

**Banning Unified School District  
LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM TEMPLATE**

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

Please describe how you will address those needs and problems and include a determination of why the prior LEA Plan was not successful.	Persons Involved/ Timeline	Evidence of Completion	Related Expenditure	Estimated Cost/ Funding Source
<p>In 2007 Banning Unified School District (BUSD) met all criteria for AYP except for the ELA AMO for English Learners. As a Year 1 Program Improvement district in 2005, BUSD reviewed its support for sites to fully implement the nine Essential Program Components and established reforms that improved student achievement in for all subgroups. From 2005-2007, the number of subgroups not making AYP in ELA district decreased from four (American Indian, Asia, English Learners, Students with Disabilities) to one (English Learners). All subgroups continued to make the math AMO during these years. While the district did not make graduation rate in 2005, it did so in the two subsequent years. Consequently, BUSD determined that the LEA Plan Addendum lacked sufficient district and site focus on improving English Learners' achievement in ELA. In 2002 BUSD adopted Houghton Mifflin Reading for K-5 and in 2006 added grade 6. BUSD also adopted Holt Literature &amp; Language Arts for grades 7-12 in 2002. Later BUSD adopted SRA/McGraw Hill Reach as the reading intervention in 2005 for grades 4-12 (excluding Banning High School) but the program was not well implemented except at grades 7-8. Banning High School uses Read 180 as the board adopted reading intervention in 2006. Grades 4-8 inconsistently use High Point (not board adopted) as a reading intervention for English Learners. Language! was piloted as the intensive intervention for grades 5-6 grade during the 07/08 school year. Currently SWD students needing strategic or intensive interventions use the above adoptions. Reach is used for SWD and ELs at grades 4-8 as the reading intervention. Lack of fully implemented and district monitored reading intervention and ELD programs greatly contributed to the English Learners making only 20.5%, missing the district target of 23%. Although all subgroups have met all Math AMOs over the last three years, in order to meet new targets, BUSD decided to adopt and implement the 2007 SBE Math adoptions for fall 2008. At the June 2008 meeting, the board adopted Houghton Mifflin California Math (K-6) and Holt California Mathematics: Course 2 and Algebra I grades 7-Algebra. An Algebra</p>	<p>Superintendent 06/01/08 – 09/01/08; 06/01/09 – 09/01/10 Monitor all departments for compliance.</p> <p>Assistant Superintendent of Curriculum, Instruction, and Assessment 06/01/08 – 09/01/08; 06/01/09 – 09/01/10 Ensure adequate number of adopted core materials</p> <p>Director of Student Services 06/01/08 – 09/01/08;</p>	<p>Purchase orders of all materials purchased</p> <p>Student schedules showing proper placement</p> <p>Board meeting minutes showing approval of adopted core and intensive/strategic interventions</p>		<p>\$348,554 for new math adoption funded by IMF</p> <p>\$11,000 for READ 180 materials from restricted lottery</p> <p>\$11,000 for Language! materials from Title I and HPSGP</p>

Readiness program will be adopted and implemented in 2009-10 after the state establishes the new CST to replace General Math.  
 Coombs Intermediate School (5-6) used the following matrix for placement of English Learners into ELA intensive interventions:

Course and CST score	B	EI	I	EA	A
Intensive Intervention Reach (BB & FBB)				X	X
Strategic Intervention Language! (Top of BB or bottom of B 280-310)			X	X	X
Grade Level and Benchmark Houghton Mifflin (325+)			X	X	X
Intensive Intervention High Point (Below 325) Level A-5 <sup>th</sup> Level B- 6 <sup>th</sup>	X	X	X		

Nicolet Middle School (7-8) uses the following matrix to place English Learners:

