Consortium for Policy Research in Education, University of Pennsylvania, 2004. **<u>Math</u>** *Macmillan McGraw-Hill Math* was purchased for the 2008-2009 school year and has been fully implemented for all K-5 students. *McDougal Littell* has been purchased and implemented for all 6-8 students. This implementation will be monitored for consistent classroom use. Training with publishers' representatives has already started.	<u>EDUCATIONAL SERVICES</u> Assistant Superintendent Educational Services Directors of Curriculum, Instruction, & Assessment; Special Programs; and Student Services Literacy Coaches Reading First Content Expert <u>PRINCIPALS</u> <u>DSLT</u>	2009-2011 on-going	$950,000 (salaries & benefits) $50,000 (duplicating materials & release time)	Reading First Grant EIA/LEP Title I Title II Title III

G. <u>Macmillan McGraw Hill/McDougal Littell Math/SB472/AB430</u> These series provide students and teachers with a comprehensive, standards-based, vertically aligned mathematics program designed to ensure that all students master the California Mathematics Content Standards. They provide a wide variety of instructional materials and ancillaries that support the needs of all students. They also provide multiple assessment options as students move toward mastery of the California Mathematics Content Standards. The Macmillan McGraw Hill Mathematics program also provides students with accurate, effective and research-based content that integrates reading and writing skills and supports the development of higher order thinking skills. We will continue to train teachers and principals in SB 472 and AB 430 in support of the new adoption. SB472 provides 40 hours of professional development on strategies and instructional differentiation to insure success for all students. AB430 for administrators provides training and strategies to ensure that the program is implemented with integrity. Some of the research base is listed below: • K-12 Math Market Analysis Survey, Open Book Publishing, 2005. • Changing the Odds: Factors Increasing Access to College, The College Board, 1990	Director of Curriculum and Instruction Math Coaches District Math Consultant	By June 2010 20% By June 2011 60% By June 2012 95%	Prof. Dev. SB472 Math $150,000	Title I Title II
H. <u>Math Coaching (K-8)</u> 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. Middle School Coaches and Elementary School Math Contact teachers strive to improve achievement and raise scores by showing teachers how and why certain strategies will make a difference for their students. The research is listed below: • B. Neufeld and D. Roper. *Coaching: A Strategy for Developing Instructional Capacity: Promises and Practicalities.* Washington, D.C: Aspen Institute Program on Education and Annenberg Institute for School Reform, 2003. • S.M. Poglinco, A.J. Bach, K. Hovde, S. Rosenblum, M. Saunders, and J.A. Supovitz. *The Heart of the Matter: The Coaching Model in America's Choice Schools.* Philadelphia: Consortium for Policy Research in Education, University of Pennsylvania, 2003. • D. Burney, T.B. Corcora and J. Lesnick. *A Review of Research on Instructional Coaching.* Philadelphia: Consortium for Policy Research in Education, University of Pennsylvania, 2004.	Assistant Superintendent Educational Services Director of Curriculum, Instruction, & Assessment Math Coaches District Math Consultant Principals	By August 2008 thru June 2010	$66,350 (salaries, benefits, stipends, extra hours)	Title I Title II

4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify those actions.	Persons Involved	Timeline	Estimated Cost	Funding Source
Listed below are some of the most important actions we intend to generate: A. Development of Professional Learning Communities (PLCs) for administrators and teacher/leader groups to work collaboratively on a common mission to increase student achievement. These groups will: 1. Have agreed upon norms 2. Meet at on-going, regularly scheduled times at least twice a month for teachers and at least once a month for administrators 3. Use data for decision making about identifying students with academic need and supporting them with appropriate interventions 4. Use results from data to improve instructional practices 5. Hold a common belief in shared practice in order to learn from one another 6. Reinforce professional development learning with one another to better insure standardizing implementation of trained skills in classroom use 7. Identify, articulate and build on the strengths of each PLC	DAIT Provider with work with Superintendent Assistant Superintendents Educational Services, Business, Human Resources Directors of Curriculum, Instruction, & Assessment, Special Programs, Student Services	2009-2012 on-going	Professional Development $350,000	Title I Title II Title III EIA/LEP Special Ed Reading First Grant
B. Consistent implementation of appropriate ELD programs such as *Avenues* or *High Point* for all English Language Learners. • 30 minutes daily in grades K-3 • 45 minutes daily in grades 4-6	PRINCIPALS DSLT	ELD Programs will be fully compliant as identified in the EPC's by June, 2009.	Professional Development $70,000	
C. Consistent implementation at all elementary schools of an ELA intervention program such as *Voyager Passport Intervention* for students who are Far Below Basic or Below Basic on the California Standards Test. This intervention is designed to occur for 30-40 minutes during the school day. D. Coherent instructional programs for all Special Education students. Our Reading First Special Education Teacher Professional Development grant will enable us to train teachers, purchase Voyager materials, and provide coaching support for all RSP and SDC teachers grades K-8. A common on-line assessment system will provide program accountability and progress monitoring of our students.		All Intervention Programs will be fully compliant as identified in the EPC's by November, 2009.		

E. Coaching support for all schools. We have a team of 10 literacy coaches and several middle school math coaches who will be supporting teachers at all LSD sites. We have coaches who specialize in Special Education instruction as well as English Language Development coaches. F. The generation, analysis, and utilization of formative data to drive instruction on an on-going and consistent basis by looking at student performance in particular areas and designing instruction that targets specific student strengths and weaknesses. G. Commitment to utilizing the full allotment of instructional minutes. The District has set expectations for consistency with the following state guidelines for instructional minutes: Language Arts • Grades K-3 2 ½ hours HM Core, 30 minutes ELD and 30 minutes intervention • Grades 4-8 2 hours ELA Core, 45 minutes ELD and 30 minutes intervention Math • Grades 1-8 1 hour daily Math Core • Grades 1-5 15 minutes daily Math intervention • Grades 6-8 60 minutes daily Math intervention/enrichment H. Provide on-going professional development for all math teachers such as SB472 and other district or publisher math trainings. I. Implement a mutual accountability system Principals ↔ Staff DO ↔ Principals Board → DO Community → Board CDE → LSD J. Have focused conversations with all staff (certificated, classified, unclassified, administration, confidential) on their role in increasing student achievement.	DAIT Provider with work with Superintendent Assistant Superintendents Educational Services, Business, Human Resources Directors of Curriculum, Instruction, & Assessment, Special Programs, Student Services PRINCIPALS DSLT	Professional Learning Communities will be established at all school sites by August, 2009.	Literacy, ELD, Math Coaching $950,000 Student Data Management System $110,000 Professional DevelopmentSB472 Math, ELA & ELPD $275,000	Title I Title II Title III EIA/LEP Special Ed Reading First Grant

5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Please explain how you identified those needs and how you will address them.	Persons Involved	Timeline	Estimated Cost	Funding Source
Professional development is an on-going process throughout all curricular areas which promotes a comprehensive implementation of the district adopted cornerstone programs and initiatives. 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. Cabinet intends to model functioning as a PLC as well as at the ES team meetings and the meetings held with principals. Walkthroughs will reinforce the PLCs. The following professional development opportunities will be made available for teachers, administrators, and paraprofessionals throughout the course of the school year. Understanding that not all of these topics can be covered to the point of mastery of classroom implementation, the following professional development activities are identified in priority order: **District Adopted Initiatives:** All Middle Schools: • Professional Learning Communities (PLCs) • Effective Classroom Walk-Throughs • Assessment Series (Edusoft, VPORT, CELDT, Highpoint E-Assessments) • Effective Use of Data • Response to Interventions (RtI) • Differentiation For Special Populations • Culturally Responsive Teaching and Learning • AVID • Integrating Technology (INTEL, Smartboards, Digital Cameras, MS Word, PowerPoint, Publisher) All Elementary Schools: • Professional Learning Communities (PLCs) • Effective Classroom Walk-Throughs • Assessment Series (Edusoft, OARS, Avenues E-Assessments, VPORT, CELDT) • Effective Use of Data	DAIT Provider with work with Superintendent Assistant Superintendent Educational Services Director of Curriculum, Instruction, & Assessment Director of Special Programs Director of Student Services PRINCIPALS DSLT	Administrative Professional Development and Coaching. August, 2008 through June, 2011. Professional Learning Communities will be established at all school sites by August, 2009.	Administrative Professional Development, Materials and Supplies $75,000 Teacher Professional Development for Dist. Adopted initiatives $135,000	Title I Title II Title III EIA/LEP Lottery IMF Title I Title II Title III EIA/LEP Lottery IMF

• Response to Interventions (RtI) • Differentiation For Special Populations (Students with Disabilities) • Culturally Responsive Teaching and Learning • Integrating Technology (INTEL, Smartboards, Digital Cameras, MS Word, PowerPoint, Publisher)				
English Language Arts: All Middle Schools: • SB472 McDougal Littell • READ 180 • Voyager Interventions • Thinking Maps • Write For The Future • Academic Vocabulary Development All Elementary Schools: • SB472 Houghton Mifflin • Houghton Mifflin Reading Support Series • READ 180 • Voyager Interventions • Reading RESULTS • Thinking Maps • Write From The Beginning • Academic Vocabulary Development • SIPPS	DAIT Provider with work with Superintendent Assistant Superintendent Educational Services Director of Curriculum, Instruction, & Assessment Director of Special Programs Director of Student Services PRINCIPALS DSLT	Professional Development and Coaching. August, 2008 through June, 2011.	Teacher Professional Development for Dist. Adopted initiatives $55,000	Title I Title II Title III EIA/LEP Lottery IMF
Math: All Middle Schools: • SB472 McDougal Littell • Algebra Content Area Instructional Strategies • Thinking Maps For Math • Math Manipulatives • Positive/Negative Numbers • Smartboard Basics • Math 4 Teachers (math teaching strategies) All Elementary Schools: • SB472 MacMillan/McGraw-Hill		Professional Development and Coaching. August, 2008 through June, 2011.	Teacher Professional Development for Dist. Adopted initiatives $150,000	Title I Title II Title III EIA/LEP Lottery IMF

• Thinking Maps For Math • Math Manipulatives • Positive/Negative Numbers • Smartboard Basics • Math 4 Teachers (math teaching strategies) **<u>English-Language Learners:</u>** (these trainings are also available for paraprofessionals) All Middle Schools: • *High Point* • SB472 ELPD • ELD Implementation • Differentiation For English Learners • Frontloading from UCLA All Elementary Schools: • *Avenues* • SB472 ELPD • ELD Implementation • Differentiation For English Learners • Frontloading from UCLA The District has a belief in high quality professional development as referenced in the National Staff Development Council Standards and is committed to monitoring professional development and using existing coaching services as well as walkthroughs to underscore the determination of the Lancaster School District for effective transfer and applications of trained skills in classrooms.	DAIT Provider with work with Superintendent Assistant Superintendent Educational Services Director of Curriculum, Instruction, & Assessment Director of Special Programs Director of Student Services <u>PRINCIPALS</u> <u>DSLT</u>	Professional Development and Coaching. August, 2008 through June, 2011.	Teacher Professional Development for Dist. Adopted initiatives $150,000	Title I Title II Title III EIA/LEP Lottery IMF

6. **Include specific academic achievement and English Language Proficiency goals and strategies for English Learners consistent with Annual Measureable Achievement Objectives (AMAOs) 1, 2, and 3 of the Title III Accountability System.**

Please describe those goals and specific strategies for meeting the goals.	**Persons Involved**	**Timeline**	**Estimated Cost**	**Funding Source**
School sites in LSD will provide English Learners the following support to meet AMAO's: English Language Development (ELD) instruction for students based on their English language Proficiency level. • All 19 schools will have ELD instruction time daily for the 2009-2010 and 2010-2011 school years. • K-3 will have 30 minutes a day. • 4-8 will have a minimum of 45 minutes a day. • All schools will have a plan, or revisit their plan, for ELD instruction, targeted to each student's specific second language acquisition needs. Students will be taught by teachers authorized to instruct EL students. This includes teachers with a CLAD credential, SDAIE certificate, or equivalent training. • **296** teachers have SB 1969, SB395, SB 2042, AB 1059 or other SDAIE certification. **247** teachers have CLAD or BCLAD. Currently **97%** of our teachers have some EL certification. By the end of the 2009-2010 school year, 100% of teachers will have EL certifications. In addition to the standards based Houghton Mifflin (K-5) and McDougal Littel (6-8) core Language Arts curriculums, *Avenues* K-5 and *High Point* 6-8 will continue to be monitored for full implementation at each school site as part of the core language arts program for English Learners for the 2009-2010 and 2010-2011 school years. Elementary and middle school students needing English language development support will receive the core curriculum with an additional period of ELD and the opportunity to have AL needs and skills supported with before or after school EL programs. • Students who need intensive English language development at levels 1, 2, and 3 on CELDT assessment will receive *Avenues* in K-5 and *High Point* 6-8 as the ELD program in addition to their core language program. • Once students achieve a CELDT assessment level of 4 and 5, they will receive the core language program and language support. In Middle school, they may receive the core language program and an elective. • *Avenues* and/or *High Point* EL student data will be analyzed each trimester to determine trends in academic growth and English language proficiency, insuring continued progress. EduSoft will be utilized at all schools to monitor growth in academic areas. • PLCs will review data from embedded assessments within the core curriculum and trimester benchmarks to inform placement and instruction in core and intervention programs. • SDAIE strategies and academic vocabulary support will be used in all core content areas throughout the instructional day.	DAIT Provider with work with <u>EDUCATIONAL SERVICES</u> Assistant Superintendent Educational Services Director of Curriculum, Instruction, & Assessment Director of Special Programs Director of Student Services <u>SUPER-INTENDENT</u> <u>PRINCIPALS</u> <u>DSLT</u> <u>HUMAN RESOURCES</u>	ELD Programs will be fully compliant as identified in the EPC's by June, 2009. Ongoing 8/2008 thru 6/11 Ongoing 8/08 thru 6/2011	ELD Instructional and supplemental materials $125,000 English Learners Professional Development $125,000 ELD Coaches $375,000 Assessment Specialist $73,000	Title I Title II Title III EIA/LEP

All second language students will continue to be tested by CELDT within 30 days of enrollment in school. Assessment on CELDT before the school year begins for kindergarten and first grade students will help to assure their proper classroom placement for the beginning of the school year. Monitoring at each site of ELD program implementation will be conducted by site administration, the director of special programs and district literacy coaches. In addition, program support will be offered through coaches and staff development offerings to ensure ELD programs are implemented to fidelity.	DAIT Provider with work with Superintendent Assistant Superintendent Educational Services Business, and Human Resources Director of Special Programs ELD Coaches PRINCIPALS	Ongoing 8/2008 thru 6/2011	Assessment Specialist $73,000 ELD Coaches $375,000	Title I Title II Title III EIA/LEP

7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

Please describe those activities and how you will incorporate them.	Persons Involved	Timeline	Estimated Cost	Funding Source
There are various types of intervention offered in LSD. They include: • Thirty minutes of intervention time during the instructional day in language arts at all elementary schools for at-risk students. Double blocks of language arts and math are provided to middle school students. • Before or after school tutoring is offered in language arts and/or math for students who are at-risk in all subgroups. • Before or after school tutoring is site-based and is offered for one hour two to three times per week during the school year at some schools. • All schools provide before or after school tutoring to EL students one hour per week two to three days per week. In the past, students have been recommended for participation in interventions based on teacher input. In the 2009-2010 and 2010-2011 school years, students will be recommended for participation in intervention programs when they score at or below the Basic level on the district benchmarks/STAR assessments, or identified for possible retention, or have been retained. The intervention focus will be on reading, writing, and/or mathematics but prescribed to the student's specific deficit. The following programs may be offered to students based on need and/or availability of funding:	DAIT Provider with work with EDUCATIONAL SERVICES Assistant Superintendent Educational Services Director of Curriculum, Instruction, & Assessment Director of Special Programs	August, 2008 through June, 2011	Materials and Resources to support extended learning opportunities $420,000	Title I Title II Title III EIA/LEP General Fund
Summer School: • Participants: Focuses on students who are in danger of being retained with priority going to students who are in 8th grade. • Student Selection Criteria: Students who score at or below the Basic level on district benchmarks/STAR assessments or are in danger of retention. • Program Duration: Fifteen to twenty days, four hours daily. • Program Monitoring: Site administrators will monitor the operation of the program and will periodically report its effectiveness to district office personnel. Program effectiveness will be measured based on an analysis of pre- and post-assessment data. • Curriculum/Academic Objective: Grade 8 materials used will be the McDougall Little re-teaching of both language arts and math to allow students to meet grade level standards. • Consistency: Available to all students who meet criteria.	Director of Student Services SUPER-INTENDENT PRINCIPALS DSLT HUMAN RESOURCES	2009-2012 as needed and/or funding is available	Materials and staff $55,000	Title I Title III EIA/LEP

English Language Learners – Before/After School Program • Participants: English Language Learners. • Student Selection Criteria: CELDT levels 1 through 5. • Program Duration: up to 30 weeks, one hour per day, two/three times per week. • Program Monitoring: Director of Special Programs, Literacy Coaches, TOSA, will monitor the operation of the programs. Periodic reports on the effectiveness of the programs will be shared with district cabinet members and school board. Program effectiveness will be measured based on an analysis of pre- and post-assessment data. • Curriculum/Academic Objectives: Reinforce regular language arts curriculum to assist EL students in becoming grade level proficient. The focus will be in acquiring academic vocabulary and frontloading in all content areas. Each site will submit a plan that will include standards-based learning objectives, expected student outcomes, and will identify assessment tools (pre and post) to monitor and evaluate student progress. • Consistency: All 18 schools will have the opportunity to offer the program.	Director Special Programs Director of CIA Principals	August, 2008 through June, 2012	Staff, Materials and Resources to support extended learning opportunities $45,000	Title I Title III EIA/LEP
Before/After School Tutoring for At Risk Students • Participants: African-American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and other At-Risk students. • Student Selection Criteria: Students who score at or below levels on District Benchmark assessments and STAR. • Program Duration: Six to eight weeks each trimester, one hour per day, two to three times per week. • Program Monitoring: Site administrators will monitor the operation of the program and will periodically report it's effectiveness to district office personnel. Program effectiveness will be measured based on an analysis of pre- and post-assessment data. • Curriculum/Academic Objective: Academic areas will be addressed, and materials used will be based on site need at each site as identified from the most recent assessment data. All tutoring offered will be designed to assist students in becoming grade level proficient in language arts and mathematics. Each site will submit a plan that will include standards-based learning objectives, expected student outcomes, and will identify assessment tools (pre and post) to monitor and evaluate student progress. • Consistency: All 18 schools will offer a program.	Director Special Programs Director of CIA Principals	August, 2008 through June, 2012	Materials and Resources to support extended learning opportunities $40,000	Title I Title III EIA/LEP

