

(CDE use only)  
Application #

**No Child Left Behind Act of 2001**  
**LOCAL EDUCATIONAL AGENCY PLAN**

**Mail original and two copies to: California Department of Education  
School and District Accountability Division  
1430 N Street, Suite 6208  
Sacramento, California 95814-5901**

**LEA Plan Information:**

Name of Local Educational Agency (LEA): South Whittier School District

County/District Code: 19-65037

Dates of Plan Duration (should be five-year plan):

Date of Local Governing Board Approval: 3/10/2009/ Revised Plan approved: 10/23/2012

District Superintendent: Erich Kwek

Address: 11200 Telechron Ave

City: Whittier

Zip code: 90605

Phone: 562-944-6231

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**Signatures** (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Erich Kwek 10/23/2012

Printed or typed name of Superintendent Date Signature of Superintendent

Sharon Stys 10/23/2012

Printed or typed name of Board President Date Signature of Board President

SOUTH WHITTIER SCHOOL DISTRICT  
 LOCAL EDUCATIONAL AGENCY PLAN  
*Revised Plan 10/23/2012*  
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## ESSENTIAL PROGRAM COMPONENTS

### Nine essential program components supporting academic student achievement.

1. Use of State Board of Education (SBE)-adopted (kindergarten through grade eight) or standards-aligned (grade nine through twelve) English/reading/language arts and mathematics instructional materials, including intervention materials
2. Instructional time (adherence to instructional minutes for English/reading/language arts and mathematics (K-8) and high school access to standards-aligned core courses.
3. School Administrator Training Program-Assembly Bill (AB) 430 (Chapter 364, Statutes 2005) on SBE-adopted instructional materials.
4. Fully credentialed, highly qualified teachers and AB 466 (Chapter 737, Statutes of 2001) (Senate Bill 472, pending) Professional Development Program on SBE-adopted instructional materials.
5. Student achievement monitoring system (use of data to monitor student progress on curriculum-embedded assessments and modify instruction)
6. Ongoing instructional assistance and support for teachers (use of content experts and instructional coaches)
7. Monthly teacher collaboration by grade level (K-8) and department (9-12) facilitated by the principal
8. Lesson and course pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (9-12)
9. Fiscal support

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**Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.**

**Planned Improvement in Student Performance in Reading**

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source	Recommendations form Action Plan/T-III Plan/CPM Review
<b>1. Alignment of instruction with content standards:</b>					
The district will take the following steps to align instruction with content standards 1.1 All core and supplemental materials used in classrooms are aligned to current grade level content standards. <i>EPC: 1</i>	Associate . Supt. Ed. Services Site principals Teachers <i>Ongoing</i>				DAIT Recommendation # 1
1.2 Multiple types of formative standards-based assessments will be used to help students meet state standards. A consistent set of district wide standards-based curriculum embedded assessments in Language Arts will <b>be administered at each grade level at the end of each instructional unit to monitor student progress.</b> <i>EPC:5</i>	Associate . Supt. Ed. Services Site principals Teachers <i>2008-2014</i>				
1.3 Pacing calendars developed by district instructional coaches and aligned to grade level standards are implemented district wide at all grade levels <b>as evidenced by site administrators' classroom observation notes</b> <i>EPC: 8</i>	Associate . Supt. Ed. Services Site principals Teachers <i>2008-2014</i>				

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<p>1.4 District and site administrators will review and discuss the data from the On-line Assessment Reporting System(OARS), <i>as evidenced by meeting agendas and meeting notes, to monitor the distribution and use of assessment data at the school level as a way of informing instructional practices and to track student achievement trends.</i></p> <p>EPC: 5</p>	<p>Cabinet Associate . Supt. Ed. Services Site principals Teachers Instructional Coaches/TOSAS</p> <p>2008-2014</p>	<p>OARS annual fee</p>	<p>\$16,400</p>	<p>T-I</p>	<p><i>District and site administrators and literacy coaches monitor OARS reports on an on-going basis. OARS data reports are shared with teachers, SSC, DAC, ELAC and DSLT for the purpose of sharing program effectiveness and receiving input on best practices. Local assessment results will be shared with the Board of Education at least two times per year.</i></p>
<p>1.5 K-6 Standards –based report cards will be developed and piloted during the 2009-2010 SY, and will regularly be updated and reviewed.</p>	<p>Associate . Supt. Ed. Services Site principals Teachers</p> <p>2009-2010</p>	<p>Extra-pay assignments</p>	<p>\$28.08 per hour</p>	<p>T-I DAIT</p>	
<p><b>2. Use of standards-aligned instructional materials and strategies: Written reports from district conducted Pre-Williams visits and actual Williams visits will be used to monitor Compliance</b></p>					
<p>2.1 The district adopted MacMillan/McGraw Hill, <i>California Treasures</i>, for grades K-6, in 2010. All students including English Learners, Students with Disabilities and GATE students will access these core materials and intervention/enrichment materials <i>as evidenced by site administrators’ classroom observation notes</i></p> <p>EPC:1, EPC 9</p>	<p>Associate . Supt. Ed. Services Site principals Teachers</p> <p>2010-2014</p>	<p>Core and intervention materials</p>	<p>\$400,000</p>	<p>State textbook fund Lottery</p>	<p>DAIT Recommendation # 2</p>
<p>2.2 All students including English Learners, Migrant students, GATE students and Students with Disabilities in all classrooms K-8, will utilize the most recent SBE materials purchased on the state-adopted list, including Universal Access and intervention materials in reading/language arts <i>as evidenced by site administrators’ classroom observation notes and Williams visit reports.</i></p> <p>EPC 1, EPC 9</p>	<p>Associate . Supt. Ed. Services Site principals Teachers</p> <p>2010-2014</p>	<p>Core and intervention materials</p>		<p>State textbook fund Lottery</p>	<p>DAIT Recommendation # 2</p>

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<p>2.3 The district will implement a process to adopt and phase-in the 2008 Reading/Language Arts curriculum by FALL 2010, to include the following:</p> <ul style="list-style-type: none"> <li>• Use of CISC Toolkit to conduct district scan of student needs and inform pilot choices during the Fall 2009</li> <li>• Review and/or pilot of materials-Winter 2010</li> <li>• Provide opportunities for public to review and give input on programs being considered for adoption</li> <li>• Gather data from teachers piloting the materials Spring 2010</li> <li>• Procure local board approval-Spring 2010</li> <li>• Identify funds and purchase the materials-Spring 2010</li> <li>• Verify that all Teachers' Editions are distributed to teachers before their summer SB472 training-Summer 2010</li> <li>• Distribute all materials to teachers before the beginning of the 2010 school year</li> </ul> <p><i>EPC1, EPC 9</i></p>	<p>Associate . Supt. Ed. Services Site principals Teachers</p> <p>2008-2010</p> <p><i>Complete</i></p>	<p>Core and intervention materials</p>	<p>TBD</p>	<p>T-I EIA:LEP State textbook fund Lottery</p>	<p>DAIT Recommendation # 2</p>
<p>2.3 District and site administrators will ensure that all students including underperforming Students with Disabilities and English Learners, have access to the core curriculum <b>by examining grade level and department, daily schedules to verify</b> the schedules allocate the required instructional time in the core curriculum for all students.</p> <p><i>EPC 1, EPC 2</i></p>	<p>Associate . Supt. Ed. Services Site principals Teachers</p> <p>2008-2014</p>				<p>DAIT Recommendation # 2</p>
<p>2.5 District and site administrators along with teachers, will implement an assessment schedule, which includes common benchmark assessments and timetables for their administration. <b>District and site administrators will monitor the OARS system at least monthly to track that the assessment schedule is being followed by all grade levels.</b></p> <p><i>EPC 5</i></p>	<p>Ed. Services Site Principals Teachers/ Curriculum Council</p> <p>2008-2014</p>	<p>Extra pay</p>	<p>\$28.08 per hour</p>	<p>Title I</p>	<p>DAIT Recommendation # 2</p>

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<p>2.6 District and site administrators along with teachers will develop a timetable for bi-monthly grade-level meetings in which teachers and site administrators collaboratively discuss and analyze student achievement data and plan lessons based on the data. Meetings will include all teachers, K-8, including specialists and special education teachers. <b><i>Elementary grade level leaders and middle school data team leaders will submit agendas and minutes to site level administrators for review, administrative signature and return.</i></b></p> <p><i>EPC 7</i></p>	<p>Site principals Data Team Leaders Teachers</p> <p>2009-2014</p>	<p>Extra pay for Data Team Leaders at GMS, substitute teachers at the elementary sites</p>	<p>Extra pay: \$28.08 per hour</p> <p>Sub. Pay \$355 per day</p>	<p>Title I EIA</p>	<p>DAIT Recommendation # 2</p>
<p>2.7 Teachers, will focus their instructional efforts in high leverage strategies <b><i>as monitored and recorded by principals during regular classroom visits</i></b>, and supported by TOSAS, that address the unique needs of English Learners. These strategies include:</p> <ul style="list-style-type: none"> <li>• Writing the standard on the board for the lesson being taught in clear, understandable language</li> <li>• Checking for understanding using multiple modalities and modifying and adjusting lessons as necessary</li> <li>• Teacher and students provide frequent verbal and non verbal responses</li> <li>• Using a variety of instructional groupings during instruction</li> <li>• Making study guides, outlines, or highlighted text available</li> <li>• Using and explaining academic language</li> <li>• Providing detailed language and content objectives</li> <li>• Consistent use of SDAIE strategies throughout the instructional day across all subject area.</li> </ul> <p><i>EPC 6, EPC 9</i></p>	<p>Site principals Teachers Instructional Coaches/Content experts</p> <p><i>Ongoing</i></p>	<p>Salaries for TOSAS/ Content Experts</p>	<p>\$300,000</p>	<p>Title 1 EIA:LEP</p>	<p>DAIT Recommendation # 2</p>
<p>2.8 Teachers will focus their instructional efforts in high leverage strategies <b><i>as monitored and recorded by principals during regular classroom visits</i></b>, and supported by Instructional Coaches and the Director of Special Ed, that address the unique needs of Students with Disabilities. These strategies include:</p> <ul style="list-style-type: none"> <li>• All of the strategies listed in 2.7 plus;</li> <li>• Using a variety of communication strategies</li> <li>• Implementing accommodations as outlined in the student’s IEP to increase student access to the core curriculum; motivational charts, color coded materials, books on tape, specially lined</li> </ul>	<p>Site principals Teachers Instructional Coaches Director of Special Ed.</p> <p><i>Ongoing</i></p>				<p>DAIT Recommendation # 2</p>

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<p>paper, highlighted materials and other accommodations as outlined on the accommodation/modification matrix provided by the CDE for the STAR test.</p> <p><i>EPC 6, EPC 9</i></p>					
<p>2.9 <b><i>District and site administrators will visit classrooms to verify and record</i></b> that the following differentiated activities are taking place to address the needs of all learners, including English Learners, Migrant students and Students with Disabilities and to provide teachers with feedback and support;</p> <ul style="list-style-type: none"> <li>• Teachers deliver systematic, explicit direct instruction followed by guided and independent practice appropriate to the learning and language levels of all students</li> <li>• Teachers use most recently SBE adopted materials, including Universal Access materials (as extension of the daily lesson) to address student literacy needs</li> <li>• Teachers integrate scaffolding techniques and incorporate cooperative learning activities with heterogeneous grouping for all students, including Students with Disabilities and English Learners</li> <li>• Teachers use differentiated instruction including realia, and instruction directed to multiple intelligences to further engage all students including English learners and Students with Disabilities</li> <li>• Teachers will structure differentiated activities that maximize student participation, engagement and production of oral language.</li> </ul> <p><i>EPC 1, EPC 6</i></p>	<p>District administrators Associate . Supt. Ed. Services Site principals Teachers</p> <p><i>Ongoing</i></p>				<p>DAIT Recommendation # 2</p>

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<p><b>2.10 District and site administrators will routinely visit classrooms to monitor and record</b> the implementation of the following state-recommended instructional time allocations:</p> <p><u>R/LA</u> Gr. K = 60 minutes Learners) Gr. 1-3 = 2.5 hours Gr. 4-6 = 2 hours Gr.6-8 = 1-2 hours</p> <p><u>Intervention</u> + 30 minutes (including English + 30-45 minutes + 30-45 minutes Total 2.5-3 hours with intervention</p> <p><u>ELD</u> Gr. K-6 = 45 minutes + 15 minutes frontloading per day Gr. 7-8 = one full class period</p> <p><i>EPC 2</i></p>	<p>Superintendent District Administrators Site Administrators</p> <p><i>Ongoing</i></p>				<p>DAIT Recommendation # 2</p>
<p><b>2.11 Middle School administrators will develop a Master schedule to be reviewed and approved by the district administration and the DAIT team prior to implementation,</b> that incorporates the following priorities:</p> <ul style="list-style-type: none"> <li>All assessed students will receive the necessary intervention classes as indicated by prior Spring assessments. Assessments to be used are: Reading/Language Arts English Proficiency</li> <li>Develop master schedule first for students requiring R/LA intervention and ELD intervention</li> <li>Intervention programs will be offered as separate classes</li> <li>Highly qualified, well-trained teachers will teach intervention classes</li> </ul> <p><i>EPC 8</i></p>	<p>Middle school administrators DAIT Consultant District administration</p> <p><i>2009-2010 SY and annually thereafter</i></p>	<p>DAIT Consultant</p>	<p>\$2000.00</p>	<p>DAIT</p>	<p>DAIT Recommendation # 2</p>