CST score	B	EI	I	EA	Advanced
Strategic High BB to Basic (280-324)		Strategic ELS in core program (Holt) with ELD Support	Strategic ELS in core program (Holt) with ELD Support	Strategic ELS in core program (Holt) with ELD Support	Strategic ELS in core program (Holt) with ELD Support
Intensive Intervention FBB to High BB (150-279)	Intensive ELs in intensive intervention reading program (SRA REACH) with ELD support ELD High Point	Intensive ELs in intensive intervention reading program (SRA REACH) with ELD support ELD High Point Levels B or C	Intensive ELs in intensive intervention reading program (SRA REACH) with ELD support ELD High Point Levels B or C	Intensive ELs in intensive intervention reading program (SRA REACH) with ELD support ELD High Point	Intensive ELs in intensive intervention reading program (SRA REACH) with ELD support ELD High Point

06/01/09 – 09/01/10  
 Ensure proper placement of all SWDs in core or intensive/strategic interventions

Director of Multilingual/Categorical Programs  
 06/01/08 – 09/01/08;  
 06/01/09 – 09/01/10

Ensure proper placement of all ELs in core or intensive/strategic interventions

Site Principals  
 08/01/08 – 06/30/09  
 08/01/09 – 06/30/10  
 Ensure proper placement of all students in core, strategic intervention, or intensive intervention

	Levels Basic, B or C			Levels B or C	Levels B or C
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Banning High School uses the following matrix for EL placement:

CST score	B	EI	I	EA	A
FBB	ELD 1	ELD2	ELD 2 or 3	ELD 3 or READ 180	ELD 3 or READ 180
BB	ELD 1 or 2	ELD 2 or 3	ELD 2 or 3	ELD 3 or READ 180	READ 180
B			ELD 3 or READ 180	English with ELD or READ 180	English with ELD
P			English with ELD 3	Mainstream or English with ELD	Mainstream
A			English with ELD 3	Mainstream or English with ELD	Mainstream

- **Examination of the aggregated district Academic Program Survey for all sties revealed the following areas are not substantially implemented and thus contributed to failure to make AMO ELA goal by English Learners:**

1. EPC 1.0 Instructional Program (K-12) --1.2 Reading/ELA intervention Specifically elementary and high schools were not rated “substantially”. We will continue to offer SB472 training for all intervention programs and assure that state approved intervention programs are implemented. BUSD currently does not have an ELA intervention program specifically for the K-4 level. BUSD does have reading coaches at each elementary school site. Three of the coaches are Reading First Grant coaches. Each school also has one additional intervention (a reading specialist, a care lab, or a learning center) for students that are at risk. The high school has Adopted READ 180, however the professional development was not provided to all teachers therefore implementation was not consistent. Teachers will be provided the appropriate SB472 training. 75% of our elementary teachers have completed the Math SB472, 53% of our 5-6 teachers have completed the SB472, 67% of our middle school teachers have completed the SB 472, and 95% of our 9-12 teachers have completed the SB471 in our new math adoption. 73% of our elementary teachers have completed the ELA SB472, 61% of our 5-6 teachers have completed the ELA

Documents showing completion of SB472 training are held in the CIA office.

Class rosters of ELA intervention at the school site shows students served each year.

SB472 training for READ 180 was provided to one teacher that helped mentor new READ 180 teachers \$900.00

