

30-Sep-08

District Name: San Bernardino City Unified CD Code: 36 67876

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM TEMPLATE

The No Child Left Behind (NCLB) Act of 2001 Section 1116(c)(7)(A) requires that LEAs identified for PI shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this Plan Addendum template to address the items below. Type your responses in the expandable text boxes. Please submit your completed Addendum by e-mail to LEAP@cde.ca.gov.

The Plan Addendum, which must be submitted to the CDE is required to:

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. (See DAS, Standards-based Curriculum, Instruction & Assessment, p. 3-5)

Previous math adoption, current English Language Arts, ELD, and intervention adoptions have not been fully implemented with fidelity across the District. Fifty percent of elementary sites have implemented Houghton Mifflin with fidelity. This percentage is based on walk throughs by district administrators, Reading First Coaches and educational consultant teams. Many sites lack access to follow-up coaching necessary for full implementation. It is common that 10-15 elementary classrooms begin the year without books due to district specific business practices.

SBCUSD secondary sites currently use Prentice Hall materials as core for ELA. The ancillary materials to address the needs of English learners and Special Education students are not in use in the majority of classrooms. Universal access is not a structure that is utilized within the classroom and specific strategies for instructional delivery to address differentiated needs of learners are not evidenced. In the 2008-2009 school year the Secondary Literacy initiative has directed sites to provide for intensive intervention classes with REACH, strategic intervention classes with REACH and Read 180, ELD instruction using High Point and Edge, as well as classes for CORE, plus an additional period of support using ancillary materials to build vocabulary and comprehension skills in students who are in need. The Literacy Initiative is in the first year of a rolling implementation with the focus at 7th and 9th grade. In 2008-2009 the model will extend into grade 8.

In the 2007-2008 school year the Secondary Literacy Task Force was created to develop a model of tiered intervention to be implemented in our middle and high schools. Since February 2008, the structure of tiered intervention in a rolling implementation has been identified. Intervention programs have been identified, purchased and are in place at grades 7 and 9. The issues of scheduling two-block intervention classes and student placement have been addressed with site scheduling teams. Diagnostic screen has been used to identify students who are Below Basic and Far Below Basic who need reading intervention. Currently we are serving 50% of the Below Basic and Far Below Basic students in double period intervention in grades 7 and 9. This percentage has been derived through information available on DataDirector in comparison to site master schedules.

Training associated with the Secondary Literacy Initiative has included specific program training from the publishers, SB472 and training for administrators and teachers in Adolescent Literacy Solutions, coaching, vocabulary and comprehension instruction for core content teachers. Less than 25% of teachers and administrators have completed the training that was assigned in relation to the initiative. This information is confirmed through sign-ins at training and the updating of Excel database records.

The current secondary implementation of English Language Arts, ELD and ELA intervention programs are not fully implemented in over 85% of classrooms. This implementation estimate is based on district administrative walk throughs, inconsistent completion of district benchmark tests and the information provided through department chair meetings. The lack of appropriate AB466 and SB472 training, access to necessary follow-up coaching, implementation of appropriate time allotments allocated for intervention and core instruction, alignment of pacing and benchmarks to core instructional programs and direction, expectation and monitoring for "full implementation with fidelity" have contributed to the low level of program implementation.

The outgoing mathematics adoption (2001-2008) in secondary schools was not fully implemented. Walk throughs indicate that common pacing is not generally followed and site common assessments often replaced the use of district level benchmarks. the District pacing for this adoption was based on identified power standards and directed the use of the core program to meet the pacing of the power standards. Students often repeat courses they have failed and the diagnostic assessments are not utilized to place students with demonstrated learning gaps in systematic intervention programs. Districtwide, students at the strategic and intensive level in secondary schools are not served in a systematic model designed to meet their instructional needs.

With the exception of some Sheltered English Learner/ELD courses, generally the materials are not consistently adapted for English learners and students with disabilities at the secondary level.

SBCUSD's previous math adoption of Harcourt Mathematics (6th Grade) included a teacher package with many resources for teachers to use including specific focuses for EL, Special Needs, Alternative Strategies, Advanced Learners, and Early Finishers. There were also many methods of curriculum connections that teachers could use. The resource binders included a Teacher's Resource Book, and Assessment Guide, Family Involvement Activities, and Transparencies aligned with the text.

The previous math adoption of Holt Mathematics (7th Grade, Algebra: Concepts & Skills, Algebra 1, Geometry, Algebra 2) included a variety of resources that assisted teachers in focusing on needs of English Learners as well as identifying students in need of intervention or accelerated learning through their Universal Access pages. The resources for this included: Chapter Resource Files for each chapter, EL Guides, Spanish Language Glossaries, Basic Skills Workbooks for Diagnostic and Intervention, Practice Workbooks with Examples, Standardized Test Practice, Transparencies, Resources in Spanish Workbook, Algebra Tile Investigations, Online lesson planner, Electronic presentations, Electronic Tutor, and video review games.

The previous math adoption of College Preparatory Materials (CPM) includes resources for teachers, students, and parents on their website at www.cpm.org, which include many of the following: Spanish Resource Pages, Homework Quizzes , Technology

The newly adopted math materials are currently in process of implementation in both elementary and secondary sites. We estimate that even though pacing guides and benchmarks were rolled-out with the adoption and initial training has been conducted, less than 10% of classrooms have a full implementation at this point. This estimate is based on administrative walk throughs and the reports of site administrators.

The District-School Leadership Team in conjunction with Total School Solutions identified the following teaching and learning needs in the schools and the specific problems of low-achieving students:

- While the District provides the most recent K-8 standards-based State Board-adopted and high school standards-aligned textbooks, many elementary, middle and high school students are in need of additional instructional minutes in order to use and fully implement these materials.
- The master schedules at middle school must facilitate adherence to instructional time recommendations in reading/language arts and mathematics.
- Classroom instruction should demonstrate use of adopted core materials with fidelity, adherence to pacing guides and the use of student data in instructional planning.
- The master schedules at middle schools and high schools must provide intervention and core classes to meet the instructional needs of students in mathematics, English Language Arts and English Language Development.
- The District must ensure the use of an assessment system, that includes district benchmarks, site common assessments and diagnostic assessment, to appropriately place students in the appropriate interventions:

- Intensive interventions in reading/language arts
 - Strategic interventions in reading/language arts
 - Intensive interventions in mathematics
 - Strategic interventions in mathematics
 - Specialized instructional settings-Students With Disabilities (SWD)
 - English Language Development
 - CAHSEE interventions both in and out of the school day
- Students must have increased access to interventions and enrichment both inside and outside of the instructional day.
 - Students with disabilities will have ongoing progress monitoring to ensure the effectiveness of interventions and additional services.
 - The gap in achievement between ethnic and linguistic groups demonstrates the need for instruction to be culturally responsive and differentiated.
 - Parents need additional training and outreach in order to enhance the home/school connection.
 - Full implementation of data analysis as an instructional tool needs to become a regular site practice.

The following is a consensus of why the prior LEA Plan failed to bring about increased student achievement:

- While the initial PI Addendum identifies a District-wide Response to Intervention Program that provides consistency, sets rigorous and high expectations, provides guidance and program clarity for the Special Education Program, and facilitates collaboration between the Special Education Teacher and the District, implementation has been somewhat slower than anticipated. Results are emerging as stakeholders embrace the three-tiered system of interventions to the extent that it becomes operational. However, it is still too early to fully assess student learning outcomes in a summative assessment.
- Consistent strides have been made toward closing the achievement gap with the new Targeted Instructional Improvement Plans for specific subgroups. However, implementation is still in an emergent state, and it is too early to fully assess the success of the TIIPs by using summative assessment.
- Curriculum alignment and pacing guides are still being refined at the secondary level.
- Clear expectation for all schools to develop and implement ongoing common assessments followed by structured reflective meetings were not communicated.

- The process of development and implementation of ongoing common assessments followed by structured reflective meetings with general and special education teachers to monitor and drive instruction has been effective, but slower than expected.

The graduation rate has been negatively impacted by:

- Lack of student access to appropriate interventions in English and Math
- Student need for early CAHSEE support
- Need for effective credit recovery systems at all high schools
- Need for effective support for students in Algebra 1
- Inadequate monitoring and intervention for English Learners
- The full implementation of the range of instructional applications provided by DataDirector is in an emergent state.

This addendum identifies a District-wide Program that provides consistency, sets rigorous and high expectations, provides guidance and program clarity for underachieving subgroups, and facilitates collaboration. It includes:

- A full implementation of the curriculum, including a phase-in of the 2007 mathematics adoption by the fall of 2009 and of the 2008 English Language Arts adoption by the fall of 2010.
- Professional development for teachers and administrators in the new adoptions through SB472 and AB430.
- Interventions for students working below grade level standards, especially English Learners, Students with Disabilities, students at risk of not graduating, and students who do not achieve first time passage of the CAHSEE.
- Students who are achieving two or more grade levels below standards will be provided access to accelerated alternative programs per the direction of the CA English Language Arts Framework.
- A District-wide RTI three-tiered approach will ensure that the Least Restrictive Environment be fully implemented at all sites in both elementary and secondary schools.
- A Title III PI Addendum that describes in detail the mechanisms by which English Learners will meet AMAOs, particularly AMAO3.
- The revised Master Plan for English Learners will be implemented to clarify program objectives and models, provide appropriate monitoring for the proficient development of English and establish professional development models for all teachers of English Learners.

A revised Targeted Instructional Improvement Plan will improve outcomes for African American students on multiple indicators including increasing the percentage of African American students achieving at the proficient or advanced levels on the California Standards Test.

- Sites will use benchmark and common assessment data disaggregated by ethnicity to discuss and plan instruction during grade level and course alike site meetings.
- A secondary literacy initiative to ensure access to appropriate reading interventions and adequate instructional minutes for RLA.

-Professional Development has been a priority for the District.

- < In the current adoption, 2,284 elementary teachers or 99.9% have completed Reading/Language Arts training through AB 466/472. As elementary teachers change grade levels from primary to upper or upper to primary, they are retrained at the new grade-level through SB472.
- < At the elementary level, 320 teachers or 24% have completed AB 466/472 training for the previous math adoption. AB472 training for the new math program begins in September 2008.
- < One hundred forty-three teachers or 67% have completed Reading/Language Arts training through AB 466 for the current adoption at the middle school level. While 30 teachers or 20% have completed the AB 472 training at the high school level for the current adoption.
- < Ninety-eight teachers or 78% of the middle school teachers have completed AB466 training in math for the previous adoption and 28 teachers or 21% have completed the AB472 training for the new math adoption.
- < Ninety-eight teachers or 78% of the middle school teachers have completed AB466 training for the previous math adoption, while 28 teachers or 21% have completed the training for the new adoption. Thirty-eight middle school mathematic teachers or 44% have completed AB466 training for the previous adoption. Sixteen high school mathematic teachers or 21% have completed AB472 training for the new math adoption.

Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

Please describe those goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. *See DAS, Standards-based Curriculum, Instruction & Assessment, p.3-5)*

When divided by grade-span, specific areas of concern include:

- **African American subgroup**

- ELA, and mathematics, grades 2-5, 6-8, and 10

- **Hispanic subgroup**

- ELA, and mathematics, grades 2-5, 6-8 and 10

- **Socioeconomically Disadvantaged subgroup**

- ELA, and mathematics, grades 2-5, 6-8, and 10

- **English Learner subgroup**

- ELA, and mathematics, grades 2-5, 6-8, and 10

- **Students with Disabilities subgroup**

- ELA, and mathematics grades 2-5, 6-8 and 10

- **Participation Rate, Grade 10 subgroup**

- Students with Disabilities subgroup, ELA

- **Graduation Rate**

English Language Arts 2-5

Subgroup	2008 % proficient or better	Target 2009 % proficient or better	% difference
LEA wide	28.9	46	-17.1
Af. American	26	46	-20
Am. Indian	43.8	46	-2.2
Asian	44.4	46	-1.6
Filipino	57.1	46	11.1
Hispanic/Latino	25.5	46	-20.5
White	48.6	46	2.6
Pac. Islander	34	46	-12
SES	25.8	46	-20.2
EL	23.4	46	-22.6
SWD	26.8	46	-19.2

English Language Arts 6-8

Subgroup	2008% at or above proficient	Target 2009 % proficient or better	% difference
LEA wide	29.8	46	-16.2
Af. American	25.5	46	-20.5
Am. Indian	34.9	46	-11.1
Asian	48.5	46	2.5
Filipino	71.4	46	25.4
Hispanic/Latino	27	46	-19
White	46.4	46	0.4
Pac. Islander	27.8	46	-18.2
SES	26.2	46	-19.8
EL	21.5	46	-24.5
SWD	13.7	46	-32.3

English Language Arts 10

Subgroup	2008 % proficient or better	Target 2009 % proficient or better	% difference
LEA wide	37.4	44.5	-7.1
Af. American	31.1	44.5	-13.4
Am. Indian	41.4	44.5	-3.1
Asian	58	44.5	13.5
Filipino	52.6	44.5	8.1
Hispanic/Latino	34.3	44.5	-10.2
White	56.4	44.5	11.9
Pac. Islander	26.7	44.5	-17.8
SES	32.8	44.5	-11.7
EL	22.3	44.5	-22.2
SWD	16.8	44.5	-27.7

Mathematics 2-5

Subgroup	2008 % proficient or better	Target 2009 % proficient or better	% difference
LEA wide	39.4	47.5	-8.1
Af. American	30.3	47.5	-17.2
Am. Indian	46.6	47.5	-0.9
Asian	56.9	47.5	9.4
Filipino	62.9	47.5	15.4
Hispanic/Latino	38.2	47.5	-9.3
White	54.5	47.5	7
Pac. Islander	43.4	47.5	-4.1
SES	36.8	47.5	-10.7
EL	38.3	47.5	-9.2
SWD	34.3	47.5	-13.2