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<p><b>2.12</b> District and middle school staff will create and adopt programs that cater to the unique academic and social/emotional needs of adolescents, including AVID and university and career awareness. Staff will develop programs that prepare students for success in high school and the university <b>and monitor progress through grade review and input from tutors to ensure that students master standards tested on the CAHSEE.</b></p> <p><i>EPC 9</i></p>	<p>Associate . Supt. Ed. Services Site principals AVID teacher Teachers</p> <p><i>2008-2014</i></p>	<p>AVID tutors</p>	<p>\$15.00 per hour</p>	<p>T-I</p>	<p>DAIT Recommendation # 2</p>
<p><b>3. Extended learning time:</b></p>					
<p>3.1 Disaggregated student assessment data will be used to identify students, including English language learners for placement into and exit from intervention programs in English Language Arts at the elementary and middle school level, <b>as evidenced by data meeting records and pre-post test data for students placed in intervention classes</b></p> <p><i>EPC 5</i></p>	<p>Associate Supt. Ed. Services Site Principals Teachers</p> <p><i>Ongoing</i></p>				<p>DAIT Recommendation #2</p>
<p>3.2 Teachers utilize data obtained through the OARS system at monthly teacher collaboration grade level/department, <b>meetings facilitated by the principal</b> to; make/identify students for supplemental support and universal access groups. SMART goals will be written to set progress goals to be reviewed at the next meeting. <b>Principals will keep copies of SMART goals and records of meeting notes on file in the office.</b></p> <p><i>EPC 5, EPC 7</i></p>	<p>Associate Supt. Ed. Services Site Principals Teachers</p> <p><i>October-June</i></p>				<p>DAIT Recommendation #2</p>
<p>3.3 Teachers will continue to provide intervention using the Voyager program during the 2009-2014 SY. Site implementation varies from extended day programs to extended instructional time scheduled during the regular school day. <b>V-report reports will be provided throughout the year to teachers and administrators, by Voyager consultants to monitor and track student progress.</b></p> <p><i>EPC 1</i></p>	<p>Teachers</p> <p><i>2008-2014</i></p>	<p><i>Voyager Materials</i></p>		<p>Title 1 EIA</p>	

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<p>3.4 Summer intervention classes will be offered to English Learners focusing on strengthening language acquisition skills. Students with Disabilities will be invited to attend an extended school year program focusing on skills identified in their IEP's. CAHSEE support summer school classes and enrichment academies will be offered to middle school students as funds allow. Summer intervention classes will be provided pending available funding. <b>Attendance record, pre- and post-test data, and progress reports will be submitted by teachers for review by site administrators at the end of the summer session.</b></p> <p><i>EPC 8</i></p>	<p>Ed. Services Site Principals Teachers</p>	<p><i>Note: Due to budget cuts there will be no 2012 summer school for EL students.</i></p>			
<p>3.5 THINK Together will continue to provide extended day programs for 84 - 112 students on all campuses. Program leaders will meet with site staff on a regular basis to align program components to state standards and site practices. The THINK program will focus on homework support, enrichment activities, and physical fitness through organized outdoor activities. <b>THINK together staff submits attendance reports monthly and expense reports quarterly to Ed. Services and the Business Office.</b></p> <p><i>EPC 1</i></p>	<p>THINK Together Associate Superintendent Ed. Services</p> <p><i>Daily Sept.-June</i></p>		<p>\$ 820,000</p>	<p>ASES Grant</p>	
<p>3.6 THINK Together and the South Whittier School District have applied for a 21<sup>st</sup> Century Grant to expand the number of students served on each campus and during the summer. THINK Together 21<sup>st</sup> Century Grant will be implemented if awarded.</p>	<p>THINK Together Program leaders Associate Supt. Ed. Services</p> <p><i>Daily June-June if approved</i></p>		<p>TBD</p>		
<p><b>4. Increased access to technology:</b></p>					
<p>4.1 A State-approved District Technology Plan is in place providing teachers with technology including laptops and software to support data driven decision making. Teachers will continue to expand their use of technology to support student progress <b>as evidenced by principals' classrooms observation notes</b></p> <p><i>EPC 9</i></p>	<p>Associate Supt. Ed. Services Technology manager July 1, 2011-June 30, 2014</p>	<p>Hardware and software</p>		<p>Microsoft Voucher EETT T-I EIA T-III e-rate</p>	<p>DAIT Recommendation # 2</p>

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4.2	Staff and students have internet access to support student learning in the classrooms and Library Media Centers on each campus. Teachers will continue to expand their use of technology to enhance the instructional program for students in their classrooms.	Technology manager Teachers <i>Ongoing</i>				
4.3	Sixty teachers (60/189) attended Level 1 Technology Training classes offered in the district and presented by LACOE staff during the summer of 2008. Additional staff will participate in LACOE Level 1 and Level 2 training as opportunities and funding become available <i>as evidenced by attendance records and sign-in sheets.</i>	Technology manager LACOE Teachers Principals <i>Summer 2008- Summer 2010</i>		\$400.00 stipend	SEETEC	
4.4	An interactive district web-site was launched during the 2008-09 SY. New information is added weekly. Teachers at the middle school have the capacity to enter grades on line. This program will continue to expand, allowing parents to get direct information regarding their child's homework assignments and current grades, <b>as evidenced by technology records indicating parent access to these technology resources.</b>	Technology manager Principals Teachers <i>Ongoing</i>		\$10,300 annually	T-1 EIA	
4.5	The district technology manager and technician(s) will provide ongoing staff training on basic computer skills, e-mail, and web-site maintenance <i>as evidenced by agendas, calendars and sign-in sheets.</i>	Technology manager Principals Teachers <i>Ongoing</i>	Technology Manager Technician(s)	Salaries	TIIG	
<i>EPC 9</i>						
4.6	All district and site staff will regularly access e-mail through the district web-site <i>as evidenced by data related to technology use.</i>	<i>Ongoing</i>				
4.7	Additional computers and technology with the capacity to meet Smarter Balance Assessment requirements will be purchased to achieve a minimum of 70 work stations available per site by 2014-2015, as funding becomes available.	Associate Supt. Ed. Services Technology manager Principals	Computers/hardware	\$400,000	e-rate EIA Title 1 EETT Grants TBD	

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**5. Staff development and professional collaboration aligned with standards-based instructional materials:**

<p>5.1 Site administrators will receive training on standards and how to coach, supervise and support teachers in instituting the full implementation of new SBE approved reading/language arts materials, (2008-2009 SY) and aligning their instructions to standards. <i>Annually, administrators receive training on new adoptions as verified by agendas and sign-in sheets.</i></p> <p><i>EPC 3, EPC 9</i></p>	<p>Site Administrators Coaches</p> <p>2008-2014</p>	<p>Coaches</p>		<p>DAIT</p>	<p>DAIT Recommendation # 2</p>
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<p>5.2 Teachers, district, and site administrators will receive training, <i>as evidenced by agendas and sign-in sheets</i>, to focus their instructional efforts in high leverage strategies that addresses the unique needs of English Learners. These strategies include:</p> <ul style="list-style-type: none"> <li>• Direct Interactive Instruction</li> <li>• Writing the standard on the board for the lesson being taught in clear, understandable language</li> <li>• Checking for understanding using multiple modalities and modifying and adjusting lessons as necessary</li> <li>• Teacher and students provide frequent verbal and non verbal responses</li> <li>• Using a variety of instructional groupings during instruction</li> <li>• Making study guides, outlines, or highlighted text available</li> <li>• Using and explaining academic language</li> <li>• Providing detailed language and content objectives</li> <li>• Consistent use of SDAIE strategies throughout the instructional day across all subject area.</li> </ul> <p><i>EPC 3, EPC 4, EPC 9</i></p>	<p>District and site administrators Teachers</p> <p><i>Ongoing</i></p>	<p>Consultants – Action Learning Systems</p>	<p>\$165,000 annually (2011-2013)</p>	<p>T-I/EIA</p>	<p>DAIT Recommendation #2</p>
<p>5.3 The District will support site administrators <i>in monitoring of effective classroom instruction through regular administrative meetings, the Quarterly Review Process, and by providing appropriate staff development opportunities including coaching</i></p> <p><i>EPC 6</i></p>	<p>District and site administrators</p> <p><i>2001-2014 Ongoing</i></p>	<p>Coaches ALS Accountability Coaches</p>	<p>\$ 85,000</p>	<p>DAIT</p>	<p>DAIT Recommendation #2</p>
<p>5.4 District and site staff will receive training <i>as evidenced by agendas and sign-in sheets</i>, regarding the analysis and application of assessment data to ensure a focus on monitoring student achievement and progress towards meeting grade level standards for all students in all sub groups. (60 hours for professional development per teacher contract.)</p> <p><i>EPC 3, EPC 4</i></p>	<p>Associate . Supt. Ed. Services Site principals Literacy coaches Teachers</p> <p><i>2008-2010</i></p>	<p>Extra-pay for presenters</p>	<p>\$42.02 per hour</p>	<p>T-1</p>	<p>DAIT Recommendation #2</p>

DAIT Recommendation #1: Align district (LEAP) and school (SPSA) plans to include targeted and measurable outcomes for student achievement, and hold teachers, district staff and principals accountable for implementing and for achieving the goals specified in the plans. 14

DAIT Recommendation #2: Implement research-based instructional practices to meet the needs of all students, such as EL, SWD, GATE and other significant subgroups. In addition, provide research-based staff development programs to support improved teacher practices and hold teachers and principals accountable for the monitoring of and implementation of said practices.

<p>5.5. Administrative and teaching staff have been trained in structured protocols and tools to facilitate data discussions and monitor collaborative progress towards goals. (Buy-back days) <b><i>Principals will use protocols to facilitate data meetings. as evidenced by data-team meeting notes.</i></b></p> <p><i>EPC 7</i></p>	<p>Associate . Supt. Ed. Services Site principals Instructional Coaches Teachers <i>September 2008- Ongoing</i></p>	<p>N/C</p>			<p>DAIT Recommendation #2</p>
<p>5.6 New teachers will participate in BTSA, <b><i>as verified by sign-in sheets and agendas</i></b>, which focuses on the California Standards for the Teaching Profession.</p> <p><i>EPC 4</i></p>	<p>New Teachers <i>Ongoing</i></p>				
<p>5.7 All classified staff will participate in training aligned to their specific jobs and on the contents and goals of the LEA Plan, in order to better support the school sites. Customer service will be one of the focus areas of the training. <b><i>Attendance at training will be verified by sign-in sheets.</i></b></p>	<p>Associate . Supt. Ed. Services Sp. Ed. Coordinator Classified staff <i>2009-2010</i></p>	<p>Consultants</p>	<p>TBD</p>		<p>DAIT Recommendation #1</p>
<p>5.8. District and site administrators, along with teacher leaders, will develop and implement a written professional development plan embedded in the SPSA that is data-driven, focused on student learning and aligned with the LEAP. This plan will promote professional development that is internally coherent, of sufficient rigor and duration including classroom support and coaching and is sustained over a period of time. <b><i>The success of the plan and the need for adjustments will be measured annually by improved student achievement and teacher evaluation records.</i></b></p> <p>Instructional staff, including teachers, special education teachers, specialists, administrators, and paraprofessionals, will be competent and current in training and engage in regular follow-up to: Identify early, appropriate tiered interventions to help all children learn; Improve student behavior and motivation to learn and succeed. Involve parents in their children’s education; Use assessments to improve classroom practice and student</p>	<p>District and site administrators Teachers  <i>Spring 2009- Ongoing</i></p>				<p>CPM: CE  DAIT Recommendation #2</p>

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<p>learning; Effectively teach students with different learning styles and needs particularly underperforming Students with Disabilities, English Learners, Migrant students and GATE students.</p> <p><i>EPC 4</i></p>					
<p>5.9 District and site administrators will prioritize their own professional growth activities that will enhance their leadership and are aligned with our organizational goals and includes the following:</p> <ul style="list-style-type: none"> <li>• Completion of AB430 training (institute and practicum) in the most recent R/LA and ELD curricula adopted by the district, when training becomes available.</li> <li>• Training on the implementation of English learner programs, principles of second language acquisition, current research on English learners, and catch-up and acceleration programs. (SB472 ELD)</li> <li>• Training on the use of classroom observational tools for English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) <i>as evidenced by sign-in sheets and agendas</i></li> <li>• District leaders will monitor completion of AB 430 training and use of strategies learned <i>as evidenced by sign-in sheets and agendas</i> and facilitate follow up discussions at leadership meetings <i>as evidenced by meeting agendas and principal evaluation documentation</i>. Currently, 3 have been trained and 5 are enrolled. This equals 100% of site principals. <p><i>EPC 3, EPC 4, EPC 9</i></p> </li></ul>	<p>District and site administrators</p> <p><i>Ongoing as training becomes available</i></p>	<p>AB 430 training</p>	<p>\$1250.00</p>	<p>Title 1 Reimbursement Title II DAIT</p>	<p>DAIT Recommendation #2</p>
<p>5.10 Site administrators will ensure that each school's Single Plan for Student Achievement describes and funds specific activities that are aligned with the LEA Plan's professional development activities prior to submitting the plan for Board approval <i>as evidenced by completion of the SPSA rubric</i></p> <p><i>EPC 9</i></p>	<p>District and site administrators</p> <p><i>March 2009 and annually thereafter</i></p>				<p>DAIT Recommendation # 2</p>

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<p>5.11 The district will document steps to provide all R/LA teachers with SB472-like training in the newly adopted R/LA curriculum and ensure and monitor that all reading teachers have completed the training by the FALL 2010 <i>as evidenced by the C-TAC training archive search.</i> <i>EPC 4, EPC 9</i></p>	<p>District and site administrators  <i>Ongoing as training becomes available</i></p>	<p>SB472</p>	<p>\$1250.00</p>	<p>Title I Title II</p>	<p>DAIT Recommendation # 2</p>
<p>5.12 To promote professional collaboration, all K-8 teachers, including special education teachers will meet monthly by department, teams, and/or grade levels to review student work samples, collaboratively develop appropriate intervention plans for individual students and identify areas of improvement in the program. Meetings will include modeling of appropriate teaching practices, planning strategies and standards-based lesson design, including assessment. <i>Records and evidence of this work will be collected-including rubrics and exemplars-Agendas of the meeting will be submitted with notes to the site administrator for review, signature and return. Principals will discuss their site efforts to promote collaboration at monthly leadership team meetings as evidenced by meeting agendas and notes.</i> <i>EPC 7</i></p>	<p>District and site administrators Teachers Sp. Ed Coordinator  <i>2012-2014 monthly</i></p>	<p>Sub costs</p>	<p>\$355 per day  Sites needing 3 subs approx. cost = \$19,170 per site annually  Sites needing 4 subs approx. cost = \$25,560 per site annually</p>	<p>Title 1</p>	<p>DAIT Recommendation #2</p>
<p>5.13 District administrators will ensure that site administrators and teachers are trained and supported/coached, and held accountable for conducting their roles when working with collaborative data teams, <i>as monitored through the monthly site visits and ongoing communication.</i> <i>EPC 6, EPC7, EPC9</i></p>	<p>District and site administrators Teachers <i>Ongoing-specific coaching calendar</i></p>	<p>Administrator coaches</p>			<p>DAIT Recommendation #2</p>
<p>5.14 District administrators, will offer opportunities for professional development on Saturdays, during the summer or in the evenings when available. Teachers will be paid an extra-pay assignment for completing the SB472 initial and follow-up series when it includes evening, summer, or</p>	<p>District and site administrators Teachers Trainers</p>	<p>Extra-pay assignment</p>	<p>\$28.08 per hour</p>	<p>Title I Title II</p>	<p>DAIT Recommendation #2</p>