Publisher training was offered to two ELD teachers

\$11,000 for READ 180 materials funded from restricted lottery

\$405,873.04 for 3 Reading First coaches funded from Reading First

\$92,787 for one curriculum

<p>SB472, 64% of our middle school teachers have completed the ELA SB 472, and 84% of our 9-12 teachers have completed the ELA SB472.</p> <p>2. EPC 2.0 Instructional time(K-8) --2.2 Reading Intervention (K-8) There currently is no designated extra time K-4 for reading intervention. The intervention takes place during ELA time. There are extended blocks of time for ELA intervention at the 5-8 grade levels but not at high school.</p> <p>3. EPC 4.0 Credentialed Teachers and Professional Development While SB 472 training is substantial for ELA and math at the elementary levels, the secondary level is rated partially implemented.</p> <p>4. EPC 4.2 Reading/ELA SB 472 and 4.3 Mathematics SB 472 We will plan to have 80% of those not trained with SB 472 trained in the 2008-2009 school year in ELA and Math. Current training is scheduled for the new math adoptions for August 4-8 where all elementary and math teachers (7-12) will be trained including 16 kindergarten, 22 first, 19 second grade, 13 fourth grade, 16 fifth grade, 14 sixth grade, 13 middle school, and 14 high school teachers currently registered.</p> <p>5. EPC 5.0 Student Achievement Monitoring System (K-12) –5.2 Mathematics Assessments The district will work to have district benchmark assessments for all math instruction K-12 in the next two years.</p> <p>6. EPC 6.0 Ongoing Instructional Assistance and Support for Teachers (K-12) –6.2 Mathematics Support Currently there are math coaches at the intermediate and middle schools. The high school will be hiring a math coach for the 08/09 school year. The elementary schools will train their reading coaches with the Math SB 472 Holt training.</p> <p>7. EPC 7.0 Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal (K-12) –7.2 Collaboration Mathematics. BUSD will start a monthly collaboration for K-4 schools. Each grade level will get an opportunity to collaborate and share best practices during a half day. Collaboration will be in mathematics and ELA. This will allow for two hours each in math and ELA. Coombs Intermediate School met collaboratively around students by teams once every other week for 45 minutes. In the 08/09 school year teachers will meet in data teams every other week for 45 minutes. Data teams consist of one with math and science teachers, one with ELA and social studies teachers, one with EL students, and one with DI students. Nicolet Middle School has their Palomino days that offers teachers two hours every other week to work in departments. Palomino days will begin in the 08/09</p>	<p>Assistant Superintendent of Curriculum, Instruction, and Assessment 06/01/08-08/01/08 plan SB472 trainings Assistant Superintendent of Curriculum, Instruction, and Assessment, Director of Multilingual/ Categorical Programs, site principals to plan, implement, and monitor monthly collaboration K-4 06/01/08 – 09/01/08; 06/01/09 – 09/01/10 Site principals 5-12 will monitor and implement collaboration schedules 06/01/08 – 09/01/08;</p>	<p>PAF for the teachers supervising the resource centers and for reading specialist are on file in the business office. All new teachers to the district are signed up for the SB472 in math and ELA.</p>	<p>at the high school.-no charge \$93,452 for teacher in charge of Care lab \$94,234 for teacher in charge of resource center \$40,327 for cost of two half time reading specialists \$78,281 \$266,163 cost of math coaches and projection</p>	<p>coach at the non Reading First school site funded from Title II \$306,600 for the SB472 five day training in new math adoption funding through staff development funds \$10,000 for team of administrators and teachers to review ELA/math pacing calendars and create assessments \$50,000 from Title II for monthly K-4 collaboration \$10,000 for team of administrators and teachers to review</p>
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<p>school year. Banning High School has eight Bronco days that allows one and a half hours for collaboration each day, aside from department meetings monthly.</p> <p>8. EPC 8.0 Lesson Pacing Schedule (K-8) Intervention Program for below grade level students (9-12) –8.1b English/Reading Language Arts Intervention (9-12) –8.2 Mathematics Pacing Schedule (K-8) –8.2 Mathematics Interventions (9-12)</p> <p>Math pacing schedules will be developed early in the 08/09 school year for full implementation of the new math adoption.</p> <ul style="list-style-type: none"> <li>• <b>Examination of the DAIT Survey CIA indicated these areas are not substantially implemented, contributing to the failure to make district AMOs and necessitating the following actions:</b></li> </ul> <ol style="list-style-type: none"> <li>1. B.1.c-All ELs will have access to the core curriculum and to all curricular materials. Rated a 2- partially implemented.</li> </ol> <p>Ongoing assessments to monitor ELD progress will be developed summer 2008 and during the 08/09 school year utilizing new supplemental EDGE materials. SDAIE strategies will be reinforced for all secondary teachers for access to the core. Bronco and Palomino days will be utilized for staff development with SDAIE and GLAD strategies.</p> <ol style="list-style-type: none"> <li>2. B.2-The district has planned and implemented an academic program based upon California content standards, frameworks, and SBE-adopted/aligned materials, and articulated to curriculum, instruction, and assessment of the LEA plan. Rated a 2-partially implemented.</li> </ol> <p>District and site administrators, along with teachers, need to adapt materials and/or supplemental lessons as needed to ensure that students master all key standards and need to develop or adopt common, district-wide benchmark assessments.</p> <ol style="list-style-type: none"> <li>3. B.3.c- The district provides and fully implements SBE-adopted and standards-based (or aligned for secondary) instructional textbooks and materials for all students, including intervention in reading/language arts and mathematics, and support for students failing to demonstrate proficiency in history, social studies, and science. The district has a pacing calendar for mathematics and reading/language arts instruction for all grade levels that is aligned to the California frameworks and CST blueprints. Rated a 1- minimally implemented.</li> </ol> <p>Pacing calendars for ELA and math need to ensure that all students (ELs, SWD, at risk students) have the opportunity to learn and review the grade level course specific standards assessed on the CST. ELA pacing calendars will be reviewed with a team of administrators and teachers during the 08/09 school</p>	<p>06/01/09 – 09/01/10 Assistant Superintendent of Curriculum, Instruction, and Assessment will monitor the development and review of the pacing schedules for ELA and math 07/01/08 – 12/31/08</p> <p>Curriculum coaches, administrators, and district administrators will provide training for teachers on differentiated instruction for the needs of ELs, SWDs, and at risk students 08/01/08 – 06/30/09; 08/01/09 – 06/30/10</p>		<p>\$149,144 for EDGE and Avenues materials</p>	<p>ELA/math pacing calendars and create assessments funding through Title I, Title III and EIA \$272,003 for five EL specialists Title II funds, HPSGP</p> <p>No additional cost</p> <p>No additional cost</p>
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**2. Include specific measurable achievement goals and objectives for all significant student subgroups, consistent with Adequate Yearly Progress (AYP).**