Extended School Year • Participants: Students with identified disabilities. • Student Selection Criteria: Students who met the above qualifications as indicated in their IEP and required by their IEP goals. • Program Duration: Twenty days. • Program Monitoring: Director of Student Services and Principal of the District's SH programs will monitor the program and provide periodic reports to district personnel on its effectiveness. Program effectiveness will be measured based on an analysis of pre- and post-assessment data. • Curriculum/Academic Objective: Academic areas addressed will be based on student need and IEP goals/objectives. Each site will submit a plan that will include standards-based learning objectives, expected student outcomes, and will identify assessment tools (pre and post) to monitor and evaluate student progress. • Consistency: Will be offered for all identified students at centralized sites throughout the district.	Director of Student Services Principal SH programs	July 2008, 2009, 2012	Materials and Resources to support extended learning opportunities $150,000	Intersession Special Education Unrestricted Title I
Math Interventions • The district intends to implement math intervention materials and use them appropriately and consistently with properly identified students who are struggling in math beginning in the 2009/2010 school year. • The district intends to investigate, on a pilot basis, various applications of technology-based interventions, especially for use in universal access time, computer labs, and other opportunities before, during, and after school.	Director Special Programs Director CIA Principals	August, 2009 through June, 2012	Materials and Resources to support extended learning opportunities $170,000	Title I Title III EIA/LEP

Recommendation
• Create a program plan template for all sites to use to guide their program development, plan and implementation.
• Coordinate intervention efforts through Educational Services to promote:
  • Academic rigor
  • Equity in student access through district-level staffing as needed
  • Effective use of available funds
	Asst. Supt. Ed. Services	By 9/2010		

8. **Include strategies to promote effective parental involvement in the school.**

Please describe those strategies.	Persons Involved	Timeline	Estimated Cost	Funding Source
Sites will be encouraged to continue their Family Math and Science Nights, Book Fairs, and Science Fairs to encourage positive parental involvement. Parent involvement will be encouraged by having parents volunteer at the school once each month. The district will meet periodically with parent representatives to explore creative approaches in improving parent involvement. The superintendent will continue to conduct the Superintendent's Advisory Council, a program designed to distribute information to, and collect feedback from, all members of the educational community. School information will continue to be sent home to keep parents informed of important issues and events happening in their child's school, and in the district, through the use of Power School, Connect-Ed, and school newsletters, as well as the district website. School Site Councils will be monitored for parental involvement and membership and continue to serve their important role of dispensing information and collecting feedback from the various members of the educational community. ELACs and DELACs will continue to function in their role of keeping parents of EL students informed on issues and activities of importance at their child's school and in the district, as well as services offered to help their child learn. These organizations will also continue to play a vital role in gathering feedback from the parents of EL students that enables the district to better serve them. School sites will develop parent/community centers on campus to encourage increased parental involvement. Connect-Ed surveys for students, as well as reminders about lack of progress where warranted, will be used to solicit parent/family input, alert parents to upcoming events, and for affirming good student work with calls made home when a student does very well.	DAIT Provider with work with EDUCATIONAL SERVICES Assistant Superintendent Educational Services Director of Curriculum, Instruction, & Assessment Director of Special Programs Director of Student Services SUPER-INTENDENT PRINCIPALS DSLT HUMAN RESOURCES	August, 2008 through June, 2012	Materials and resources to support parental involvement activities $105,000	Title I Title II Title III EIA/LEP

i. Needs Analysis

Lancaster School District is located in the high desert Antelope Valley region of Los Angeles County, roughly 60 miles northeast of Los Angeles. The district serves more than 15,000 students in preschool through eighth grade, operating on a modified traditional schedule. The district contains one alternative education, five middle, and thirteen elementary schools.

Historically, Lancaster School District students score below the statewide average on state assessments and have shown only slight growth in achievement over the past five years. Student proficiency for the district is displayed in Figure 1, with statewide results included for comparison (California Department of Education, 2010). Results for individual subgroups are shown in Section (ii).

Lancaster School District currently receives District Assistance Intervention Team (DAIT) services from Pivot Learning Partners (formerly Springboard Schools). Based on extensive district-wide interviews, thorough document reviews, analysis of assessment results, analysis of financial reports, and district personnel interviews, DAIT in September 2008 recommended changes in its capacity study of the district (Springboard Schools, 2008). In early November, 2009, the district responded with its own implementation plan (Lancaster School District, 2009), which it later revised in January 2010 (Lancaster School District, 2010). All such documents are included in this application as attachments and discussed more thoroughly in Section (ii).

More recently, DAIT released a year-end report for the 2009-2010 school year (Pivot Learning Partners, 2010). These findings are also discussed in Section (ii).

Desert View Elementary School

Instruction at Desert View Elementary School spans grades K-5 and will reach roughly 900 students for the 2010-2011 school year. The new school principal, Michael Choate, was assigned July 1, 2010 as part of a district-wide school reform initiative to boost student achievement. (Jack Northrop Elementary School also experienced a principal replacement in January, 2009, to address many of the same concerns – new principal assigned was Sheri Cole).

Overall, Desert View Elementary School has failed to make Adequate Yearly Progress, failing AYP in both English language arts and mathematics. Figure 2 displays the API scores of the school as a function of academic year. Section (ii) discusses the impact of proficiency results in more detail. Evident is the uneven performance of the school with relatively little overall gain, especially when compared to statewide gains.

Roles and Responsibilities

The DAIT provider performed the analysis that helped formulate the intervention model proposed in this application. The Executive Cabinet (comprising the district

superintendent, associate superintendents, and directors) and School Site Council (comprising the school principal, the principal's secretary, staff members, and parents) 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 for reform; the district, in turn, drafted a response to DAIT's suggestions (Lancaster School District, 2009).

As discussed in Section (ii) of this narrative, the students at Desert View Elementary School have on average struggled academically. By analyzing the results of teacher/administrator surveys, interviewing a wide array of stakeholders, and examining the results of assessments, DAIT identified four primary reasons for the failure of the previous district action plan (Springboard Schools, 2008):

1. A lack of consistency and accountability in monitoring the implementation of all district-adopted programs and initiatives.
2. Insufficient knowledge and expertise of the instructional staff in mathematics.
3. Ineffective instructional strategies for African-Americans and English Learners.
4. Inconsistent and belated monitoring of assessment data for identifying effective interventions.

Although identified as district-wide, all four problem areas apply to Desert View Elementary School.

Section (ii) discusses in more detail the means of selecting the appropriate intervention model. In short, Desert Valley Elementary School has exhibited exceedingly poor growth in student achievement and is ranked in the lowest decile for both overall performance and similar schools ranking. However, the district considers the other three models of intervention premature given that the current teaching staff has not experienced the extensive professional development provided to other schools in the district.

Current Practices

Currently, Desert View Elementary School uses Houghton Mifflin for English language arts mathematics, with Cambrium Learning Group's Voyager materials filling the students' intervention needs. English learners rely on Hampton-Brown's AVENUES curriculum to develop English fluency skills. [To ensure that these state-adopted materials are implemented with fidelity, a third-party vendor will collect and analyze completed student work, as discussed in Section (x).]

For all elementary grade levels, Lancaster School District has implemented detailed pacing guides[1] for all four core subjects and the AVENUES ELD curriculum. All five

1 http://www.lancaster.k12.ca.us/ourpages/pacing_guides.jsp

pacing guides except mathematics pace curricular topics according to at least a weekly calendar. As part of this SIG application, Lancaster School District will contract with The Standards Company LLC to measure fidelity of the curriculum to the pacing guides through direct collection of student work, as discussed in Section (x).

The district has set the following expectations toward use of instructional time for both Tier III schools in English language arts (Lancaster School District, 2010):

- Kindergarten: 1.5 hours per day of Houghton Mifflin core, with 30 minutes devoted to ELD.
- Grades 1–3: 2.5 hours per day of Houghton Mifflin core, with 30 minutes devoted to ELD and 30 minutes of intervention
- Grades 4–5: 2 hours per day of English language arts core, with 45 minutes devoted to ELD and 30 minutes of intervention

For mathematics:

- Kindergarten: 30 minutes per day of Houghton Mifflin core, with 15 minutes of intervention.
- Grades 1–5: 2.5 hours per day of Houghton Mifflin core, with 30 minutes devoted to ELD and 30 minutes of intervention

Measuring fidelity to the above time requirements will form an important component of this SIG application (especially the implementation of math intervention, which was identified as a problem area by DAIT), as well as measurement of academic engagement time by third-party vendors, as discussed in Section (x) of this narrative.

Lancaster School District has a belief in high-quality professional development as referenced in the National Staff Development Council Standards. Therefore, professional development is an on-going process throughout all curricular areas, which promotes a comprehensive implementation of the district-adopted cornerstone programs and initiatives. Through SB472 (provides 40 hours of professional development on strategies and instructional differentiation to insure success for all students) and AB430 (provides administrators provides training and strategies to ensure that curricular programs are implemented with integrity), the district provides all of its schools with opportunities for professional development aligned to its adopted publishers' in-services.

All teachers at Desert View Elementary School have already completed the SB472-Houghton Mifflin English Language Arts training, however, only 6 have completed the SB472-English Learners Professional Development (ELPD) training; all teachers at the school will complete the ELPD training by June 2012. In addition, all school administrators have completed AB430-Language Arts training.

DAIT identified insufficient professional development in mathematics as a contributing factor to low student performance at the school. The district adopted a new math curriculum in June, 2008, and teachers have begun SB472-Math training to maximize the effective use of the publisher's instructional materials. A one-day training was provided to all teachers prior to the start of the new school year by MacMillan/McGraw Hill to provide an overview of the program. All math teachers at the school will complete SB472-Math training by June 2012. Twenty-four hours of SB472-Math training will be provided to all teachers at the school during the next two years, with training slated to begin in September 2010. Although none of the school's administrators have completed AB430-Math training to date, all will have done so by June 2012.

The district's Special Education Teachers' Professional Development (SETPD) Reading First grant provided teachers professional development in the use of Voyager's Intervention and Core Replacement programs. All of the school's special education teachers have completed two years of SB472-Language Arts training as part of the SETPD grant. The SETPD grant enabled the district to train teachers, purchase Voyager materials, and provide coaching support for all RSP and SDC teachers grades at the school.

Table 1 lists the current and future professional development planned for Desert View Elementary School in order of priority. In addition to the usual training, professional development extends to coaching and trainer-of-trainer models as well. *Content coaching* is a model of professional development highly favored by the school's faculty and administrators. Such a strategy 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). As part of the Reading First grant initiative, the district provided Desert View literacy coach support. The coach models lessons, supports the implementation of the Houghton Mifflin English Language Arts program with fidelity, facilitates individualized and group professional development, and conducts PLC meetings that are data driven and centered around issues of instruction to improve learning outcomes for all students.

Through the assistance of the DAIT provider, Pivot Learning Partners, Professional learning community (PLC) 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 throughout all levels of the organization.

The district is committed to monitoring professional development and using existing coaching services, as well as walk-throughs, to underscore the determination of the Lancaster School District for effective transfer and application of trained skills in classrooms. The District will emphasize the use of a professional learning community process to promote a systemic focus on improving student learning; strategic and targeted professional development support; the effective use of formative and

summative assessment data to inform instruction and decision making; and an appropriate level of accountability to maximize results of the school's reform efforts. Cabinet intends to model functioning as a PLC as well as at the leadership team meetings and the meetings held with principals. PLCs will regularly utilize instructional rounds (focused team walk-throughs to improve instructional efficacy) to support professional development efforts, monitor implementation, and make critical program decisions based on evidence (Elmore, 2009). There will be an emphasis on the following professional development opportunities which will be made available for teachers, administrators, and paraprofessionals throughout the course of reform efforts:

- Development of professional learning communities (PLCs) and the use of instructional rounds for administrators and teacher/leader groups to work collaboratively on a common mission to increase student achievement.
- The use of brain-based research to improve instructional effectiveness.
- Standards-based lesson design
- Differentiation and effective instructional strategies for English language learners at students at-risk
- Mathematics instruction – maximizing use of adopted materials to meet the needs of all learners; use of math manipulatives to improve student mastery and learning outcomes
- Integration of technology in the classroom to increase student engagement and address different learning modalities as recommended in 21st Century learning standards

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 Transformation Leader will work alongside DAIT on the same capacity-building activities, aided by the technical expertise in student data analysis and curricular/instruction analysis provided by a third-party vendor. [Section (x) of this application discusses student assessment analysis services in more detail.] To sustain the capacity indefinitely, the Transformation Leader will train the principal to assume his or her responsibilities once SIG funding ends.

The staff has yet to receive extensive professional development in Brain-based Direct Instruction, a variant of direct instruction developed by TESS Consulting Group LLC. For more information on Brain-based Direct Instruction, see Section (x) of this narrative.

Jack Northrop Elementary School

Instruction at Jack Northrop View Elementary School spans grades K-5 and will reach roughly 900 students for the 2010-2011 school year. The school principal, Sheri Cole, was hired in January, 2009 as part of a district-wide school reform initiative to boost

student achievement.

Overall, Jack Northrop Elementary School has failed to make Adequate Yearly Progress, failing AYP in both English language arts and mathematics. Figure 2 displays the API scores of the school as a function of academic year. Section (ii) discusses the impact of proficiency results in more detail. Evident is the significant drop in performance of the school, which is especially evident in the drop in overall/similar school rankings (from a 5/6 to 1/1).

Roles and Responsibilities

The DAIT provider performed the analysis that helped formulate the intervention model proposed in this application. The Executive Cabinet (comprising the district superintendent, associate superintendents, and directors) and School Site Council (comprising the school principal, the principal's secretary, staff members, and parents) 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 for reform; the district, in turn, drafted a response to DAIT's suggestions (Lancaster School District, 2009).

As discussed in Section (ii) of this narrative, the students at Jack Northrop Elementary School have on average struggled academically. By analyzing the results of teacher/administrator surveys, interviewing a wide array of stakeholders, and examining the results of assessments, DAIT identified four primary reasons for the failure of the previous district action plan (Springboard Schools, 2008):

1. A lack of consistency and accountability in monitoring the implementation of all district-adopted programs and initiatives.
2. Insufficient knowledge and expertise of the instructional staff in mathematics.
3. Ineffective instructional strategies for African-Americans and English Learners.
4. Inconsistent and belated monitoring of assessment data for identifying effective interventions.

Although identified as district-wide, all four problem areas apply to Jack Northrop Elementary School.

Section (ii) discusses in more detail the means of selecting the appropriate intervention model. In short, Jack Northrop Elementary School has exhibited exceedingly poor growth in student achievement and is ranked in the lowest decile for both overall performance and similar schools ranking. However, the district considers the other three models of intervention premature given that the current teaching staff has not experienced the extensive professional development provided to other schools in the district.

Current Practices

Currently, Jack Northrop Elementary School uses Houghton Mifflin for English language arts mathematics, with Cambrium Learning Group's Voyager materials filling the students' intervention needs. English learners rely on Hampton-Brown's AVENUES curriculum to develop English fluency skills. [To ensure that these state-adopted materials are implemented with fidelity, a third-party vendor will collect and analyze completed student work, as discussed in Section (x).]

For all elementary grade levels, Lancaster School District has implemented detailed pacing guides[2] for all four core subjects and the AVENUES ELD curriculum. All five pacing guides except mathematics pace curricular topics according to at least a weekly calendar. [As part of this SIG application, Lancaster School District will contract with a third-party vendor to measure fidelity of the curriculum to the pacing guides through direct collection of student work, as discussed in Section (x).]

The district has set the following expectations toward use of instructional time for both Tier III schools in English language arts (Lancaster School District, 2010):

- Kindergarten: 1.5 hours per day of Houghton Mifflin core, with 30 minutes devoted to ELD.
- Grades 1–3: 2.5 hours per day of Houghton Mifflin core, with 30 minutes devoted to ELD and 30 minutes of intervention
- Grades 4–5: 2 hours per day of English language arts core, with 45 minutes devoted to ELD and 30 minutes of intervention

For mathematics:

- Kindergarten: 30 minutes per day of Houghton Mifflin core, with 15 minutes of intervention.
- Grades 1–5: 2.5 hours per day of Houghton Mifflin core, with 30 minutes devoted to ELD and 30 minutes of intervention

Measuring fidelity to the above time requirements will form an important component of this SIG application (especially the implementation of math intervention, which was identified as a problem area by DAIT), as well as measurement of academic engagement time by third-party vendors, as discussed in Section (x) of this narrative.

Lancaster School District believes in high-quality professional development as referenced in the National Staff Development Council Standards. Therefore, professional development is an on-going process throughout all curricular areas, which promotes a comprehensive implementation of the district-adopted cornerstone programs and initiatives. Through SB472 (provides 24 hours of professional

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2 http://www.lancaster.k12.ca.us/ourpages/pacing_guides.jsp

development on strategies and instructional differentiation to insure success for all students) and AB430 (provides administrators provides training and strategies to ensure that curricular programs are implemented with integrity), the district provides all of its schools with opportunities for professional development aligned to its adopted publishers' in-services.