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<p>Saturday trainings <i>as evidenced by program planning requests and payroll records.</i></p> <p><i>EPC 4</i></p>	<p>2009-2010</p>				
<p>5.15 District and site administrators will provide access to SELPA Workshops to site administrators, teachers, parents and paraprofessionals. <i>Attendance will be monitored through sign-in sheets and agendas.</i></p> <p><i>EPC 4</i></p>	<p>District and site administrators Teachers Parents Paraprofessionals Director of Special Ed <i>Ongoing as offered</i></p>	<p>Substitute teachers</p>	<p>\$355.00 per day</p>	<p>Title I Title II EIA</p>	<p>DAIT Recommendation #2</p>
<p>5.16 To better serve students with special needs our district and site administrators will provide opportunities for professional development to teachers and paraprofessionals on accommodations, tiered interventions, and instructional strategies for Students with Disabilities, English Language Learners and GATE students <i>as evidenced by agendas and sign-in sheets.</i></p>	<p>District and site administrators Teachers Paraprofessionals Director of Special Ed.  <i>2009-2014</i></p>	<p>Conference fees/mileage Consultants</p>	<p>\$5000.00 Annually</p>	<p>General Fund Title I Title II EIA</p>	<p>DAIT Recommendation #2</p>
<p>5.17 School requisition forms for professional development are to be linked to a specific goal in the school's Single Plan for Student Achievement <i>as evidenced by review of requisition forms by a district administrator.</i></p> <p><i>EPC 1, EPC 3, EPC 4</i></p>	<p>Principals Administrators Associate Supt. Ed. Services  <i>Ongoing</i></p>				<p>DAIT Recommendation #1</p>
<p><b>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</b></p>					
<p>6.1 All schools will organize activities to stimulate family participation based on <i>information gained from parent surveys</i>, around the areas of parenting, communicating, learning at home and decision-making, collaborating with the community and volunteering <i>as evidenced by calendared activities and parent sign-in sheets.</i></p> <p><i>EPC 9</i></p>	<p>Principal Teachers  <i>Annually in spring</i></p>	<p>Surveys Parent Ed materials, trainers babysitting</p>	<p>\$15.00 per hour</p>	<p>Title I</p>	<p>DAIT Recommendation # 1</p>

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<p>6.2 Each school will annually ensure a correctly composed and elected School Site Council/English Learner Advisory Committee that consists of staff, parents, and community members. Each year these two groups will review the assessment data in the area of reading and offer suggestions/input for program improvement at the site <b>as evidenced by SSC agendas and minutes.</b></p> <p><i>EPC 5</i></p>	<p>Principal SSC ELAC <i>Ongoing throughout school year</i></p>				DAIT Recommendation # 1
<p>6.3 Each school will hold at least one Title I Parent meeting annually. Title I parents will help create the school's Title I Parent Involvement Policy. At the meeting, parents will receive information about the school's API/AYP, state standards for reading, supplemental support available for Title I students and ways that they can support reading at home <b>as evidenced by agendas and minutes.</b></p>	<p>Principal Associate Supt. Ed. Services  <i>Fall of each year</i></p>	Babysitting	\$15.00 per hour	T-I	DAIT Recommendation # 1
<p>6.4 The District Advisory Committee and the District English Learner Advisory Committee will review district level assessment data in reading and offer suggestions for program improvement <b>as evidenced by agendas and minutes.</b></p> <p><i>EPC 5</i></p>	<p>Ed. Services  <i>Annually</i></p>	Babysitting	\$15.00 per hour	T-I	DAIT Recommendation # 1
<p>6.5 District and school administrators will communicate with parents in a language they can understand and in a timely manner, about academic proficiency levels, grade-level standards, and data reporting on the Standardized Testing and Reporting (STAR) program and local assessments. All notices, reports, statements, or records that district staff sends parents or guardians are required to be written in the primary language and English to the extent possible, <b>and will be reviewed by district administrators during periodic visits to sites.</b> K-6 individual parent conferences will be held at least twice each year, and on-going as needed, to interpret student district reading assessments results and reading program <b>as evidenced by conference schedules.</b></p>	<p>District and site administrators Teachers Paraprofessionals Parents  <i>Ongoing</i></p>			EIA	DAIT Recommendation # 1

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<p>6.6 Site administrators will ensure that teachers regularly inform parents of their child’s academic progress <b>by monitoring communication through Quarterly Progress reports</b>, parent/teacher conferences, promotion and retention conferences, AB 1802 conferences, and conferences related to a student failing a course. <b>Teachers will submit data supporting parent contacts to the site administrator quarterly.</b></p>	<p>Principal Teachers Students <i>Nov./Feb./April/ June Ongoing as needed</i></p>	<p>Printing, postage</p>	<p>\$4000.00</p>	<p>T-I</p>	
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<p>6.7 School Accountability Report cards containing all required information for each school site will be posted annually, by the required deadline, on the district web-site. <b><i>School site Fact Sheets will continue to be sent home annually with each child</i></b></p>	<p>Ed. Services  <i>October- November</i></p>	<p>SARC Printing, postage</p>		<p>T-I</p>	
<p>6.8 District and site administrators will inform the parents of Students in Program Improvement schools of their right to school choice with paid transportation and/or supplemental services and encourage them to give input to district and school staff about the quality of the supplemental services. A Provider Faire will be scheduled each Fall in the evening for parents to review program offerings <b><i>as evidenced by flyers and attendance sheets.</i></b></p>	<p>District and site administrators SES Providers Parents  <i>Annually in September</i></p>	<p>Printing, postage</p>		<p>T-I</p>	
<p>6.9 District and site administrators will inform all parents of English learners, in writing, of the following, <b><i>as evidenced by notices and review of required parent signatures.</i></b> :</p> <ul style="list-style-type: none"> <li>• The student’s identification as an English learner, the student’s benefit in receiving English language development (ELD) instruction, and the program’s specific redesignation criteria.</li> <li>• The student’s English proficiency level as measured by the California English Language Development Test, the means of assessment, and the status of the student’s academic achievement.</li> <li>• A student’s placement in ELD instruction within the first six weeks of such placement if the student is enrolled after the beginning of the school year.</li> <li>• How to be involved in their children’s education and how to Associate their children in attaining proficiency in English and core academic subjects.</li> <li>• Notice about bilingual program options and timely process for waivers.</li> </ul>	<p>District and site administrators Teachers  <i>Annually in the fall</i></p>	<p>Printing, postage</p>		<p>EIA</p>	<p>CPM: EL</p>

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<p>6.10 The District will continue to expand the partnership with the Whittier Union High School District regarding Parent Education classes that target parents of English language learners. Classes will include computer literacy, helping students with homework, transition from 6<sup>th</sup> grade to middle school, middle school to high school, and high school to university <b>as evidenced by training agendas and sign-in sheets</b>.. Electronic translators are used to provide access to Spanish speaking parents during training and other district activities.</p>	<p>Associate . Supt. Ed. Services</p> <p><i>Ongoing</i></p>	<p>Equipment Materials</p>		<p>CBET-WUHSD As funding becomes available</p>	
<p>6.11 District and site administrators will provide child care and arrange meetings at a variety of convenient times to enable parents to participate in school-related meetings and training sessions <b>as evidenced by meeting schedules</b>.</p>	<p>District and site administrators</p> <p><i>Ongoing</i></p>	<p>Babysitting</p>	<p>\$15.00 per hour</p>	<p>T-I</p>	<p>DAIT # 1</p>
<p>6.12 Each school will hold a Back to School Night event in the fall to review grade level standards and expectations <b>as evidenced by agendas and sign-in sheets</b>.. In the spring of each year Open House events will be held to showcase student work reflecting grade level standards.</p> <p><i>EPC:1</i></p>	<p>Principal Teachers</p> <p><i>Sept/May annually</i></p>				<p>DAIT Recommendation #1</p>
<p>6.13 Community-Based English Tutoring (CBET) training in English as a Second Language and Family Literacy will continue to be provided during the day to parents and community members <b>as evidenced by attendance sheets</b>..</p>	<p>Ed. Services Parents</p>			<p>CBET/WUHSD</p>	
<p><b>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school)</b></p>					
<p>7.1 Kindergarten orientation meetings will be held at the Options preschools in the spring of each year to provide parents of pre- school age children information regarding kindergarten standards and program expectations. <b>Principals will review agendas with kindergarten staff prior to orientation meetings</b>.</p>	<p>Kindergarten teachers Preschool teachers Parents</p>				

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<p>7.2 Transition IEP's will be scheduled and held for all 5 year old students with disabilities in the spring prior to entering kindergarten. Parents, pre-school staff and receiving kindergarten staff will attend meetings to review goals and schedule visitations to the receiving schools <b>as evidenced by IEP and visitation schedules.</b> Transition IEP's are scheduled for students with disabilities at all transition grades; Pre-k to K, 6<sup>th</sup> to 7<sup>th</sup>, 8<sup>th</sup> to 9<sup>th</sup>, to ensure a smooth transition to the new setting <b>as evidenced by IEP schedules.</b></p>	<p>Site Administrators Teachers Parents Director of Special Ed.</p>				
<p>7.3 A kindergarten orientation program for students and parents of incoming kindergarteners will be held each year to familiarize parents and students with the kindergarten staff and to provide basic information about the kindergarten program at each site. <b>as evidenced by agendas and sign-in sheets.</b></p>	<p>Teachers Parents Students</p>				
<p>7.4 A Sixth Grade Forum and middle school orientation program for students and parents will be held each year in order to familiarize the parents and students with programs offered at the middle school and review the ELA standards and expectations <b>as evidenced by agendas and sign-in sheets.</b></p>	<p>Site Administration Teachers Parents Students</p>	<p>Bussing</p>		<p>General Fund</p>	
<p>7.5 District/ site administrators and teachers at the middle school will collaborate with the Whittier Union High School District to create orientation programs for eighth grade students matriculating from the South Whittier School District <b>as evidenced by collaboration meeting notes.</b></p>	<p>District and site administrators from South Whittier and Whittier Union HSD</p>	<p>Substitute teachers</p>	<p>\$135.00 per day</p>	<p>WUHSD as funding becomes available</p>	
<p>7.6 English learners who have not made annual growth in their English acquisition skills <b>based on review of annual CELDT scores,</b> will be identified for ELD intervention. Intervention instruction will be provided during the school day and during extended school day and extended school year programs.</p>	<p>Site Administrators Teachers</p>	<p>Teacher extra pay</p>	<p>\$28.08 per hour. Hours vary by site</p>	<p>T-1</p>	
<p>7.7 Seventh and eighth grade students who are at risk of failing the CAHSEE <b>based on scoring below basic or far below basic on sixth grade CST scores,</b> will be identified for intervention. AB1802 conferences are held with the parents of all seventh grade students at risk of failing the CAHSEE exam. <b>Evidence of the number of conferences held annually along with student progress reports will be submitted to meet AB1802</b></p>	<p>AB 1802 Counselor Teachers Parents Students</p>	<p>AB 1802 counselor salary Teacher salary</p>	<p>\$62,000</p>	<p>AB 1802 CAHSEE  Funding no longer available</p>	

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<p><b>reporting requirements.</b> Intervention instruction will be provided during the school day and during extended school day and extended school year programs</p>					
<p><b>8. Monitoring program effectiveness:</b></p>					
<p>8.1 South Whittier Board of Trustees and administration will fully support the Public School Accountability Act. <i>EPC 1-9</i></p>	<p>Board of Trustees District and Site Administration</p>				
<p>8.2 South Whittier School District employees will participate in all phases and components of the state’s standards-based assessment system including the <b>development and implementation of an elementary standards-based report card.</b> <i>EPC 1</i></p>	<p>Cabinet Leadership Team District and site administrators Teachers</p>	<p>Extra-pay assignment</p>	<p>\$28.08 per hour x 21 hours x 14 people = \$8255.00</p>	<p>T-1 DAIT</p>	
<p>8.3 <b>STAR test data, API, AYP, SCOE Lions tests and embedded AMAO results will be used to monitor programs and drive changes</b> in instructional practice as needed. <i>EPC 5</i></p>	<p>Cabinet Leadership Team District and site administrators Teachers</p>				<p>DAIT Recommendation #2</p>
<p>8.4 Each site will have a Single Plan for Student Achievement, aligned to the Local Educational Agency Plan, <b>which will be monitored by the School Site Council, informed by ELAC recommendations, and revised each year based on assessment data as evidenced by meeting agendas and minutes.</b> <i>EPC 1</i></p>	<p>School Site Council ELAC</p>				<p>DAIT Recommendation # 1</p>
<p>8.5 <b>District assessment results, results from a curriculum audit conducted by the DAIT team, and other relevant student work</b> will be analyzed and used to drive changes in the instructional calendar and intervention practices during the academic year. <i>EPC 1, 2,5, 6, 8</i></p>	<p>District and site administrators Teachers DAIT Team</p>				<p>DAIT Recommendation #1 and #2</p>

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9. Targeting services and programs to lowest-performing student groups:						
9.1	Students in grades K-8 with identified special instructional needs will receive a program as determined by IEP team decision based upon a review of individual data, ensuring appropriate accommodations and support as defined in their IEPs. <b><i>These data will include but not be limited to : state test data; district benchmark data; IEP assessments; teacher-made assessments; Accelerated Reader; family history and parent observation; medical and psychological information and assessments; and student work products. Principals will monitor IEP implementation through regular classroom visits and the Quarterly Review process.</i></b>	District and site administrators Teachers				DAIT Recommendation #2
EPC 5						
9.2	Students in grades 3-8 who scored low Basic, Below Basic or Far Below Basic on the CST in English Language Arts will be scheduled into an ELA intervention class (SIPPS/ California Gateways/National Geographic). Benchmark assessments will be used to identify children who struggle in ELA in grades K-2. <b><i>Student progress will be monitored by reviewing individual student progress at bi-monthly data conferences.</i></b>	District and site administrators Teachers	Teacher extra-pay/ Sub-pay		Title I	DAIT Recommendation #2
EPC 5						
9.3	Students in grades 7-8, scoring Below Basic or Far Below Basic in ELA on the CST will receive summer intervention instruction focusing on ELA standards, <i>as funding permits. Pre- and post-test data will be used to monitor student progress and program effectiveness.</i>	District and site administrators Teachers				DAIT Recommendation #2
EPC 5						

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DAIT Recommendation #2: Implement research-based instructional practices to meet the needs of all students, such as EL, SWD, GATE and other significant subgroups. In addition, provide research-based staff development programs to support improved teacher practices and hold teachers and principals accountable for the monitoring of and implementation of said practices.