English Language Arts	2007 % Tested	2007 % Prof	2008 Target	Growth Needed	2009 Target	Growth Needed	2010 Target	Growth Needed	Additional Indicator API	
District Overall	99	31.5	34.0	2.5	45.0	13.5	56.0	24.5	2006 Base	640
African Amer.	98	32.1	34.0	1.9	45.0	12.9	56.0	23.9	2007 Growth	653
Amer. Indian	99	27	34.0	7	45.0	18	56.0	29	Change	13
Asian	100	30.6	34.0	3.4	45.0	14.4	56.0	25.4	2007 Base	654
Filipino	100	68.4	34.0	--	45.0	--	56.0	--	2008 Growth Target	661
Hispanic	99	28.9	34.0	5.1	45.0	16.1	56.0	27.1	Growth Needed	7
Pacific Islander	100	--	34.0	--	45.0	--	56.0	--		
White	99	39.1	34.0	--	45.0	5.9	56.0	16.9		
SED	99	28.8	34.0	5.2	45.0	16.2	56.0	27.2		
English Learner	99	20.5	34.0	13.5	45.0	24.5	56.0	35.5		
SWD	97	23.4	34.0	10.6	45.0	21.6	56.0	32.6		
Mathematics	2007 % Tested	2007 % Prof	2008 Target	Growth Needed	2009 Target	Growth Needed	2010 Target	Growth Needed	Additional Indicator Graduation Rate	
District Overall	99	36.7	34.6	3.1	45.5	14	56.4	24.9	2006 Rate	79.1
African Amer.	97	30.9	34.6	2.5	45.5	13.4	56.4	24.3	2007 Rate	80.1
Amer. Indian	100	26.4	34.6	7.6	45.5	18.5	56.4	29.4	Change	1.0
Asian	100	48.1	34.6	4	45.5	14.9	56.4	25.8	2008 Target	80.2
Filipino	96	66.7	34.6	--	45.5	--	56.4	--		
Hispanic	99	35.7	34.6	5.7	45.5	16.6	56.4	27.5		
Pacific Islander	100	--	34.6	--	45.5	--	56.4	--		
White	99	40.1	34.6	--	45.5	6.4	56.4	17.3		
SED	99	35	34.6	5.8	45.5	16.7	56.4	27.6		
English Learner	99	32.1	34.6	14.1	45.5	25	56.4	35.9		
SWD	97	28	34.6	11.2	45.5	22.1	56.4	33		