All teachers at Jack Northrop Elementary School have already completed SB472-Houghton Mifflin English Language Arts Professional Development. In addition, all school administrators have completed AB430-Language Arts training. Currently no teachers have completed SB472-English Learners Professional Development (ELPD) training, however, SIG funds would be earmarked to ensure that all teachers at the school will complete the ELPD training by June 2012.

DAIT identified insufficient professional development in mathematics as a contributing factor to low student performance at the school. The district adopted a new math curriculum in June, 2008, and teachers have begun SB472-Math training in using the publisher's instructional materials. A one-day training was provided prior to the start of the new school year by MacMillan/McGraw Hill to provide an overview of the program. All math teachers at the school will complete SB472-Math training by June 2012. Twenty-four hours of math training will be provided to all teachers at the school during the next two years, with training slated to begin in September 2010. Although none of the school's administrators have completed AB430-Math training to date, all will have done so by June 2012.

The district's Special Education Teachers' Professional Development (SETPD) Reading First grant provided teachers professional development in the use of Voyager's Intervention and Core Replacement programs. All of the school's special education teachers have completed two years of SB472-Language Arts training as part of the SETPD grant. The SETPD grant enabled the district to train teachers, purchase Voyager materials, and provide coaching support for all RSP and SDC teachers grades at the school. A common on-line assessment system will help to facilitate program accountability and progress monitoring of our students.

Table 1 lists the current and future professional development planned for Jack Northrop Elementary School in order of priority. In addition to the usual training, professional development extends to coaching and trainer-of-trainer models as well. *Content coaching* is a model of professional development highly favored by the school's faculty and administrators. Such a strategy 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). During the 2009/2010 school year, Jack Northrop Elementary School received part-time coaching support. SIG funds would provide a full-time literacy coach to model lessons, support the implementation of the Houghton Mifflin English Language Arts program with fidelity, facilitate individualized and group professional development, and conduct PLC meetings that are data driven and centered around issues of instruction to improve

learning outcomes for all students.

Professional learning community (PLC) 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 district is committed to monitoring professional development and using existing coaching services, as well as walk-throughs, to underscore the determination of the Lancaster School District for effective transfer and application of trained skills in classrooms. The District will emphasize the use of a professional learning community process to promote a systemic focus on improving student learning; strategic and targeted professional development support; the effective use of formative and summative assessment data to inform instruction and decision making; and an appropriate level of accountability to maximize results of the school's reform efforts. Cabinet intends to model functioning as a PLC as well as at the leadership team meetings and the meetings held with principals. PLCs will regularly utilize instructional rounds (focused team walk-throughs to improve instructional efficacy) to support professional development efforts, monitor implementation, and make critical program decisions based on evidence (Elmore, 2009). There will be an emphasis on the following professional development opportunities which will be made available for teachers, administrators, and paraprofessionals throughout the course of reform efforts:

- Development of professional learning communities (PLCs) and the use of instructional rounds for administrators and teacher/leader groups to work collaboratively on a common mission to increase student achievement.
- The use of brain-based research to improve instructional effectiveness.
- Standards-based lesson design
- Differentiation and effective instructional strategies for English language learners at students at-risk
- Mathematics instruction – maximizing use of adopted materials to meet the needs of all learners; use of math manipulatives to improve student mastery and learning outcomes
- Integration of technology in the classroom to increase student engagement and address different learning modalities as recommended in 21st Century learning standards

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 Transformation Leader will work alongside DAIT on the same capacity-building activities, aided by the technical expertise in student data analysis and curricular/instruction analysis provided by a third-party vendor. [Section (x) of this

application discusses student assessment analysis services in more detail.] To sustain the capacity indefinitely, the Transformation Leader will train the principal to assume his or her responsibilities once SIG funding ends.

The staff has yet to receive extensive professional development in Brain-based Direct Instruction, a variant of direct instruction developed by TESS Consulting Group LLC. For more information on Brain-based Direct Instruction, see Section (x) of this narrative.

The strategic and coherent approach to professional development as an integral part of the reform efforts for both Jack Northrop Elementary and Desert View Elementary will aide the District in providing implementation support, on-going progress monitoring, and accountability.

Figures and Tables

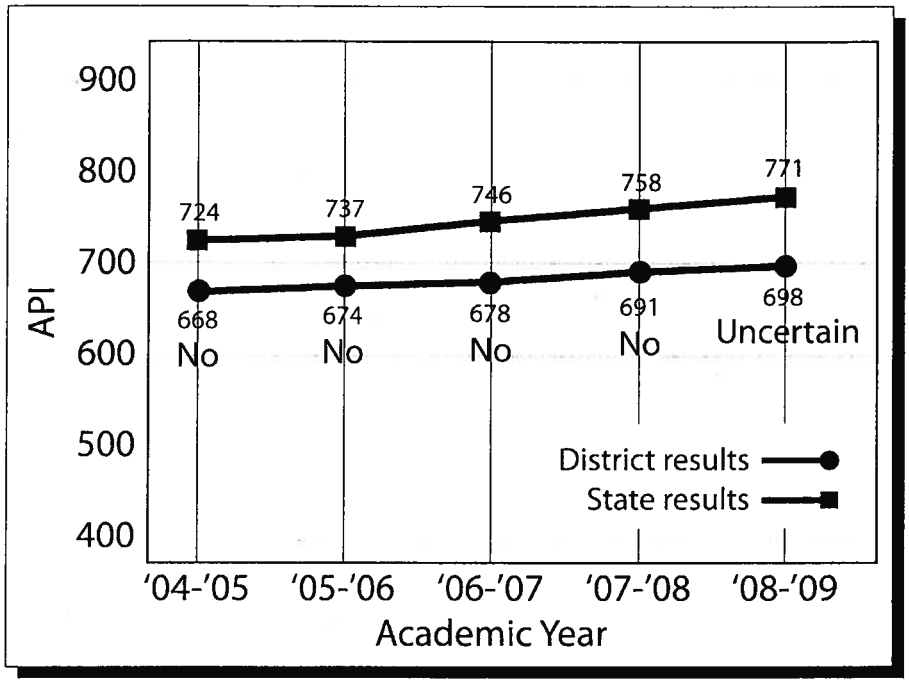

Figure 1: API scores for Lancaster School District. Statewide results shown correlate to the average API for all elementary and middle schools (California Department of Education, 2009a).

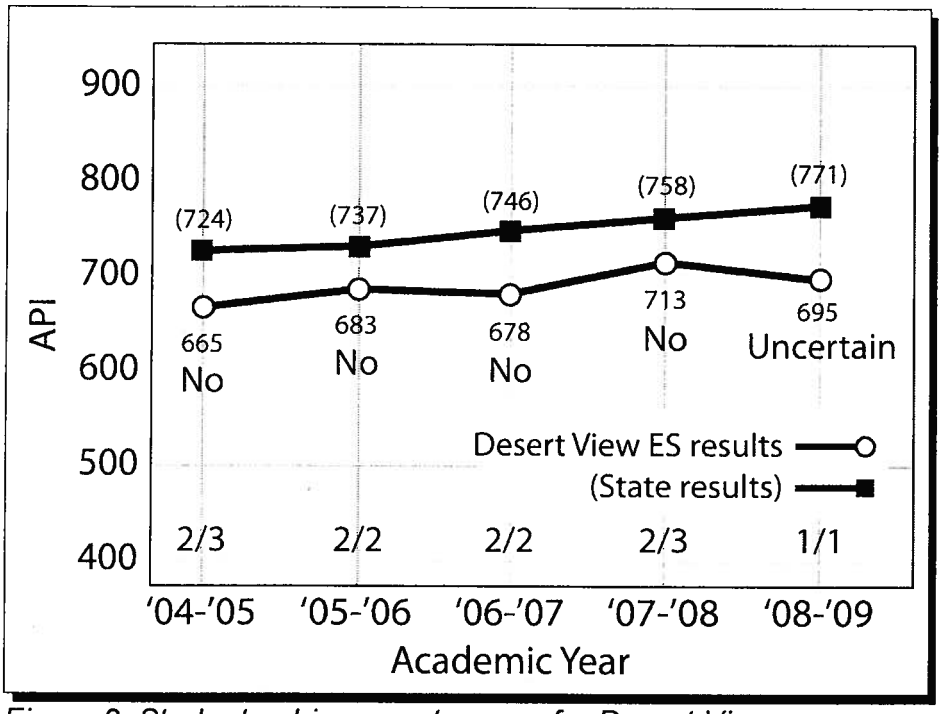

Figure 2: Student achievement scores for Desert View Elementary School, with statewide results shown for comparison; numbers separated by a dash indicate the overall statewide ranking and similar school ranking, respectively. (California Department of Education, 2009a).

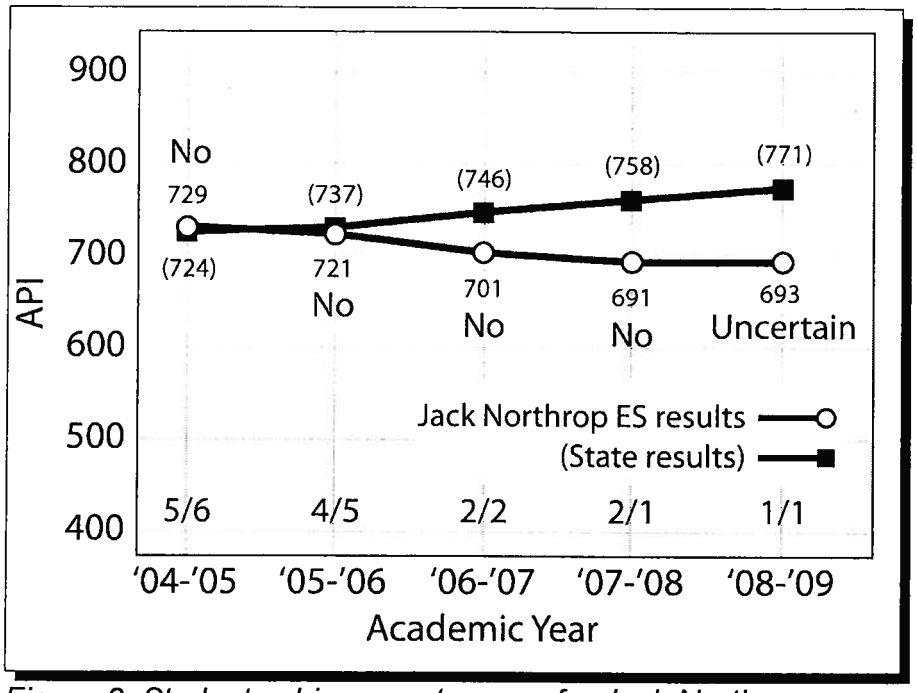

Figure 3: Student achievement scores for Jack Northrop Elementary School, with statewide results shown for comparison; numbers separated by a dash indicate the overall statewide ranking and similar school ranking, respectively. (California Department of Education, 2009a)

Table 1

Priorities for current and future professional development in order of priority for both Desert View Elementary School and Jack Northrop Elementary School (Lancaster School District, 2010).

	ELA	Math	ELD	District-level
1	SB472 Houghton Mifflin	SB472 MacMillan/McGraw-Hill	AVENUES	Professional learning communities & Instructional Rounds
2	Houghton Mifflin Reading Support Series	Thinking Maps For Math	SB472-ELPD	Components of Effective Lesson Designs & Classroom Walk-throughs
3	Voyager Interventions	Math Manipulatives	Differentiation For English Learners	Brain-based Research strategies to improve student learning
4	SIPPS	Positive/Negative Numbers	Frontloading (UCLA)	Effective Use of Formative Assessment Data (OARS, AVENUES E-Assessments)
5	Reading RESULTS	SmartBoard Basics		Response to Interventions
6	Thinking Maps	Math 4 Teachers		Differentiation For Special Populations
7	Write From The Beginning			Integrating Technology
8	Academic Vocabulary Development			Culturally Responsive Teaching &Learning

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

Lancaster School District. (2009, June). Lancaster School District DAIT implementation plan.

Lancaster School District. (2010, January). Local educational agency plan addendum. CDE #19-64667.

Pivot Learning Partners. (2010, June). 2009-2010 end-of-year report for Lancaster School District.

Springboard Schools. (2008, September). DAIT capacity study: Lancaster School District.

ii. Selection of Intervention Model

In April of 2009, the Executive Cabinet of Lancaster School District convened to conduct a needs analysis based on evidence of student performance and develop plans for boosting student proficiency in some of district's lowest performing schools. Based on district capacity for sustaining large-scale reform efforts, the Executive Cabinet decided to focus efforts toward obtaining School Improvement Grant funds for two of its lowest performing elementary schools. To increase synthesis among intervention programs and facilitate dialog, the Executive Cabinet decided to concentrate its efforts on schools of the same type. Because primary education is so foundational to learning throughout a student's academic career, the Executive Cabinet decided to focus on grades K-5 that ranked in decile one in both similar schools and statewide based on 2009 API reports (CDE, 2009). Four district schools met that criteria: Desert View Elementary, Jack Northrop Elementary, Joshua Elementary, and Linda Verde Elementary.

When selecting schools for grant funding, the Executive Cabinet focused on schools that had failed to mark significant progress in API when compared to the state average. Of these schools, the cabinet considered the following factors, which are verified in Table 2:

1. Recent professional development at Linda Verde Elementary School had largely stopped the long slide in API that had occurred since 2005; the district as a result considers the outlook at both schools positive. Additionally, the Principal has been assigned to the school for three years and Executive Cabinet does not believe replacing the Principal at this time would be in the best interest of their present schoolwide reform efforts.
2. Joshua Elementary has recently received SAIT funding and has undergone extensive reform efforts. Although they have not completely exited SAIT, they experienced a 48 point API growth in the 2008-2009 school year. It is the belief of the District that the Alternative Governance Board established in December, 2009, has guided the reform efforts there and introducing new initiatives or replacing their Principal of three years would not be in the best interest of the school at this time.

Two schools remained — Desert View Elementary School and Jack Northrop Elementary School. As part of a district-wide effort to reform education, the district has replaced both principals; one effective July, 2010 and one effective January, 2009, respectively. With new leadership at the helm specifically chosen on account of their experience in implementation of district-wide initiatives that promote increased student learning and exceptional leadership qualities, both schools became prime candidates for the transformation model of school intervention.

Desert View Elementary School

Desert View Elementary School has yet to receive the large-scale professional development that other district schools have received and, therefore, forms the focus of

this grant request (along with Jack Northrop Elementary School). In addition to lagging API scores, Desert View Elementary School garnered Decile-1 (i.e., bottom 10%) status for both overall achievement and similar schools rankings. As seen in Figures 4 and 5, inconsistency dominates much of the student achievement landscape at Desert View Elementary School. Proficiency in third-grade English language arts lags far behind other grade levels; on the other hand, substandard performance in mathematics is mostly relegated to fifth grade. To strategically target the needs of Desert View staff and students, the Executive Cabinet chose the transformation model, which will provide the large-scale professional development, extended learning time, and principal training needed to instill a professional academic environment and culture within the school.

Jack Northrop Elementary School

Like Desert View Elementary School, Jack Northrop Elementary School has yet to receive the large-scale professional development that other district schools have received and, therefore, forms the focus of this grant request (along with Desert View Elementary School). In addition to lagging API scores, Jack Northrop Elementary School garnered Decile-1 (i.e., bottom 10%) status for both overall achievement and similar schools rankings. (Figures 6 and 7 display student proficiency for Jack Northrop Elementary School) To strategically target the needs of Jack Northrop staff and students, the Executive Cabinet chose the transformation model, which will provide the large-scale professional development, extended learning time, and principal training needed to instill a professional academic environment and culture within the school.

Figures and Tables

Table 2

Comparison to state average in API growth for Lancaster School District (California Department of Education, 2009a).

	Change in API (Compared to State Average)			
Student population	**2008 to 2009**	**2007 to 2008**	**2006 to 2007**	**2005 to 2006**
State	14	11	11	14
Desert View ES*	*–18(–32)*	35(24)	*–5(–16)*	18(4)
El Dorado ES	27(13)	*–1(–12)*	9(*–2*)	37(23)
Jack Northrop ES*	2(*–12*)	*–10(–21)*	*–20(–31)*	*–8(–22)*
Joshua ES	48(34)	*–36(–47)*	*–6(–17)*	18(4)
Lincoln ES	40(26)	25(14)	*–15(–26)*	*–1(–15)*
Linda Verde ES	8(*–6*)	*–38(–49)*	6(*–5*)	*–3(–17)*
Mariposa ES	21(7)	26(15)	*–2(–13)*	14(0)
Monte Vista ES	9(*–5*)	3(*–8*)	*–15(–26)*	1(*–13*)
Nancy Cory ES	47(33)	1(*–10*)	10(*–1*)	8(*–6*)
Sierra ES	19(5)	7(*–4*)	23(12)	7(*–7*)
Sunnydale ES	45(31)	*–12(–23)*	*–4(–15)*	*–5(–19)*
West Wind ES	*–2(–16)*	2(*–9*)	7(*–4*)	16(2)

Notes: As one clarifying example, the increase in API for El Dorado Elementary School between 2008 and 2009 of 27 points outpaced the state API increase by 13 points. Red italic text highlights negative values. Asterisks (*) denote the two schools that form the focus of this grant request.