Mathematics 6-8

Subgroup	2008 % proficient or better	Target 2009 % proficient or better	% difference
LEA wide	25.5	47.5	-22
Af. American	18.8	47.5	-28.7
Am. Indian	27.1	47.5	-20.4
Asian	48.5	47.5	1
Filipino	65.3	47.5	17.8
Hispanic/Latino	23.9	47.5	-23.6
White	37.8	47.5	-9.7
Pac. Islander	16.7	47.5	-30.8
SES	22.9	47.5	-24.6
EL	21	47.5	-26.5
SWD	12.5	47.5	-35

Mathematics 10

Subgroup	2008 % proficient or better	Target 2009 % proficient or better	% difference
LEA wide	34.8	43.5	-8.7
Af. American	26.6	43.5	-16.9
Am. Indian	34.5	43.5	-9
Asian	65.4	43.5	21.9
Filipino	52.6	43.5	9.1
Hispanic/Latino	32	43.5	-11.5
White	51.8	43.5	8.3
Pac. Islander	46.7	43.5	3.2
SES	31	43.5	-12.5
EL	23.7	43.5	-19.8
SWD	16.9	43.5	-26.6

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	Related Expenditures	Estimated Cost	Funding Source
<p>Instituting and fully implementing a new curriculum</p> <ul style="list-style-type: none"> • Complete sets of the most recent SBE-adopted (K-6) and/or standards-aligned (7-12) core and intervention materials in mathematics and reading/language arts are or will be provided for every school and classroom in the District. Mathematics materials are currently at sites. ELA and ELD materials will be provided according to the outline developed in this plan. - Fully implement the currently adopted curriculum (2008 ELA adoption and 2007 Mathematics adoption) < In order to use and fully implement core curriculum for all students, especially English Learners, Students with Disabilities, and students performing two or more years below grade level, a system of tiered support will be implemented and monitored according to the attachment A (see attachment A, Guidelines for Tiered Support Elements For Student Success: Adequate Academic Progress for All Students, Progress Monitoring Tools and Data Analysis and Tiers 1, 2, and 3) • In order to use and fully implement core curriculum for middle school students, especially English learners, Students with Disabilities, and students performing two or more years below grade level in ELA, new pacing guides and six week benchmarks are being developed and implemented by a committee of practitioners lead by Educational Services Staff. 	Executive Cabinet, Education Services personnel, site principals and staff	Materials and professional development costs, as well as salaries associated with monitoring and implementing system	Cost of English Language Arts, ELD and ELA interventions. Approximately 16 million dollars	District categorical budgets, site categorical budgets

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • In order to use and fully implement the core curriculum for all secondary students, especially English learners, students with disabilities, and students performing two or more years below grade level in ELA, restructuring of the secondary master schedules along with a comprehensive system to enhance rigor and access for all students and to focus on essential standards across grade-levels will be implemented. This system is fully described in attachment B (See Attachment B, Secondary Literacy Initiative) • In order to use and fully implement the core curriculum for all African American students, a targeted plan to address their needs has been developed with the meaningful input of parents, community, students, teachers, and administrators. This plan describes a method of increasing access to the core for African American students by strategies such as increasing the number of African American students enrolled in preschool programs that are culturally responsive and academically appropriate, incorporating African and African American literature into school/classroom libraries, integrating culturally responsive pedagogy into classes that serve African American students, and designating model classrooms for demonstration of best practices for the use of African American centered pedagogy. (See Attachment C, Targeted Instructional Improvement Action Plan) • In order to support and bolster implementation of intervention programs for English learners, students with disabilities, and students performing two or more years below grade level, a system of tiered support will be implemented according to the attached document (see Attachment A, Guidelines for Tiered Support Elements For Student Success: Adequate Academic Progress for All Students, Progress Monitoring Tools and Data Analysis and Tier 3) 				

K-6 2008 Mathematic adoption: State standards-aligned textbooks and support instructional materials in mathematics. A complete phase-in will be in place at all elementary schools by September 2008.

4-6 Intensive Intervention adoption: SBE adopted mathematics intensive intervention instructional materials for all students unable to demonstrate proficiency in 4th-6th grade standards. A complete phase-in adoption will be in place at all elementary schools by September 2008.

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
Developed timeline for K-6 mathematics adoption process.	Elementary Director and Math Coordinator 9/2007	Cost of Director and Coordinator's time	\$200	General Funds
<ul style="list-style-type: none"> Estimated adoption of K-6 Program sent to Assistant Superintendent of Business Services and confirmed by the Board of Education. Funding set aside for adoption. 	Elementary Director, Assistant Superintendent Business Services	Cost of time of Director, Assistant Superintendent, Director Business Services	\$500	General Funds
<ul style="list-style-type: none"> Sent notices to principals and teachers concerning adoption committee. 	Math Coordinator 10/1/2007	Printing costs	\$138.00	General Fund Budgets

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Developed Mathematics Adoption Toolkit for committee use to evaluate core textbook and intervention materials. Included in the toolkit, criteria for reviewing material and ancillaries which support second language learners and special education students. (Sample of some questions reflected in evaluation toolkit.) What support is provided for ELL (e.g., visual aides, advanced or graphic organizers such as word webs or concept maps, manipulatives, reference charts, word walls? What support is provided for Special Education students (e.g., modified or alternative tasks, advanced graphic organizers, tactile or auditory support? Do the instructional strategies and resources address the needs of ELL? Do the instructional strategies and resources include accommodations for students with an IEP? How well do the Universal Access strategies present the concept in an alternative form (e.g., hands-on, different context)? <p>See attached Mathematics Adoption Toolkit</p>	Elementary Director, Math Coordinator, Program Specialist 10/1/2007	Cost of Elementary Instruction's staff time to refined County School's Mathematics Adoption Toolkit and develop Adoption Committee Presentation	\$3,000	General Fund Budgets
<ul style="list-style-type: none"> Met with SBTA and selected adoption committee—notified committee members. Grade-level representation Special Education representation (RSP and SDC) Bilingual and SEI representation GATE representation 	Elementary Director, Math Coordinator 11/1/2007	Cost of Elementary Instruction's staff	\$250	General Fund Budget

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Met with publishers and outlined district adoption process including discussion of criteria for selection process. Discussed expectations of the two-hour presentation of materials to include an emphasis on the support of English Learners and students with disabilities. • Eliminated publishers which did not have Spanish language materials or met the District evaluation criteria to specifically meet the needs of English Learners and students with disabilities. • Met with committee members, reviewed district achievement data by grade-levels and subgroups, outlined committee responsibilities, trained committee on use of textbook review and evaluation tool. Discussed emphasis on English Learners and Special Education students highlighting evaluation tool sections that address these populations. • Met with IT to define the voting process and use of technology. • Publishers presented to selection committee at two-hour meetings emphasizing the District's areas of need and using the selection tool's criteria. 	Elementary Director, Math Coordinator, Program Specialist 12/1/2007	Cost of Elementary Instruction's staff	\$2,000	General Fund Budget
	Elementary Director, Coordinators, 12/1/2007	Cost of Elementary Instruction's staff	\$800	General Fund Budget
	Elementary Director, Math Coordinator, Program Specialist 12/1/2007	Textbook Adoption Committee associated costs	Part of \$25,208	Elementary (325) and General Fund Budgets
	Math Coordinator, Program Specialist 1/1/2008	Cost of Elementary Instruction and Instructional Technology's staff	\$250	General Fund Budgets
	Publishers 1/08-2/08	Textbook Adoption Committee associated costs	Part of \$25,208	Elementary General Fund Budget (325)

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Schools submitted projections for textbook purchase. 	Elementary School Secretaries 2/1/2008	Cost of Elementary School Secretaries' time	\$98	General Fund Budget
<ul style="list-style-type: none"> Committee members developed grade-level committee reports, reports reviewed for accuracy, printed and posted on website. Grade-level reports included the supports to English Learners and students with disabilities to increase achievement and attainment of grade-level standards. 	Math Coordinator, Program Specialist, Textbook Committee 2/1/2008	Math Coordinator, Program Specialist, Textbook Committee associated costs	Part of \$25,208	General Fund Budget and Elementary General Fund (325)
<ul style="list-style-type: none"> Textbooks were sent to each site for review along with textbook selection committee's grade-level reports. Teachers used the evaluation tool to review materials prior to voting. 	Math Coordinator Publishers 2/1/2008	Textbook Committee and elementary teachers	Part of \$25,208 and teacher time \$36,484	Elementary General Fund (325) and General Fund Budgets
<ul style="list-style-type: none"> Met with Purchasing and the Warehouse to review the selection, purchase, delivery, and distribution of adopted materials. 	Elementary Director, Coordinators, 2/1/2008	Director and 2 Coordinators, designated secretary and Business Services' staff	\$1,600	General Funds
<ul style="list-style-type: none"> Ballots were sent to schools, voting was monitored by SBTA, ballots sent to IT and tallied. 	Math Coordinator, Program Specialist, IT staff 3/1/2008	Textbook Adoption Committee associated costs	Part of \$25,208	General Fund Budgets

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Committee recommendation for Core Program and materials for Intensive students were sent to Board of Education along with committee grade-level reports. Board adopted materials. • Non-selected publishers materials were picked up. • Met with McMillan/McGraw Hill and set expectations for delivery of materials. Developed ordering template. • Met with McMillan/McGraw Hill's Staff Development Team to develop two initial three-day institutes to train grade-level leads for each site. Emphasis in training placed on differentiation to meet needs of English Learners and students with disabilities. Planned institutes for July and August. Planned Principal training for August. • Trained sites on receiving and dispersing the order of core, ancillary and intensive materials. 	Math Coordinator 3/1/2008	Cost of Elementary, Business Services, and Superintendent's staff	\$600	General Fund Budgets
	Publishers and Math Coordinator, Program Specialist 3/1/2008	NA	NA	NA
	Elementary Director, Coordinators, Publishers 4/1/2008	Cost of Elementary Instruction staff's time	\$600	General Fund Budgets
	Elementary Director and Math Coordinator, Publisher's staff 4/1/2008	Cost of Elementary Instruction staff's time	\$1,500	General Fund Budgets
	Coordinators 4/1/2008	Elementary Coordinators and administrative staff from each school	\$8,400	General Fund Budgets

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Order was placed for K-6 adoption of core and ancillary materials. 	Coordinators and assigned secretary 4/1/2008	Elementary secretarial and administrative staff	\$11,800	General Funds
<ul style="list-style-type: none"> • Math materials delivered to warehouse, inventoried, and then distributed to sites. 	Warehouse staff and Elementary Coordinator 6/1/2008	Business Services' staff and Educational Services' staff	\$13,215	General Funds
<ul style="list-style-type: none"> • Initial Three-Day Math Institutes held for grade-level leads to jump-start the implementation of the new program. Material overview, use of core materials, use of materials to support English Learners and students with disabilities, technology resources, and ancillary materials for student use at home are reviewed, trained, and demonstrated. Presentation techniques and materials are included in training. SB 472 training to be scheduled for all elementary teachers over a two-year period. 	Elementary Director, Math Coordinator, Program Specialist 7/08-8/08	Educational Services' staff, Publisher presenters, and cost of teacher hourly pay	\$25,116	Elementary Title II (538)
Plan and conduct training for all Special Education teachers using the Triumphs programs.	Elementary Director, Math Coordinator, Program Specialist 9/08-10/08	Potential sub costs for the release of Special Education teachers	\$5,000	
<ul style="list-style-type: none"> • Grade level leads presented initial training at MOU Thursdays. 	7/08-8/08	Grade-level leads and grade-level teachers	\$217,800	General Fund Salaries

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> K-6 2007 primary adoption for mathematics: A complete phase-in of the new adoption will be in place at all K-6 schools by September, 2009. McMillan/McGraw Hill selected and purchased for Mainstream, SEI, ABE, Dual, and Special Education classrooms. 	Elementary Director, Coordinator, Textbook Selection Committee 4/1/2008	Textbook Selection Committee, Educational Services' staff, Business Services	\$4,200,000	Textbook Budget-General Funds
<ul style="list-style-type: none"> K-6 Grade-level materials including ancillary instructional materials in the core curriculum for strategic students (up to two years below grade-level). The program provides the foundation for instruction and is intended to ensure that students master the California Mathematics Standards. The program was chosen because the instruction supports the learning of students who are at the strategic level and students who need support as a second language learner. The Core program is provided to ABE and Dual classes in Spanish to assure acquisition of skills supported by the native language. 	Director, Coordinator, Textbook Selection Committee 3/1/2008	Textbook Selection Committee, Educational Services' staff, and K-6 classroom teachers	Total cost of adoption \$4,548,961	Textbook Budget, General Funds

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>• <u>Triumphs</u>, McMillan/McGraw Hill's Intervention Program selected and purchased for students who are two or more years below grade level addressing the needs of English Learners and Special Education students. The program contains materials to support instruction in place value and basic number skills, fractions and decimals, ratios, rates, and percents, the core processes of mathematics, fractions and equations, and measurement. Through diagnostic assessment, students are placed in the program in the specific area of math deficiency and exit the program when they reach grade-level in the specific area of deficiency.</p> <p>Elementary Instruction developed and distributed weekly pacing schedules and benchmarks tied to pacing to be administered every six weeks for mathematics core and intervention programs.</p> <p>District benchmarks developed and designed as a measure to compare sites across the District in their program implementation, student progress and mastery of key standards.</p>	<p>Director, Coordinator, Textbook Selection Committee 3/1/2008</p> <p>Elementary Director, Math Coordinator, Program Specialist Education 7/30/08</p> <p>Elementary Director 8/30/09</p>	<p>Textbook Selection Committee, Educational Services' staff, and K-6 classroom teachers</p> <p>Cost of Math Coordinator and Program Specialist time</p> <p>Cost for hourly time for site representatives to provide input and feedback on district developed documents</p>	<p>Part of total cost of adoption \$4,200,000</p> <p>\$18,000</p> <p>42 teachers @ 5 hours each= \$5,473</p>	<p>Textbook Budget, General Funds</p> <p>Elementary Curriculum Development Budget (325)</p> <p>Elementary Curriculum Development Budget (325)</p>