**10. Any additional services tied to student academic needs:**

<p>10.1 District staff will revise and implement an articulated accountability/evaluation system for all levels of the organization <i>as evidenced by documents and published procedures</i> in the following areas:</p> <ul style="list-style-type: none"> <li>• Revision of certificated evaluation systems including, district administrators, site administrators and teachers to align the systems and incorporate a focus on the appropriate state professional standards, state and federal mandates and district and school goals.</li> <li>• Redefine systems that support, monitor and hold accountable all District employees.</li> </ul>	<p>District and site administrators Teachers Classified staff Consultant</p>	<p>Consultant</p>	<p>\$2500.00</p>	<p>DAIT  Completed 2010-2011</p>	<p>DAIT Recommendation # 3: Streamline and revise personnel systems including employee evaluation based on professional standards such as the California Standards of the Teaching Profession (CSTP) and the California Standards of Educational Leaders as well as district commitments in support of student achievement. Furthermore, hold district staff and principals accountable for using the evaluation system and for providing meaningful and timely feedback for improving teacher performance and student achievement.</p>
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DAIT Recommendation #1: Align district (LEAP) and school (SPSA) plans to include targeted and measurable outcomes for student achievement, and hold teachers, district staff and principals accountable for implementing and for achieving the goals specified in the plans. 26

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<p>10.2 District staff, with the guidance from LACOE DAIT, will conduct an analysis of the human resource systems and identify action steps necessary to ensure that:</p> <ul style="list-style-type: none"> <li>• Standardized staffing policies and position control are implemented</li> <li>• The use of current technology by HR staff increases efficiency</li> <li>• Redundant and cumbersome hiring processes/procedures are eliminated, <i>as evidenced by related documents and published procedures</i></li> </ul>	<p>District administrators DAIT team Consultant</p>	<p>Consultant</p>	<p>\$2500.00</p>	<p>DAIT  Completed 2010-2011</p>	<p>DAIT Recommendation # 3</p>
<p>10.3 The Business Services division, with input from other divisions as appropriate and guidance from LACOE/DAIT, will conduct an analysis of budgeting and accounting practices, including:</p> <ul style="list-style-type: none"> <li>• A rigorous review of all categorical and restricted funding to determine priority for expending those funds so that they are used appropriately with a focus on student needs at all levels of the organization.</li> <li>• An analysis of current and future enrollment projections to determine how to maximize facilities use</li> <li>• The pursuit of activities designed to expand district revenue including grant funding</li> <li>• Expansion of current district processes to communicate in a transparent manner with all stakeholder groups about the status of the budget throughout the year <i>as evidenced by related documents and published procedures</i></li> </ul>	<p>District administrators DAIT team</p>				<p>DAIT Recommendation # 4: Develop systems to strategically align restricted and unrestricted funds to provide system-wide communication and support for the instructional priorities defined in the LEA Plan.</p>

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**Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.**

**Planned Improvement in Student Performance in Mathematics**

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source	Recommendations form Action Plan/T-III Plan/CPM Review
The district will take the following steps to align instruction with content standards 1.1 All core and supplemental materials used in classrooms are aligned to current grade level content standards. <i>EPC 1</i>	Associate . Supt. Ed. Services Site principals Teachers <i>Ongoing</i>				
1.2 Multiple types of formative assessments will be used to help students meet state standards. A consistent set of district wide standards-based curriculum embedded assessments in Math <b>will be administered at each grade level at the end of each instructional unit to monitor student progress.</b> <i>EPC 5</i>	Associate . Supt. Ed. Services Site principals Teachers <i>Sept-June</i>				
<b>1.3 The District will use the On-line Assessment Reporting System (OARS) program at the district and site level to monitor the distribution and use of assessment data at the school level as a way of informing instructional practices and to track student achievement trends.</b> <i>EPC 5</i>	Associate . Supt. Ed. Services Site principals Teachers Literacy coaches TOSAS  <i>2008-2014</i>	OARS Annual fee	\$16,500	T-1	District and site administrators and literacy coaches/TOSAs monitor OARS reports on an on-going basis. OARS data reports shared are shared with teachers, SSC, DAC,ELAC and DSLT for the purpose of sharing program effectiveness and receiving input on best practices. Local assessment

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					results will be shared with the Board of Education at least two times per year.
1.4 K-6 Standards –based report cards will be developed and piloted during the 2009-2010 SY, and will regularly be updated and reviewed.	Associate . Supt. Ed. Services Site principals Teachers <i>Summer 2009-2010 and ongoing until CCSS are in place</i>	Extra-pay assignment for updates and revisions	\$28.08 per hour	T-1 DAIT	
<b>2. Use of standards-aligned instructional materials and strategies:</b>					
2.1 The district adopted the Houghton Mifflin math series for grades K-5 and McDougal Littell for grades 7-8 during 2007-2008. All students including English Learners, Students with Disabilities and GATE students will have access to these core materials and intervention/enrichment materials on an ongoing basis <i>as evidenced by site administrators classroom notes.</i>  <i>EPC 1, EPC 9</i>	Associate . Supt. Ed. Services Site principals Teachers  <i>Ongoing</i>	Core and Intervention materials	TBD	State textbook fund Lottery	DAIT Recommendation #2
2.2 The following process was used to adopt and phase in the 2007 mathematics curriculum: <ul style="list-style-type: none"> <li>Used CISC Toolkit to conduct district scan of student needs and inform pilot choices during the Winter 2008</li> <li>Reviewed and/or pilot of materials-Spring 2008</li> <li>Provided opportunities for public to review and give input on programs being considered for adoption</li> <li>Gathered data from teachers piloting the materials Spring 2008</li> <li>Procure local board approval-Spring 2008</li> </ul>	Associate . Supt. Ed. Services Site principals Teachers  <i>2008-2009 Complete</i>	Consultants/LACOE  Extra pay teachers  SB 472 training	\$28.089 per hour   \$1250.00 per participant	T-1 SB 472 money	DAIT Recommendation #2

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<ul style="list-style-type: none"> <li>Identify funds and purchase the materials-Spring 2008</li> <li>Verify that all Teachers' Editions are distributed to teachers before their summer training by publishers-Summer 2008</li> <li>Distribute all materials to teachers before the beginning of the 2008-2009 school year</li> <li>Attend SB472 training – June 2009</li> </ul> <p><i>EPC 1 ,EPC 9</i></p>					
<p>2.3 District and site administrators will ensure that all students including underperforming students, Students with Disabilities and English Learners have access to the core curriculum <b>by examining grade level and department, daily schedules to verify</b> the schedules allocate the required instructional time in the core curriculum for all students.</p> <p><i>EPC 1, EPC 2</i></p>	<p>Associate . Supt. Ed. Services Site principals Teachers <i>Ongoing</i></p>				<p>DAIT Recommendation #2</p>
<p>2.4 District and site administrators along with teachers, will implement an assessment schedule, which includes common benchmark assessments and timetables for their administration. <b>District and site administrators will monitor the OARS system at least monthly to track that the assessment schedule is being followed by all grade levels.</b></p> <p><i>EPC 5</i></p>	<p>Associate Supt. Ed. Services Site Principals Teachers  <i>Ongoing</i></p>				<p>DAIT Recommendation #2</p>
<p>2.5 District and site administrators along with teachers will develop a timetable for bi-monthly grade-level meetings in which teachers and site administrators collaboratively discuss and analyze student achievement data and plan lessons based on the data. Meetings will include all teachers, K-8, including specialists and special education teachers. <b>Elementary grade level leaders and middle school data team leaders will submit agendas and minutes to site level administrations for review, administrative signature and return.</b> <i>EPC 7</i></p>	<p>Site principals Data Team Leaders Teachers  <i>2009-2014</i></p>	<p>Extra pay for Data Team Leaders at GMS  Sub pay for elementary school sites</p>	<p>Title I</p>		<p>DAIT Recommendation #2</p>

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<p>2.6 Teachers, will focus their instructional efforts in high leverage strategies <i>as monitored and recorded by principals during regular classroom visits</i>, that address the unique needs of English Learners. These strategies include:</p> <ul style="list-style-type: none"> <li>• Writing the standard on the board <b>for the lesson being taught</b> in clear, understandable language</li> <li>• Checking for understanding using multiple modalities and modifying and adjusting lessons as necessary</li> <li>• Teacher and students provide frequent verbal and non verbal responses</li> <li>• Using a variety of instructional groupings during instruction</li> <li>• Making study guides, outlines, or highlighted text available</li> <li>• Using and explaining academic language</li> <li>• Providing detailed language and content objectives</li> <li>• Consistent use of SDAIE strategies throughout the instructional day across all subject area.</li> </ul> <p><i>EPC 6, EPC 9</i></p>	<p>Site principals Teachers</p> <p><i>Ongoing</i></p>				<p>DAIT Recommendation #2</p>
<p>2.7 Teachers will focus their instructional efforts in high leverage strategies <i>as monitored and recorded by principals during regular classroom visits</i> that address the unique needs of Students with Disabilities. These strategies include:</p> <ul style="list-style-type: none"> <li>• All of the strategies listed in 2.7 plus;</li> <li>• Using a variety of communication strategies</li> <li>• Implementing accommodations to increase student access to the core curriculum; motivational charts, color coded materials, books on tape, specially lined paper, highlighted materials and other accommodations as outlined on the accommodation/modification matrix provided by the CDE for the STAR test.</li> </ul> <p><i>EPC 6, EPC 9</i></p>	<p>Site principals Teachers</p> <p><i>Ongoing</i></p>				<p>DAIT Recommendation #2</p>

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<p>2.8 <b><i>District and site administrators will visit classrooms to verify and record</i></b> that the following differentiated activities are taking place to address the needs of all learners, including English Learners, GATE students and Students with Disabilities, and to provide teachers with feedback and support</p> <ul style="list-style-type: none"> <li>• Teachers deliver systematic, explicit direct instruction followed by guided and independent practice appropriate to the learning and language levels of all students</li> <li>• Teachers use most <b>recently SBE adopted</b> materials, including Universal Access materials (as extension of the daily lesson) to address student literacy needs</li> <li>• Teachers integrate scaffolding techniques and incorporate cooperative learning activities with heterogeneous grouping for all students, including Students with Disabilities and English Learners</li> <li>• Teachers use differentiated instruction including realia, and instruction directed to multiple intelligences to further engage all students including English learners, GATE students, and Students with Disabilities</li> <li>• Teachers will structure differentiated activities that maximize student participation, engagement and production of oral language.</li> </ul> <p><i>EPC 1, EPC 6</i></p>	<p>District administrators Associate . Supt. Ed. Services Site principals Teachers</p> <p><i>Ongoing</i></p>				<p>DAIT Recommendation #2</p>						
<p>2.9 <b><i>District and site administrators will routinely visit classrooms to monitor and record</i></b> the implementation of the following state-recommended instructional time allocations:</p> <table border="0" data-bbox="210 1104 588 1218"> <tr> <td>Kindergarten</td> <td>30-40 minutes</td> </tr> <tr> <td>1st-3rd grades</td> <td>50 minutes</td> </tr> <tr> <td>4th-8<sup>th</sup> grades</td> <td>60 minutes</td> </tr> </table> <p><i>EPC 2</i></p>	Kindergarten	30-40 minutes	1st-3rd grades	50 minutes	4th-8 <sup>th</sup> grades	60 minutes	<p>Superintendent District Administrators Site Administrators</p> <p><i>Ongoing</i></p>				<p>DAIT Recommendation #2</p>
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<p>2.10 Middle School administrators will <i>develop a master schedule to be reviewed and approved by the district administration and the DAIT team prior to implementation</i>, that incorporates the following priorities:</p> <ul style="list-style-type: none"> <li>• All assessed students will receive the necessary intervention classes as indicated by prior Spring assessments. Assessments to be used are: Math CSTs, CMAs English Proficiency</li> <li>• Develop master schedule first for students requiring R/LA intervention and ELD intervention Math intervention</li> <li>• Intervention programs will be offered as separate classes</li> <li>• Highly qualified, well-trained teachers will teach intervention classes</li> </ul> <p><i>EPC 8</i></p>	<p>Middle school administrators DAIT Consultant District administration</p> <p><i>Spring 2009 for Fall 2009</i></p> <p><i>Ongoing yearly revisions approved by district administration</i></p>	<p>DAIT Consultant</p>	<p>\$2000.00</p> <p>\$0</p>	<p>DAIT</p>	<p>DAIT Recommendation #2</p>
<p>2.11 District and middle school staff will create and adopt programs that cater to the unique academic and social/emotional needs of adolescents, including AVID and university and career awareness. Staff will develop programs that prepare students for success in high school and the university <i>and monitor progress through grade review and input from tutors to ensure that students master standards tested on the CAHSEE.</i></p> <p><i>EPC 9</i></p>	<p>Associate . Supt. Ed. Services Site principals Teachers</p> <p><i>2008-2014</i></p>	<p>AVID tutors</p>	<p>\$15.00 per hour</p>	<p>T-1</p>	<p>DAIT Recommendation #2</p>