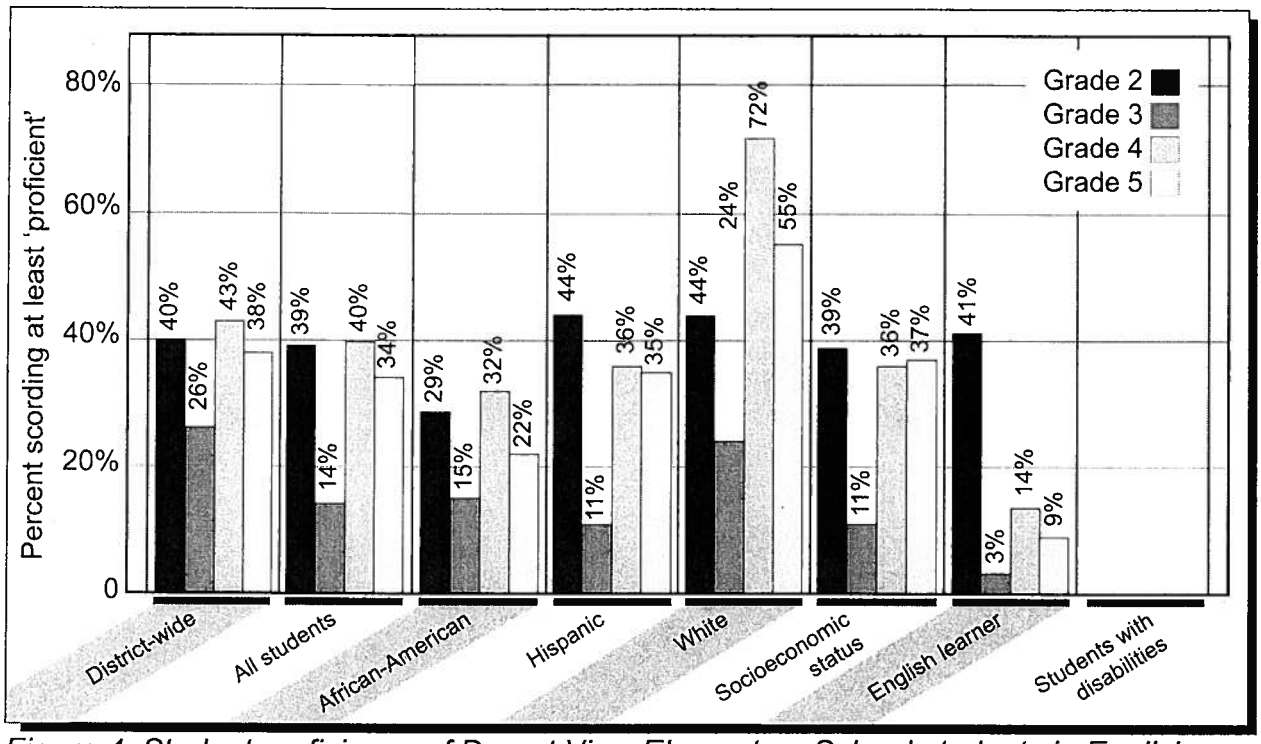


Figure 4: Student proficiency of Desert View Elementary School students in English language arts (California Department of Education, 2009a).

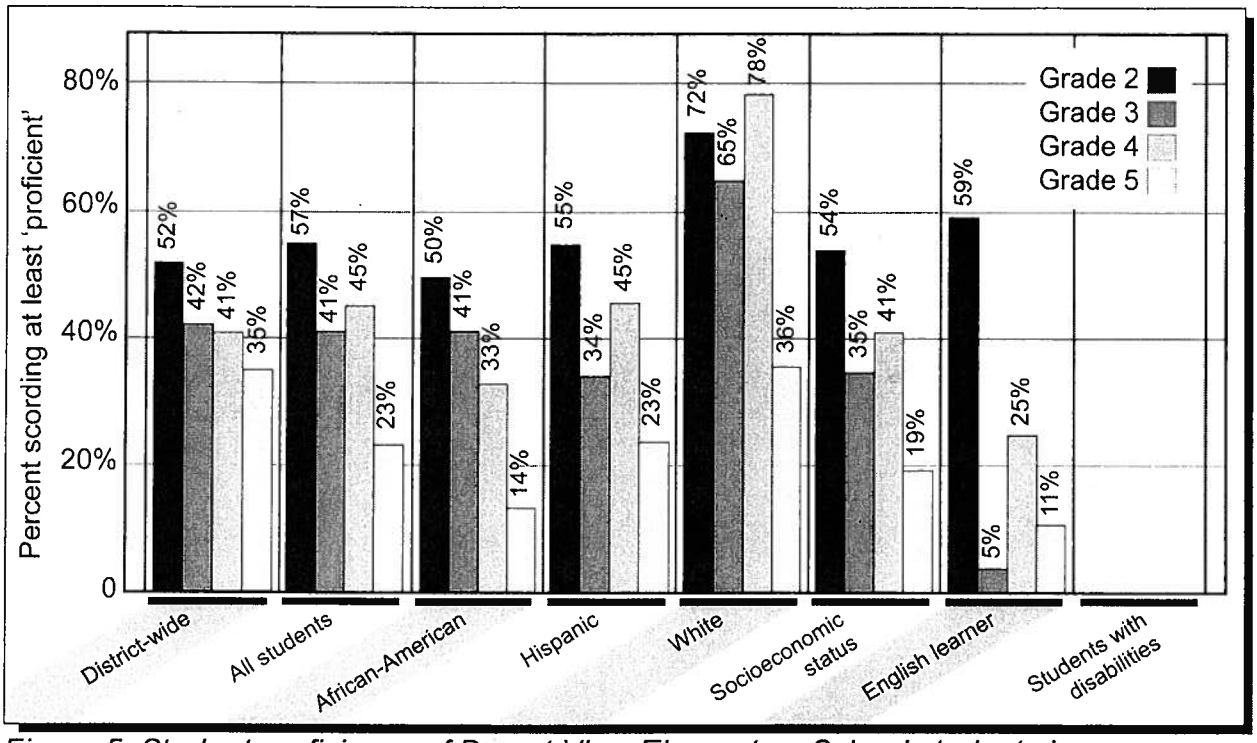


Figure 5: Student proficiency of Desert View Elementary School students in mathematics (California Department of Education, 2009a).

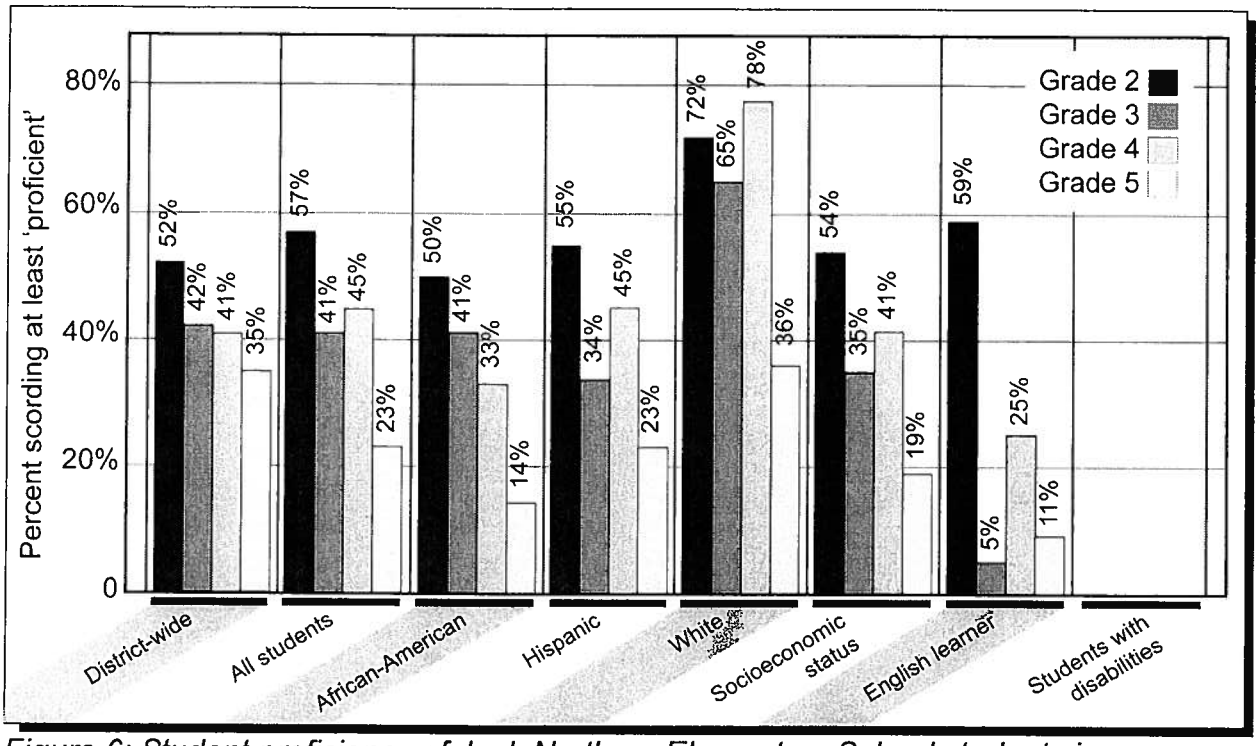


Figure 6: Student proficiency of Jack Northrop Elementary School students in mathematics (California Department of Education, 2009a).

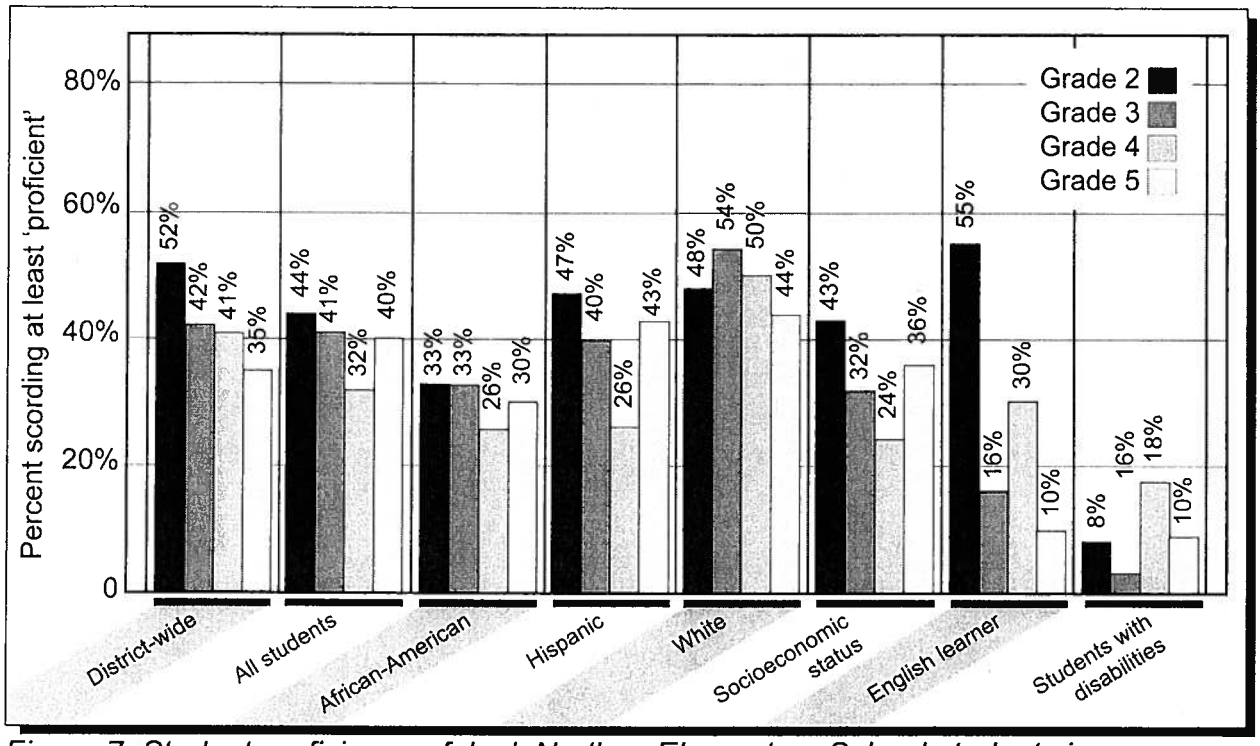


Figure 7: Student proficiency of Jack Northop Elementary School students in mathematics (California Department of Education, 2009a).

References

California Department of Education. (2009a). Accountability Progress Reporting. [Online database]. http://www.cde.ca.gov/ta/ac/ar/.

California Department of Education. (2009b). 2009 STAR Test Results. [Online database]. http://star.cde.ca.gov/star2009/SearchPanel.asp.

Education Data Partnership. (2010), Fiscal, Demographic, and Performance Data on California's K-12 Schools (Ed-Data). [Online database]. http://www.ed-data.k12.ca.us/.

iii. Demonstration of Capacity to Implement Selected Intervention Models

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

The Transformation Leader position is discussed more thoroughly in Sections (iv) and (v).

iv. Recruitment, Screening, and Selection of External Providers

Lancaster School District will contract with or hire an experienced school administrator to facilitate the implementation and monitoring of school reform efforts. He/she will possess a track record of proven success at the elementary school level in underperforming schools and serve as a Transformation Leader during the three-year funding period.

The Transformation Leader will ensure that all services associated with the transformation model, as described in Section (x), are carried out fully over the three-year funding period and will train each Tier III school principal to provide similar oversight. In "School Turnaround Leaders: Competencies for Success," Public Impact (a national education policy and management consulting firm) described the qualifications and duties of a school turnaround leader. With all this in mind, Lancaster School District has established criteria from which to evaluate potential transformation leaders. Although the transformation model of intervention does not encompass large-scale staff replacement, the role of Transformation Leader will closely mirror that of a turnaround leader. Using the document as a guide, Lancaster School District will require educators vying for the Transformation Leader to demonstrate their ability to:

1. Analyze data and report findings to provide one of the essential ingredients of the success cycle, as discussed in Section (ix).
2. Use data to create school action plans.
3. Demonstrate an ability to uncover solutions that may differ from traditional practices.
4. Adjust near-point data targets, as described in Sec. (ix), to meet (fixed) far-point data targets.
5. Positively influence all personnel involved in the school's operation (including external entities) to maintain a culture of success.
6. Facilitate PLC focus groups and leadership team to share data and brainstorm solutions.
7. Move processes along briskly to outpace attempts by malcontents to dislodge initiatives.

As suggested in the turnaround guide, the district will initially screen the backgrounds of candidates in regards to two critical competencies: (1) a strong desire to set challenging goals and reach a high standard of performance despite barriers and (2) an ability to motivate others and influence their perception, thinking, and behavior (p. 9). As stated on page 7 of the guide: "Without high level of competence in these two areas a candidate is very unlikely to be successful taking the actions of successful turnaround leaders." Other criteria will also manifest in the initial screening, including the possession of a valid California administrator's credential, prior experience as a school administrator and school reform leader, and experience in raising student achievement at traditionally poorly performing public schools.

Once initially screened, other criteria plays a role in the next stage of transformation leader selection, including (p. 9):

1. The ability to do more than is expected or require to accomplish a challenging task.
2. The ability to set clear expectations and hold others accountable
3. A strong belief in planning to derive future benefits and avoid problems
4. The ability to assume authoritative leadership of a group to benefit the whole organization
5. The ability to work with individuals to increase their short- and long-term effectiveness
6. The ability to break complicated processes down logically and recognize cause and effect.
7. The ability to see patterns and links among seemingly unrelated behaviors and situations
8. A personal belief in one's ability to accomplish tasks.

For purposes of sustainability, this position will span only three years. Once the funding period ends, the Transformation Leader will transfer all of his or her responsibilities to those personnel he or she has trained in the process.

References

Public Impact. (2008, June). School Turnaround Leaders: Competencies for Success. http://www.publicimpact.com/publications/Turnaround_Leader_Competencies.pdf

v. Alignment of Other Resources with the Selected Intervention Models

The state of California granted Lancaster School District sufficient funds to acquire the services of DAIT, which has aided Lancaster School District, and in so doing the two Tier III schools discussed in this application, since May, 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 (Lancaster School District, 2010). Most notably:

1. Conduct site visits by executive cabinet members at least monthly using common observation sheets to assess site implementation of state-adopted curriculum.
2. Observe classrooms by site administrators and provide teacher feedback at least twice per month.
3. Offer professional development to teachers and administrators on effective implementation of state-adopted curriculum.
4. Implement, monitor, maintain, and refine intervention programs as a high priority as part of a comprehensive Response to Intervention approach.

Lancaster School District will enhance existing programs designed to meet the above four action steps. Mathematics and English language arts will form the primary subject areas for of these action steps, as DAIT identified both subject areas as special areas of concern.

Working in conjunction with DAIT, a temporary Transformation Leader hired as part of this SIG application will periodically evaluate district efforts to respond to its four recommended action steps, as listed in Section (i) of this application. The Transformation Leader will facilitate teacher focus groups (special sessions of the professional learning communities), serve on the leadership team, interview individual teachers and administrators, coordinate data reporting sessions, and prepare semester evaluation reports. (In this capacity, the Transformation Leader will act as an external evaluator of the school improvement grant program as well.)

vi. Alignment of Proposed SIG Activities with Current DAIT Process

As mentioned in Section (I) of this narrative, Lancaster School District currently receives DAIT services from Pivot Learning Partners (formerly Springboard Schools). Based on extensive district-wide interviews, thorough document reviews, and analysis of assessment results, DAIT in September 2008 recommended changes in its capacity study of the district (SpringBoard Schools, 2008), for which the district responded with its own implementation plan (Lancaster School District, 2009) which it later revised (Lancaster School District, 2010). All three documents are included in this application as attachments.

Numbered items below contain DAIT suggestions, verbatim; responses are paraphrased and include comments about SIG activities. This application includes the DAIT report and district implementation plan as attachments.)

Note: The activities designed to respond to DAIT recommendations discussed below fully coincide with, or complement, the aims of the School Improvement Grant program.