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
Pacing and benchmark documents distributed through after school professional development sessions, and e-mail communication, and posted on web site.	Elementary Director and Resource Teacher 7/01/08-ongoing	Cost of hourly time for Resource Teacher to post up-dated schedules	\$360	Categorical Funding (501)
Continue to provide and monitor the completion AB 430 training in mathematics, as required by district Program Improvement status.	Assistant Superintendent of Human Resources, Elementary Director 7/08-ongoing	Cost Assistant Superintendent, Director and site principals to monitor attendance	Costs of registration of participants \$1,300.00 2500 for monitoring	General Funds

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
Elementary Instruction developed a math rubrics that will provide for specific benchmarks toward full implementation of the newly adopted mathematics programs. These rubrics will be shared with teachers and administrators. Rubrics will be introduced and revised during regular walk throughs conducted at each site by Elementary Math/Science Coordinator.	Elementary Director, Coordinator Math/ Science 7/30/08-ongoing	Cost of Math Coordinator and Program Specialist time	\$900	General Funds
SB 472 sessions in mathematics and intervention materials will be conducted. Training to be conducted during non-work time to minimize impact on instruction to meet annual goals for teaching. Teachers who have not attended during work will be scheduled during instructional time and substitute coverage will be provided for their classrooms. Required training in SB 472 for elementary mathematics will be completed by 6/30/10. Benchmarks are as follows for teacher completion: 25% of teachers by January 2009 50% of teachers by June 2009 75% of teachers by January 2010 100% of teachers by June 2010.	Elementary and Professional Development Directors, Site Principals 8/30/08 through 6/30/10	Pay for teachers attending non-work \$1042.00 per teacher. Substitute pay for teachers attending during instructional time \$575.00 per teacher	1,400 teachers @ \$750.00= \$1,050,000	542 and 538 Mathematics and Science Professional Development Budgets and other district level sources
Substitutes will be trained to provide continuity in instruction when teachers must be trained during instructional time.	Professional Development Director and Assistant Superintendent HR	Pay for substitute time @\$125.00 per day for two days each	100 substitutes @ \$300= \$30,000	Human Resources budgets

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
Elementary Instruction will review the administration of site benchmarks in DataDirector and provide Prime Evaluators a summary of site benchmark completion rates to be discussed and analyzed with principals and AAIACs during regularly scheduled administrative meetings. Principals will formulate next-steps for site based collaboration based on this data.	Elementary Director, Math Coordinator, Assistant Superintendent of Educational Services and Human Resources 9/08- Ongoing	Cost of Elementary Director and Math Coordinator time	\$9,000	Categorical Funding (501)
Work with the Teacher's Association, SBTA, to draft an agreement of the expectations for teacher completion of the required training that will lead to higher levels of student achievement and success. The agreement will also define the majority use of MOU time for professional learning community building and team collaboration about students' learning.	Assistant Superintendents of Human Resources and Educational Services 2/09	Cost staff to develop draft of MOU	\$1,500	General Funds

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Schedule elementary teachers who have completed SB 472 training in their content area to complete SB 472 English Learners as 40 of their required 80 hours of follow-up. Training to be conducted during non-work time to minimize impact on instruction to meet annual goals for teaching. Teachers who have not attended during non-work will be scheduled to attend during instructional time and substitute coverage will be provided for their classrooms. This training is designed to assist teachers in implementing effective strategies for English Learners into daily instruction. Required SB 472 English Learners training for elementary teachers will be completed by 6/30/11. Benchmarks are as follows for teacher completion:</p> <ul style="list-style-type: none"> 30% of teachers by June 2009 50% of teachers by January 2010 75% of teachers by June 2010 100% of teachers by January 2011 <p>Provide grade level and program alike leadership training in the tenants of Professional Learning Communities to provide sites with information necessary for sites to conduct productive team collaboration based on student results. Monitor the use of MOU time for teams to identify essential learning's, unpack and deconstruct learning targets, develop common assessments, and use assessment information to drive instructional planning, provide for intervention placement and individual monitoring of student progress.</p>	<p>Elementary, Bilingual, and Professional Development Directors, Site Principals 6/09 through 12/30/11</p> <p>Directors of Professional Development and Research and Accountability Assistant Superintendents of Educational Services and Human Resources 7/1/08- ongoing</p>	<p>Pay for teachers attending non-work \$1042.00 per teacher Substitute pay for teachers attending during instructional time \$575.00 per teachers</p> <p>Pay for teachers attending the 7- two hour leadership sessions at \$26.06 per hour</p>	<p>1,400 teachers @ \$750.00= \$1,050,00</p> <p>\$200.00 per teacher for the 7 leadership sessions= \$46,000</p>	<p>District Categorical and Program Improvement Monies</p> <p>Site Categorical Budgets</p>

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Direct sites in the use of their site funding to establish the capability for direct scanning of benchmark and site common assessments into the DataDirector system. Allowing for student assessment results to be immediately available for teachers to use in team planning sessions.</p> <p>Follow-up differentiation training will be scheduled for all upper-grade elementary teachers as an additional 6 hours of the required 80 hours of follow-up. Teachers attending during non-work time will be paid at the hourly professional rate. Teachers who have not attended during non-work will be scheduled to attend during instructional time and substitute coverage will be provided for their classrooms. This training will emphasize the use of proven differentiation techniques (process, product and content) with the mathematics core curriculum in meeting the needs of English Learners, African American students, SES students, GATE, and Special Education students. Specific models for this differentiation will be developed through collaboration of district level instructional directors and coordinators to include cultural relevance and instructional delivery strategies and active student engagement techniques that are proven to raise the achievement of ethnically and linguistically diverse students.</p>	<p>Directors of Research, Accountability, Elementary Instruction, Professional Development, and Prime Evaluators 10/08-ongoing</p> <p>Directors of Elementary, English Learner, Special Education, GATE Programs, Targeted Student Achievement Site Principals 1/09 through 18/30/10</p>	<p>Classified time to run scans</p> <p>Coordinators from Educational Services to develop training</p>	<p>Systems include scan license, dedicated work station, dedicated high speed printer and scanner Elementary and Middle School \$4,225.00 High Schools \$6,725.00</p> <p>Pay for teachers attending non-work \$157.00 per teacher Substitute pay for teachers attending during instructional time \$115.00 per teacher</p>	<p>Site budgets</p> <p>General Funds or Categorical Funding to be determined</p>

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Follow-up training in Sheltered Instruction Observation Protocol (SIOP) will be conducted to assist teachers in completing the required 80 hours of follow-up training associated with SB 472. Based on the indications of site data, teachers at sites with an identified English Learner focus will be scheduled into this training as part of their completion of the follow-up hours. Teachers attending during non-work time will be paid at the hourly professional rate. Teachers who have not attended during non-work will be scheduled to attend during instructional time and substitute coverage will be provided for their classrooms.</p> <p>Training for all instructional administrators, district coordinators and program specialists in SIOP strategies will be conducted during regularly scheduled administrative meetings. Training in SIOP strategies will provide tools necessary for site administrators to evaluate effective differentiated instructional practice that meets the needs of all levels of English learners. Use of information will be coached through 4 scheduled Administrative Learning Walks.</p>	<p>Director English Learner Program Site Principals Principal Evaluators 1/09 through 12/30/2011</p> <p>Director of English Learner Programs and Director Professional Development Completed 5/30/09</p>	<p>Cost of developing and certifying district trainers- \$10,000 incurred in previous school years.</p> <p>Cost of developing and certifying district trainers- \$10,000 incurred in previous school years.</p>	<p>\$471.00 per teacher non-work \$345.00 per teacher with sub \$25.00 per teacher for materials</p> <p>\$150.00 per administrator</p>	<p>English Learner Program Budgets and site Categorical budgets to cover the costs of teacher attendance</p> <p>English Learner Program Budgets</p>

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Equity and Diversity modules will be conducted to assist sites in focusing on the diverse needs of students with an emphasis on the achievement of our African American students. Based on the indications of site data, teachers at sites with an identified focus on the achievement of African American and Latino students will be scheduled into this training as part of their completion of the follow-up hours. Teachers attending during non-work time will be paid at the hourly professional rate. Teachers who have not attended during non-work will be scheduled to attend during instructional time and substitute coverage will be provided for their classrooms.</p> <p>District sponsored sessions on the use of benchmark assessment information to adjust instruction will be conducted to assist teachers and teams in need of additional information and practice with DataDirector.</p>	<p>Directors of English Learner Programs, Targeted Student Achievement and Professional Development completed 5/30/09</p> <p>Director of Professional Development and IT Director 3 sessions per year beginning 11/08-ongoing</p>	<p>Cost of developing and certifying district trainers Pay for teachers attending non-work \$471.00 per teacher Substitute pay for teachers attending during instructional time \$345.00 per teacher</p>	<p>Pay for teachers attending the two-hour training-\$53.00 per teachers</p>	<p>Targeted Student Achievement budgets for the development of trainers site Categorical budgets for pay of teachers and substitutes</p> <p>Site Categorical budgets</p>

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Sites will be directed in budgeting for categorical expenditures for site contributions in professional development and the creation of full time release coaches in the area of mathematics at each school site. Sites without sufficient categorical resources will be provided additional funding necessary to create a full time release mathematics coach position and monies to support 80 hours of follow-up training required by SB472.</p> <p>Grade-level teams will determine students in need of intensive intervention in mathematics, develop intervention sessions, and schedule students into the appropriate sections. Through diagnostic assessment, students are placed in the sessions in the specific area of math deficiency and exit the program when they reach grade-level in the specific area of deficiency.</p>	<p>Assistant Superintendent of Business Services, Educational Services and Human Resources 2/09</p> <p>Elementary and Professional Development Directors 8/30/08</p> <p>Grade-level site teams 8/08-on-going</p>	<p>Use of MOU time to review assessments and determine students in need of intervention sessions. Sessions scheduled</p>	<p>Approximately 80,000.00 per coach Approximately \$2,606.00 per teacher in hourly pay for SB472 and 60 hours of follow-up time Additional costs for follow-up training based on site focus</p> <p>Additional before or after school sessions at a cost of \$26.06 per teacher</p>	<p>Site Categorical budgets and District Categorical and Program Improvement (ARRA)</p> <p>Site Categorical Funds and Intensive Instruction Funds</p>

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
Mathematics coaches will be trained in content specifics, coaching techniques and leading grade-level meetings focused on the use of assessment data in developing effective instructional practices.	Directors of Professional Development, Elementary Instruction, English Learners and Targeted Student Achievement 7/10-on-going		Per diem pay for additional 5 days for site coaches conducted during non-work time	District Categorical or Program Improvement monies
Assemble Quality Assurance Teams (QATs) at the District level, train and calibrate observational and oversight instruments to be used in visiting school sites. Teams to include assistant superintendents, directors, content coaches and principals who regularly and randomly visits school sites, walkthrough and observe classroom instruction and core program implementation. QATs will provide an additional layer of oversight and will use the implementation rubrics developed by Educational Services.	Director of Professional Development, Directors, Content Coaches, Assistant Superintendents 4/09-ongoing	Cost of salary of QAT team		General Funds and Categorical Funds
Site mathematics coaches will be utilized to provide targeted intensive coaching to school sites by the QAT. Teams of site content coaches will be scheduled into sites for 10 day periods as necessary to provide intensive coaching and one-on-one guidance to accelerate implementation of effective programs.	Director of Professional Development, Directors, Content Coaches, Assistant Superintendents 7/09-ongoing	Cost of math coach team	\$20,000	General Funds and Categorical Funds
Schedules monthly site coaching cadre sessions for 2009-2010 will be developed and dispersed.	Directors of Elementary Instruction Professional Development 7/09-on-going			

7-12 2008 Mathematics adoption: SBE-adopted, standards-aligned textbooks and instructional materials in Algebra I or intervention mathematics courses for students unable to demonstrate proficiency in 7th grade mathematics standards. A complete phase-in will be in place at all high schools by September, 2009

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Materials for all mathematics core and intervention courses have been purchased and are in use for all students at all school sites.</p> <p>Grades 6, 7 and 8 Momentum Math- Intervention and Support</p> <p>Grade 7: Math 7 - Holt Reinhart & Winston</p> <p>Grade 8: Algebra Readiness- Holt Reinhart & Winston, Algebra Readiness</p> <p>Algebra - Holt Reinhart & Winston, Algebra 1</p> <p>Grade 9: Algebra - Holt Reinhart & Winston, Algebra 1</p> <p>Algebra Connections- College Preparatory Math</p> <p>Algebra Standards 1&2 - College Preparatory Math (Sierra, San Andreas and Special Education)</p> <p>Measuring- Up, Level G - Peoples Publishing</p> <p>- Algebra 1 Support</p> <p>Measuring- Up, Exit Level- Peoples Publishing</p> <p>- CAHSEE Support</p>	<p>Assistant Superintendent Business Services and Educational Services</p> <p>Directors Secondary Education and Professional Development</p> <p>8/30/08- ongoing</p>	<p>Costs for second set of textbooks to provide students with ready access for homework</p>	<p>\$ 3.7 million dollars</p>	<p>General Fund monies, SIMA monies and site Categorical monies</p>