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<b>3. Extended learning time:</b>					
3.1 There are currently no consistent, district-wide intervention materials in place for students working below grade level, including K-8 strategic intervention materials for students working 1-2 years below grade-level standards and intensive intervention classes and materials for students working more than 2 years below grade level. The Curriculum Council will work to review, identify and recommend intervention materials aligned to grade level standards for addressing the needs of underperforming students <i>as evidenced by meeting notes and sign-in sheets and purchase orders.</i>	Associate Supt. Ed. Services Curriculum Council	Extra-pay assignment \$28.08 per hour for Curriculum Council	\$ 3000.00	T-1 DAIT	DAIT Recommendation #1
3.2 Disaggregated student assessment data will be used to identify students, including English language learners for placement into and exit from intervention programs in Math at the elementary and middle school level, <i>as evidenced by data meeting records and pre-post test data for students placed in intervention classes.</i>  <i>EPC 5</i>	Associated Supt. Ed. Services Site Principals Teachers  <i>Ongoing</i>				DAIT Recommendation #2
3.3 Teachers utilize data obtained through the OARS system at monthly teacher collaboration grade level/department <i>meetings facilitated by the principal</i> to; make/identify students for supplemental support and universal access groups. SMART goals will be written to set progress goals to be reviewed at the next meeting. <i>Principals will keep copies of SMART goals and records of meeting notes on file in their office.</i>  <i>EPC 5, EPC 7</i>	Associate Supt. Ed. Services Site Principals Teachers  <i>Oct – June annually</i>				DAIT Recommendation #2

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<p>3.4 THINK Together will continue to provide extended day programs for 84- 112 students on all campuses. Program leaders will meet with site staff on a regular basis to align program components to state standards and site practices. The THINK program will focus on homework support, enrichment activities, and physical fitness through organized outdoor activities. <b>THINK Together staff submits attendance reports monthly and expense reports quarterly to Ed. Services and the Business Office.</b></p> <p><i>EPC 1</i></p>	<p>THINK Together Program leaders</p> <p><i>Daily Sept-June</i></p>		<p>\$ 825,000</p>	<p>ASES Grant</p>	
<p>3.5 THINK Together and the South Whittier School District have applied for a 21<sup>st</sup> Century Grant to expand the number of students served on each campus and during the summer.</p>	<p>Associate Supt. Ed. Services THINK Together Program leaders</p> <p><i>Daily June-June if approved</i></p>		<p>TBD</p>	<p>21st Century Grant</p>	

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Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source	Recommendations form Action Plan/T-III Plan/CPM Review
<b>4. Increased access to technology:</b>					
4.1 State approved District Technology Plan is in place providing teachers with technology including laptops and software to support data driven decision making. Teachers will continue to expand their use of technology to support student progress <i>as evidenced by principal's classroom observation notes..</i> <i>EPC 9</i>	Associate Supt. Ed. Services Technology manager 2008-2014	Hardware and software	TBD	Microsoft Voucher EETT T-I	DAIT Recommendation #2
4.2 Staff and students have internet access to support student learning in the classrooms and Library Media Centers on each campus. Teachers will continue to expand their use of technology to enhance the instructional program for students in their classrooms.	Technology manager Teachers  <i>Ongoing</i>	Technology Manager	Salary	TIIG	
4.3 Sixty teachers (60/189) attended Level 1 Technology Training classes offered in the district and presented by LACOE staff during the summer of 2008. Additional staff will participate in LACOE Level 1 and Level 2 training as opportunities and funding become available <i>as evidenced by attendance records and sign-in sheets.</i>	Technology manager LACOE Teachers Principals <i>Summer 2008- Summer 2010</i>		\$400.00 stipend	SEETEC	
4.4 An interactive district web-site was launched during the 2008-09 SY. New information is added weekly. Teachers at the middle school have the capacity to enter grades on line. This program will continue to expand, allowing parent to get direct information regarding their child's homework assignments and current grades, <i>as evidenced by technology records indicating access to these technology resources.</i>	Technology manager Principals Teachers  2008-2014	Website	\$10,300 annually	T-1 EIA	

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<p>4.5 The district technology manager provides staff training on basic computer skills, e-mail, and web-site maintenance as evidenced by agendas, work calendars and sign-in sheets. <i>EPC 9</i></p>	<p>Technology manager Principals Teachers <i>2008-2014</i></p>				
<p>4.6 All district staff will regularly access e-mail through the district web-site <i>as evidenced by data related to technology use.</i></p>	<p><i>Ongoing</i></p>	<p>Website</p>	<p>\$10,300</p>	<p>T-1</p>	
<p><b>5. Staff development and professional collaboration aligned with standards-based instructional materials:</b></p>					
<p>5.1 Site administrators will receive training on standards and how to coach, supervise and support teachers in <i>instituting the full implementation of new SBE approved math materials, (2008-2009 SY) and aligning their instructions to standards.</i> Annually administrators receive training on new <i>adoptions as verified by agendas and sign-in sheets.</i> <i>EPC 3, EPC 9</i></p>	<p>Site Administrators Coaches  <i>2008-2014</i></p>	<p>Coaches</p>		<p>DAIT</p>	<p>DAIT Recommendation #2</p>
<p>5.2 Teachers, district, and site administrators will receive training <i>as evidenced by agendas and sign-in sheets</i>, to focus their instructional efforts in high leverage strategies that address the unique needs of English Learners. These strategies include:</p> <ul style="list-style-type: none"> <li>• Direct Interactive Instructions</li> <li>• Writing the standard on the board for the lesson being taught in clear, understandable language</li> <li>• Checking for understanding using multiple modalities and modifying and adjusting lessons as necessary</li> <li>• Teacher and students provide frequent verbal and non verbal responses</li> <li>• Using a variety of instructional groupings during instruction</li> <li>• Making study guides, outlines, or highlighted text available</li> <li>• Using and explaining academic language</li> <li>• Providing detailed language and content objectives</li> <li>• Consistent use of SDAIE strategies throughout the instructional day across all subject area.</li> </ul> <p><i>EPC 3, EPC 4, EPC 9</i></p>	<p>District and site administrators Teachers  <i>Ongoing</i></p>	<p>Consultants</p>	<p>TBD</p>	<p>DAIT T-1</p>	<p>DAIT Recommendation #2</p>

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<p>5.3 The District will support site administrators <i>in monitoring of effective classroom instruction through regular administrative meetings, the Quarterly Review Process, and by providing appropriate staff development opportunities including coaching</i></p> <p><i>EPC 6</i></p>	<p>District and site administrators</p> <p>2008-2014 Ongoing</p>	Coaches		DAIT T-1	DAIT Recommendation #2
<p>5.4 District and site staff will receive training <i>as evidenced by agendas and sign-in sheets</i>, regarding the analysis and application of assessment data to ensure a focus on monitoring student achievement and progress towards meeting grade level standards for all students in all sub groups. (60 hours for professional development per teacher contract.)</p> <p><i>EPC 3, EPC 4</i></p>	<p>Associate . Supt. Ed. Services Site principals Teachers 2008-2014</p>	Extra-pay for presenters		T-1	DAIT Recommendation #2
<p>5.5 Administrative and teaching staff have been trained in structured protocols and tools to facilitate data discussions and monitor collaborative progress towards goals. (Buy-back days) <i>Principals will use protocols to facilitate data meetings as evidenced by data-team meeting notes.</i></p> <p><i>EPC 7</i></p>	<p>Associate Supt. Ed. Services</p> <p>Site principals Teachers Sept. 2008- Ongoing</p>	N/C			DAIT Recommendation #2
<p>5.6 New teachers will participate in BTSA, <i>as evidenced by agendas, and sign-in sheets</i> which focuses on the California Standards for the Teaching Profession.</p> <p><i>EPC 4</i></p>	<p>New Teachers</p> <p>Ongoing</p>				
<p>5.7 All classified staff will participate in training aligned to their specific jobs in order to better support the school sites. Customer service will be one of the focus areas of the training. <i>Attendance at training will be verified by sign-in sheets.</i></p>	<p>Associate . Supt. Personnel Associate . Supt. Ed. Services Director of Special Education Classified staff 2009-2014</p>	Consultants			DAIT Recommendation # 1

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<p>5.8 District and site administrators, along with teacher leaders, will develop and implement a written professional development plan embedded in the SPSA that is focused on student learning and aligned with the LEAP. This plan will promote professional development that is internally coherent, of sufficient rigor and duration including classroom support and coaching and is sustained over a period of time. <b><i>The success of the plan and the need for adjustments will be measured annually by improved student achievement and teacher evaluation records.</i></b> Instructional staff, including teachers, special education teachers, specialists, administrators, and paraprofessionals, will be competent and current in training and engage in regular follow-up to: Identify early, appropriate tiered interventions to help all children learn; Improve student behavior and motivation to learn and succeed. Involve parents in their children’s education; Use assessments to improve classroom practice and student learning; Employ a thematic, interdisciplinary approach, utilizing the arts, science, physical education, and history/social sciences; Effectively teach students with different learning styles and needs particularly underperforming Students with Disabilities, English Learners and GATE students.</p>	<p>District and site administrators Teachers</p> <p><i>Spring 2009 Ongoing</i></p>				<p>CPM: CE</p> <p>DAIT Recommendation #2</p>
<p><i>EPC 4</i></p> <p>5.9 District and site administrators will prioritize their own professional growth activities that will enhance their leadership and are aligned with our organizational goals, <b><i>as evidenced by agendas and sign-in sheets</i></b>, and includes the following:</p> <ul style="list-style-type: none"> <li>• Completion of AB430 training (institute and practicum) in the most recent Math curricula adopted by the district, when training becomes available.</li> <li>• Training on the use of classroom observational tools for math and Specially Designed Academic Instruction</li> </ul>	<p>District and site administrators</p> <p><i>Ongoing as training becomes available</i></p>	<p>AB 430 training</p>	<p>\$1250.00 partially reimbursable</p>	<p>Title 1 Reimbursement Title II DAIT</p>	<p>DAIT Recommendation #2</p>

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<p>in English (SDAIE)</p> <ul style="list-style-type: none"> <li>District leaders will monitor completion of AB 430 training and use of strategies learned <i>as evidenced by sign-in sheets and agendas</i> and facilitate follow up discussions at leadership meetings <i>as measured by meeting minutes and principal evaluation documentations</i>. Currently, 3 have been trained and 5 are enrolled. This equals 100% of site principals.</li> </ul> <p><i>EPC 3, EPC 4, EPC 9</i></p>					
<p>5.10 Site administrators will ensure that each school's Single Plan for Student Achievement describes and funds specific activities that are aligned with the LEA Plan's professional development activities <i>as evidenced by completion of the SPSA rubric</i>.</p>	<p>District and site administrators</p> <p><i>April 2009 and annually thereafter</i></p>				DAIT Recommendation #2
<p>5.11 The district will document steps to provide all Math teachers with SB472 training (including the 80 hour practicum) in the newly adopted Math curriculum and ensure and monitor that all math teachers have completed the training by the FALL 2011, <i>as documented by CTAC training archive Search</i>.</p> <p><i>EPC 9</i></p>	<p>District and site administrators Math teachers</p>	SB472	\$1250.00 partially reimbursable	Title I Title II	DAIT Recommendation #2
<p>5.12 To promote professional collaboration, all K-8 teachers, including special education teachers will meet monthly by department, teams, and/or grade levels to review student work samples, collaboratively develop appropriate intervention plans for individual students and identify areas of improvement in the program. Meetings will include modeling of appropriate teaching practices, planning strategies and standards-based lesson design, including assessment. <i>Records and evidence of this work will be collected-including rubrics and exemplars-Agendas of the</i></p>	<p>District and site administrators Teachers Director of Special Education</p> <p><i>2009-2010 monthly</i></p>				DAIT Recommendation #2

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<p><i>meeting will be submitted with notes to the site administrator for review, signature and return. Principals will discuss their site efforts to promote collaboration at monthly leadership team meetings as evidenced by meeting minutes.</i></p> <p><i>EPC 7</i></p>					
<p>5.13 District administrators will ensure that site administrators and teachers are trained and supported/coached, and held accountable for conducting their roles when working with collaborative data teams <i>as monitored through the Quarterly Review process.</i></p> <p><i>EPC 6, EPC 7, EPC 9.</i></p>	<p>District and site administrators Teachers</p>	<p>Administrator coaches</p>	<p>Consultant fees \$500.00 per day</p>	<p>DAIT</p>	<p>DAIT Recommendation #2</p>
<p>5.14 District administrators, will offer professional development on Saturdays, summer or evenings when available. Teachers will be paid an extra-pay assignment for completing the SB472 initial and follow-up series when it includes evening, summer, or Saturday trainings <i>as evidenced by program planning requests and payroll records.</i></p> <p><i>EPC 4</i></p>	<p>District and site administrators Teachers Trainers</p>	<p>Extra-pay assignment</p>	<p>\$28.08 per hour</p>	<p>Title I Title II</p>	<p>DAIT Recommendation #2</p>
<p>5.15 District and site administrators will provide access to SELPA Workshops to site administrators, teachers, parents and paraprofessionals. Attendance will be monitored through sign-in sheets.</p> <p><i>EPC 4</i></p>	<p>District and site administrators Teachers Parents Paraprofessional Director of Special Education</p> <p><i>Ongoing as offered.</i></p>	<p>Substitute teachers</p>		<p>Title I Title II</p>	<p>DAIT Recommendation #2</p>
<p>5.16 To better serve our students with special needs our district and site administrators will provide professional development to teachers and paraprofessionals on accommodations, tiered interventions, and instructional strategies for Students with Disabilities, English Language Learners and GATE students <i>as evidenced by agendas and sign-in sheets.</i></p>	<p>District and site administrators Teachers Paraprofessionals Sp. Ed. Coord.</p>				<p>DAIT Recommendation #2</p>