1. *The District leadership team, including district staff and principals, should select a limited number of research-based strategies that have the greatest positive effect on student academic achievement, monitor their implementation, and communicate through professional learning communities to ensure coherent and comprehensive implementation.*

   Through the cooperation of Pivot Learning Partners (the DAIT provider for Lancaster School District) and using the three-tier RtI model, the district identified three key goals for responding to DAIT's recommendation: (1) adopt cornerstone programs that build "good first instruction," (2) implement professional learning communities, and (3) refine existing Response to Intervention (RtI) programs. All three elements form core activities in this application.

   In July of 2008 the district contracted with TESS Consulting Group LLC (TESS) to build the foundation for "good first instruction." Using its own variant of direct instruction titled Brain-based Direct Instruction [Section (x) — Serving Tier III Schools] TESS initiated support and training in lesson design in all core content area programs. As discussed in Section (x), considerable research points to the efficacy of direct instruction; teachers and administrators have identified Brain-based Direct Instruction as a variant of direct instruction that offers numerous advantages over its counterparts. Therefore, much of the requested SIG funds will target increased professional development in this instructional method and subsequent implementation monitoring/target setting.

   In April 2009, DAIT trained district personnel on eight key elements of professional learning communities. In June 2009, the district leadership team began regular site monitoring of district-adopted initiatives, reviewing of data for evidence of student learning and reported their findings to the Executive Cabinet. The professional learning communities adopted peer-to-peer coaching in January 2010, with the district (especially the Executive Cabinet) monitoring its implementation. Special

education teachers also began receiving regular support by peer-to-peer coaches. Items 2, 7, 10, 11, and 12 below contain more information about the district's implementation of professional learning communities.

Response to Intervention has long formed a key component of the district's action plan. Items 4, 8, 14, and 15 below discuss the district's RtI programs in more detail. Section 2(d)(ii)(B) of the transformation model specifically targets implementation of school-wide RtI models (U.S. Department of Education, 2009).

Most recently (May 2010), the district leadership team met to review site restructuring plans for all Year 4+ schools (which includes the two Tier III schools encompassed in this grant request) to ensure that all plans align to the district action plan and support the three primary district initiatives. Restructuring plans will directly impact the 2010-2011 school year and will guide development of all school-site plans, including those of Desert View Elementary School and Jack Northrop Elementary School.

2. *Provide professional development for principals and district office administrators on walk-throughs of classrooms with a focus on implementation of professional learning community goals and instructional priorities for student learning.*

   To effectively monitor their teachers' involvement in professional learning communities, all district principals completed a combined 10 related trainings and "breakfast workshops" throughout the 2009-2010 school year. DAIT continues to provide professional development to support PLC development and the effective use of data for teachers and administrators.

   Also in 2009, DAIT began coaching and training administrators to perform effective walk-throughs.

   To meet SIG required activities [U.S. Department of Education, 2009, § 2(d)(1)(i)(D)], the district will (a) contract with TESS and (b) receive services from DAIT to provide administrators with strategic, targeted professional development during each school year encompassed by the SIG program. TESS will provide lesson design support and training to focus on elements of improving "good first instruction" in all core programs. DAIT will continue to provide coaching support for site principals to (a) build administrative leadership capacity and (b) provide professional development for administrators and site teams on PLC development.

3. *Principals and assistant principals as appropriate, conduct daily classroom walk-throughs with a visit to each classroom at least once a week with an emphasis on student learning.*

   Daily classroom walk-throughs now form a consistent part of principals' Friday Report. This activity, which aligns to SIG requirement Section 2(d)(1)(ii)(B), is now fully self-sustained and requires no SIG funding (U.S. Department of Education, 2009).

4. *District office administrative personnel make frequent site visits to monitor student*

learning for English Learners in English/Language Arts, math for all students, African-American subgroup learning, professional learning community progress and principal walk-throughs with an emphasis on student learning.

As discussed in previous items in this section, weekly school-site walk-throughs have appeared regularly in the district since the beginning of the 2008-2009 academic year. Feedback and suggestions provided to principals and staff, especially coaches related to the education issue at hand (who then relay the findings to participating teachers) focus primarily on the three core initiatives detailed in Item 1. The Department of Special Programs and English Learner coaches visit each site at least monthly. Beginning in June 2009, district literacy coaches also began performing school-site walk-throughs. As of May 2010, district coaches have performed walk-throughs at all 13 elementary school sites.

This activity, which aligns to SIG requirement Section 2(d)(1)(ii)(B), is now fully self-sustained and requires no SIG funding (U.S. Department of Education, 2009).

5. *Set annual, measurable district-wide student achievement goals*

   The district responded to this suggestion by establishing academic goals for all students and significant subgroups for 2009-2011. These goals are discussed fully in Section (ix)—LEA's Annual School Goals for Student Achievement — of this application.

6. *Use the LEA Plan Addendum as a guide for setting priorities, ensure the alignment of all site plans to it, and carefully monitor all sites to ensure coherence to LEA Plan goals and objectives.*

   Alignment began with the LEA plan,which was used as a guide for setting goals and maintaining district-wide urgency toward the common focus of "first good teaching," professional learning communities, and RtI. The LEA plan was amended in September 2009 and submitted for board approval (which was granted in January 2010). Throughout this time the alignment of goals between those stipulated in the LEA plan and school plans was monitored, with ongoing continual improvement with alignment process.

   The DSLT met on May 17, 2010 to review LEA Plan addendum goals and monitor progress. This informed district level decision-making regarding program needs for the 2010-2011 school year. The LEA plan forms the focus of activities that align to this SIG application.

7. *Monitor principals on student achievement priorities and Professional Learning Communities as established in the LEA Plan with a focus on continuous improvement.*

   Using six standards from California Professional Standards for Educational Leaders (CPSEL), as well as the LEA plan, the district developed a monitoring and evaluation system for principals and established principal committees to give input and feedback on the evaluation system. The district also developed an instrument in the

spring of 2009 for monitoring/evaluation, which were first used during the current school year. Furthermore,the district assigned each principal an evaluator who met with them throughout the current school year to monitor student achievement goals and assess leadership practices and actions on the new evaluation instrument.

As stated in Item 1 above, all principals receive training and coaching on monitoring PLC's and performing walk-throughs; in turn, principals provide assessment data to schools and assistant principals using the data gathered during PLC meetings.

8. *All academic programs, including summer school and interventions before and after school, should be standards-based with defined academic outcomes and assessments to measure student progress.*

For the summer of 2009, a summer school program for math bridge using Cambium Learning Group's Voyager intervention materials was implemented for incoming fifth- and eighth-grade students to improve their math skills.

Targeted support was provided to sites to structure programs for the current school year that clearly defined district expectations and focused on instructional priorities. Monthly coaches (math and LA) meetings to define criteria.

The district implemented the Human Relations Media's Vocab Lab and Minds on Math after-school tutoring emphasizing gaps in math skills for grades 4 and 5 in February 2010. Assessment data was examined at the end of April 2010.

The district heightened the level of monitoring district benchmark, chapter, and cluster tests and began regularly examining the participation rates and use the data as part of ongoing PLC discussions.

In terms of SIG funding, The Standards Company LLC will collect instructional materials to measure their alignment to California state content standards. Such monitoring of curricular materials adheres to the permissible activity of the transformation model, Section 2(d)(2)(ii)(A) (U.S. Department of Education, 2009).

9. *Principals and district office administrators monitor the distribution and use with fidelity of core instructional materials during classroom walk-throughs.*

Participants of the administrator breakfast workshops held during the 2009-2010 school year developed rubrics for monitoring the distribution and use of core instructional materials during walk-throughs; professional development in their use occurred during the 2009-2010 school year as well.

To strengthen implementation monitoring of teachers' use of instructional materials, The Standards Company will measure the source of assignments collected from students during two-week collection periods, with a collection slated for both academic semesters for each year of program funding. To enhance sustainability, The Standards Company will train PLCs to perform their own curriculum fidelity monitoring and provide supplies to simplify the collection process. Such activities meet the permissible activity associated with the SIG transformation model, namely Section 2(d)(2)(ii)(A) (U.S. Department of Education, 2009).

10. *Ensure that the work of professional learning communities is focused around student achievement data.*

    As an action step, the district has provided all PLCs with protocols for data analysis discussions and meetings. Although this activity aligns with a required activity of the transformation model [S 2(d)(3)(ii)(B)], this activity is now fully self-sustained and requires no SIG funding.

11. *Teacher meetings concerning student academic issues should be held at least twice monthly at every school using a professional learning community process.*

    Principals are currently monitoring this each week. Coaches work with professional learning communities to utilize data forms and the district provides a full day release to work on examining student achievement data.

12. *Principals, functioning as a professional learning community, meet once per month at a minimum with the Superintendent present to focus on leadership strategies related to improved student achievement for ALL students.*

    In response, the district initiated principal professional learning communities titled CLASS (Collaborative Leadership Assuring Student Success), which meet monthly.

    This activity is now fully self-sustained and requires no SIG funding.

13. *Implement English Learner programs with fidelity as per California Department of Education guidelines and district policy.*

    District teachers attended SB-472 English Learners Professional Development (ELPD) in June and July of 2009 to provide additional support in using Houghton Mifflin materials to support English Learners. Training in additional English Learner strategies, such as SDAIE, SIOP, and Thinking Maps for English Learners, took place in the fall of 2009. At the end of June 2009, district literacy coaches attended professional development to become trainer-of-trainers for Specially Designed Academic Instruction in English (SDAIE) and Thinking Maps for English Learners. All school sites featured active ELD programs as of February 2010.

    As part of SIG-related activities, the district seeks funds to ensure that all teachers successfully complete SB-472 ELPD by June 2012. Additionally, SIG funds will be used to provide teachers training and support in effective differentiation strategies, student engagement activities, building academic vocabulary, and culturally responsive teaching and learning strategies.

14. *Review data for African-American students related to site and district structures for consistency of practices for placement in special education, including implementation of the Response to Intervention tiered model of interventions and Student Study Team process.*

    African-American CST data was shared at AAAC in October of 2009. Special education data for African-American students referred and placed in Level III RtI was

also shared and discussed. The special education department also trained special education teachers in research-based teaching strategies designed to meet their special needs.

As part of this SIG application, the district seeks funds to provide after-school programs for addressing the needs of students at all three identified levels of the RtI model. This after-school program, provided by RISE Instructional Systems, is described in Section (x).

15. *Provide a focused approach to math intervention by defining instructional materials to be used, defining expected outcomes, and ensuring a structured approach with consistent implementation across the district.*

To shore up math intervention, the district identified and purchased Howbrite Solution's Mathline, McGraw-Hill's Reading Triumphs, and McDougal Littell Intervention. Training began in the use of Mathline in January 2009 and for Reading Triumphs and McDougal Littell in the spring and summer of 2009.

More recently in May 2010, elementary and middle school curriculum meetings were held to discuss math intervention implementation.

16. *Throughout November and December of 2009 math coaches and Math Contact teachers received TESS training on Brain-based Direct Instruction.*

SIG activities proposed in this application will train math coaches to perform implementation monitoring of math teaching for the 2009-2010 school year, with an emphasis on Brain-based Direct Instruction methodology. Subsequent years will focus on other core subjects. Using the trainer-of-trainer system to enhance sustainability, all implementation monitoring will be performed by school- and district-based math coaches by the third year of implementation.

Although not formally addressed in the DAIT Implementation Plan, DAIT also provided the following suggestions:

1. *Align essential language arts and math standards with pacing guides and with benchmark and CST assessments.*

To meet this suggestion, a third-party vendor will align district benchmarks and pacing guides to the California state content standards and released blueprints of the California Standards Test. This activity will meet permissible activity 2(d)(2)(ii)(A) of the School Improvement Grant program (U.S. Department of Education, 2009).

2. *Provide professional development regarding the use of CST results.*

Pivot Learning Partners will support the District in providing professional development in assessment analysis at the beginning of each academic year, training district coaches in the process. By the beginning of the third year of SIG implementation, district coaches will have assumed the responsibility.

References

Lancaster School District. (2009, June). Lancaster School District DAIT implementation plan.

Lancaster School District. (2010, January). Local educational agency plan addendum. CDE #19-64667.

Pivot Learning Partners. (2010, June). 2009-2010 end-of-year report for Lancaster School District.

Springboard Schools. (2008, September). DAIT capacity study: Lancaster School District.

U.S. Department of Education. (2009, December). Federal Register, 34 CFR Subtitle B, Chapter II, School Improvement Grant: Final Notice.

vii. Modification of LEA Practices or Policies

Lancaster School District will not need to change any of its current policies to meet the requirements of the transformation 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, 2008).

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 transformation separates its methodology from many direct instruction approaches. In short, continual awareness of one's own effectiveness forms the basis of this approach. The two elementary schools have embraced this instructional technique since its introduction beginning the 2009/2010 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 transformation 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 transformation 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

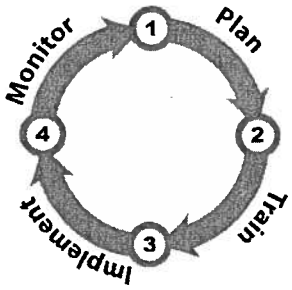
all such duties by the 2014-2015 academic year.

Professional development, on the other hand, will require funding beyond the three-year project 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 for each of the two Tier III schools. However, both schools are Title I schools 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 transformation 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. Goals for far-point data are discussed in subsections devoted to each individual school.

Near-point data

As one clarifying example, the teachers' use of standards-based curricular materials forms an important component of this transformation 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, promoting sustainable reform.

Desert View Elementary School

Figure 2 in Section (ii) of this narrative chronologically exhibits the student achievement of Desert View Elementary School students. Since mathematics intervention forms one important component (as suggested by DAIT and the district's action plan and requested in this grant request), the district targets mathematics growth more aggressively than other subjects.

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

1. AYP proficiency in English language arts will increase by 5%.

2. AYP proficiency in mathematics will increase by 7%.

3. The number of students scoring below basic and far below basic in English language arts will 1.decrease by 5%.

4. The number of students scoring below basic and far below basic in mathematics and will decrease by 7%.

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

6. The school will meet or exceed API school-wide and subgroup growth targets.

Being relative, these goals will remain for subsequent years throughout the grant period. Table 3 summarizes these goals.

Jack Northrop Elementary School

Figure 3 in Section (ii) of this narrative chronologically exhibits the student achievement of Jack Northrop Elementary School students. Since mathematics intervention forms one important component (as suggested by DAIT and the district's action plan and requested in this grant request), the district targets mathematics growth more aggressively than other subjects.

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

year:

7. AYP proficiency in English language arts will increase by 5%.

8. AYP proficiency in mathematics will increase by 7%.

9. The number of students scoring below basic and far below basic in English language arts will 1.decrease by 5%.

10. The number of students scoring below basic and far below basic in mathematics and will decrease by 7%.

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

12. The school will meet or exceed API school-wide and subgroup growth targets.

Being relative, these goals will remain for subsequent years throughout the grant period. Table 4 summarizes these goals.

Tables and Figures

Table 3
Summary of goals established for Desert View Elementary School for measuring success of the transformation 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	5% increase	5% increase	5% increase	16%
AYP Proficiency in math	7% increase	7% increase	7% increase	23%
Students scoring below proficiency in ELA	5% decrease	5% decrease	5% decrease	16%
Students scoring below proficiency in math	7% decrease	7% decrease	7% decrease	23%
CELDT Level-3 students moving to at least early-advanced	10%	10%	10%	33%

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.

Table 4

Summary of goals established for Jack Northrop Elementary School for measuring success of the transformation 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	5% increase	5% increase	5% increase	16%
AYP Proficiency in math	7% increase	7% increase	7% increase	23%
Students scoring below proficiency in ELA	5% decrease	5% decrease	5% decrease	16%
Students scoring below proficiency in math	7% decrease	7% decrease	7% decrease	23%
CELDT Level-3 students moving to at least early-advanced	10%	10%	10%	33%

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.

x. Inclusion of Tier III Schools (if applicable)

Both Desert View Elementary School and Jack Northrop Elementary School are Tier III schools. In addition to the self-funded activities that comprise much of the transformation model requirements, the following form the complete scope of the proposed grant request:

District-level services

As mentioned in Section (vii) of this narrative, the district plans to hire a Transformation Leader to ensure that the activities planned as part of this application are carried out to their fullest. The Transformation Leader's duties will include:

1. Ensuring that student achievement data is entered into OARS uniformly (identified by DAIT as a problem).
2. Through regular facilitation, ensure that PLC members discuss appropriate placement of students in intervention programs using SADS data.
3. Coordinate and co-present meetings to discuss near-point and far-point data results.
4. In consultation with teaching staff and other school/district personnel, set near-point data implementation targets.
5. Consult to the school site council to develop changes to the district action plan.
6. Train district-level personnel to assume his or her duties once the project period passes.

The Transformation Leader will allocate 50% of his or her duties between the two Tier III schools.

Desert View Elementary School

Principal replacement

The principal of Desert View Elementary School, Michael Choate, effective appointment date is July 1, 2010 which abides by the requirements of the transformation model [USDE 2009, § 2(d)(1)(A)]. This experienced principal of six years, was selected on account of his previous experience as instructional leader of one of the highest achieving schools in the District. He has successfully lead a schoolwide reform effort that targeted improvement for English language learners that touted growth of more than 40 points in the 2008/2009 school year. As this is a primary target area for Desert View, the District's appointment of Mr. Choate reflects purposeful decision making to guide a strategic approach to improving student achievement.

Professional development

Central to the transformation model strategy is professional development, especially

that tied to in-class processes [USDE 2009, § 2(d)(1)(i)(D)]. Section (i) of this narrative describes current and planned professional development for the school's teaching staff and administration. Both DAIT and the school district already provide much of the professional development needed to increase student achievement, as detailed in Section (iv) of the application narrative. This grant request includes additional trainings related to (1) "good first instruction," namely the Brain-based Direct Instruction method of TESS Consulting Group LLC, (2) Englisher Learner techniques (ELD, SDAIE), (3) response to intervention, and (4) mathematical content knowledge. Such professional development will be job-embedded through the efforts of each teacher's professional learning community.