<p>The current adoption of Holt Mathematics (7th Grade, Algebra Readiness, Algebra 1, Geometry, Algebra 2) includes a variety of resources to assist teachers in targeting student instruction to meet the student's individual needs. These focus on Intervention and Enrichment workbooks. There is also a Focus on CA Standards at each level and for high school, a Focus on CAHSEE. Each teacher also receives multiple resources in electronic, print, and web form which allows them to cover Universal Access and assist English Learners. Universal Access components include Questioning Strategies, Know-It Notebooks, Homework Help Online, Lesson Tutorial Videos and Chapter Resources Folders. English Learner components include the prior listing as well as a Success for English Language Learners companion, Language Support, Multilingual Glossary and other components in the Chapter Resources Folders.</p>				
<p>The current adoption of Glencoe McGraw-Hill (6th Grade) includes a teacher resource kit with items focused on assessment, diagnostic measures, labs, conceptual models, and reading. It also includes components addressing Universal Access and EL by showing resources with the following labels attached: below grade level (BL), on grade level (OL), above grade level (AL), and for English learners (ELL). There are directions and resources for teachers to address struggling students, English learners, special needs students, and above grade level comprehension.</p>				
<p>The previous and current math adoption of College Preparatory Materials (CPM) includes resources for teachers, students, and parents on their website at www.cpm.org which include many of the following: Spanish Resource Pages, Homework Quizzes , Technology Lessons, TI-83+ Calculator Programs, Block Schedule: Math , Resource Materials List, Abridged Math 1 Schedule and Topics, and Daily Objectives and Standards.</p>				

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Educational Services will develop and distribute weekly pacing schedules and benchmarks tied to pacing to be administered every six weeks for mathematics core and intervention programs.</p> <p>District benchmarks will be designed as a measure to compare sites across the District in their program implementation, student progress and mastery of key standards.</p> <p>Pacing and benchmark documents will be distributed through after school professional development sessions, department chair meetings and e-mail communication.</p> <p>Continue to provide and monitor the completion AB430 training in English Language Arts and mathematics as required by district Program Improvement status.</p> <p>Currently less than 10% of all Mathematics 6, Mathematics 7, Algebra 1 and intervention teachers have completed the SB472 and required follow-up training.</p>	<p>Director Secondary Education 8/30/08</p> <p>Director Secondary Education 8/30/09</p> <p>Director Secondary Education 8/30/08-ongoing</p> <p>Assistant Superintendent of Human Resources 9/08-ongoing</p>	<p>Costs for hourly time for site teacher representatives to provide input and feedback on district developed documents</p>	<p>20 teachers @ 5 hours each= \$2,100</p> <p>30 new administrators at approximately \$1,300.00 per administrator</p>	<p>Secondary Curriculum Development Budget</p> <p>Title II monies</p>

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Secondary Education will develop rubrics that will provide for specific benchmarks toward full implementation of the newly adopted mathematics programs. These rubrics will be shared with teachers, administrators and department chairs. Rubrics will be introduced and revised during regular walk throughs conducted at each site by Secondary Math/Science Coordinator.</p> <p>SB472 sessions in Mathematics 6 & 7, Algebra 1, and intervention materials will be conducted. Training to be conducted during summer, intersession and off-track to minimize the impact on instruction in order to meet annual goals for teaching. Teachers attending during non-work time will be paid. Teachers who have not attended during non-work will be scheduled to attend during instructional time and substitute coverage will be provided for their classrooms. Required training in SB 472 for secondary mathematics will be completed by 8/30/09. 33% of teachers will complete the training by 1/09. 66% of teachers will have the training completed by 3/09. 100% of teachers will have the training completed by the start of the 2009-2010 school year.</p>	<p>Director Secondary Education Coordinator Math/ Science 8/30/08-ongoing</p> <p>Directors Secondary Education and Professional Development Site Principals 8/30/08 through 8/30/09</p>	<p>Pay for teachers attending non-work \$1042.00 per teacher Substitute pay for teachers attending during instructional time \$575.00 per teacher</p>	<p>310 teachers @ \$750.00= 232,500.00</p>	<p>541 Mathematics and Science Professional Development Budget and other district level sources</p>

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
Contracts for conducting SB 472 math training will continue to be brokered with San Bernardino County and Sacramento County Schools. Training for the use of Momentum Mathematics (Intensive Intervention) will be brokered with the publisher as SB472 training is not available for the SBE intervention programs in mathematics. District training cadres will be developed for SB472 trainings to allow for scheduling of multiple off and on-track sessions. District Coordinators, Program Specialists, BTSA Support Providers and off-track teachers will be trained and serve as presenters for these sessions. These cadres of trainers will also be involved with the training of site mathematics coaches.	Directors Secondary Education and Professional Development Site Principals 8/30/08 through 8/30/09	Payment of 5 days of presentation and 2 days of preparation for each cohort trained (off-track teachers) \$3,000.00 per teacher for 5 days of off-track training	Development of 3 trainers at Secondary Level \$9,000.00 per teacher	District Categorical Funds
Substitutes will be trained in the use of the mathematics programs to provide continuity of instruction when teacher must be trained during instructional time.	Directors of Secondary Education and Professional Development 11/08-ongoing	Pay for each substitute for 2 days of mathematics training	50 substitutes @\$300.00 per substitute	Human Resources Budgets

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Completion of SB472 and required follow-up training will be monitored through the use of the online professional development registration and tracking system, AVATAR. Individual attendance will be monitored through daily training sign-ins. Database extracts will be sent to site principals and prime evaluators with each training and registration notification.</p> <p>Educational Services will review the administration of site benchmarks in DataDirector and provide Prime Evaluators a summary of site benchmark completion rates to be discussed and analyzed with principals and AAIACs during regularly scheduled administrative meetings. Principals will use the data to formulate next steps in collaborative planning.</p> <p>Work with the Teacher's Association, SBTA, to draft an agreement for the expectations for teacher completion of the required training that will lead to higher levels of student achievement and success. The agreement will also define the majority use of MOU time for Professional Learning Community building and team collaboration about students' learning.</p>	<p>Directors of Professional Development and Secondary Education 10-08 -ongoing</p> <p>Director Secondary Education Assistant Superintendents of Educational Services and Human Resources 9/08- Ongoing</p> <p>Assistant Superintendents of Human Resources and Educational Services 2/09</p>	<p>\$30,000.00 per year</p>	<p>51 substitutes @ \$300.00 per substitute</p>	<p>District Categorical Monies</p>

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Schedule mathematics teachers who have completed SB472 training in their content area to complete SB472 English Learners as 40 of their required 80 hours of follow-up. Training to be conducted during summer, intersession and off-track to minimize the impact on instruction in order to meet annual goals for teaching. Teachers attending during non-work time will be paid at the hourly professional rate. Teachers who have not attended during non-work will be scheduled to attend during instructional time and substitute coverage will be provided for their classrooms. Required training in SB472 English Learners for secondary mathematics will be completed by 8/30/10. This training is designed to assist teachers in implementing effective strategies for English Learners into daily instruction. 33% of teachers will complete this training during summer and off-track times 6/09-8-09. 66% of teachers will have completed this training by 11/09 and 100% of teacher will completed by 8/30/10.</p>	<p>Director Secondary Education Director English Learner Programs Site Principals 6/09 through 8/30/10</p>	<p>Pay for teachers attending non-work \$1042.00 per teacher Substitute pay for teachers attending during instructional time \$575.00 per teachers</p>	<p>310 teachers @ \$750.00= 232,500.00</p>	<p>District Categorical and Program Improvement Monies</p>
<p>Contracts for conducting SB 472 English Learners training will be brokered with San Diego County and Sacramento County Schools. District training cadres will be developed for SB 472 trainings to allow for scheduling of multiple off and on-track sessions. District Coordinators, Program Specialists, BTSA Support Providers and off-track teachers will be trained and serve as presenters for these sessions. These cadres of trainers will also be involved with the training of site mathematics and English language arts coaches.</p>	<p>Directors Secondary Education, Elementary Instruction, English Learner Programs and Professional Development Site Principals 1/30/09 through 8/30/10</p>	<p>Payment of 5 days of presentation and 2 days of preparation for each cohort trained (off-track teachers) \$3,000.00 per teacher for 5 days of off-track training</p>	<p>Development of 6 trainers to service both Elementary and Secondary level teachers \$9,000.00 per teacher</p>	<p>District Categorical Funds</p>

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
Provide grade level and course alike leadership training in the tenants of Professional Learning Communities to provide sites with information necessary for sites to conduct productive team collaboration based on student results. Monitor the use of MOU time for teams to identify essential learnings, unpack and deconstruct learning targets, develop common assessments, and use assessment information to drive instructional planning, provide for intervention placement and individual monitoring of student progress.	Directors of Professional Development and Research and Accountability Assistant Superintendents of Educational Services and Human Resources 7/1/08- ongoing	Pay for teachers attending the 7- two hour leadership sessions at \$26.06 per hour	\$200.00 per teacher for the 7 leadership sessions	Site Categorical Budgets
Direct sites in their scheduling and use of site MOU time to include regular opportunities for special education and regular education teachers to discuss the progress of Special Education students, co-plan effective instructional strategies and coordinate efforts between Special Education teachers and mainstream teachers.	Directors of Professional Development, Secondary Education, Special Education and Prime Evaluators 10/08 ongoing			
Direct sites in the use of their site funding to establish the capability for direct scanning of benchmark and site common assessments into the DataDirector system. Allowing for student assessment results to be immediately available for teachers to use in team planning sessions.	Directors of Research, Accountability, Elementary Instruction, Professional Development, and Prime Evaluators 10/08-ongoing	Classified time to run scans	Systems include scan license, dedicated work station, dedicated high speed printer and scanner Elementary and Middle School \$4,225.00 High Schools \$6,725.00	Site budgets

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Differentiation training will be scheduled for all secondary mathematics teachers as an additional 6 hours of the required 80 hours of follow-up. Teachers attending during non-work time will be paid at the hourly professional rate. Teachers who have not attended during non-work will be scheduled to attend during instructional time and substitute coverage will be provided for their classrooms. Required training in differentiation for secondary mathematics will be completed by 8/30/10. This training will emphasize the use of proven differentiation techniques (process, product and content) with the mathematics core curriculum in meeting the needs of English Learners, African American students, SES students, GATE, and Special Education students. Specific models for this differentiation will be developed through collaboration of district level instructional directors and coordinators to include cultural relevance and instructional delivery strategies and active student engagement techniques that are proven to raise the achievement of ethnically and linguistically diverse students.</p>	<p>Directors Secondary Education, English Learner Programs, Targeted Student Achievement and Special Education Site Principals</p> <p>1/09 through 8/30/10</p>		<p>Pay for teachers attending non-work \$157.00 per teacher Substitute pay for teachers attending during instructional time \$115.00 per teacher</p>	<p>District monies</p>

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Follow-up training in Sheltered Instruction Observation Protocol (SIOP) will be conducted to assist teachers in completing the required 80 hours of follow-up training associated with SB 472. Based on the indications of site data, teachers at sites with an identified English Learner focus will be scheduled into this training as part of their completion of the follow-up hours. Teachers choosing to attend during non-work time will be paid at the hourly professional rate. Teachers who have not attended during non-work will be scheduled to attend during instructional time and substitute coverage will be provided for their classrooms. Training will assist teachers in moving differentiated instruction for all levels of English Learners into daily instructional practice.</p>	<p>Director English Learner Programs Director Site Principals Principal Evaluators 1/09 through 8/30/10</p>	<p>Cost of developing and certifying district trainers- \$10,000.00 incurred in previous school years</p>	<p>Pay for teachers attending non-work \$471.00 per teacher Substitute pay for teachers attending during instructional time \$345.00 per teacher \$25.00 per teacher in materials</p>	<p>English Learner Program Budgets and site Categorical budgets to cover the costs of teacher attendance</p>
<p>Training for all instructional administrators, District Coordinators and Program Specialists in SIOP strategies will be conducted during regularly scheduled administrative meetings. Training in SIOP strategies will provide tools necessary for site administrators to evaluate effective differentiated instructional practice that meets the needs of all levels of English Learners. Use of information will be coached through 4 scheduled Administrative Learning Walks.</p>	<p>Director of English Learner Programs and Director Professional Development Completed 5/30/09</p>	<p>Cost of developing and certifying district trainers- \$10,000.00 incurred in previous school years</p>	<p>\$150.00 per administrator</p>	<p>English Learner Program Budgets</p>

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
Equity and Diversity modules will be conducted to assist sites in focusing on the diverse needs of students with an emphasis on the achievement of our African American students. Based on the indications of site data, teachers at sites with an identified focus on the achievement of African American and Latino students will be scheduled into this training as part of their completion of the follow-up hours. Teachers attending during non-work time will be paid at the hourly professional rate. Teachers who have not attended during non-work will be scheduled to attend during instructional time and substitute coverage will be provided for their classrooms.	Directors of English Learner Programs, Targeted Student Achievement and Professional Development completed 5/30/09	Cost of developing and certifying district trainers	Pay for teachers attending non-work \$471.00 per teacher Substitute pay for teachers attending during instructional time \$345.00 per teacher	Targeted Student Achievement budgets for the development of trainers site Categorical budgets for pay of teachers and substitutes
Districtwide screening assessment will be identified and training provided to assist sites in identifying 9 th grade students not yet proficient with 7 th grade mathematics standards, and 7 th grade students not yet proficient with 5 th grade mathematics standards.	Director of Secondary Education	Pay for teachers attending two-hour training for in diagnostic administration \$53.00 each 8 th grade teacher	Approximately \$15,000.00 for cost of diagnostic assessment district wide	Secondary Curriculum Development Budget
Students identified in the screening as more than two grade levels below standards will be placed in an intensive intervention class to accelerate their growth and fill in skill gaps necessary for success in core instruction. Students identified as two years below grade level will be placed in a core plus support class to assist them in closing skill gaps and mastering previously unmastered standards. Students will return to core classes when their achievement indicates that they are within one year of grade-level standards. Students who are not making significant progress will be referred to Student Success Team.	Director of Secondary Education Principal Evaluators Site Principals 5/09 for 2009-2010 school year- ongoing	Potential cost of additional teachers for reduced class sizes for intervention classes		Site and district Categorical budgets