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<p>5.17 The district requires each school requisition form for professional development to be linked to a specific goal in the school's Single Plan for Student Achievement.</p> <p><i>EPC 1, EPC 3, EPC4</i></p>	<p>Principals Ed. Services</p> <p><i>Ongoing</i></p>				<p>DAIT Recommendation # 1</p>
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<b>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents)</b>						
6.1 <i>EPC 9</i>	All schools will organize activities to stimulate family participation based on <b>information gained from parent surveys</b> around the areas of parenting, communicating, learning at home, and decision-making, collaborating with the community and volunteering <b>as evidenced by calendared activities and parent sign-in sheets</b> .	Principal Teachers	Surveys Parent Ed. materials Trainers Babysitting	\$15.00 per hour	T-1	DAIT Recommendation # 1
6.2 <i>EPC 5</i>	Each school will ensure a correctly composed School Site Council/English Learner Advisory Committee that consists of Staff, parents, and community members. Each year these two groups will review the assessment data in the area of math and offer suggestions/input for program improvement at the site <b>as evidenced by School Site Council/ELAC agendas and minutes</b> .	Principal SSC ELAC  <i>Ongoing throughout year</i>				DAIT Recommendation # 1
6.3	Each school will hold at least one Title I Parent meeting Annually <b>as evidenced by agendas and minutes</b> . Title I parents will help create the school's Title I Parent Involvement Policy. At the meeting, parents will receive information about the school's API/AYP, state standards for math, supplemental support available for Title I students and ways that they can support math at home.	Principal Associate Supt. Ed. Services  <i>Fall of each year</i>	Babysitting	\$15.00 per hour	T-1	DAIT Recommendation # 1
6.4 <i>EPC 5</i>	The District Advisory Committee and the District English Learner Advisory Committee will review district level assessment data in math and offer suggestions for program improvement <b>as evidenced by agendas and meeting minutes</b> .	Ed. Services DAC Committee DELAC Committee	Babysitting	\$15.00 per hour	T-1	DAIT Recommendation # 1

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6.5	District and school administrators will communicate with parents in a language they can understand and in a timely manner, about academic proficiency levels, grade-level standards, and data reporting on the Standardized Testing and Reporting (STAR) program and local assessments, and available Associate ance. All notices, reports, statements, or records that district staff sends parents or guardians are required to be written in the primary language and English to the extent possible <b>and will be reviewed by district administrators during the Quarterly Review process with principals.</b> K-6 individual parent conferences will be held at least twice each year, and on-going as needed, to interpret student district math assessments results and math program <b>as evidenced by conference schedules.</b>	District and site administrators Teachers Paraprofessionals Parents  <i>Ongoing</i>		EIA		DAIT Recommendation # 1
6.6	Site administrators will ensure that teachers regularly inform parents of their child’s academic progress <b>by monitoring communication through Quarterly Progress reports</b> , parent/teacher conferences, promotion and retention conferences, AB 1802 conferences, and conferences related to a student failing a course.	Principal Teachers Students  <i>Ongoing</i>				
6.7	School Accountability Report cards containing all required information for each school site are posted annually, by the required deadline, on the district web-site. <b>School site Fact Sheets will continue to be sent home annually with each child.</b>	Ed. Services  <i>Oct-Nov</i>	Printing Schoolwise Press contract		T-I	
6.8	District and site administrators will inform the parents of students in Program Improvement schools of their right to school choice with paid transportation and/or supplemental services and encourage them to give input to district and school staff about the quality of the supplemental services. A Provider Faire will be scheduled each Fall in the evening for parents to review program offerings as <b>evidenced by flyers and attendance sheets.</b>	District and site administrators SES Providers Parents  <i>Annually in September</i>	Printing		T-1	
6.9	The District will continue to expand the partnership with the Whittier Union High School District regarding Parent Education classes that target parents of English language	Associate . Supt. Ed. Services	Equipment Materials Babysitting		CBET as funding becomes	

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learners. Classes will include computer literacy, helping students with homework, transition from 6 <sup>th</sup> grade to middle school, middle school to high school, and high school to university <b>as evidenced by agendas and sign-in sheets</b> . Electronic translators are used to provide access to Spanish speaking parents during training and other district activities.	<i>Ongoing</i>			available	
6.10 District and site administrators will provide child care and arrange meetings at a variety of convenient times to enable parents to participate in school-related meetings and training sessions.	District and site administrators <i>Ongoing</i>	Babysitting		T-I	DAIT Recommendation # 1
6.11 Each school will hold a Back to School Night event in the fall to review grade level standards and expectations <b>as evidenced by agendas and sign-in sheets</b> . In the spring of each year Open House events will be held to showcase student work reflecting grade level standards.  <i>EPC 1</i>	Principal Teachers Parents Students  <i>September and May of each year</i>				DAIT Recommendation # 1
<b>7. Auxiliary services for students and parents (Including transition from preschool, elementary, and middle school)</b>					
7.1 Kindergarten orientation meetings will be held at the Options preschools in the spring of each year to provide parents of pre-school age children information regarding kindergarten standards and program expectations. <b>Principals will review agendas with kindergarten staff prior to orientation meetings.</b>	Kindergarten teachers Preschool teachers Parents <i>Annually in spring</i>				
7.2 Transition IEP's are scheduled for all 5 year old students with disabilities in the spring prior to entering kindergarten. Parents, pre-school staff and receiving kindergarten staff attend meetings to review goals and schedule visitations to the receiving schools <b>as evidenced by IEP and visitation schedules</b> . Transition IEP's are scheduled for students with disabilities at all transition grades; Pre-k to K, 6 <sup>th</sup> to 7 <sup>th</sup> , 8 <sup>th</sup> to 9 <sup>th</sup> , to ensure a smooth transition to the new setting <b>as evidenced by IEP schedules</b> .	Site Administrators Teachers Parents Sp. Ed. Coordinator  <i>Annually in spring</i>				

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<p>7.3 A kindergarten orientation program for students and parents of incoming kindergarteners will be held each year to familiarize parents and students with the kindergarten staff and to provide basic information about the kindergarten program at each site <i>as evidenced by agendas and sign-in sheets.</i></p>	<p>Teachers Parents Students</p> <p><i>Annually in spring/fall</i></p>				
<p>7.4 A Sixth Grade Forum and middle school orientation program for students and parents will be held each year in order to familiarize the parents and students with programs offered at the middle school and review the math standards and expectations <i>as evidenced by agendas and sign-in sheets.</i></p>	<p>Site Administration Teachers Parents Students</p> <p><i>May-Sept.</i></p>	<p>Bussing</p>		<p>T-1</p>	
<p>7.5 District/ site administrators and teachers at the middle school will collaborate with the Whittier Union High School District to create orientation programs for eighth grade students matriculating from the South Whittier School District <i>as evidenced by collaboration meeting notes.</i></p> <p><i>EPC 1, EPC 7</i></p>	<p>District and site administrators from South Whittier and Whittier Union HSD</p> <p><i>Ongoing</i></p>	<p>Substitute teachers</p>		<p>WUHSD</p>	
<p>7.6 Seventh and eighth grade students who are at risk of failing the CAHSEE, <i>based on scoring below basic or far below basic on sixth grade CST scores</i>, will be identified for intervention. AB1802 conferences are held with the parents of all seventh grade students at risk of failing the CAHSEE exam. <i>Evidence of the number of conferences held annually along with student progress reports will be submitted to meet AB1802 reporting requirements.</i> Intervention instruction will be provided during the school day and during extended school day and extended school year programs</p>	<p>AB 1802 Counselor Teachers Parents Students</p> <p><i>Sept-Dec Annually</i></p>	<p>AB 1802 counselor salary Teacher salary</p>		<p>AB 1802 CAHSEE</p> <p>Funding no longer available</p>	
<p><b>8. Monitoring program effectiveness:</b></p>					
<p>8.1 South Whittier Board of Trustees and administration will fully support the Public School Accountability Act.</p> <p><i>EPC 1-9</i></p>	<p>Board of Trustees District and Site Administration</p>				

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<p>8.2 South Whittier School District employees will participate in all phases and components of the state's standards-based assessment system including the <i>development and implementation of an elementary standards-based report card.</i></p> <p><i>EPC 1</i></p>	<p>District and site administrators Teachers</p> <p><i>Summer 2009-2010</i></p>	<p>Extra-pay assignment</p>	<p>\$28.08 per hour</p>	<p>T-1 DAIT</p>	
<p>8.3 <i>STAR test data, API, AYP, math benchmark tests and embedded AMAO results will be used to monitor programs and drive changes</i> in instructional practice as needed.</p> <p><i>EPC 5</i></p>	<p>District and site administrators Teachers</p> <p><i>Ongoing</i></p>				<p>DAIT Recommendation #2</p>
<p>8.4 Each site will have a Single Plan for Student Achievement, aligned to the Local Educational Agency Plan, which will <i>be monitored by the School Site Council, informed by ELAC recommendations, and revised each year based on assessment data.</i></p> <p><i>EPC 1, EPC 5</i></p>	<p>School Site Council ELAC</p> <p><i>April 2009-Annually</i></p>				<p>DAIT Recommendation # 1</p>
<p>8.5 <i>District assessment results, results from a curriculum audit conducted by the DAIT team, and other relevant work will be analyzed</i> and used to drive changes in the instructional calendar and intervention practices during the academic year.</p> <p><i>EPC 1, 2, 5, 6, 8</i></p>	<p>District and site administrators Teachers DAIT Team</p> <p><i>March-August 2009</i></p>				<p>DAIT Recommendation # 1</p>
<p><b>9. Targeting services and programs to lowest-performing student groups:</b></p>					
<p>9.1 Students in grades K-8 with identified special instructional needs will receive a program as determined by IEP team decision based upon a review of individual data, ensuring appropriate accommodations and support as defined in their IEPs. <i>These data will include but not be limited to : state test data; district benchmark data; IEP assessments; teacher-made assessments; family history and parent observation; medical and psychological information and assessments; and student work products.</i></p> <p><i>EPC 5</i></p>	<p>District and site administrators Teachers Parents</p> <p><i>Ongoing</i></p>				<p>DAIT Recommendation #2</p>

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<p>9.2 Students in grades 3-8 who scored Below Basic or Far Below Basic on the CST in Math will be scheduled into a Math intervention program. <b><i>Benchmark assessments will be used to identify children who struggle in Math in grades K-2.</i></b></p> <p><i>EPC 5</i></p>	<p>District and site administrators Teachers</p>	<p>Teacher extra-pay</p>	<p>\$28.08 per hour</p>	<p>T-1</p>	<p>DAIT Recommendation #2</p>
<p><b>10. Any additional services tied to student academic needs:</b></p>					
<p>10.1 District staff will revise and implement an articulated accountability/evaluation system for all levels of the organization <b><i>as evidenced by related documents and published procedures</i></b> in the following areas:</p> <ul style="list-style-type: none"> <li>• Revision of certificated evaluation systems including, district administrators, site administrators and teachers to align the systems and incorporate a focus on the appropriate state professional standards, state and federal mandates and district and school goals.</li> <li>• Redefine systems that support, monitor and hold accountable all District employees</li> </ul>	<p>District and site administrators Teachers Classified staff</p>				<p>DAIT Recommendation # 3: Streamline and revise personnel systems including employee evaluation based on professional standards such as the California Standards of the Teaching Profession (CSTP) and the California Standards of Educational Leaders as well as district commitments in support of student achievement. Furthermore, hold district staff and principals accountable for using the evaluation system and for providing meaningful and timely feedback for improving teacher performance and student achievement.</p>
<p>10.2 District staff, with the guidance from LACOE DAIT, will conduct an analysis of the human resource systems and identify action steps necessary to ensure that:</p> <ul style="list-style-type: none"> <li>• Standardized staffing policies and position control are implemented</li> <li>• The use of current technology by HR staff increases efficiency</li> <li>• Redundant and cumbersome hiring processes/procedures are eliminated <b><i>as evidenced by related documents and published procedures.</i></b></li> </ul>	<p>District administrators DAIT team</p>				<p>DAIT Recommendation # 3</p>
<p>10.3 The Business Services division, with input from other divisions as appropriate and guidance from LACOE/DAIT, will conduct an analysis of budgeting and accounting</p>	<p>District administrators DAIT team</p>				<p>DAIT Recommendation # 4: Develop systems to strategically align restricted and unrestricted funds to provide</p>

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<p>practices, including:</p> <ul style="list-style-type: none"> <li>• A rigorous review of all categorical and restricted funding to determine priority for expending those funds so that they are used appropriately with a focus on student needs at all levels of the organization.</li> <li>• An analysis of current and future enrollment projections to determine how to maximize facilities use</li> <li>• The pursuit of activities designed to expand district revenue including grant funding</li> <li>• Expansion of current district processes to communicate in a transparent manner with all stakeholder groups about the status of the budget throughout the year <i>as evidenced by related documents and published procedures.</i></li> </ul>					<p>system-wide communication and support for the instructional priorities defined in the LEA Plan.</p>
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**Performance Goal 2:** *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

**Planned Improvement in Programs for LEP Students and Immigrants (Title III)**

(Summarize information from district-operated programs and approved school-level plans)

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	Description of how the LEA is meeting or plans to meet this requirement.
<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">Required Activities</p> <ol style="list-style-type: none"> <li>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: <ol style="list-style-type: none"> <li>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</li> <li>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</li> <li>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: <ul style="list-style-type: none"> <li>▪ meeting the annual measurable achievement objectives described in Section 3122;</li> <li>▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));</li> <li>▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));</li> </ul> </li> <li>d. Describe how the LEA will promote parental and community participation in LEP programs.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. a. ELD instruction will be language level-specific and based on the ELD standards. This will allow all English Learners to consistently move up one proficiency level each year as measured by the CELDT. Teachers will Restructure ELD groups based on Adept language levels. Use ADEPT data and formative/curriculum-embedded assessments from ELD curriculum, <i>California Treasures</i> to Associate in placement of elementary school students and use of CELDT testing and curriculum embedded assessments from <i>National Geographic</i>, for Middle School student placement. <ol style="list-style-type: none"> <li>1.b.. All teachers will provide daily ELD instruction fully implementing the core ELD program (<i>California Treasures</i>, K-6 and <i>National Geographic</i>, 7-8) for a <i>minimum</i> of 30 minutes daily for K and 45 minutes 1<sup>st</sup> and above. Teachers will post schedules in classroom and submit a copy to the office.</li> </ol> </li> <li>1. c. In order to meet annual API, AYP, and AMAO thresholds, the LEA expects consistent implementation from site to site and classroom to classroom of the district approved ELD materials. Teachers participated in <i>Results for English Learners</i> 40 hour institute for elementary teachers and SIOP training for 7<sup>th</sup> and 8<sup>th</sup> grade departments. At the middle school daily lessons are delivered with a language objective for EL students to achieve in core classrooms. All English Learners will receive support until reclassification occurs with monitoring for two years. Site administrators will monitor and evaluate the implementation of ELD for English Learners. Site administrators will visit classrooms to observe ELD instruction and document implementation of a daily block of ELD for a minimum of 45 minutes. RFEP students who are not achieving will receive additional support in academic English and vocabulary which will be provided during ELD time at the Elementary and Middle School where RFEP students tend to be highest number. The site administrators will revisit the reclassification criteria. EL students not achieving will be recommended for extended learning, through the use of Rosetta Stone at the elementary level and tutorial sessions within the school day at middle school.</li> <li>1. d. The LEA will continue to provide multiple opportunities for parent participation and training including: School Site Council, English Learner Advisory Committees, District Advisory Councils, District Site Liaison Team, Parent Education monthly classes and the conferences sponsored by the Hispanic Outreach Taskforce.</li> </ol>

DAIT Recommendation #1: Align district (LEAP) and school (SPSA) plans to include targeted and measurable outcomes for student achievement, and hold teachers, district staff and principals accountable for implementing and for achieving the goals specified in the plans. 52

DAIT Recommendation #2: Implement research-based instructional practices to meet the needs of all students, such as EL, SWD, GATE and other significant subgroups. In addition, provide research-based staff development programs to support improved teacher practices and hold teachers and principals accountable for the monitoring of and implementation of said practices.