Implementation monitoring

Critical to the PDSA success cycle is implementation monitoring of skills learned in professional development sessions. As discussed in Section (vi) of this narrative, classroom walk-throughs occur at all schools in Lancaster School District on a continual basis. However, implementation monitoring of Brain-based Direct Instruction is needed to ensure that teachers deploy their newly learned strategies regularly throughout each instructional day [USDE 2009, § 2(d)(1)(ii)(B)].

Periodic reviews of curriculum

The Standards Company LLC will collect completed student work and analyze it for (a) adherence to state content standards, (b) levels of cognitive rigor, (c) source of the assignment, (d) type of assignment, and (e) assigned letter grades. Professional learning communities will assess the reports in terms of their own students' achievement and set annual targets for future implementation [USDE 2009, § 2(d)(2)(iii)(A)]. In addition to regular classroom sessions, The Standards Company LLC will collect and analyze student work from all intervention programs (including the proposed after-school program), providing a third-party measure of its alignment to standards.

Student assessment analysis

The Standards Company LLC will analyze student STAR scores and provide detailed reports for use by teachers in selecting students for special programs and differentiating instruction, which aligns to § 2(d)(2)(i)(B) of the transformation model (USDE, 2009).

Staff incentives

In addition to the required professional development associated with enhancing daily instruction, various education agencies (including Lancaster School District) and third-party providers regularly host trainings for teachers specifically targeting the concepts and skills associated with increased responsibility to position themselves for future advancement. Unfortunately, the daily pressures of instructional routine often compel teachers to forgo such training. To meet one of the required activities associated with the transformation model [USDE 2009, § 2(d)(1)(i)(E)], Lancaster School District will provide practicum incentives for teachers who successfully attend voluntary

professional development sessions targeted toward enhancing their career growth (e.g., training in academic coaching).

Such incentives will complement the usual stipends available for teachers to attend such trainings.

Response to intervention

Desert View Elementary School features a built-in ExCEL/UA intervention structure in grades K-5 during the school day, where students are grouped by their instructional level in Language Arts. These students switch classes each day for an hour, so they can receive intensive direct instruction in order to help remediate and build their Language Arts Skills.

The school also added a TIER III intervention layer to the ExCEL/UA structure called the Voyager Intervention Program for Language Arts. Students qualify through the Student Study Team (SST) process if they are not making adequate progress in the Core and ExCEL/UA Program. Voyager students are monitored weekly and have small (3–5) teacher/student ratios. The school monitors this pilot program through weekly assessments which are shared with grade level teams and parents. This new Tier III intervention is part of the Response to Intervention structure which the school initiated during the 2008-2009 school year.

RISE Instructional Systems will implement extensive tutoring for students as part of its after-school program, meeting one of the requirements of the transformation model [USDE 2009, § 2(d)(2)(ii)(B)]. Although all students are eligible, students identified by assessment data as needing intervention will be especially encouraged to participate. To complement the existing and planned response to intervention program, the district seeks funds in this application to install a Voyager math intervention computer lab, which will provide increased access to Voyager materials.

The school also seeks SIG funds to create computer-based Voyager Math labs for its intervention program. Voyager Math provides supplemental materials that offer structured intervention and support enrichment needs [USDE 2009, § 2(d)(2)(ii)(B)].

Extended learning time

RISE Instructional Systems will employ its after-school program throughout all three years of the project duration. All students are eligible to participate. Each participating student may receive up to 150 hours of additional learning time each year (assuming consistent attendance).

The Standards Company LLC will monitor the use of academic engagement time through numerous classroom observation sessions, with the aim of improving the percentage of time devoted to the teaching of new content and reducing off-task behavior [USDE 2009, § 2(d)(3)(i)(A)].

Extended collaboration time

In response to DAIT suggestions, teachers of Desert View Elementary School already meet in professional learning communities. This grant application requests additional funds to provide increased professional development in the implementation of professional learning communities [USDE 2009, § 2(d)(3)(i)(A)].

Parental/community involvement

The parental involvement program planned for the school will create regular opportunities for the families of district students, as well as the community at large, to understand school governance, curriculum and instruction, and the educational process. Trainings will focus on, for example, the California state content standards, school policies and regulations, effective parent-to-child education strategies. To enhance sustainability, meetings will involve a trainer-of-trainer model, with the plan to turn responsibilities for future trainings over to parent volunteers by the end of the third year of implementation [USDE 2009, § 2(d)(3)(i)(B)].

Jack Northrop Elementary School

Principal replacement

The principal of Jack Northrop Elementary School, Sheri Cole, was hired in January, 2009, well within the two-year time frame needed to retain her services and still abide by the requirements of the transformation model. This principal was selected on account of her previous experience facilitating schoolwide reform efforts. Mrs. Cole worked at a SAIT school and has experience in the change process, working closely with technical support providers, and guiding the reform efforts. She has demonstrated excellent communication and leadership abilities to promote effective PLCs that are student centered and is skilled in the use of data to guide conversations that promote student learning.

Professional development

Central to the transformation model strategy is professional development, especially that tied to in-class processes [USDE 2009, § 2(d)(1)(i)(D)]. Section (i) of this narrative describes current and planned professional development for the school's teaching staff and administration. Both DAIT and the school district already provide much of the professional development needed to increase student achievement, as detailed in Section (iv) of the application narrative. This grant request includes additional trainings related to (1) "good first instruction," namely the Brain-based Direct Instruction method of TESS Consulting Group LLC, (2) English Learner techniques (ELD, SDAIE), (3) response to intervention, and (4) mathematical content knowledge. Such professional development will be job-embedded through the efforts of each teacher's professional learning community.

Implementation monitoring

Critical to the PDSA success cycle is implementation monitoring of skills learned in professional development sessions. As discussed in Section (vi) of this narrative, classroom walk-throughs occur at all schools in Lancaster School District on a continual basis. However, implementation monitoring of Brain-based Direct Instruction is needed to ensure that teachers deploy their newly learned strategies regularly throughout each instructional day [USDE 2009, § 2(d)(1)(ii)(B)].

Periodic reviews of curriculum

The Standards Company LLC will collect completed student work and analyze it for (a) adherence to state content standards, (b) levels of cognitive rigor, (c) source of the assignment, (d) type of assignment, and (e) assigned letter grades. Professional learning communities will assess the reports in terms of their own students' achievement and set annual targets for future implementation [USDE 2009, § 2(d)(2)(iii)(A)]. In addition to regular classroom sessions, The Standards Company LLC will collect and analyze student work from all intervention programs (including the proposed after-school program), providing a third-party measure of its alignment to standards.

Student assessment analysis

The Standards Company LLC will analyze student STAR scores and provide detailed reports for use by teachers in selecting students for special programs and differentiating instruction, which aligns to § 2(d)(2)(i)(B) of the transformation model (USDE, 2009).

Staff incentives

In addition to the required professional development associated with enhancing daily instruction, various education agencies (including Lancaster School District) and third-party providers regularly host trainings for teachers specifically targeting the concepts and skills associated with increased responsibility to position themselves for future advancement. Unfortunately, the daily pressures of instructional routine often compel teachers to forgo such training. To meet one of the required activities associated with the transformation model [USDE 2009, § 2(d)(1)(i)(E)], Lancaster School District will provide practicum incentives for teachers who successfully attend voluntary professional development sessions targeted toward enhancing their career growth (e.g., training in academic coaching).

Such incentives will complement the usual stipends available for teachers to attend such trainings.

Response to intervention

Jack Northrop Elementary School features a built-in ExCEL/UA intervention structure in grades K-5 during the school day, where students are grouped by their instructional level in Language Arts. These students switch classes each day for an hour, so they

can receive intensive direct instruction in order to help remediate and build their Language Arts Skills.

The school also added a TIER III intervention layer to the ExCEL/UA structure called the Voyager Intervention Program for Language Arts. Students qualify through the Student Study Team (SST) process if they are not making adequate progress in the Core and ExCEL/UA Program. Voyager students are monitored weekly and have small (3–5) teacher/student ratios. The school monitors this pilot program through weekly assessments which are shared with grade level teams and parents. This new Tier III intervention is part of the Response to Intervention structure which the school initiated during the 2008-2009 school year.

RISE Instructional Systems will implement extensive tutoring for students as part of its after-school program, meeting one of the requirements of the transformation model [USDE 2009, § 2(d)(2)(ii)(B)]. Although all students are eligible, students identified by assessment data as needing intervention will be especially encouraged to participate. To complement the existing and planned response to intervention program, the district seeks funds in this application to install a Voyager math intervention computer lab, which will provide increased access to Voyager materials.

The school also seeks SIG funds to create computer-based Voyager Math labs for its intervention program. Voyager Math provides supplemental materials to address intervention and enrichment needs [USDE 2009, § 2(d)(2)(ii)(B)].

Extended learning time

RISE Instructional Systems will employ its after-school program throughout all three years of the project duration. All students are eligible to participate. Each participating student may receive up to 150 hours of additional learning time each year (assuming consistent attendance).

The Standards Company LLC will monitor the use of academic engagement time through numerous classroom observation sessions, with the aim of improving the percentage of time devoted to the teaching of new content and reducing off-task behavior [USDE 2009, § 2(d)(3)(i)(A)].

Extended collaboration time

In response to DAIT suggestions, teachers of Jack Northrop Elementary School already meet in professional learning communities. This grant application requests additional funds to provide increased professional development in the implementation of professional learning communities [USDE 2009, § 2(d)(3)(i)(A)].

Parental/community involvement

The parental involvement program planned for the school will create regular opportunities for the families of district students, as well as the community at large, to

understand school governance, curriculum and instruction, and the educational process. Trainings will focus on, for example, the California state content standards, school policies and regulations, effective parent-to-child education strategies. To enhance sustainability, meetings will involve a trainer-of-trainer model, with the plan to turn responsibilities for future trainings over to parent volunteers by the end of the third year of implementation [USDE 2009, § 2(d)(3)(i)(B)].

References

U.S. Department of Education. (2009, December). Federal Register, 34 CFR Subtitle B, Chapter II, School Improvement Grant: Final Notice.

xi. Consultation with Relevant Stakeholders

The following stakeholders provided valuable feedback and input into the development of the SIG proposal:

Lancaster Board of Education

Superintendent

Assistant Superintendent, Education Services

Assistant Superintendent, Human Resources

Assistant Superintendent, Business Services

Director Curriculum, Instruction, and Assessment

Director Special Programs

Desert View Principal

Jack Northrop Principal

District English Language Learner Committee members

TESS

Pivot Learning Partners

RISE Tutoring Services

Teachers Association Lancaster (Certificated Bargaining Unit)

California School Employees Association (Classified Bargaining Unit)

SIG Form 4a-LEA Projected Budget

LEA Projected Budget

Fiscal Year 2009-10

Name of LEA: Lancaster School District	
County/District (CD) Code: 19 64667 0000000	
County: Los Angeles	
LEA Contact: Michele Bowers	Telephone Number: (661) 810-3257
E-Mail: bowersm@lancsd.org	Fax Number: (661) 942-9452
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	$269,246.00	$269,246.00	$269,246.00
2000–2999	Classified Personnel Salaries			
3000–3999	Employee Benefits	$63,605.22	$63,605.22	$63,605.22
4000–4999	Books and Supplies			
5000–5999	Services and Other Operating Expenditures			

6000–6999	Capital Outlay			
7310 & 7350	Indirect Costs	$57,719.57	$67,093.15	$48,041.48
7370 & 7380	Transfers of Direct Support Costs	$0.00	$0.00	$0.00
Total Amount Budgeted		**$390,570.79**	**$399,944.37**	**$380,892.70**

Total for all three years (LEA-level)	$1,171,407.87
Total grant request	$4,419,886.32

Indirect cost calculation			
School-level fund request	$1,085,320.15	$1,315,629.15	$847,529.15
LEA-level fund request	$332,851.22	$332,851.22	$332,851.22
Subtotal	$1,418,171.37	$1,648,480.37	$1,180,380.37
Indirect Rate	4.07%	4.07%	4.07%
Indirect costs	$57,719.57	$67,093.15	$48,041.48

SIG Form 4b-School Projected Budget

School Projected Budget

Fiscal Year 2009-10

Name of School: Desert View Elementary School	
County/District (CD) Code: 19 64667 6014674	
LEA: Lancaster School District	
LEA Contact: Michele Bowers	Telephone Number: (661) 810-3257
E-Mail: bowersm@lancsd.org	Fax Number: (661) 942-9452
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	$64,800.00	$64,800.00	$64,800.00
2000–2999	Classified Personnel Salaries	$39,973.20	$39,973.20	$39,973.20
3000–3999	Employee Benefits	$18,319.48	$18,319.48	$18,319.48
4000–4999	Books and Supplies	$37,020.00	$32,232.00	$32,232.00
5000–5999	Services and Other Operating Expenditures	$321,867.50	$267,760.00	$267,760.00

6000–6999	Capital Outlay	$60,000.00	$234,050.00	$0.00
7370 & 7380	Transfers of Direct Support Costs	$0.00	$0.00	$0.00
Total Amount Budgeted		**$541,980.18**	**$657,134.68**	**$423,084.68**

Total for all three years $1,622,199.54

SIG Form 4b-School Projected Budget

School Projected Budget

Fiscal Year 2009-10

Name of School: Jack Northrop Elementary School	
County/District (CD) Code: 19 64667 6014674	
LEA: Lancaster School District	
LEA Contact: Michele Bowers	Telephone Number: (661) 810-3257
E-Mail: bowersm@lancsd.org	Fax Number: (661) 942-9452
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	$66,000.00	$66,000.00	$66,000.00
2000–2999	Classified Personnel Salaries	$39,973.20	$39,973.20	$39,973.20
3000–3999	Employee Benefits	$18,479.27	$18,479.27	$18,479.27
4000–4999	Books and Supplies	$37,020.00	$32,232.00	$32,232.00
5000–5999	Services and Other Operating Expenditures	$321,867.50	$267,760.00	$267,760.00

6000–6999	Capital Outlay	$60,000.00	$234,050.00	$0.00
7370 & 7380	Transfers of Direct Support Costs	$0.00	$0.00	$0.00
Total Amount Budgeted		**$543,339.97**	**$658,494.47**	**$424,444.47**

Total for all three years $1,626,278.91

LEA Budget Narrative

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

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Salaries		
District Appointed Transformation Leader Part-time temporary district transformation leader (a certificated administrator), directly reporting to the assistant superintendent of educational services, to oversee implementation of all activities associated with this grant application. Duties will span 24 hr/week for 10 months and will split time between the two Tier III schools. Three year position with an annual salary of $47,000.	141,000.00	1300
Math Coach Full-time math coach. Will count as 1 FTE for 180 days and will split 50% of duties toward each of the two Tier III schools. Annual salary: $74,082.	222,246.00	1300
Literacy Coaches 2 Full-time literacy coaches. Will count as 2 FTES for 180 days. Each of the two Tier III schools will be assigned 1 coach. Annual salary: 74,082 ea x 2 = $148,164	444,492.00	1300
Total Salaries	**807,738.00**	
Employee Benefts		
Certificated		
State retirement plan (STRS) @ 8.25%	66,638.50	3111
Medicare @ 1.45%	11,712.20	3331
Unemployment insurance @ 0.72%	5,815.71	3511
Worker's compensation @ 2.8954%	23,387.25	3611
Health @ welfare = $13,877 per position = $27,754 per year (x 3 positions)	83,262.00	3411
Total Benefits	**190,815.66**	
Total Salary w/Benefits	**998,553.66**	

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: Desert View Elementary

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Certificated Personnel Salaries	**$194,400.00**	
3 Years Practicum Completion of 100 hours of practicum/year. Practicum incentives to support and retain high-quality teaching (certificated) staff and promote on-going professional development @ $1,200 per teacher X 31 teachers = $37,200 per year. (3 years)	$111,600.00	1970
9 PLC Data Meetings Substitute teachers to release grade level PLC teacher members to attend half-day data meetings 3 times per year @ $100 per substitute per day. $100 x 6 teachers x 4 days (sub time required for half-day release per grade level) times per year = $7,200 per year. (3 years)	$21,600.00	1160
12 Leadership PLC Meetings Substitute teachers to release leadership PLC members to attend implementation monitoring discussions @ $100 per substitute per day X 6 substitutes X 4 days = $2,400 per year.	$7,200.00	1170
Site-based professional development (trainer fees) in English Language Learner strategies. 40 hours/year @ $150.00/hr = $6,000 per year.	$18,000.00	1170
Site-based professional development (trainer fees) in Response to Intervention strategies. 40 hours/year @ $150.00/hr = $6,000 per year.	$18,000.00	1170
Site-based professional development (trainer fees) in math instructional strategies. 40 hours/year @ $150.00/hr hr = $6,000 per year.	$18,000.00	1170
Classified Personnel Salaries	**$119,919.60**	