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
Mathematics Support, Algebra Support and CAHSEE Intervention course outlines will be reexamined and realigned to new legislative regulations and district expectations. New curriculum guides including benchmarks and pacing will be distributed to teachers of these courses.	Director of Secondary Education 11/30/08	Pay for teachers attending two-hour training- \$53.00 each		Secondary Curriculum Development Budget
Direct and support all comprehensive high schools to provide and monitor the use of a computer, web-based, course specific credit recovery mechanism (ie..Nova Net) for students deficient in mathematics credits.	Director of Secondary Education Prime Evaluator 7/08-ongoing	Computer upgrades for lab setting	Nova Net Subscription \$25,000.00 per site per year	Site Categorical Funds
Direct and support all comprehensive high schools in providing before and after school CAHSEE support in the area of mathematics for both students preparing to take the test and students who have failed the CAHSEE.	Director of Secondary Education Prime Evaluator 7/08-ongoing		\$3,000.00 per site in mathematics	Site Categorical and District CAHSEE funds
District sponsored sessions on the use of benchmark assessment information to adjust instruction will be conducted to assist teachers and teams in need of additional information and practice with DataDirector.	Director of Secondary Education 3 sessions per year beginning 11/08-ongoing		Pay for teachers attending the two-hour training- \$53.00 per teachers	Site Categorical budgets

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>District wide screening assessment will be used for students scoring Far Below and Below Basic as measured by CST in the area of mathematics in grades 6 and 8. This diagnostic will be used to place students in need of intensive intervention in the area of mathematics in appropriate classes for the 2009-2010 school year. Results of the diagnostic will be posted on DataDirector for use during the creation of master schedules for 2009-2010.</p> <p>Placement criteria for mathematics intervention and core classes with specific criteria for Special Education students and English Learners in the area of mathematics will be interdepartmentally developed and shared with site administrators/scheduling teams.</p>	<p>Director of Secondary Education Director of Research and Accountability Site Principals 2/09- ongoing</p> <p>Directors of Secondary Education, English Learners and Special Education Site Principals Development 1/09 Distribution 2/09</p>			

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Sites will be directed in budgeting for categorical expenditures for site contributions in professional development and the creation of full time release coaches in the area of mathematics at each school site. Sites without sufficient categorical resources will be provided additional funding necessary to create a full time release mathematics coach position and monies to support 80 hours of follow-up training required by SB472.</p>	<p>Assistant Superintendents of Business Services, Educational Services and Human Resources 2/09</p> <p>Directors Secondary Education and Professional Development 8/30/08</p>		<p>Approximately 80,000.00 per coach Approximately \$2,606.00 per teacher in hourly pay for SB472 and 60 hours of follow-up time Additional costs for follow-up training based on site focus</p>	<p>Site Categorical budgets and District Categorical and Program Improvement (ARRA)</p>
<p>Staffing and student load for mathematics intervention courses will be determined and communicated to site scheduling teams to expedite the master scheduling process for the 2009-2010 school year.</p>	<p>Director of Human Resources 2/09</p>	<p>Potential costs for additional teachers to lower class size for intervention classes</p>		<p>District Categorical or Program Improvement Monies, Potential additional monies from Morgan Hart at grade 9</p>

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
Master scheduling support sessions will be conducted for middle and high school administrative/counseling teams to ensure that all students in need of intensive intervention are scheduled into the appropriate sections.	Directors of Professional Development, Secondary Education, English Learner Programs, Targeted Student Achievement and Special Education 3/09			
Mathematics coaches will be identified and placed at each middle and high school campus.	Site Principals and Assistant Superintendent of Human Resources 5/09		\$80,000.00 per coach -20 coaches	Site and district Categorical budgets (ARRA)
Student data will be prepared and presented to prime evaluators identifying the numbers of students needing math support, math intervention and core math classes for each secondary site. This information will assist evaluators in providing specific feedback on the structure of the proposed master schedules.	Director Secondary Education Coordinator Math/ Science 4/09- recurrent			

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2009-2010 master schedules will be submitted to prime evaluators and specific feedback on the placement of students in appropriate intervention and core classes will be provided to site principals.</p> <p>Mathematics coaches will be trained in content specifics, coaching techniques and leading course alike meeting facilitation focused on the use of assessment data in developing effective instructional practices.</p> <p>Assemble Quality Assurance Teams (QATs) at the District level, train and calibrate observational and oversight instruments to be used in visiting school sites. Teams to include assistant superintendents, directors, content coaches and principals who regularly and randomly visits school sites, walk through and observe classroom instruction and core program implementation. QATs will provide an additional layer of oversight and will use the implementation rubrics developed by Secondary Education.</p>	<p>Site Principals and the Assistant Superintendents of Human Resources and Educational Services 6/09</p> <p>Directors of Professional Development, Secondary Education, English Learners and Targeted Student Achievement 3/09</p> <p>Director of Professional Development, Directors, Content Coaches, Assistant Superintendents 4/09-ongoing</p>		<p>Per diem pay for additional 5 days for site coaches conducted during non-work time</p>	<p>District Categorical or Program Improvement monies</p>

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Site mathematics coaches will be utilized to provide targeted intensive coaching to school sites by the QAT. Teams of site content coaches will be scheduled into sites for 10 day periods as necessary to provide intensive coaching and one-on-one guidance to accelerate implementation of effective programs.</p> <p>Schedules for ongoing monthly site coaching cadre sessions for 2009-2010 will be developed and dispersed.</p>	<p>Director of Professional Development, Directors, Content Coaches, Assistant Superintendents 7/09-ongoing</p> <p>Directors of Secondary Education and Professional Development 7/09</p>			

K-6 2009 English/reading language arts adoption: State-standards-aligned textbooks and instructional materials in English/reading language arts and the ELD component of the core curriculum. A complete phase-in will be in place at all elementary schools by September 2010.

4-6 2009 Intensive intervention adoption: SBE adopted English/reading language arts intensive intervention instructional materials for all students unable to demonstrate proficiency in 4th-6th grade standards. A complete phase-in will be in place at all high schools by September 2010.

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • K-6 2008 Develop timeline for the Language Arts adoption process. 	Elementary Director and Coordinator 10/08	Cost of Elementary Director and Language Arts Coordinator to develop timeline		General Funds
<ul style="list-style-type: none"> • Estimate for adoption of K-6 Program sent to Assistant Superintendent of Business Services and confirmed by the Board of Education. Funding set aside for adoption in a two-year adoption phase-in. 	Elementary Director 10/08	Elementary and Secondary Directors' time to review materials and develop estimate	Elementary cost 7,500,000	Textbook Budget-General Funds
<ul style="list-style-type: none"> • Send notice to principals and teachers concerning adoption committee. 	Elementary Coordinator 10/08	Printing costs	\$138.00	Elementary General Fund Budget (325)

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Develop tool for committee use to select Basic Program. Include in the tool criteria for review material and ancillaries, which support second language learners and Special Education students. Develop tool for the selection of Alternative Core Program. (Sample of some questions in evaluation toolkit.) - Does the program provide comprehensive guidance for teachers in the effective, efficient, and explicit instruction for English Learners and students with disabilities? - Are the materials for English Learners and students with disabilities standards-aligned and assessment-based to support mastery of English-Language Arts content standards? - Do the support materials for English Learners address Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced levels of English-language proficiency? - Do the materials explicitly teach language skills that are transferable from the students' primary language to English and also teach nontransferable skills? - How well do the Universal Access strategies present the concept in an alternative form? 	Elementary Director, LA Coordinator, resource teacher 10/1/2008	Cost of Elementary Instruction's staff time to refine County School's Language Adoption Toolkit and Adoption Committee Presentation	\$4,600	General Funds

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Meet with SBTA to select two adoption committees—one for Core Program and one for Alternative Core Program--notify committee members. - Grade-level representation - Special Education representation (RSP and SDC) - Bilingual and SEI representation - GATE representation • Meet with publishers and outline district adoption process; include discussion of criteria for selection process. Discuss the two-hour presentation and expectations for presentation of materials which support English Learners, students with disabilities. Outline expectation for two-hour presentations for Alternative Core. • Eliminate publishers for Basic Program which do not have Spanish language materials or meet the District evaluation criteria to specifically meet the needs of English Learners and English Learners with disabilities. • Meet with IT to define the voting process and use of technology. 	Elementary Director and Coordinators 11/08	Cost of Elementary Instruction's staff	\$250	General Funds
	Elementary Director, Coordinators, Resource Teacher 12/08	Cost of Elementary Instruction's staff	\$2,000	Elementary General Fund Budget (325)
	Elementary Director and Coordinators 12/08	Cost of Elementary Instruction's staff	\$1,200	General Funds
	Language Arts Coordinator and Resource Teacher 1/09	Cost of Elementary Instruction and Instructional Technology's staff	\$250	General Funds

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Publishers present to selection committees at two-hour meetings emphasizing the District's areas of need and using the selection tool's criteria. 	Publishers and Language Arts Coordinator, Textbook Committee 1/09 2/09	Textbook Adoption Committee associated costs	Part of \$50,000 adoption cost	General Funds
<ul style="list-style-type: none"> Schools send in projections for textbook purchase for Alternative Core Program. 	Elementary secretaries 2/09	Cost of elementary secretaries' time	\$98	General Fund
<ul style="list-style-type: none"> Six lab schools selected for implementation of the new language arts adoption and schools send in textbook number estimates. 	Elementary, Professional Development Directors, Assistant Superintendent 2/09	Cost of elementary secretaries' time and Educational Services' time	\$200	General Funds
<ul style="list-style-type: none"> Committee members develop grade-level committee reports, Alternative Core Committee develops report, reports reviewed for accuracy. Grade-level and Alternative Core reports include the supports of English Learners and Students with Disabilities to increase achievement and attainment of grade-level standards. Reports printed and posted on website. 	Language Arts Coordinator, Resource Teacher, Textbook Committee 2/09	Language Arts Coordinator, Resource Teacher, Textbook Committee associated costs	Part of \$50,000 adoption cost	Elementary Budget (325)

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Core textbooks sent to each site for review along with textbook selection committee's grade-level reports. Teachers use the evaluation tool to review materials prior to voting. Directors review Alternative Core committee report and select Alternative Core Program to be sent to Board of Education for approval. Meet with Purchasing and the Warehouse to review the selection, purchase, delivery, and distribution of adopted materials for six lab schools. Ballots sent to all schools, voting monitored by SBTA, ballots sent to IT and tallied. Committee recommendation for Core Program and materials for Intensive students sent to Board of Education along with committee grade-level reports. Board adopts materials. Non-selected publishers materials picked up. 	Language Arts Coordinator and Publisher 2/09	Textbook Committee and elementary teachers	Part of \$50,000 and teacher time \$36,484	Elementary Budget (325) and General Funds
	Directors 2/09	Textbook Committee and Directors	Part of \$50,000	Elementary Budget (325) and General Funds
	Elementary Director, Coordinators 2/09	Director and 2 Coordinators, designated secretary and Business Services' staff	\$1,600	General Funds
	Language Arts Coordinator, Resource Teacher 3/09	Textbook Adoption Committee associated costs	Part of \$50,000 adoption cost	Elementary Budget (325) General Funds
	Language Arts Coordinator 3/09	Cost of Elementary, Business Services, and Superintendent's staff	\$600	General Funds
	Publishers and LA Coordinator 3/09			

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Meet with publishers to set expectations for delivery of materials for Alternative Core Program and materials for six lab sites by July 2009 and the remaining schools in July 2010. Develop ordering template. • Meet with Publishers' Staff Development Teams to develop initial three-day institutes to train grade-level leads for six sites. Plan institutes for July. Plan principal training for August. Replicate this process in the 2009-2010 school year for the remaining schools. • Training for sites on the ordered core, ancillary and intensive materials. • District develops and places order for K-6 adoption for core and ancillary materials for six lab sites and all sites for alternative core. Order placed for remaining sites in July 2010. • Contract for Lead Coaches and Coaches developed for six lab sites. • Language arts materials delivered to Warehouse and then distributed to six sites. 	Elementary Director and LA Coordinator 4/09 and 4/10	Cost of Elementary Instruction staff's time	\$1,500 each year	General Funds
	Elementary Director and LA Coordinator 4/09 and 4/10	Cost of Elementary Instruction staff's time	\$1,500 each year	General Funds
	Coordinators	Elementary Coordinators and Administrative Staff from each school	\$8,400	General Funds
	Coordinators and assigned secretary 4/1/2009 and 4/1/2010	Elementary secretarial and administrative staff	\$11,800	General Funds
	Director 4/2009	Director , two lead coaches, and coaches provided by CORE	\$270,000	Title II (538)
	Warehouse staff and Elementary Coordinator 6/1/2009	Business Services' staff and Educational Services' staff	\$13,215	General Funds

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Initial Three-Day Language Arts Institute held for grade-level leads to jump-start the implementation of the new program. Material overview, use of core materials, use of materials to support English Learners and students with disabilities, technology resources, and ancillary materials for student use at home are reviewed, trained, and demonstrated. Presentation techniques and materials are included in training. SB 472 training to be scheduled for all elementary teachers over a two-year period. Grade-level leads present at MOU Thursdays. On-going and training and coaching provided for six lab sites. Sites used to develop implementation model for district and full purchase and implementation at all elementary sites in the 2010-2011 school year. K-6 2008 primary adoption for Language Arts: A complete phase-in of the new adoption will be in place at all K-6 schools by September 2010 and full implementation of the language arts program with support from assigned Reading Coaches. 	Elementary Director, LA Coordinator, Resource Teacher 7/09-8/09 and 7/10-8/10	Educational Services' staff, Publisher presenters, and cost of teacher hourly pay	\$25,116 each year	Title II (538)
	Principals 7/09-8/09 and 7/10-8/10	Grade-level leads and grade-level teachers	\$217,800	General Funds
	Director, Lead Coaches 7/09-on-going	Cost of Lead Coaches and assigned coaches to six sites	\$270,000	Title II (538)
	Assistant Superintendent, Director, LA Coordinator, Lead Coaches, and Site Coaches 7/09 for 6 lab schools and 7/10 for full district implementation	Textbook Adoption Committee, Lead Coaches, and Site Coaches assigned to 46 elementary sites	Textbook Adoption Committee \$50,000, Lead Coaches \$270,000, Coaches at each site	Elementary Instruction General Fund (325), Title II (538), and site Categorical Funds