2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) .  
The effectiveness of the LEP programs will be determined by the increase in:
- English proficiency; and
  - Academic achievement in the core academic subjects

**The LEA will provided high quality language instruction based on scientifically based research by:**

Providing a full and consistent implementation of standards based ELD instruction at all grade levels. Establishing ELD schedules and groupings by students' language proficiency levels indicating the required daily instructional minutes, 30 minutes at Kindergarten and up to 60 minutes provided for 1-8 grades.

Current English Language Arts adoptions are fully implemented including the ELD components, *California Treasures*, MacMillan, McGraw- Hill at the elementary school, and Glencoe English Language Arts for grade 7-8, with National Geographic being offered as the Intervention for the Intensive students at the middle school. (Benchmark, Strategic, and Intensive Intervention)

Teachers will show fidelity to the existing adopted R/LA program instructional minutes and use of curriculum using Universal Access time to meet with English Learners in class by posting the schedule and submitting a copy of said schedule to site administrator the first week of school. District Wide uniform pacing guides with district benchmark assessment dates for K-8, are established and monitored. Benchmark tests from *Action Learning Systems* are used to monitor the progress of all K-8 students .

District wide Assessment Calendar for K-8 with data used to inform instruction focusing on English Learners paying particular attentions to the benchmark, strategic and intensive students. English Learners will be placed in Intervention Programs as needed. Students who are consistently under-performing in language arts, although they are receiving classroom instruction with appropriate supplemental (Universal Access materials ELSIG (English Language Support Instruction Guide) and English Language Handbook), will be identified for extra support during the regular school day. Teachers will recommend students in need of intervention, based on their analysis of Language Arts data from benchmark assessments.

Sites will conduct data reviews and develop specific plans to target instruction and intervention for long term CELDT 3 (In district more than 5 years) students. Students will be placed in a site-based Intervention, *Rosetta Stone*, or tutorial period at the middle school.

Teachers will continue to use data from the OARS system to drive instruction during the school year. The teachers will meet in grade level, or cross grade level, Data Conferences to plan for instruction. The LEA will assure a consistent implementation of targeted reading interventions, at the elementary schools and at the middle school with appropriate course placements to ensure all students master reading standards and

English Learners mastering ELD standards using the Map of Standards

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addition, provide research-based staff development programs to support improved teacher practices and hold teachers and principals accountable for the monitoring of and implementation of said practices.

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> <li>a. designed to improve the instruction and assessment of LEP children;</li> <li>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</li> <li>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills;</li> <li>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</li> </ul>	<p>3. a. The Professional Development will be centered on practical strategies that improve teachers’ skills in delivering differentiated, academically engaging content to English Learners. (SB 472 ELPD) Content-focused comprehension instruction for young readers is done through read-aloud, accompanied with focused teach-student discussion. A content-focused comprehension instruction program for EL such as identifying language demands of texts, planning language objectives for all lessons, and making them explicit to students with an emphasis on academic vocabulary development. <i>Results for English Learners</i> 40 hour institute offered to all K-6 teachers, and <i>SIOP</i> training for the middle school teachers with follow-up monitoring of implementation.</p> <p>3. b. Provide training and support to staff in using data to improve instruction for English Learners. Continued and thorough professional development for teachers and administrators focusing on all aspects of English Learner success: analysis and application of data, research-based strategies for student acquisition of academic language the use of core and supplemental materials to ensure equal access to the language arts standards and curriculum.</p> <p>3. c. Professional development will include time for collaboration among teachers. Site Administrators will be responsible for ensuring that teachers are supported sufficiently to fully implement the strategies. Effective implementation of South Whittier benchmark assessments and data management system will be the responsibility of Educational Services office. School sites will utilize the data system to disaggregate and use information to develop and target instruction and intervention for English Learners. Monitoring will occur at the regularly scheduled Data Conferences.</p> <p>3. d. The District uses data to drive instruction. We will establish a consistent way to collect, report, analyze and interpret data regarding ELs to insure the instruction for English Learners is meeting their needs. We have purchased a laptop for each administrator and teacher with the OARS On-line Assessment and Reporting System installed. Data Conferences are an expectation at each site. The middle school has Data Conference Coordinators to organize the necessary data by department. The elementary schools all follow a common format to facilitate data conferences and grade level meetings to provide time for teacher collaboration over best practices. The principal meets with each grade level for Data Conferences. Smart Goals are written to ensure proficiency for English Learners.</p>

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Allowable Activities	4. Upgrade program objectives and effective instructional strategies.	<b>Yes or No</b> Yes	<b>If yes, describe:</b> One hundred percent of the teaching staff has been trained in Direct Interactive Instruction, which increases student active participation and incorporates SDAIE strategies throughout the day to enhance opportunities for EL students to have meaningful access to the core program. <b>Provide timely assessment data to schools to monitor instruction and increase rigor of instruction:</b> These data will also include a list of target students who should be monitored and offered interventions and support services in addition to their grade level curriculum. Expanded assessment data is available in OARS (On-line Assessment Reporting system) to include current CELDT, ELD curriculum and embedded assessments and ADEPT scores.
	Description of how the LEA is meeting or plans to meet this requirement.		
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	<b>Yes or No</b> Yes	<b>If yes, describe:</b> English Learners will be placed in Intervention Programs as needed. Students who are consistently under-performing in language arts, although they are receiving classroom instruction with appropriate supplemental (Universal Access materials ELSIG and English Language Handbook), will be identified for extra support during the regular school day. Teacher will recommend students in need of intervention, based on their analysis of Language Arts data from benchmark assessments. Sites will conduct data reviews and develop specific plans to target instruction and intervention for long term CELDT 3 (In district more than 5 years) students. Students will be placed in a site-based Intervention (K-8) <i>Rosetta Stone</i> or tutorial.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	<b>Yes or No</b> Yes	<b>If yes, describe:</b> The success of activities in the program will require program coordination such as Title I, Title II, Title III, and Migrant Education. School Site Councils at all sites have approved through their SPSA's, for all categorical programs to function as School Based Coordinated Programs allowing for greater flexibility in meeting the needs of all students and students in significant sub-groups.

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	<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p><b>Yes or No</b> Yes</p>	<p><b>If yes, describe:</b></p> <p>Teacher Collaboration opportunities will take place at all sites. All schools will implement Data Conferences to closely review data. Teachers will analyze, graph, and plot school, grade-level, classroom, and individual student data in a variety of ways to determine strengths and weaknesses. Teachers will utilize grade level standards and state blueprints to determine key standards. After careful analysis of strong/weak standards at the grade level, teachers use the results to guide instruction.</p> <p>Teachers will use the recommendations from the California Reading and Literature Project (CRLP) Summary of Major Finding from Current, Confirmed, and Scientific Research: effective Literacy an English Language Instruction for English Learners which are effective in reaching the EL students and increasing student achievement. Such as Formative assessments using measures of phonological processing, letter knowledge, and word and text reading. Increased opportunities to develop sophisticated academic English vocabulary by teaching essential content words in depth. Use additional instructional time to address the meanings of common words, phrases, and expressions. Academic Language is the language of the classroom. Teachers are encouraged to Pair students with different ability levels or different language proficiency levels to work together on expressive academic language tasks in a structured fashion. It is an expectation to practice these activities daily.</p>
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		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – <ul style="list-style-type: none"> <li>○ To improve English language skills of LEP children; and</li> <li>○ To Associate parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</li> </ul>	<b>Yes or No</b> Yes	<b>If yes, describe:</b> The district offers parent education classes in conjunction with Whittier Union High School District—these topics are provided in a bilingual format which center around the ways parents can support their child’s education. We advertise in a timely fashion, provide free child care and have translation system for a seamless presentation. The SWSD is represented on the Hispanic Outreach Taskforce Parent Conference Planning Committee. Title 1 and EIA/LEP funds are allocated from each site to sponsor parents to attend the conference.
	9. Improve the instruction of LEP children by providing for – <ul style="list-style-type: none"> <li>○ The acquisition or development of educational technology or instructional materials</li> <li>○ Access to, and participation in, electronic networks for materials, training, and communication; and</li> <li>○ Incorporation of the above resources into curricula and programs.</li> </ul>	<b>Yes or No</b> Yes	<b>If yes, describe:</b> The Rosetta Stone, a computer based intervention program to support strengthening language acquisition skills, has been purchased for use by targeted EL students at every site. Title III funds have been allocated to purchase a set of 10 ipads for use by EL students at the middle school, to access web-based intervention and enrichment programs during the school day, in the regular classroom setting.
	10. Other activities consistent with Title III.	<b>Yes or No</b> No	<b>If yes, describe:</b>

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## Plans to Notify and Involve Parents of Limited-English-Proficient Students

<p><b>Parents of Limited-English-Proficient students must be notified:</b> The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);"><b>Required Activity</b></p> <ol style="list-style-type: none"> <li>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):               <ol style="list-style-type: none"> <li>a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</li> <li>b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement;</li> <li>c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;</li> <li>d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</li> <li>e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</li> <li>f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;</li> <li>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. The LEA has several opportunities to involve parents in training and participation opportunities at sites and district level, such as, English Learners Advisory Council (ELAC), School Site Council (SSC), and PTA. At the district level we have District English Learner Advisory Committee (DELAC), District Advisory Council (DAC), and District Site Liaison Team (DSLTL). Input from these parent groups is a regular agenda item at these meetings.               <ol style="list-style-type: none"> <li>a. Information is provided to parents about the English Language Program models upon registration, or the first 30 days of school.</li> <li>b. District provides results from CELDT to the parents</li> <li>c. A written communication is provided to parents describing the different program offerings.</li> <li>d. All district schools have bi-literate personnel in key positions, either school secretary of health clerks, some sites have bi-literate administrators.</li> <li>e. Communication is maintained through regular meetings, dissemination of written documents and information posted on the district website and through the PTA newsletters.</li> <li>f. The Parent Notification Letter provides identification of language proficiency, placement option for EL, primary language assessment results, provides the parents with the option to transfer to a neighboring school to receive requested program, and provides information for students with special needs.</li> </ol> </li> </ol>

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		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<ul style="list-style-type: none"> <li>h. information pertaining to parental rights that includes written guidance detailing –               <ul style="list-style-type: none"> <li>i. the right that parents have to have their child immediately removed from such program upon their request; and</li> <li>ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;</li> <li>iii. the LEA Associate s parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</li> </ul> </li> </ul>	<p>In addition to written notification, the district will:</p> <ul style="list-style-type: none"> <li>a. Have the District English Learner Advisory committee review parent notification letters, their content and format, to provide input and give feed back</li> <li>b. Provide oral explanations of the programs being offered to any parent requesting Associate ance.</li> <li>c. Ensure that site level committees and staff offer opportunities for parents to give input and to have programs explained in a variety of settings such as, parent education evenings, parent conferences, and one on one conversations with trained school staff.</li> </ul>
<p><b>Note:</b> Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		<p>For students who enroll after the beginning of the school year, this process will take place within two weeks of being in a language program.</p>
<p><b>LEA Parent Notification Failure to Make Progress</b>          If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		<p>If the district, or a school site, fails to make its AYP, all parents will be notified of such failure in writing in the language they understand, no later than 30 days after such failure occurs. The letter informs parents of the failure to meet AYP and their option to choose another school in the district. Copies of the letters are kept on file in the Educational Services office.</p>

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### Plans to Provide Services for Immigrants

<p><b>IF</b> the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e) ).</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>		
<p>Allowable Activities</p>	<p>1. Family literacy, parent outreach, and training activities designed to Associate parents to become active participants in the education of their children:</p>	<p><b>Yes or No</b> Yes</p>	<p><b>If yes, describe:</b></p> <p>Parent Night focusing on literacy has been provided five times during the school year. Topics such as</p> <p>Success with Homework, Children’s Health, Nutrition, and Fitness—this topic ties in with the Wellness Policy, Motivating Your Child to Succeed in School and Preparing for College— Developing Good Study and Test Taking Habits— Introduction to the Common Core State Standards, and Anti-bullying programs implemented at the school sites.</p>
	<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p><b>Yes or No</b> No</p>	<p><b>If yes, describe:</b></p>
	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p><b>Yes or No</b> No</p>	<p><b>If yes, describe:</b></p>

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	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<b>Yes or No</b> Yes	<b>If yes, describe:</b>  Funds are used to purchase <i>Rosetta Stone</i> , software licenses at all sites and for purchasing ipads for use at the middle school in the designated EL classrooms in order to access appropriate web-based intervention and enrichment programs for EL students.
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	<b>Yes or No</b> Yes	<b>If yes, describe:</b>  The South Whittier School District receives Migrant services as a Direct Service District through LACOE-Migrant Region 10. Enrichment programs in the areas of science and math are offered on Saturdays in a neighboring district, with bus transportation being provided. Migrant students are also offered summer school programs through LACOE.
	6. Other instruction services designed to Associate immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	<b>Yes or No</b> No	<b>If yes, describe:</b>