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Assessment Specialists		
Bilingual Technical Support and Assessment Specialist to prepare formative assessments and provide technology support for the preparation and disaggregation of formative assessments. Duties span 10 hours per week. Cost @ $825 per month X 10 months $8,250.	$24,750.00	2410
Professional development training compensation for instructional aides (para-professionals) to support implementation of ELD and RtI programs and strategies. (Year 1-initial training, Year 2-assessment & application, Year 3-advanced.) Annual cost at 24 hours x $14.67/hr x 15 people per site = $5281.20	$15,843.60	2410
Community/Parent Liasions		
Community/parent liaisons. School will hire 2 community/parent liaisons to provide outreach to the parents of students. Duties span 5 hrs per day for 180 days. Yearly fee: $14.69 per hour per day per liaison X 5 hours X 180 days X 2 liaisons = $26,442.	$79,326.00	5800
Employee Benefits		
	$54,958.45	
Certificated		
State retirement plan (STRS) @ 8.25% per year	$16,335.00	3111
Medicare @ 1.45% per year	$2,871.00	3331
Unemployment insurance @ 0.72% per year	$1,425.60	3511
Worker's compensation @ 2.8954% per year	$5,732.89	3611
OASDI @ 6.2% per year	n/a	3311
Health @ welfare = $13,877 per position X 0 positions per year per LEA. Each school to account for half of expenses.	n/a	3411
Classified		
Notes: The subtotal for all classified personnel salaries listed above amount to $39,973 per year.		
State retirement plan (STRS) @ 10.2% per year	$12,231.80	3111
PERS Reduction @ 2.82% per year	$3,381.73	3111
Medicare @ 1.45% per year	$1,738.83	3331
OASDI @ 6.2% per year	$7,435.02	3311
Unemployment insurance @ 0.72% per year	$863.42	3511
Worker's compensation @ 2.8954% per year	$3,422.51	3611
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

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Books and Supplies	**$101,484.00**	
Math Intervention Materials Teacher Voyager Math teacher materials. One time cost: $399 per teacher X 12 teachers = $4,788.	$4,788.00	4300
Math Intervention Materials Student Voyager Math student materials. Annual cost: $79 per student X 408 students = $32,232.	$96,696.00	4300
Services and Other Operating Expenditures	**$857,387.50**	
DAIT Provider Executive Coaching PIVOT Learning Partners (DAIT provider) Executive Administrative Coach to build capacity of the Principal as instructional leader and support in the implementation of the School Improvement Grant. Will conduct coaching visits and instructional leadership training 2-3 times per month as required. Annual fee: $45,000	$135,000.00	5800
Professional development in Brain-based Direct Instruction: Vendor 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
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 18 days = $45,000.	$135,000.00	5800
Professional development/Conference attendance (teachers, administrators, instructional aides) to support the effective implementation of response-to-intervention and English Language Learner programs. Annual expenditure: $25,000.	$75,000.00	5220
SB472 English Language Learner Professional development (ELPD). One-time fee @ $750/teacher X 31 teachers = $23,250.	$23,250.00	5800
SB472 McMillan McGraw Hill Math Professional development in mathematics content knowledge. One-time fee $750/teacher X 31 teachers = $23,250	$23,250.00	5800
Parental involvement training and activities. Annual fee: $5,000 per day X 3 days = $15,000.	$45,000.00	5800

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Educational Technology		
Professional development (five days) in use of digital whiteboards and related technology. Yearly fee of $5,000.	$15,000.00	5800
Advanced professional development (five days) in use of digital whiteboards and related technology. One-time fee of $5,000. (Year 2)	$5,000.00	5800
Curricular implementation monitoring: Vendor to collect completed student work for 5 days year to ensure standards alignment and sufficient levels of cognitive rigor. Subjects include mathematics and English language arts. Yearly fee: $33 per FTE per day per subject X 31 FTE X 5 days X 2 subjects = $10,560.	$31,680.00	5800
Formative assessment analysis @ $7500/yr	$22,500.00	5800
Student test analysis. Third-party provider will analyze student state test (STAR) results to provide data for differentiation and response-to-intervention. Yearly fee: $4,000.	$12,000.00	5800
After-school program to tutor students as part of the district's response to intervention program. Annual fee $600 per day X 142 days = $85,200.	$255,600.00	5800
Voyager Lab equipment installation. One-time fee @ $5000.	$5,000.00	5800
Electronic equipment warranties (Voyager Lab equipment) One-time cost @ 15% X $60,000	$9,000.00	5630
Year 2 - Electronic equipment warranties (computers, digital whiteboards, document cameras, projectors, airliners, and responders) One-time cost @ 15% X $234,050 = $35,107.50.	$35,107.50	5630
Capital Outlay (All Year 2)	**$294,050.00**	
The computer/networking equipment listed below will furnish the technology needs of a Voyager math lab for enhancing teachers' response-to-intervention capacity. Computer/networking equipment for Voyager math computer lab for all fourth- and fifth-grade teachers. One-time cost of $5,000 per teacher X 12 teachers = $60,000.	$60,000.00	6400
The following equipment (digital whiteboards, document cameras, projectors, airliners, and responders) will be provided to each teacher in the school to enhance their multimedia capabilities.		

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Computers for driving education technology for all 31 teachers. One-time cost: $800 per computer X 31 computers = $24,800.	$24,800.00	6400
Digital whiteboards for delivering instructional content. One-time cost @ $3,700 per whiteboard X 31 whiteboards = $114,700.	$114,700.00	6400
Document cameras for delivering instructional content. One-time cost @$830 per camera X 31 cameras = $25,730.	$25,730.00	6400
Projectors for displaying instructional content. One-time cost @ $620 per projector X 31 projectors = $19,220.	$19,220.00	6400
Airliners for questioning/assessing students. One-time cost @ $400 per airliner X 31 airliners = $12,400.	$12,400.00	6400
Responders for questioning/assessing students. One-time cost @ $1,200 X 31 class sets of responders = $37,200.	$37,200.00	6400

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: Jack Northrop Elementary

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Certificated Personnel Salaries	**$198,000.00**	
3 Years Practicum Completion of 100 hours of practicum/year. Practicum incentives to support and retain high-quality teaching (certificated) staff and promote on-going professional development @ $1,200 per teacher X 32 teachers = $38,400 per year. (3 years)	$115,200.00	1970
9 PLC Data Meetings Substitute teachers to release grade level PLC teacher members to attend half-day data meetings 3 times per year @ $100 per substitute per day. $100 x 6 teachers x 4 days (sub time required for half-day release per grade level) times per year = $7,200 per year. (3 years)	$21,600.00	1160
12 Leadership PLC Meetings Substitute teachers to release leadership PLC members to attend implementation monitoring discussions @ $100 per substitute per day X 6 substitutes X 4 days = $2,400 per year.	$7,200.00	1170
Site-based professional development (trainer fees) in English Language Learner strategies. 40 hours/year @ $150.00/hr = $6,000 per year.	$18,000.00	1170
Site-based professional development (trainer fees) in Response to Intervention strategies. 40 hours/year @ $150.00/hr = $6,000 per year.	$18,000.00	1170
Site-based professional development (trainer fees) in math instructional strategies. 40 hours/year @ $150.00/hr hr = $6,000 per year.	$18,000.00	1170
Classified Personnel Salaries	**$119,919.60**	

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Assessment Specialists		
Bilingual Technical Support and Assessment Specialist to prepare formative assessments and provide technology support for the preparation and disaggregation of formative assessments. Duties span 10 hours per week. Cost @ $825 per month X 10 months $8,250.	$24,750.00	2410
Professional development training compensation for instructional aides (para-professionals) to support implementation of ELD and RtI programs and strategies. (Year 1-initial training, Year 2-assessment & application, Year 3-advanced.) Annual cost at 24 hours x $14.67/hr x 15 people per site = $5281.20	$15,843.60	2410
Community/Parent Liasions		
Community/parent liaisons. School will hire 2 community/parent liaisons to provide outreach to the parents of students. Duties span 5 hrs per day for 180 days. Yearly fee: $14.69 per hour per day per liaison X 5 hours X 180 days X 2 liaisons = $26,442.	$79,326.00	5800
Employee Benefits		
	$55,437.80	
Certificated		
State retirement plan (STRS) @ 8.25% per year	$16,335.00	3111
Medicare @ 1.45% per year	$2,871.00	3331
Unemployment insurance @ 0.72% per year	$1,425.60	3511
Worker's compensation @ 2.8954% per year	$5,732.89	3611
OASDI @ 6.2% per year	n/a	3311
Health @ welfare = $13,877 per position X 0 positions per year per LEA. Each school to account for half of expenses.	n/a	3411
Classified		
Notes: The subtotal for all classified personnel salaries listed above amount to $39,973 per year.		
State retirement plan (STRS) @ 10.2% per year	$12,231.80	3111
PERS Reduction @ 2.82% per year	$3,381.73	3111
Medicare @ 1.45% per year	$1,738.83	3331
OASDI @ 6.2% per year	$7,435.02	3311
Unemployment insurance @ 0.72% per year	$863.42	3511
Worker's compensation @ 2.8954% per year	$3,422.51	3611
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

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Books and Supplies	**$101,484.00**	
Math Intervention Materials Teacher Voyager Math teacher materials. One time cost: $399 per teacher X 12 teachers = $4,788.	$4,788.00	4300
Math Intervention Materials Student Voyager Math student materials. Annual cost: $79 per student X 408 students = $32,232.	$96,696.00	4300
Services and Other Operating Expenditures	**$857,387.50**	
DAIT Provider Executive Coaching PIVOT Learning Partners (DAIT provider) Executive Administrative Coach to build capacity of the Principal as instructional leader and support in the implementation of the School Improvement Grant. Will conduct coaching visits and instructional leadership training 2-3 times per month as required. Annual fee: $45,000	$135,000.00	5800
Professional development in Brain-based Direct Instruction: Vendor 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
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 18 days = $45,000.	$135,000.00	5800
Professional development/Conference attendance (teachers, administrators, instructional aides) to support the effective implementation of response-to-intervention and English Language Learner programs. Annual expenditure: $25,000.	$75,000.00	5220
SB472 English Language Learner Professional development (ELPD). One-time fee @ $750/teacher X 31 teachers = $23,250.	$23,250.00	5800
SB472 McMillan McGraw Hill Math Professional development in mathematics content knowledge. One-time fee $750/teacher X 31 teachers = $23,250	$23,250.00	5800
Parental involvement training and activities. Annual fee: $5,000 per day X 3 days = $15,000.	$45,000.00	5800

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Educational Technology		
Professional development (five days) in use of digital whiteboards and related technology. Yearly fee of $5,000.	$15,000.00	5800
Advanced professional development (five days) in use of digital whiteboards and related technology. One-time fee of $5,000. (Year 2)	$5,000.00	5800
Curricular implementation monitoring: Vendor to collect completed student work for 5 days year to ensure standards alignment and sufficient levels of cognitive rigor. Subjects include mathematics and English language arts. Yearly fee: $33 per FTE per day per subject X 31 FTE X 5 days X 2 subjects = $10,560.	$31,680.00	5800
Formative assessment analysis @ $7500/yr	$22,500.00	5800
Student test analysis. Third-party provider will analyze student state test (STAR) results to provide data for differentiation and response-to-intervention. Yearly fee: $4,000.	$12,000.00	5800
After-school program to tutor students as part of the district's response to intervention program. Annual fee $600 per day X 142 days = $85,200.	$255,600.00	5800
Voyager Lab equipment installation. One-time fee @ $5000.	$5,000.00	5800
Electronic equipment warranties (Voyager Lab equipment) One-time cost @ 15% X $60,000	$9,000.00	5630
Year 2 - Electronic equipment warranties (computers, digital whiteboards, document cameras, projectors, airliners, and responders) One-time cost @ 15% X $234,050 = $35,107.50.	$35,107.50	5630
Capital Outlay (All Year 2)	**$294,050.00**	
The computer/networking equipment listed below will furnish the technology needs of a Voyager math lab for enhancing teachers' response-to-intervention capacity. Computer/networking equipment for Voyager math computer lab for all fourth- and fifth-grade teachers. One-time cost of $5,000 per teacher X 12 teachers = $60,000.	$60,000.00	6400
The following equipment (digital whiteboards, document cameras, projectors, airliners, and responders) will be provided to each teacher in the school to enhance their multimedia capabilities.		

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Computers for driving education technology for all 31 teachers. One-time cost: $800 per computer X 31 computers = $24,800.	$24,800.00	6400
Digital whiteboards for delivering instructional content. One-time cost @ $3,700 per whiteboard X 31 whiteboards = $114,700.	$114,700.00	6400
Document cameras for delivering instructional content. One-time cost @$830 per camera X 31 cameras = $25,730.	$25,730.00	6400
Projectors for displaying instructional content. One-time cost @ $620 per projector X 31 projectors = $19,220.	$19,220.00	6400
Airliners for questioning/assessing students. One-time cost @ $400 per airliner X 31 airliners = $12,400.	$12,400.00	6400
Responders for questioning/assessing students. One-time cost @ $1,200 X 31 class sets of responders = $37,200.	$37,200.00	6400

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

Certification regarding state and federal drug-free workplace requirements.

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

Grantees Other Than Individuals

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

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

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

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

Desert View School	Jack Northrop School
1555 W. Avenue H-10	835 E. Avenue K-4
Lancaster, CA 93534	Lancaster, CA 93535
Los Angeles County	Los Angeles County

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: Lancaster School District

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: Lexy Conte, Assistant Superintendent, Human Resources Services

Signature: Lexy Conte Date: 5/25/10

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

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

Last Reviewed: Wednesday, May 05, 2010

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

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

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

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

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

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

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

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

Name of Applicant: Lancaster School District

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: Mick McClatchey, Assistant Superintendent Business Services

Signature: [signature] Date: 5/25/10

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

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

Last Reviewed: Tuesday, February 24, 2009

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

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

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

Instructions for Certification

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

Certification

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

Name of Applicant: Lancaster School District

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: Lexy Conte, Assistant Superintendent Human Resources Services

Signature: Lexy Conte Date: 5/25/10

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

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

Last Reviewed: Tuesday, February 24, 2009

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

Sub-grant Conditions and Assurances

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

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

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

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

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

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

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

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

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

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

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

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

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:	Lancaster School District
Authorized Executive:	Michele Bowers, Asst. Supt., Educational Services
Signature of Authorized Executive	Michele Bowers

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	
Jack Northrop Elementary School	19 64667 6108419	62088009561			X							$1,803,260.00
Desert View Elementary School	19 64667 6014674	62088002505			X							$1,819,725.00

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: Desert View Elementary School

Intervention Model: □ Turnaround □ Restart □ Closure □ Transformation

□ Other _____

Total FTE required: .5 LEA 2.5 School _____ Other

Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
	Year 1 (2010 – 2011)				
District Transformation Leader Hire part-time temporary transformation leader (including benefits). Cost and time split evenly between the two Tier III schools	August 14, 2010		79,887.36	SIG	LEA
Assessment Specialist Hire part-time Bilingual Technical Support Specialist (including benefits). Cost and time split evenly between two Tier III schools.	August 14, 2010	10,253.55		SIG	LEA
Math Coach Hire full-time match coach (including benefits). Cost and time split evently between the two Tier III schools.	August 14, 2010		125,919.47	SIG	LEA
Literacy Coach Hire full-time literacy coach (including benefits). Each school to be assigned 1 coach.	August 14, 2010		251,838,94	SIG	LEA
Community Parent Liaisons Hire 2 community/parent liasions.	August 14, 2010	98,590.64		SIG	LEA

School: Desert View Elementary School

Intervention Model: ☐ Turnaround ☐ Restart ☐ Closure ☐ Transformation

☐ Other _____

Total FTE required: ___.5___ LEA ___2.5___ School _____ Other

Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
Math Intervention Teacher Materials Purchase Voyager Math teacher instructional materials	August 14, 2010	4,788.00		SIG	LEA
Math Lab Purchase and install Voyager Math Lab (includes warranty fees)	August 14, 2010	74,000		SIG	LEA
Math Intervention Student Materials Purchase Voyager Math student materials.	August 14, 2010	32,232.00		SIG	School
Plan Draft Site implementation plan	August 23-27, 2010	0.00			LEA
Submission of revised LEA Plan addendum and Single Plan for Student Achievement	August 14, 2010	0.00		n/a	LEA
DAIT Provider Executive Coaching Contract with provider to provide executive coaching and leadership training for principal	September 20-24, 2010	45,000		SIG	LEA
Student tests analyzed by third party – Year 1	October 1, 2010	4,000.00		SIG	School
Level 1 professional development in Brain-based Direct Instruction	August 28, 2010	10,000.00		SIG	School
Level 1 professional development in Response to Intervention strategies (including benefits)	September 17, 2010	7,170.92		SIG	School
Level 1 professional development in English Learner Strategies (including benefits)	October 18, 2010	7,170.92		SIG	School
Level 1 professional development in mathematics content knowledge (including benefits)	March, 2011	7170.92		SIG	

School: Desert View Elementary School

Intervention Model: □ Turnaround □ Restart □ Closure □ Transformation

□ Other _____

Total FTE required: .5 LEA 2.5 School _____ Other

Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
Level 1 professional development in educational technology	January 2011	5,000.00		SIG	School
Level 1 professional development for para-professionals (including benefits)	January 2011	6,563.76		SIG	School
Parental involvement training/activities	November 2010	15,000.00		SIG	School
Students begin receive tutoring from after-school program	August 31, 2010 – May 20, 2011	85,200.00		SIG	School
Student work collected and analyzed by third party	September, 2010 – May, 2011	10,560.00		SIG	School
Analysis of district formative assessment data 3 times per year	November, 2010 – June, 2011	7,500.00		SIG	School
PLC Data Meetings #1 – 3 PLCs meet to discuss student test score analysis – 3 times	October, 2010 January, 2011 April, 2011	8,605.11		SIG	School
Technical Support Provider Third party progress monitoring will be conducted through a 3-tiered approach consisting of professional development, follow-up individual teaching coaching and schoolwide instructional rounds.	September, 2010 – May, 2011	48,000		SIG	School
Leadership PLC Meetings 1-4 Leadership PLCs meet to discuss implementation, conduct ongoing monitoring (3 times) and evaluation	September 10, 2010 December 10, 2010 March 11, 2011 June 11, 2011	2868.37		SIG	School
Submission of ARRA fiscal report	January 1, 2011	0.00			LEA