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • K-6 Basic Program including ancillary instructional materials in the core curriculum for strategic students (up to two years below grade-level) plus additional required daily English-language development instruction. The program provides the foundation for instruction and is intended to ensure that students master the California Language Arts Standards. The program includes instruction to support the learning of students who are at the strategic level and students who need support as a second language learner. The Basic Program is provided to ABE and Dual classes in Spanish to assure acquisition of skills supported by the native language. • Intervention Program selected and purchased as a stand-alone intensive, accelerated reading/language arts program specifically for students in grades four through six whose reading achievement is two or more years below grade level. This program has two purposes: 1) to teach students to read; and 2) to teach students those grade-level arts content standards they have not previously mastered. The program is designed to accelerate students' successful reentry into a Basic Program at grade level. Reentry to grade level will be determined by program assessments. <p>Elementary Instruction develops and distributes weekly pacing schedules and benchmarks tied to pacing to be administered every six weeks for language arts core and intervention programs.</p>	Textbook Selection Committee 4/2009	Cost of textbooks	\$7,500,000 - \$10,000,000	Textbook Fund-General Fund
	Textbook Selection Committee and Directors 4/2009	Cost of materials	\$340,000	Textbook Fund-General Fund
	Elementary Director, LA Coordinator, Resource Teacher 7/09	Cost of LA Coordinator and Resource Teacher time	\$18,000	Elementary Curriculum Development Budget (325)

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
District benchmarks developed and designed as a measure to compare sites across the District in their program implementation, student progress and mastery of key standards.	Elementary Director 8/30/09	Cost of hourly time for site representatives to provide input and feedback on district developed documents	42 teachers @ 5 hours each= \$5,473	Elementary Curriculum Development Budget (325)
Pacing and benchmark documents distributed through after school professional development sessions, e-mail communication, and posted on web site.	Elementary Director and Resource Teacher 7/01/08-ongoing	Cost of hourly time for Resource Teacher to post up-dated schedules	\$360	Categorical Funding (501)
Continue to provide and monitor the completion AB 430 training in language arts as required by district Program Improvement status.	Assistant Superintendent of Human Resources, Elementary Director 7/09-ongoing	Cost of Assistant Superintendent, Director and site principals to monitor attendance	\$2,500	General Funds
Elementary Instruction developed a language arts rubrics that will provide for specific benchmarks toward full implementation of the newly adopted language arts programs. These rubrics will be shared with teachers and administrators. Rubrics will be introduced and revised during regular walk throughs conducted at each site by Elementary Coordinators.	Elementary Director, Coordinators, Resource Teacher 7/30/089 ongoing	Cost of Coordinators and Resource Teacher time	\$900	General Funds

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>SB 472 sessions in language arts and intervention materials will be conducted. Training to be conducted during non-work time to minimize impact on instruction to meet annual goals for teaching. Teachers who have not attended during non-work will be scheduled to attend during instructional time and substitute coverage will be provided for their classrooms. Required training in SB 472 for elementary language arts will be completed by 6/30/11.</p> <p>Benchmarks are as follows for teacher completion:</p> <ul style="list-style-type: none"> 25% of teachers by January 2010 50% of teachers by June 2010 75% of teachers by January 2011 100% of teachers by June 2011 	<p>Elementary Director and Professional Development Site Principals 9/30/09 through 6/30/11</p>	<p>Pay for teachers attending non-work \$1042.00 per teacher Substitute pay for teachers attending during instructional time \$575.00 per teacher</p>	<p>1,400 teachers @ \$750.00= \$1,050,000</p>	<p>538 Professional Development Budgets and other district level sources</p>
<p>Contracts for conducting SB 472 English Language Arts training will continue to be brokered with San Diego and Sacramento County Schools. District training cadres will be developed for SB472 trainings to allow for scheduling of multiple off and on-track sessions. District Coordinators, Program Specialists, BTSA Support Providers and off-track teachers will be trained and serve as presenters for these sessions. These cadres of trainers will also be involved with the training of site ELA, Primary Spanish language and intervention coaches.</p>	<p>Directors Elementary Instruction, English Learner Programs and Professional Development Site Principals 5/30/09 through 8/30/10</p>	<p>Payment of 5 days of presentation and 2 days of preparation for each cohort trained (off-track teachers) \$3,000.00 per teacher for 5 days of off-track training</p>	<p>Development of 7 trainers at Elementary Level \$9,000.00 per teacher</p>	<p>District Categorical Funds</p>

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
Substitutes will be trained to provide continuity in instruction when teachers must be trained during instructional time.	Professional Development Director and Assistant Superintendent HR	Pay for substitutes	100 substitutes @ \$300= \$30,000	HR Budget
Elementary Instruction will review the administration of site benchmarks in DataDirector and provide prime evaluators a summary of site benchmark completion rates to be discussed and analyzed with principals and AAllAC's during regularly scheduled administrative meetings. Principals will formulate next-steps based on data.	Elementary Director, Coordinators, Assistant Superintendent of Educational Services and Human Resources 9/09- Ongoing	Cost of Elementary Director and Coordinators time	\$9,000	Categorical Funding (501)
Work with the Teacher's Association, SBTA, to draft an agreement for the expectations for teacher completion of the required training that will lead to higher levels of student achievement and success. The agreement will also define the majority use of MOU time for Professional Learning Community building and team collaboration about students learning.	Assistant Superintendents of Human Resources and Educational Services 2/09	Cost staff to develop draft of MOU	\$1,500	General Funds

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
Direct sites in their scheduling and use of site MOU time to include regular opportunities for Special Education and regular education teachers to discuss the progress in language arts of Special Education students, co-plan effective instructional strategies and coordinate efforts between Special Education teachers and mainstream teachers.	Directors of Professional, Elementary Director, and Prime Evaluators 10/09 ongoing			
Direct sites in the use of their site funding to establish the capability for direct scanning of benchmark and site common assessments into the DataDirector system. Allowing for student assessment results to be immediately available for teachers to use in team planning sessions.	Directors of Research, Accountability, Elementary Instruction, Professional Development, and Prime Evaluators 10/08-ongoing	Classified time to run scans	Systems include scan license, dedicated work station, dedicated high speed printer and scanner Elementary and Middle School \$4,225.00	Site budgets

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Follow-up differentiation training will be scheduled for all elementary teachers as an additional 6 hours of the required 80 hours of follow-up. Teachers attending during non-work time will be paid at the hourly professional rate. Teachers who have not attended during non-work will be scheduled to attend during instructional time and substitute coverage will be provided for their classrooms. This training will emphasize the use of proven differentiation techniques (process, product and content) with the mathematics core curriculum in meeting the needs of English Learners, African American students, SES students, GATE, and Special Education students. Specific models for this differentiation will be developed through collaboration of district level instructional directors and coordinators to include cultural relevance and instructional delivery strategies and active student engagement techniques that are proven to raise the achievement of ethnically and linguistically diverse students.</p>	<p>Directors of Elementary, English Learner, Special Education, GATE Programs, Targeted Student Achievement Site Principals</p> <p>1/09 through 8/30/10</p>	<p>Coordinators from Educational Services to develop training</p>	<p>Pay for teachers attending non-work \$157.00 per teacher Substitute pay for teachers attending during instructional time \$115.00 per teacher</p>	<p>General Funds or Categorical Funding to be determined</p>
<p>Equity and Diversity modules will be conducted to assist sites in focusing on the diverse needs of students with an emphasis on the achievement of our African American students. Based on the indications of site data, teachers at sites with an identified focus on the achievement of African American students will be scheduled into this training as part of their completion of the follow-up hours. Teachers attending during non-work time will be paid at the hourly professional rate. Teachers who have not attended during non-work will be scheduled to attend during instructional time and substitute coverage will be provided for their classrooms.</p>	<p>Directors of English Learner Programs, Targeted Student Achievement and Professional Development completed 9/09-6/10</p>	<p>Cost of developing and certifying district trainers Pay for teachers attending non-work \$471.00 per teacher Substitute pay for teachers attending during instructional time \$345.00 per teacher</p>		<p>Targeted Student Achievement budgets for the development of trainers site Categorical budgets for pay of teachers and substitutes</p>

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>District sponsored sessions on the use of benchmark assessment information to adjust instruction will be conducted to assist teachers and teams in need of additional information and practice with DataDirector.</p> <p>District wide screening assessment will be used for students scoring Far Below and Below Basic as measured by CST in the area of Language Arts in grades 3-6. This diagnostic will be used to place students in need of intensive intervention in the area of Language Arts in appropriate classes for the 2009-2010 school year. Results of the diagnostic will be posted on DataDirector for use during the creation of master schedules for 2009-2010.</p>	<p>Director of Professional Development and Research and Development 3 sessions per year beginning 11/09-ongoing</p> <p>Director of Secondary Education Director of Research and Accountability Site Principals 2/09- ongoing</p>	<p>Pay for teachers attending the two-hour training- \$53.00 per teachers</p> <p>3-6 grade teachers</p>		<p>Site Categorical budgets</p> <p>General Funds</p>

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Sites will be directed in budgeting for categorical expenditures for site contributions in professional development and the creation of full time release coaches in the area of Language Arts at each school site. Sites without sufficient categorical resources will be provided additional funding necessary to create a full time release Language Arts Coach position and monies to support 80 hours of follow-up training required by SB 472.</p> <p>Grade-level teams (4th-6th) will determine students in need of intensive intervention in Language Arts, develop intervention sessions, and schedule students into the appropriate sections. Upper grade students will exit the Alternative Core when program monitoring indicates achievement within six months of grade level. Intervention for K-3 students will be provided in the language arts block using the program's specifically designed materials. Primary students work in the 15 minute block of intervention as they are assessed needing specific skill instruction in order to meet grade level standards. Grouping will be fluid to meet student instructional needs.</p>	<p>Assistant Superintendents of Business Services, Educational Services and Human Resources 2/09-on-going</p> <p>Elementary and Professional Development Directors 8/30/08</p> <p>Grade-level site teams</p>	<p>Use of MOU time to review assessments and determine students in need of intervention sessions. Sessions scheduled</p>	<p>Approximately 80,000.00 per coach Approximately \$2,606.00 per teacher in hourly pay for SB472 and 60 hours of follow-up time Additional costs for follow-up training based on site focus</p> <p>Additional before or after school sessions at a cost of \$26.06 per teacher</p>	<p>Site Categorical budgets and District Categorical and Program Improvement (ARRA)</p> <p>Site Categorical Funds and Intensive Instruction Funds</p>

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
Language Arts coaches will be identified and placed at each elementary site. These coaches could coach reading/language arts in the morning and mathematics in the afternoon.	Site Principals and Assistant Superintendent of Human Resources 5/09		Approximately 80,000.00 per coach	Site and district Categorical budgets (ARRA)
Language Arts coaches will be trained in content specifics, coaching techniques and leading grade-level meetings focused on the use of assessment data in developing effective instructional practices.	Directors of Professional Development, Elementary Instruction, English Learners and Targeted Student Achievement 7/10-		Per diem pay for additional 5 days for site coaches conducted during non-work time	District Categorical or Program Improvement monies (ARRA)
Assemble Quality Assurance Teams (QATs) at the District level, train and calibrate observational and oversight instruments to be used in visiting school sites. Teams to include assistant superintendents, directors, content coaches and principals who regularly and randomly visits school sites, walk through and observe classroom instruction and core program implementation. QATs will provide an additional layer of oversight and will use the implementation rubrics developed by Elementary Instruction.	Director of Professional Development, Directors, Content Coaches, Assistant Superintendents 4/09-ongoing	Cost of salary of QAT team		General Funds and Categorical Funds

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Site Language Arts coaches will be utilized to provide targeted intensive coaching to school sites by the QAT. Teams of site content coaches will be scheduled into sites for 10 day periods as necessary to provide intensive coaching and one-on-one guidance to accelerate implementation of effective programs.</p> <p>Schedules monthly site coaching cadre sessions for 2009-2010 will be developed and dispersed.</p>	<p>Director of Professional Development, Directors, Content Coaches, Assistant Superintendents 7/09-ongoing</p> <p>Directors of Elementary Instruction Professional Development 7/09- on-going</p>	<p>Cost of Language Arts coach team</p>	<p>\$20,000</p>	<p>General Funds and Categorical Funds</p>

7-12 2009 English/reading language arts adoption: State-standards-aligned textbooks and instructional materials in English/reading language arts courses, including the core high school editions developed by those publishers cited in the SBE-adopted programs list for 7th and 8th grades, and the ELD component of the core curriculum. A complete phase-in will be in place at all high schools by September, 2010.

7-12 2009 Intensive intervention adoption: SBE adopted English/reading language arts intensive intervention instructional materials for all students unable to demonstrate proficiency in 6th grade standards. A complete phase-in will be in place at all high schools by September, 2010.