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Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to Associate parents of immigrant children and youth by offering comprehensive community services:	<b>Yes or No</b> Yes	<b>If yes, describe:</b> <p>The South Whittier School District has partnerships with many community-based organizations with expertise in working with immigrants, such as:</p> <p>The Hispanic Outreach Taskforce</p> <p>SPIRITT Family Services –</p> <ul style="list-style-type: none"> <li>• Carino PFF (Partnerships for Families)</li> <li>• Claro (Challenging Latinos to Access Resource Opportunities)</li> <li>• Colors (Community Organizations Linking Optimum Resource Services)</li> <li>• Serena (Self-Empowerment Resources to Educate, Nurture and Advocate)</li> </ul>

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**Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.***

**Summary of Needs and Strengths for Professional Development**

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

**[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]**

STRENGTHS	NEEDS
<p>The South Whittier School District’s Staff Development Plan includes District sponsored classes, LACOE sponsored classes, and SELPA sponsored classes and training by publishers of current materials and programs and materials being considered for adoption.</p> <p>Of the 116 teachers in the South Whittier School District 100% are fully credentialed and meet the definition of highly qualified.</p> <p>More than 96.% of the teachers possess CLAD or BCLAD certification. The district participates in partnership with Los Angeles County Office of Education (LACOE) to provide CLAD and BCLAD training to interested teachers.</p> <p>Through (LACOE), the district is able to provide site administrators with AB430 training. Currently all 7 principals have completed he training.</p> <p>100% of the elementary teachers and subject matter teachers (ELA and Math), at the middle school have completed the SB472 or equivalent training in ELA and math.</p> <p>100% of teachers and principals will have completed training in best practices/Direct</p>	<p>A need exists for teachers and administrators at McKibben School, Lake Marie School and Monte Vista School to complete the training in Direct Interactive Instruction during the 2012-2013 school year.</p> <p>All teachers and administrators need to proceed through training on the Common Core State Standards as it is developed over the next three years.</p>

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<p>Interactive Instruction by the end of the 2012-2013 school year.</p> <hr/> <p>Each school site conducts an annual needs assessment. The needs assessment process includes a review of student performance data consisting of the following elements or “data points”</p> <ul style="list-style-type: none"> <li>• The school’s Academic Performance Index (API), which includes a description of student progress in relationship to state academic standards and Adequate Yearly Progress, (AYP);</li> <li>• Student achievement in terms of standardized test scores;</li> <li>• Local measures of achievement</li> <li>• Achievement analysis by student subgroup, e.g., special education and English Learners</li> <li>• Alignment of instruction with content standards</li> <li>• Improvement of instructional strategies and materials; <ul style="list-style-type: none"> <li>1. Learning time</li> <li>2. Data meetings and professional collaboration</li> <li>3. Involvement of staff, parents and community</li> </ul> </li> </ul> <p>The district’s Beginning Teacher Support and Assessment (BTSA) program is operated in partnership with the Walnut Valley Unified School District Consortium. The BTSA program serves newly credentialed teachers by providing support providers (mentors), monthly seminars and full-day training sessions.</p> <p>The district participates in a pre-intern program in partnership with the Walnut Valley Unified School District Consortium. The</p>	
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<p>program provides support and Associate ance to pre-interns in meeting subject matter competence as well as addressing some of the “California Standards for the Teaching Profession.”</p>	
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**Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.***

**Planned Improvements for Professional Development (Title II)**

(Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</b></p> <p>District and site administrators will conduct yearly professional needs assessments of teachers in relation to trends in data on formative and summative assessments of student progress relative to state content and academic achievement standards. School and district professional development goals will be created to Associate district staff to move toward proficiency in standards for all students. Professional development activities will be designed and selected on staff strengths and needs in relation to student achievement results.</p> <p>The state’s academic achievement standards are reflected in the components of the state’s accountability system, e.g., the “Academic Performance Index (API) and Adequate Yearly Progress (AYP). The API is directly based on how well students perform on the California Standards Tests which are aligned to the specific grade level content standards at grades 2-11. Not only do the staff development activities address an alignment of instruction with the content standards, but an analysis of the API data enables the staff development program to address specific content standards where improvement is needed.</p> <p>Teachers are enrolled in SB472 training as new curriculum is adopted. One hundred and twenty-one of the 178 teachers in the district have completed</p>	<p>Ed. Services Principals Teachers</p> <p><i>Annually in August</i></p>	<p>SB 472 training</p> <p>Extra Pay assignment</p>	<p>\$1250.00 ea</p> <p>\$ 28.08 per hour</p>	<p>DAIT</p> <p>T-1</p> <p>SB472 funds</p>

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<p>Year 1 of SB472 ELA training. Forty-seven have completed Year 2. Currently, 86 teachers are enrolled in “Results for English Learners” training.</p>				
<p><b>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</b></p> <p>SB472 training includes theory, current and confirmed research, content, best practices, structured reflection, replicable modeled lessons, practical instructional strategies, team planning and collaboration, self-reflection upon the learning, and opportunities to practice grade level appropriate strategies and activities that are related to specific content in listening, speaking, reading, and writing.</p> <p>Participants completing the course will be able to :</p> <ol style="list-style-type: none"> <li>1. Understand and use current and confirmed research as a foundation for classroom practice</li> <li>2. Develop an understanding of how to use ELD standards as a means to access and become proficient in the core academic content standards</li> <li>3. Know how to use the curriculum frameworks and the SBE adopted instructional and supplementary materials to differentiate instruction through universal access</li> <li>4. Analyze the achievement of English learners to improve pupil performance through the use of multiple measures</li> <li>5. Utilize interactive instructional strategies designed to meet the varying proficiency level needs of English Learners</li> </ol> <p>Additionally, participants will gain knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. Assessments for English Language Learners (Formal/Informal)</li> <li>2. Stages of Language Acquisition/Language Proficiency Levels</li> <li>3. How to monitor annual progress towards English language proficiency and attainment of English language proficiency.</li> <li>4. Interactive instructional strategies</li> <li>5. Content Area Instruction</li> </ol> <p>Teachers completing the courses offered will be better prepared to implement a comprehensive, instructional program for all students that results in improved student academic achievement.</p>	<p>Teachers</p> <p><i>Ongoing</i></p>	<p>SB 472</p> <p>Extra-pay assignment</p>	<p>\$1250.00</p> <p>\$ 28.08 per hour</p>	<p>DAIT</p> <p>T-1</p> <p>SB 472 funds</p>

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<p><b>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</b></p> <p>The alignment of instruction to the standards and analysis of achievement data will result in application of appropriate and effective instructional strategies that address the needs of all students. Factors such as poverty and second languages are addressed by the development and application of effective instructional practices designed for the specific needs of students.</p> <p>Teachers, district and site administrators will receive training, to focus their instructional efforts in high leverage strategies that address the unique needs of English Learners and Students with Disabilities. These strategies include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• Direct Interactive Instruction</li> <li>• Writing the standard on the board for the lesson being taught in clear, understandable language</li> <li>• Checking for understanding using multiple modalities and modifying and adjusting lessons as necessary</li> <li>• Teacher and students provide frequent verbal and non verbal responses</li> <li>• Using a variety of instructional grouping during instruction</li> <li>• Making study guides, outlines, or highlighted text available</li> <li>• Using and explaining academic language</li> <li>• Providing detailed language and content objectives</li> <li>• Consistent use of SDAIE strategies throughout the instructional day across all subject areas.</li> </ul> <p>Site administrators will monitor the consistent implementation of the strategies listed above and provide ongoing support to teachers through the use of regular observations with input, and modeling by TOSAS to ensure a positive impact on student learning for all students.</p>	<p>Ed. Services Principals Teachers TOSAS</p>	<p>Extra-pay assignment</p>	<p>\$ 28.08 per hour</p>	<p>T-1 DAIT EIA</p>

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<p><b>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</b></p> <p>Professional development activities are coordinated to address staff needs in Associate ing all students to meet or exceed state academic achievement standards. Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment and understanding of the strengths and needs of the student populations and working with the students' families. Other topics required by funding sources will be addressed within the context of ensuring that all students meet or exceed State content and academic achievement standards. Each school, on an annual basis will revise it Single Plan for Student Achievement which includes a needs assessment, a review of student achievement and a review of effective instructional practices that are related to the curriculum standards. From the analysis and reviews the school staff develops goals and objectives as well as staff development priorities and activities.</p> <p>The Associate ant Superintendent of Educational Services is responsible for the coordination and management of all staff development activities and for ensuring that the activities developed by sites support and complement the purpose and objectives of the district's staff development priorities.</p>	<p>Associate . Supt. Ed. Services Principals Teachers</p>	<p>Extra-pay assignment</p>	<p>\$ 28.08 per hour</p>	<p>T-I T-II EIA DAIT</p>
<p><b>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</b></p> <p>The district will support site administrators in monitoring of effective classroom instruction through regular administrative meetings, the Quarterly Review Process, and by providing appropriate staff development opportunities including coaching.</p>	<p>District and site administrators TOSAS Teachers</p>	<p>TOSA salary/benefis</p>	<p>Per teachers' salary schedule/approx. \$80,000 per year</p>	<p>T-1</p>

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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</b></p> <p>A State approved District Technology Plan is in place providing teachers with technology including laptops and software to support data driven decision making. Teachers will continue to expand their use of technology to support teacher collaboration and ultimately student progress.</p> <p>The district participates in Technology Training offered by LACOE which helps teachers to expand their use of technology to support student progress in the classroom. Eighty teachers attended Technology Level 1 training during the summer of 2008. Additional teachers will attend Level 1 training and a cohort of 10 teachers will attend Level 2 training, during the summer of 2009, as funding permits.</p>	<p>Technology Manager Teachers LACOE Technology Committee</p>	<p>Extra pay assignments  Stipends</p>	<p>\$ 28.08 per hour  \$400.00 reimbursable</p>	<p>EETT  T-I  Microsoft Voucher</p>
<p><b>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</b></p> <p>The Education Technology Plan has been approved by the South Whittier School Board and the CDE. It meets all NCLB and CIPA requirements. The foundation of the current District Technology Plan is staff development based in curricular goals and objectives. The staff development process is a continual improvement cycle because technology is in a constant state of change.</p>	<p>Technology Manager Technology Committee Teachers Classified staff</p>	<p>Extra pay assignment</p>	<p>\$28.08 per hour</p>	<p>EETT T-I Microsoft Voucher</p>

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<p><b>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</b></p> <p>The Associate ant Superintendent of Educational Services conducts an annual needs assessment of staff to establish professional development goals that are tied to improving:</p> <ol style="list-style-type: none"> <li>1. Teachers’ and principals’ knowledge and skill</li> <li>2. Organizational support for improved teaching and learning</li> <li>3. Teachers’ and principals’ use of knowledge and skill</li> <li>4. Student achievement, design/select professional development activities and strategies to accomplish the goals, monitor the impact of the activities, and adjust as needed.</li> </ol> <p>The District Advisory Committee (DAC) and District English Language Advisory Committee (DELAC) review student achievement data at the district level annually and provide input to the planning process for the following year. School Site Councils (SSC), and English Language Advisory Committees give input at the site level after studying student achievement information specific to their schools</p> <p>Special education teachers and classified staff are surveyed in job-alike settings in order to obtain specific input to help design meaningful professional development opportunities for all employees.</p>	<p>Associate ant Supt. Es. Services DAC DELAC SSC at each site ELAC at each site Teachers Classified staff Parents</p>	<p>Survey</p>	<p>Not to exceed \$1000.00</p>	<p>T-1 DAIT</p>
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<p><b>9. How the LEA will provide training to enable teachers to:</b></p> <ul style="list-style-type: none"> <li>□ <b>Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;</b></li> <li>□ <b>Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</b></li> <li>□ <b>Involve parents in their child’s education; and</b></li> <li>□ <b>Understand and use data and assessments to improve classroom practice and student learning.</b></li> </ul> <p>District and site administrators, along with teacher leaders, will develop and implement a written professional development plan embedded in the SPSA that is data-driven, focused on student learning and aligned with the LEAP. This plan will promote professional development that is internally coherent, of sufficient rigor and duration including classroom support and coaching and is sustained over a period of time.</p> <p>Instructional staff, including teachers, special education teachers, specialists, administrators, and paraprofessionals, will be competent and current in training and engage in regular follow-up to :</p> <ul style="list-style-type: none"> <li>• Identify early, appropriate tiered interventions to help all children learn</li> <li>• Improve student behavior and motivation to learn and succeed</li> <li>• Involve parents in their children’s education</li> <li>• Use assessments to improve classroom practice an student learning</li> <li>• Effectively teach student with different learning styles and needs particularly underperforming Students with Disabilities, English Learners and GATE students.</li> </ul> <p>District and site staff will receive follow-up training regarding the analysis and application of assessment data to ensure a focus on monitoring student achievement and progress towards meeting grade level standards for all</p>	<p>District and site administrators Site Leadership Teams Teachers Instructional Coaches Paraprofessionals</p>	<p>Extra pay assignment for site Leadership Teams</p>	<p>\$ 28.08 per hour</p>	<p>T-I</p>

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<p>students in all sub-groups. Additional training in structured protocols and tools to facilitate data discussions and monitor collaborative progress towards goals will be provided to all administrative and teaching staff.</p>				
<p><b>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</b></p> <p>The Pre-Intern Program is based on the “California Formative Assessment and Support System for Teachers: (CFASST) model. The CFASST model includes specific training modules that address:</p> <ol style="list-style-type: none"> <li>1. Instructional strategies that address students’ diverse needs</li> <li>2. Maintaining standards for student behavior</li> <li>3. Implementing classroom procedures that support student learning</li> <li>4. Using materials and resources to make subject matter accessible to students</li> <li>5. Modifying instruction to adjust for student needs</li> <li>6. Using the results for assessment to guide instructions and communicating with parents and families.</li> </ol> <p>All paraprofessionals in the district are considered highly qualified based on NCLB requirements.</p>	<p>Associate ant Superintendent of Personnel Pre-Intern Teachers</p>	<p>Through Walnut Valley Consortium</p>	<p>Through Walnut Valley Consortium</p>	<p>Pre-Intern Program</p>

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