School: Desert View Elementary School

Intervention Model: □ Turnaround □ Restart □ Closure □ Transformation

□ Other _____

Total FTE required: ___.5___ LEA ___2.5___ School _____ Other

Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
SB472 English Language Learner Professional training	Spring 2011**	24,000.00		SIG	LEA
SB472 McMillan McGraw Hill – Math professional development training	Spring 2011**	24,000.00		SIG	LEA
Professional development/Conference attendance to attend Response-to-Intervention workshops and break-out sessions.	Spring 2011**	12,500.00		SIG	LEA
Professional development/Conference attendance (teachers, administrators, instructional aides) to attend English Language Learner workshops and break-out sessions.	Spring 2011**	12,500.00		SIG	School
Practicum Year #1 Disbursement of teacher practicum incentives (including benefits)	June 7, 2011	42,153.33		SIG	LEA
Preparation of Year 1 report on SIG success	June 6-10, 2011	0.00		SIG	LEA
	Year 2 (2011 – 2012)				
Educational Technology Purchase and installation of educational technology in each school classroom (includes warranty fees)	August 2012	277,840.00		SIG	LEA
Math Intervention Student Materials Purchase Voyager Math student materials	August 8, 2011	32,232.00		SIG	School
DAIT Provider Executive Coaching Contract with DAIT provider to provide continuing executive coaching for principal.	August, 2011 – July, 2012	45,000.00		SIG	LEA

School: Desert View Elementary School

Intervention Model: □ Turnaround □ Restart □ Closure □ Transformation

□ Other _____

Total FTE required: .5 LEA 2.5 School _____ Other

Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
Student tests analyzed by third party	September, 2011	4,000.00		SIG	LEA
Level 2 professional development in Brain-based Direct Instruction	August, 2012	10,000.00		SIG	School
Level 2 professional development in Response to Intervention strategies (including benefits)	November, 2010	7170.92		SIG	School
Level 2 professional development in English Learner Strategies (including benefits)	January, 2012	7170.92		SIG	School
Level 2 professional development in mathematics content knowledge (including benefits)	March, 2012	7170.92		SIG	School
Level 2 professional development in educational technology	August, 2011	5,000.00		SIG	School
Level 2 professional development for para-professionals (including benefits)	November, 2011	6563.76		SIG	School
Parental involvement training	November, 2011 – April, 2012	15,000.00		SIG	School
Students receive tutoring from after-school program	August 22, 2011 – May 18, 2012	85,200.00		SIG	School
Student work collected and analyzed by third party	September, 2011 – May, 2012	10,560.00		SIG	School
Analysis of district formative assessment data 3 times per year	November, 2011 – June, 2012	7,500.00		SIG	
PLC Data Meetings #4-6 PLCs meet to discuss student test score analysis – 3 Times	October, 2011 January, 2012 April, 2012	8,605.11		SIG	School

School: Desert View Elementary School

Intervention Model: □ Turnaround □ Restart □ Closure □ Transformation

□ Other _____

Total FTE required: .5 LEA 2.5 School _____ Other

Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
Technical Support Provider Third party progress monitoring will be conducted through a 3-tiered approach consisting of professional development, follow-up individual teaching coaching and schoolwide instructional rounds.	September 5, 2011 – May 11, 2012	32,500.00		SIG	School
Leadership PLC Meetings 5-8' Leadership PLCs meet to discuss implementation monitoring results	September 11, 2010 December 11, 2010 March 12, 2011 June 12, 2011	2868.37		SIG	School
Submission of ARRA fiscal report	January 2, 2012	0.00			LEA
Professional development/Conference attendance to attend Response-to-Intervention workshops and break-out sessions	Spring 2012**	12,500.00		SIG	School
Professional development/Conference attendance (teachers, administrators, instructional aides) to attend English Language Learner workshops and break-out sessions.	Spring 2012**	12,500.00		SIG	School
Practicum Year #2 Disbursement of teacher practicum incentives (including benefits)	June, 2012	42,153.33		SIG	LEA
Preparation of yearly report on SIG success	June, 2012	0.00		SIG	LEA
	Year 3 (2012 – 2013)				

School: Desert View Elementary School

Intervention Model: ☐ Turnaround ☐ Restart ☐ Closure ☐ Transformation

☐ Other _____

Total FTE required: .5 LEA 2.5 School _____ Other

Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
Math Intervention Student Materials Purchase Voyager Math student materials	August, 2012	32,232.00		SIG	LEA
DAIT Provider Executive Coaching Contract with third-party provider to provide executive coaching for principal.	August, 2012 – June, 2013	45,000.00		SIG	LEA
Student tests analyzed by third party	September, 2012	4,000.00		SIG	School
Level 3 professional development in Brain-based Direct Instruction	August, 2012	10,000.00		SIG	School
Level 3 professional development in Response to Intervention strategies (including benefits)	November, 2012	7170.92		SIG	School
Level 3 professional development in English Learner Strategies (including benefits)	January, 2013	7170.92		SIG	School
Level 3 professional development in mathematics content knowledge (including benefits)	March, 2013	7170.92		SIG	School
Level 3 professional development for para-professionals (including benefits)	November, 2012	6563.76		SIG	School
Parental involvement training	November, 2012	15,000.00		SIG	School
Students begin to receive tutoring from after-school program	August 26, 2012 – May 13, 2013	85,200.00		SIG	School
Student work collected and analyzed by third party	September, 2012 – May, 2013	10,560.00		SIG	School
Analysis of district formative assessment data 3 times per year	November, 2012 – June, 2013	7,500.00		SIG	

School: Desert View Elementary School

Intervention Model: □ Turnaround □ Restart □ Closure □ Transformation

□ Other _____

Total FTE required: .5 LEA 2.5 School _____ Other

Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
PLC Data Meetings #7-9 PLCs meet to discuss student test score analysis (3 Times)	October, 2012 January, 2013 April, 2013	8605.11		SIG	School
Technical Support Provider Third party progress monitoring will be conducted through a 3-tiered approach consisting of professional development, follow-up individual teaching coaching and schoolwide instructional rounds.	September, 2012 – May, 2013	45,000		SIG	School
Leadership PLC Meetings #9-12 Leadership PLCs meet to evaluation implementation and develop sustainability plan	Sept, Dec 2012 March, May 2013	2868.37		SIG	School
Submission of ARRA fiscal report	January 1, 2013	0.00			LEA
Professional development/Conference attendance to attend Response-to-Intervention workshops and break-out sessions	Summer 2012	12,500.00		SIG	School
Professional development/conference attendance (teachers, administrators, instructional aides) to attend English Language Leaner workshops and break-out sessions	Spring, 2013	12,500.00		SIG	School
Practicum Year #3 Disbursement of teacher practicum incentives (including benefits)	June, 2013	42,153.33		SIG	LEA
Preparation of yearly report on SIG success	June, 2013	0.00		SIG	LEA

School: Desert View Elementary School

Intervention Model: ☐ Turnaround ☐ Restart ☐ Closure ☐ Transformation

☐ Other _____

Total FTE required: .5 LEA 2.5 School _____ Other

Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
	POST-PROJECT				
Preparation of final report on SIG success	August, 2013	0.00			LEA
Submission of ARRA fiscal report	January, 2014	0.00			LEA

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: Jack Northrop Elementary School

Intervention Model: □ Turnaround □ Restart □ Closure □ Transformation

□ Other _____

Total FTE required: .5 LEA 2.5 School _____ Other

Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
	Year 1 (2010 – 2011)				
District Transformation Leader Hire part-time temporary transformation leader (including benefits). Cost and time split evenly between the two Tier III schools	August 14, 2010		79,887.36	SIG	LEA
Assessment Specialist Hire part-time Bilingual Technical Support Specialist (including benefits). Cost and time split evenly between two Tier III schools.	August 14, 2010	10,253.55		SIG	LEA
Math Coach Hire full-time match coach (including benefits). Cost and time split evently between the two Tier III schools.	August 14, 2010		125,919.47	SIG	LEA
Literacy Coach Hire full-time literacy coach (including benefits). Each school to be assigned 1 coach.	August 14, 2010		251,838,94	SIG	LEA
Community Parent Liaisons Hire 2 community/parent liasions.	August 14, 2010	98,590.64		SIG	LEA

School: Jack Northrop Elementary School

Intervention Model: ☐ Turnaround ☐ Restart ☐ Closure ☐ Transformation

☐ Other _____

Total FTE required: .5 LEA 2.5 School _____ Other

Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
Math Intervention Teacher Materials Purchase Voyager Math teacher instructional materials	August 14, 2010	4,788.00		SIG	LEA
Math Lab Purchase and install Voyager Math Lab (includes warranty fees)	August 14, 2010	74,000		SIG	LEA
Math Intervention Student Materials Purchase Voyager Math student materials.	August 14, 2010	32,232.00		SIG	School
Plan Draft Site implementation plan	August 23-27, 2010	0.00			LEA
Submission of revised LEA Plan addendum and Single Plan for Student Achievement	August 14, 2010	0.00		n/a	LEA
DAIT Provider Executive Coaching Contract with provider to provide executive coaching and leadership training for principal	September 20-24, 2010	45,000		SIG	LEA
Student tests analyzed by third party – Year 1	October 1, 2010	4,000.00		SIG	School
Level 1 professional development in Brain-based Direct Instruction	August 28, 2010	10,000.00		SIG	School
Level 1 professional development in Response to Intervention strategies (including benefits)	September 17, 2010	7,170.92		SIG	School
Level 1 professional development in English Learner Strategies (including benefits)	October 18, 2010	7,170.92		SIG	School
Level 1 professional development in mathematics content knowledge (including benefits)	March, 2011	7170.92		SIG	

School: Jack Northrop Elementary School

Intervention Model: □ Turnaround □ Restart □ Closure □ Transformation

□ Other _____

Total FTE required: ___.5___ LEA ___2.5___ School _____ Other

Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
Level 1 professional development in educational technology	January 2011	5,000.00		SIG	School
Level 1 professional development for para-professionals (including benefits)	January 2011	6,563.76		SIG	School
Parental involvement training/activities	November 2010	15,000.00		SIG	School
Students begin receive tutoring from after-school program	August 31, 2010 – May 20, 2011	85,200.00		SIG	School
Student work collected and analyzed by third party	September, 2010 – May, 2011	10,560.00		SIG	School
Analysis of district formative assessment data 3 times per year	November, 2010 – June, 2011	7,500.00		SIG	School
PLC Data Meetings #1 – 3 PLCs meet to discuss student test score analysis – 3 times	October, 2010 January, 2011 April, 2011	8,605.11		SIG	School
Technical Support Provider Third party progress monitoring will be conducted through a 3-tiered approach consisting of professional development, follow-up individual teaching coaching and schoolwide instructional rounds.	September, 2010 – May, 2011	48,000		SIG	School
Leadership PLC Meetings 1-4 Leadership PLCs meet to discuss implementation, conduct ongoing monitoring (3 times) and evaluation	September 10, 2010 December 10, 2010 March 11, 2011 June 11, 2011	2868.37		SIG	School
Submission of ARRA fiscal report	January 1, 2011	0.00			LEA

School: Jack Northrop Elementary School

Intervention Model: □ Turnaround □ Restart □ Closure □ Transformation

□ Other _____

Total FTE required: ___.5___ LEA ___2.5___ School _____ Other

Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
SB472 English Language Learner Professional training	Spring 2011**	24,000.00		SIG	LEA
SB472 McMillan McGraw Hill – Math professional development training	Spring 2011**	24,000.00		SIG	LEA
Professional development/Conference attendance to attend Response-to-Intervention workshops and break-out sessions.	Spring 2011**	12,500.00		SIG	LEA
Professional development/Conference attendance (teachers, administrators, instructional aides) to attend English Language Learner workshops and break-out sessions.	Spring 2011**	12,500.00		SIG	School
Practicum Year #1 Disbursement of teacher practicum incentives (including benefits)	June 7, 2011	45,893.91		SIG	LEA
Preparation of Year 1 report on SIG success	June 6-10, 2011	0.00		SIG	LEA
	Year 2 (2011 – 2012)				
Educational Technology Purchase and installation of educational technology in each school classroom (includes warranty fees)	August 2012	277,840.00		SIG	LEA
Math Intervention Student Materials Purchase Voyager Math student materials	August 8, 2011	32,232.00		SIG	School
DAIT Provider Executive Coaching Contract with DAIT provider to provide continuing executive coaching for principal.	August, 2011 – July, 2012	45,000.00		SIG	LEA

School: Jack Northrop Elementary School

Intervention Model: □ Turnaround □ Restart □ Closure □ Transformation

□ Other _____

Total FTE required: ___.5___ LEA ___2.5___ School _____ Other

Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
Student tests analyzed by third party	September, 2011	4,000.00		SIG	LEA
Level 2 professional development in Brain-based Direct Instruction	August, 2012	10,000.00		SIG	School
Level 2 professional development in Response to Intervention strategies (including benefits)	November, 2010	7170.92		SIG	School
Level 2 professional development in English Learner Strategies (including benefits)	January, 2012	7170.92		SIG	School
Level 2 professional development in mathematics content knowledge (including benefits)	March, 2012	7170.92		SIG	School
Level 2 professional development in educational technology	August, 2011	5,000.00		SIG	School
Level 2 professional development for para-professionals (including benefits)	November, 2011	6563.76		SIG	School
Parental involvement training	November, 2011 – April, 2012	15,000.00		SIG	School
Students receive tutoring from after-school program	August 22, 2011 – May 18, 2012	85,200.00		SIG	School
Student work collected and analyzed by third party	September, 2011 – May, 2012	10,560.00		SIG	School
Analysis of district formative assessment data 3 times per year	November, 2011 – June, 2012	7,500.00		SIG	
PLC Data Meetings #4-6 PLCs meet to discuss student test score analysis – 3 Times	October, 2011 January, 2012 April, 2012	8,605.11		SIG	School

School: Jack Northrop Elementary School

Intervention Model: □ Turnaround □ Restart □ Closure □ Transformation

□ Other _____

Total FTE required: .5 LEA 2.5 School _____ Other

Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
Technical Support Provider Third party progress monitoring will be conducted through a 3-tiered approach consisting of professional development, follow-up individual teaching coaching and schoolwide instructional rounds.	September 5, 2011 – May 11, 2012	32,500.00		SIG	School
Leadership PLC Meetings 5-8' Leadership PLCs meet to discuss implementation monitoring results	September 11, 2010 December 11, 2010 March 12, 2011 June 12, 2011	2868.37		SIG	School
Submission of ARRA fiscal report	January 2, 2012	0.00			LEA
Professional development/Conference attendance to attend Response-to-Intervention workshops and break-out sessions	Spring 2012**	12,500.00		SIG	School
Professional development/Conference attendance (teachers, administrators, instructional aides) to attend English Language Learner workshops and break-out sessions.	Spring 2012**	12,500.00		SIG	School
Practicum Year #2 Disbursement of teacher practicum incentives (including benefits)	June, 2012	45,893.91		SIG	LEA
Preparation of yearly report on SIG success	June, 2012	0.00		SIG	LEA
	Year 3 (2012 – 2013)				

School: Jack Northrop Elementary School

Intervention Model: □ Turnaround □ Restart □ Closure □ Transformation

□ Other _____

Total FTE required: .5 LEA 2.5 School _____ Other

Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
Math Intervention Student Materials Purchase Voyager Math student materials	August, 2012	32,232.00		SIG	LEA
DAIT Provider Executive Coaching Contract with third-party provider to provide executive coaching for principal.	August, 2012 – June, 2013	45,000.00		SIG	LEA
Student tests analyzed by third party	September, 2012	4,000.00		SIG	School
Level 3 professional development in Brain-based Direct Instruction	August, 2012	10,000.00		SIG	School
Level 3 professional development in Response to Intervention strategies (including benefits)	November, 2012	7170.92		SIG	School
Level 3 professional development in English Learner Strategies (including benefits)	January, 2013	7170.92		SIG	School
Level 3 professional development in mathematics content knowledge (including benefits)	March, 2013	7170.92		SIG	School
Level 3 professional development for para-professionals (including benefits)	November, 2012	6563.76		SIG	School
Parental involvement training	November, 2012	15,000.00		SIG	School
Students begin to receive tutoring from after-school program	August 26, 2012 – May 13, 2013	85,200.00		SIG	School
Student work collected and analyzed by third party	September, 2012 – May, 2013	10,560.00		SIG	School
Analysis of district formative assessment data 3 times per year	November, 2012 – June, 2013	7,500.00		SIG	

School: Jack Northrop Elementary School

Intervention Model: ☐ Turnaround ☐ Restart ☐ Closure ☐ Transformation

☐ Other _____

Total FTE required: .5 LEA 2.5 School _____ Other

Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
PLC Data Meetings #7-9 PLCs meet to discuss student test score analysis (3 Times)	October, 2012 January, 2013 April, 2013	8605.11		SIG	School
Technical Support Provider Third party progress monitoring will be conducted through a 3-tiered approach consisting of professional development, follow-up individual teaching coaching and schoolwide instructional rounds.	September, 2012 – May, 2013	45,000		SIG	School
Leadership PLC Meetings #9-12 Leadership PLCs meet to evaluation implementation and develop sustainability plan	Sept, Dec 2012 March, May 2013	2868.37		SIG	School
Submission of ARRA fiscal report	January 1, 2013	0.00			LEA
Professional development/Conference attendance to attend Response-to-Intervention workshops and break-out sessions	Summer 2012	12,500.00		SIG	School
Professional development/conference attendance (teachers, administrators, instructional aides) to attend English Language Leaner workshops and break-out sessions	Spring, 2013	12,500.00		SIG	School
Practicum Year #3 Disbursement of teacher practicum incentives (including benefits)	June, 2013	45,893.91		SIG	LEA
Preparation of yearly report on SIG success	June, 2013	0.00		SIG	LEA

School: Jack Northrop Elementary School

Intervention Model: □ Turnaround □ Restart □ Closure □ Transformation

□ Other _____

Total FTE required: .5 LEA 2.5 School _____ Other

Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
	POST-PROJECT				
Preparation of final report on SIG success	August, 2013	0.00			LEA
Submission of ARRA fiscal report	January, 2014	0.00			LEA