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>SB 472 sessions in core ELA, intervention and ELD programs will be conducted. Teachers attending will be paid during non-work time. Training to be conducted during summer, intersession and off-track to minimize the impact on instruction in order to meet annual goals for teaching. Teachers attending during non-work time will be paid. Teachers who have not attended during non-work will be scheduled to attend during instructional time and substitute coverage will be provided for their classrooms. Required training in SB472 for core English Language Arts, ELD and intervention will be completed by 12/30/09. 33% of teachers will complete the training by 8/09. 66% of teachers will have the training completed by 10/09. 100% of teachers will have the training completed by the end of December 2009.</p>	<p>Directors of Professional Development, Secondary Instruction, and English Learner Programs Assistant Superintendents Site Principals 6/08-12/30/09</p>	<p>Pay for teachers attending non-work \$1042.00 per teacher Substitute pay for teachers attending during instructional time \$575.00 per teachers</p>	<p>Approximately 100 teachers at \$750.00 per teacher= \$75,000.00</p>	<p>District Categorical and Program Improvement Monies</p>

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
Substitutes will be trained in the use of the core and intervention English Language Arts programs to provide continuity of instruction when teacher must be trained during instructional time.	Directors of Secondary Education and Professional Development 8/09-ongoing	Pay for each substitute for 2 days of English language arts or intervention	50 substitutes @\$300.00 per substitute	Human Resources Budgets
Site Program Experts (Coaches) for core, intervention and ELD programs will be established and trained in the following professional development sessions to increase capacity in leading program implementation and site improvements in literacy. The identified trainings include: Adolescent Literacy Solutions, Adolescent Literacy Coach, and program specific training in REACH, Read 180, High Point and Edge. Teachers choosing to attend will be paid during non-work time. Teachers who have not attended during non-work will be scheduled to attend during instructional time and substitute coverage will be provided for their classrooms. Training will be completed by 12/30/09.	Directors of Professional Development, Secondary Instruction Assistant Superintendents Site Principals Ongoing-12/30/09	Approximately 50 teacher coaches at \$1250.00 per coach for hourly compensation.	76 coaches for 8 days of training approximately \$32,000.00	Site and District Categorical budgets (ARRA)

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
Intervention teachers will receive additional training in Adolescent Literacy Solutions and their specific intervention programs. Teachers attending will be paid during non-work time. Teachers who have not attended during non-work will be scheduled to attend during instructional time and substitute coverage will be provided for their classrooms. This training will count for 24 hours of the required 80 hour follow-up requirement.	Directors of Professional Development, Secondary Instruction Assistant Superintendents Site Principals Ongoing- 12/30/09	\$625.00 per teacher for hourly compensation for attendance on non-work time \$600.00 per teacher for substitute coverage for attendance during instructional time	125 teachers for approximately \$10,000.00	Site Categorical budgets and district Categorical or Program Improvement for sites lacking sufficient funds
Schedule English Language Arts Intervention teachers who have completed SB 472 training in their content area to complete SB 472 for English Learners. Training to be conducted during summer, intersession and off-track to minimize the impact on instruction in order to meet annual goals for teaching. Teachers attending during non-work time will be paid. Teachers who have not attended during non-work will be scheduled to attend during instructional time and substitute coverage will be provided for their classrooms. Required training in SB 472 for core English Language Arts, ELD and intervention will be complete by 8/30/10. 33% of teachers will completed the training by 11/09. 66% of teachers will have the training completed by 3/10. 100% of teachers will have the training completed by 8/30/10.	Director Secondary Education Director English Learner Programs Site Principals 6/09 through 8/30/10	Pay for teachers attending non-work \$1042.00 per teacher Substitute pay for teachers attending during instructional time \$575.00 per teachers	310 intervention and core teachers @ \$750.00= 232,500.00	District Categorical Funds and Program Improvement Categorical Funds

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
Core teachers in math, social sciences, and science will receive training in specific comprehension and vocabulary strategies to provide access to core curriculum for struggling students.	Directors Secondary Education and Professional Development Site Principals 8/30/08 through 9/1/10	Pay for teachers attending non-work \$313.00 per teacher Substitute pay for teachers attending during instructional time \$250.00 per teachers	150 teachers @ 8,000.00	Site Categorical funds - district Program Improvement or Categorical funds for sites without sufficient resource (ARRA)
Sites will schedule site visitations with Educational Consultants- Core and intervention programs will host 6 site walkthrough days, ELD programs will host 4 site walk through days. Walk throughs and work with Educational Consultants are designed to develop site coaching capacity and ensure accelerated program implementation.	Directors Secondary Education Assistant Superintendents Educational Services and Human Resources 6/08- Ongoing		Approximately \$2,500.00 per visit. 2008-2009- 24 visits per site 2009-2010- number of visits per site to be determined	Site Categorical funds - district Program Improvement or Categorical funds for sites without sufficient resource
Continue to provide and monitor the completion AB 430 training in English Language Arts and mathematics as required by district Program Improvement status.	Assistant Superintendent of Human Resources 9/08-ongoing		30 new administrators at approximately \$1,300.00 per administrator	Title II monies
Pacing and benchmark documents will be distributed to all English Language Arts/Intervention/ELD teachers through school professional development sessions and department chair meetings.	Director of Secondary Education 9/09	Printing Costs		Secondary Curriculum Development meetings

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Educational Services will review the administration of site benchmarks in DataDirector and provide prime evaluators a summary of site benchmark completion rates and student achievement data to be discussed and analyzed with Principals and AAIAC's during regularly scheduled administrative meetings. Principals will formulate next steps for collaborative planning based on site data.</p>	<p>Director of Secondary Education 9/09- ongoing</p>			
<p>Begin adoption timeline for ELA programs and intensive intervention programs by gathering committees, contacting publishers, developing review criteria. Attention to the needs of English Learners, African American students and Special Education students will be incorporated into the review criteria. Adoption process including voting and recommendation to the Board of Education will be completed by 2/09 to facilitate timely purchase and delivery.</p>	<p>Directors of Secondary Education, English Learners, Targeted Student Achievement and Special Education 9/08-2/09</p>			
<p>Monthly follow-up sessions will be held for all site program experts that will include review of site student data, coaching, facilitation of site course alike meetings, pacing and improving site implementation of core and intervention programs. Focus on the needs of English Learners and Special Education students will be a consistent theme of the monthly follow-up sessions.</p>	<p>Directors of Secondary Education, English Learners, Targeted Students Achievement and Special Education 9/08- Ongoing</p>		<p>2008-2009 - Sessions led by Education Consultants- costs included in Site Expert Training 2009-2010 - sessions led by Secondary Educational Personnel</p>	<p>Site Categorical funds and district Categorical funds for sites without sufficient resources</p>

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Districtwide screening assessment will be identified and training will be provided to assist sites in identifying incoming 7th, 8th and 9th grade students who are performing two or more years below grade level in English Language Arts standards.</p> <p>Students identified in the screening as four or more years below grade-level will be placed in a double period intensive intervention designed to accelerate their learning and provide mastery of previously unmastered standards. Students will exit this intervention when they are within two years of grade level standards. 9th grade students will remain in this intervention for only 1 year. SBCUSD developed criteria for English language learners and Special Education students will be used in the placement of these students.</p> <p>Students identified in the screening as three to four years below grade-level will be placed in a double period strategic intervention designed to accelerate their learning and provide for mastery of previously unmastered standards. Students will exit this intervention when they are within two years of grade level standards. They will be placed in a core ELA class plus a support class. SBCUSD developed criteria for English Language Learners and Special Education students will be used in the placement of these students. Students will not remain in strategic or intensive intervention for more than two years.</p>	<p>Director of Secondary Education</p> <p>Director of Secondary Education, Prime Evaluators and Site Principals 5/08-ongoing</p> <p>Director of Secondary Education, Prime Evaluators and Site Principals 5/08-ongoing</p>	<p>\$52.00 per teacher for attendance at assessment training</p>	<p>Approximate cost of use of Districtwide screening assessment \$10,000.00</p>	<p>Secondary Education Curriculum development monies</p>

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Students identified in the screening as one to two years below grade-level will be placed in core English plus a support class. The support class uses the ancillary materials provided for differentiation in the core program. The focus of the course will be on building academic vocabulary, comprehension skills and strategies and writing.</p> <p>Work with the Teacher's Association, SBTA, to draft an agreement for the expectations for teacher completion of the required training that will lead to higher levels of student achievement and success. The agreement will also define the majority use of MOU time for Professional Learning Community building and team collaboration about students' learning.</p> <p>SB 472 sessions in newly adopted English Language Arts ELD and intervention programs will be conducted. Teachers choosing to attend will be paid during non-work time. Teachers who have not attended during non-work will be scheduled to attend during instructional time and substitute coverage will be provided for their classrooms. Required training in SB472 for newly adopted programs will be completed by 9/1/10.</p>	<p>Director of Secondary Education, Prime Evaluators and Site Principals 5/08-ongoing</p> <p>Assistant Superintendents of Human Resources and Educational Services 2/09</p> <p>Directors of Secondary Education, Professional Development, Special Education, English Learner Programs Site Principals 7/09-9/1/10</p>	<p>Pay for teachers attending non-work \$1042.00 per teacher Substitute pay for teachers attending during instructional time \$575.00 per teacher</p>	<p>150 teachers @ \$750.00= \$112,500.00</p>	<p>District Categorical and Program Improvement monies</p>

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Provide grade-level and course alike leadership training in the tenants of Professional Learning Communities to provide sites with information necessary for site to conduct productive team collaboration based on student results. Monitor the use of MOU time for teams to identify essential learnings, unpack and deconstruct learning targets, develop common assessments, and use assessment information to drive instructional planning and intervention placement.</p> <p>Work with the Teacher's Association, SBTA, to draft an agreement for the expectations for teacher completion of the required training that will lead to higher levels of student achievement and success. The agreement will also define the majority use of MOU time for Professional Learning Community building and team collaboration about students' learning.</p> <p>Direct sites in their scheduling and use of site MOU time to include regular opportunities for Special Education and regular education teachers to discuss the progress of Special Education students, co-plan effective instructional strategies and coordinate efforts between Special Education teachers and mainstream teachers.</p>	<p>Director Professional Development Assistant Superintendent of Educational Services and Human Resources 7/1/08- ongoing</p> <p>Assistant Superintendents of Human Resources and Educational Services 2/09</p> <p>Directors of Professional Development, Secondary Education, Special Education and Prime Evaluators 10/08 ongoing</p>	<p>Pay for teachers attending the 7- two hour leadership sessions at \$26.06 per hour</p>	<p>\$200.00 per teacher for the 7 leadership sessions</p>	<p>Site Categorical budgets</p>

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
Follow-up training in SIOP will be conducted to assist teachers in completing the required 80 hours of follow-up training associated with SB472. Based on the indications of site data, teachers at sites with an identified English Learner focus will be scheduled into this training as part of their completion of the follow-up hours. Teachers attending during non-work time will be paid at the hourly professional rate. Teachers who have not attended during non-work will be scheduled to attend during instructional time and substitute coverage will be provided for their classrooms.	Director English Learner Programs Director Site Principals Principal Evaluators 7/09 through 9/1/11	Cost of developing and certifying trainers-\$10,000.00 incurred in previous school years	Pay for teachers attending non-work \$471.00 per teacher Substitute pay for teachers attending during instructional time \$345.00 per teacher \$25.00 materials	
Equity and Diversity modules will be conducted to assist sites in focusing on the needs of a diverse student population with an emphasis on African American students. Based on the indications of site data, teachers at sites with an identified focus on the achievement of African American and Latino students will be scheduled into this training as part of their completion of the follow-up hours. Teachers attending during non-work time will be paid at the hourly professional rate. Teachers who have not attended during non-work will be scheduled to attend during instructional time and substitute coverage will be provided for their classrooms.	Directors of English Learner Programs, Targeted Student Assistance and Professional Development completed 9/1/11	Cost of developing and certifying district trainers	Pay for teachers attending non-work \$471.00 per teacher Substitute pay for teachers attending during instructional time \$345.00 per teacher	Targeted Student Achievement budgets for the development of trainers Site Categorical budgets for pay of teachers and substitutes
Training for all instructional administrators, District Coordinators and Program Specialists in SIOP strategies will be conducted during regularly scheduled administrative meetings. Training in SIOP strategies will provide tools necessary for site administrators to evaluate effective differentiated instructional practices that meet the needs of all levels of English Learners. Use of information will be coached through 4 scheduled Administrative Learning Walks.	Director of English Learner Programs and Director Professional Development completed 5/30/09	Cost of developing and certifying trainers-\$10,000.00 incurred in previous school years	\$150.00 per administrator	English Learner Program Budgets

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
District wide screening assessment will be administered for grades 6,7 and 8 students scoring Far Below and Below Basic as measured by CST in the area of English Language Arts. This diagnostic will be used to place students in need of intensive intervention in the area of English Language Arts in appropriate classes for the 2009-2010 school year.	Director of Secondary Education 1/09 and 1/10			
Placement criteria for Literacy Intervention and English core classes with specific criteria for Special Education students and English Learners will be reviewed and revisited for the placement of 7 th , 8 th and 9 th grade students in the 2009-2010 and 2010-2011 school years.	Directors of Secondary, English Learner Programs, Targeted Student Achievement and Special Education 1/10 and 1/11			
Staffing and student load for English Language Arts intervention courses will be determined to expedite the master scheduling process.	Assistant Superintendents of Human Resources and Educational Services	Potential costs for additional teachers to lower class size for intervention and ELD classes		District Categorical or Program Improvement monies
Continue adoption timeline for ELA programs and ELD programs by completing the ordering process for the newly adopted materials. These materials will have a warehouse delivery date of June 1, 2009.	Director of Secondary Education Warehouse Supervisor ordering 2/09 delivery 6/09		6.2 million dollars	General Fund monies, SIMA monies and site Categorical monies (to be used for supplemental materials)

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
Screening assessment results will be available to sites on DataDirector to provide a basis for master scheduling for the 2009-2010 school year.	Director of Secondary Education and Director of Research and Accountability 2/10 2/11			
Student data will be prepared and presented to prime evaluators identifying the numbers of students needing Core plus Support, Strategic or Intensive Intervention and CAHSEE support for each secondary site. This information will assist evaluators in providing specific feedback on the structure of the proposed master schedules.	Director Secondary Education Coordinator English Language arts 4/09- recurrent			
2009-2010 Master schedules will be submitted to prime evaluators and specific feedback on the placement of students in appropriate intervention and core classes will be provided to site principals.	Site Principals and the Assistant Superintendent of Human Resources and Educational Services 6/09- recurrent			
Reevaluate and establish contract for the support of external consultants for building site capacities and coaching the implementation of core and intervention programs.	Directors of Secondary Education and Professional Development 3/09		Costs based on district need	Site Categorical, District Categorical, District Program Improvement monies (ARRA)

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
Direct and support all comprehensive high schools to provide and monitor the use of a computer, web-based, course specific credit recovery mechanism (i.e.... Nova Net) for students deficient in English Language Arts credits.	Director of Secondary Education Prime Evaluator 7/08-ongoing	Computer upgrades for lab setting	Nova Net Subscription \$25,000.00 per site per year	Site Categorical Funds
Direct and support all comprehensive high schools in providing before, after school and summer session CAHSEE support in the area of English Language Arts for both students preparing to take the test and students who have failed the CAHSEE.	Director of Secondary Education Prime Evaluator 7/08-ongoing		\$3,000.00 per site in mathematics	Site Categorical and District CAHSEE funds
Direct sites in the use of their site funding to establish the capability for direct scanning of benchmark and site common assessments into the DataDirector system. Allowing for student assessment results to be immediately available for teachers to use in team planning sessions	Directors of Research and Accountability, Secondary Education and Prime Evaluators 10/08-ongoing	Classified time to run scans	Cost of Scanners dependent on school size, dedicated computer, scans	Site budgets
Construct pacing guide based district determined essential standards and publishers suggestions. Include teachers in determination of essential standards. Distribute pacing through e-mail, department chair meetings and professional development sessions.	Directors Secondary Education and English Learner Programs develop 2/09 distribute 6/09	Cost for involving teachers in development of essential standards \$26.06 per hour		Secondary Curriculum Development monies

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Using existing curriculum embedded assessments associated with newly adopted materials, develop benchmarks and integrate them into the pacing guide. Ensure that district benchmarks compliment the use of site common assessments and the purposes of each assessment are clarified. Distribute copies of benchmarks through e-mail, department chair meetings and professional development sessions. Annually review and revise benchmarks using teacher input.</p> <p>Site program experts will be (re-determined for the 2009-2010 and 2010-2011 school years.)</p> <p>Secondary Education and the Department of English Learner Programs will develop rubrics that will provide for specific benchmarks toward full implementation of the newly adopted English Language Arts and ELD programs. These rubrics will be shared with teachers, administrators and department chairs. Rubrics will be introduced and revised during regular walk throughs conducted at each site by Secondary English Language Arts and ELD Coordinators.</p>	<p>Directors Secondary Education and English Learner Programs develop 4/09 distribute 6/09</p> <p>Directors of Secondary Education, Professional Development, English Learner Programs Site Principals 5/09, 5/10</p> <p>Directors Secondary Education and English Learner Programs 8/30/08</p>	<p>Printing Costs</p>		<p>Secondary Curriculum Development monies</p>

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Publishers of newly adopted materials to provide introductory sessions on the use of the materials in after school and Saturday sessions.</p> <p>Principals and AAllACs to receive publisher introduction to newly adopted materials during traditional “Principal’s Day” held on the Wednesday prior to the Fall Conference.</p> <p>Quality Assurance Teams (QATs) at the District level will train and calibrate observational and oversight instruments to be used in visiting school sites focused on implementation. Teams to include assistant superintendents, directors, content coaches and principals who regularly and randomly visits school sites, walk through and observe classroom instruction and core program implementation. QATs will provide an additional layer of oversight and will use the implementation rubrics developed by Secondary Education and English Learner Programs.</p> <p>Materials from the new adoption for all English Language Arts Core, ELD and intervention courses will be in place in for students at all secondary school sites.</p>	<p>Directors of Secondary Education and Professional Development 5/09</p> <p>Directors of Secondary Education and Professional Development 8/09</p> <p>Director of Professional Development, Directors, Content Coaches, Assistant Superintendents 4/09-ongoing</p> <p>Director of Secondary Education Assistant Superintendent of Business Services 8/09</p>		<p>Provided by Publishers</p>	

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

Fully implement State Board Adopted mathematics, English Language Arts, ELD and intervention programs designed to meet the needs of all students in meeting state standards.

Creating and monitoring a district wide assessment system, which incorporates both district benchmark assessment and site common assessments.

Assurance that site schedules adhere to state recommended times for English Language Arts, mathematics, ELD and intervention for students who are falling two or more years below grade level.

Adherence to SBCUSD developed placement criteria for students for core and intervention courses. Special attention to needs of English learners and Special Education students in placement consideration. Ongoing monitoring of benchmarks in core and intervention classes to ensure student achievement.

Consistent placement and monitoring of students in interventions for Mathematics and English Language Arts. All students more than two years below grade level will be placed and monitored in an appropriate intervention program. Core, strategic, intensive and support structures will be scheduled at each site to address student needs.

Completed comprehensive professional development for teachers that includes SB 472 English Language Arts, SB 472 Mathematics, SB 472 English Learners, Differentiation Training, DataDirector sessions, Professional Learning Community Training and additional sessions based on the indications of site achievement data. These additional sessions will include Equity and Diversity Modules and SIOP training.

Structured site MOU time to provide maximum opportunity for ongoing professional collaboration around student learning and achievement. Ensure that this time includes specific times for the collaboration between Special Education and mainstream teachers.

Use of the Quality Assurance Team, Professional Learning Walks for Administrators, site walk throughs, and Educational Consultants continue to build the capacity and understanding of effective instructional practice while monitoring the ongoing implementation.

Creation of an agreement with the Teachers Association that will ensure teacher participation in required professional development and outline the use of site MOU time in developing Professional Learning Communities and collaborative teams focused on student learning.

Develop a cadre of site coaches in the areas of English Language Arts and Mathematics that in addition to site coaching, will provide a team of highly trained content experts who can support the neediest schools with demonstration and head to head planning.

Model and direct the use of disaggregated data with attention to Special Education Students, English Learner Students, and African American Students.

Ensure that all comprehensive high schools have and effectively utilize a computer accessed, web-based credit recovery system (i.e.... Nova Net) in combination with summer school as credit recovery mechanisms.

Monitor students needing CAHSEE intervention to ensure placement in appropriate support and progress in mastering the skills necessary to pass CAHSEE in all areas.

Building the accessibility and use of DataDirector by developing site's ability to use direct scanning for district benchmark and site common assessments.

Closely monitoring master schedules, daily instructional allotments, student data and using the information to make adjustment.

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

All teachers of the newly adopted mathematics (through Algebra 1), English Language Arts, English language development and intervention programs will complete SB472 training in their content areas) including the 80 hour follow-up practicum.

Practicum for all teachers will also include 40 hours of SB472 English Learners. This may include Differentiation modules, based on site data indicators, three days of SIOP or Equity and Diversity modules. The remainder of the practicum hours will be taken from the site team collaboration that will be conducted during weekly MOU time.

Agreement between the Teachers' Association and the District for completion of specified training within the allotted timelines

All site administrators will complete AB430 modules and the follow-up practicum.

All sites will use MOU time to provide for team collaboration focused on student learning. A portion of this time will be dedicated to the collaboration between Special Education personnel and mainstream teachers. The District will continue to support the work of site professional learning communities through ongoing principal training at required and voluntary administrative meetings. The District will also continue to provide leadership training for site team and grade level leads.

District administration will continue to develop the use of DataDirector through demonstration and use during ongoing administrative training and differentiated sessions based on need for individual administrators and teachers.

Structures of Quality Assurance Team site visits with Educational Consultants and Administrative Learning Walks will be used to reinforce the expectations for instructional delivery, standards aligned instruction, best practices, and adherence to core curriculum and pacing.

Capacity and content knowledge of site coaches will be built through ongoing cadre meetings facilitated by Director of Professional Development and led by Coordinators and Program Specialists in English Learner Programs, Elementary Instruction, Special Education, and Targeted Student Achievement

<p>Include specific academic achievement and English Language Proficiency goals, targets and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB.</p> <p>(See Title III Accountability Report Information Guide available at http://www.cde.ca.gov/sp/el/t3/acct.asp.)</p>				
Please describe those goals and targets.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>See Title III PI Addendum</p>				

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	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • In the three-tiered program (see attachment A) before and after school interventions in ELA and mathematics are essential, beginning in Tier 2. Students will be provided extended time to access the core curriculum. • In the three-tiered program (see attachment A) off-track programs are essential, beginning in Tier 2. Students will be provided opportunities to attend off-track learning opportunities in ELA and mathematics to access the core curriculum. • Students who have not passed CAHSEE will be offered a variety of before and after school interventions and summer programs targeted to their specific needs. • Students in grades 8 and 9 at risk of not passing CAHSEE will be offered a variety of after school interventions targeted to their specific needs. 				

Include strategies to promote effective parental involvement in the school.

Please describe those strategies. (See DAS, Parent and Community, p. 10)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • District and school administrators, along with teachers, will inform parents, in an ongoing manner, of available interventions in Reading/Language Arts and Mathematics for students needing assistance. • District administrators will work with principals to employ a variety of strategies to increase parent involvement, especially among African-American, English Learner, Title I, and Special Education families: 	<p>Directors of Secondary Education and Elementary Instruction Site Principals 7/08-ongoing</p> <p>Directors of Secondary Education, Elementary Instruction, Special Education, Targeted Student Achievement Site Principals 7/08- ongoing</p>		<p>\$7,000.00 printing costs</p> <p>Site dependent</p>	<p>District Categorical Funds and Program Improvement Categorical Funds</p> <p>Site Categorical Funds</p>

Please describe those activities and how you will incorporate them.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Offer workshops that address ways that parents can support, monitor, and advocate for their children's education and healthy development. 	Parent Involvement Officer Site Principals 7/08-ongoing		Program specific	District Categorical Funds and
<ul style="list-style-type: none"> • Engage parents in leadership opportunities, schoolwide and community-wide celebrations, school leadership teams, and other schoolwide committees. • Hold family literacy and math/science events. • Continue and enhance the District parent resource center where parents socialize, provide mutual aid, access school and community resources, and learn ways to help their children excel in school. 	Site Principals 7/08-ongoing Site Principals Teachers 7/08-ongoing Parent Involvement Officer Site Principals 8/08-ongoing		Catering and Childcare costs specific to meetings Site dependent	Site Categorical Funds Site Categorical Funds District Categorical Funds

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English Language Arts 2-5

Subgroup	2008 % proficient or better	Target 2009 % proficient or better	% difference
LEA wide	28.9	46	-17.1
Af. American	26	46	-20
Am. Indian	43.8	46	-2.2
Asian	44.4	46	-1.6
Filipino	57.1	46	11.1
Hispanic/Latino	25.5	46	-20.5
White	48.6	46	2.6
Pac. Islander	34	46	-12
SES	25.8	46	-20.2
EL	23.4	46	-22.6
SWD	26.8	46	-19.2

English Language Arts 6-8

Subgroup	2008% at or above proficient	Target 2009 % proficient or better	% difference
LEA wide	29.8	46	-16.2
Af. American	25.5	46	-20.5
Am. Indian	34.9	46	-11.1
Asian	48.5	46	2.5
Filipino	71.4	46	25.4
Hispanic/Latino	27	46	-19
White	46.4	46	0.4
Pac. Islander	27.8	46	-18.2
SES	26.2	46	-19.8
EL	21.5	46	-24.5
SWD	13.7	46	-32.3

English Language Arts 10

Subgroup	2008 % proficient or better	Target 2009 % proficient or better	% difference
LEA wide	37.4	44.5	-7.1
Af. American	31.1	44.5	-13.4
Am. Indian	41.4	44.5	-3.1
Asian	58	44.5	13.5
Filipino	52.6	44.5	8.1
Hispanic/Latino	34.3	44.5	-10.2
White	56.4	44.5	11.9
Pac. Islander	26.7	44.5	-17.8
SES	32.8	44.5	-11.7
EL	22.3	44.5	-22.2
SWD	16.8	44.5	-27.7

Mathematics 2-5

Subgroup	2008 % proficient or better	Target 2009 % proficient or better	% difference
LEA wide	39.4	47.5	-8.1
Af. American	30.3	47.5	-17.2
Am. Indian	46.6	47.5	-0.9
Asian	56.9	47.5	9.4
Filipino	62.9	47.5	15.4
Hispanic/Latino	38.2	47.5	-9.3
White	54.5	47.5	7
Pac. Islander	43.4	47.5	-4.1
SES	36.8	47.5	-10.7
EL	38.3	47.5	-9.2
SWD	34.3	47.5	-13.2

Mathematics 6-8

Subgroup	2008 % proficient or better	Target 2009 % proficient or better	% difference
LEA wide	25.5	47.5	-22
Af. American	18.8	47.5	-28.7
Am. Indian	27.1	47.5	-20.4
Asian	48.5	47.5	1
Filipino	65.3	47.5	17.8
Hispanic/Latino	23.9	47.5	-23.6
White	37.8	47.5	-9.7
Pac. Islander	16.7	47.5	-30.8
SES	22.9	47.5	-24.6
EL	21	47.5	-26.5
SWD	12.5	47.5	-35

Mathematics 10

Subgroup	2008 % proficient or better	Target 2009 % proficient or better	% difference
LEA wide	34.8	43.5	-8.7
Af. American	26.6	43.5	-16.9
Am. Indian	34.5	43.5	-9
Asian	65.4	43.5	21.9
Filipino	52.6	43.5	9.1
Hispanic/Latino	32	43.5	-11.5
White	51.8	43.5	8.3
Pac. Islander	46.7	43.5	3.2
SES	31	43.5	-12.5
EL	23.7	43.5	-19.8
SWD	16.9	43.5	-26.6