Please describe those goals and objectives for student achievement, participation, growth on the API, and graduation rate, if applicable.	Persons Involved/ Timeline	Evidence of Completion	Related Expenditures	Estimated Cost/ Funding Source
<ul style="list-style-type: none"> <li> <b>Examination of data to determine focus for improvement of student achievement:</b>            Participation rate in ELA is 97% or higher and 96% or higher in math. As long as we remain consistent there is no improvement needed for participation rate. District overall improvement for 2008 requires 2.5% growth for ELA and 3.1% in math; 1.9% in ELA and 2.5% in math for the African American subgroup; 7% in ELA and 7.6% in math for the American Indian subgroup; 3.4% in ELA and 4% in math for the Asian subgroup; 5.1% in ELA and 5.7% in math for the Hispanic subgroup; 5.2% in ELA and 5.8% in math for the SED subgroup; 13.5% in ELA and 14.1% in math for the EL subgroup; 10.6% in ELA and 11.2% in math for the SWD subgroup. 2009 goals increase by 11% for ELA and 10.9% for Math. Goals in 2010 increase by 22% for ELA and 21.8% for math from the 2008 goals. Focus needs to be on increased student achievement for all subgroups in order to make these future targets.         </li> <li> <b>Examination of implementation rating for DAIT Standard F, Data Systems and Achievement Monitoring, and actions that will allow more frequent and higher quality of analysis of student achievement:</b> <ol style="list-style-type: none"> <li>           F.1.b-The district provides and supports the use of information systems and technology, and provides professional development to site staff on effectively analyzing and applying data to improve student learning and achievement. Professional development and ongoing technical support. Rated a 2-partially implemented. District administrators provide training to principals and teachers on collaborative data team work so that all schools have effective professional learning communities that analyze student performance data and plan future lessons to help students meet proficiency levels on state academic standards. District training will occur during the once a month CIA         </li> </ol> </li> </ul>	<p>Assistant Superintendent of Curriculum, Instruction, and Assessment provides ongoing training to principals 08/01/08 – 06/30/09; 08/01/09- 06/30/10</p> <p>Director Technology provides</p>	<p>Minutes of Trainings from EADMS/EDUSOFT held in the CIA office</p> <p>CIA monthly meeting minutes</p>		<p>\$16,000 for EADMS data management system funding through general fund for STAR testing</p> <p>\$7,000 for EDUSOFT data management system funding through HPSG, Title I, and EIA</p>



<p>meetings. District administrators develop and implement a plan to ensure that all teachers, counselors, and administrators receive professional development and ongoing support on the adopted data management system and the analysis of student achievement data from state and district assessments. District technology system administrators evaluate the school staff's technology proficiency and provide training to improve proficiency. District professional development occurs during the once a month CIA (Curriculum, Instruction, and Assessment) meeting.</p> <p>2. F.2-The district provides an accurate and timely school-level assessment and data system, as needed by teachers for the decision making and monitoring of instruction. Rated a 2-partially implemented.</p> <p>3. F.4-District and school site staffs analyze data from multiple sources, including API, AYP, and student group data, to ensure that all applicable results can be used to improve student learning and achievement. Rated a 2-partially implemented.</p> <p>District and site administrators, along with teachers, develop and/or adopt agreed-upon common assessments and a timetable for administering them. A district team of administrators and teachers will develop ELA and Math district benchmark assessments during the 08/09 school year. Site administrators monitor the administration of common assessments and use of the results on an agreed-upon timetable.</p>	<p>technical assistance to administrators for data analysis 08/01/09 – 06/30/09; 08/01/09-06/30/10</p> <p>Site Principals</p>	<p>Site collaboration meeting minutes</p> <p>District collaboration meeting minutes</p> <p>Common assessment data analysis</p>		<p>\$10,000 for team of administrators and teachers to review ELA/Math pacing calendars and create assessments funding through Title I, Title III and EIA</p>
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**3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.\$`**

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved/ Timeline	Evidence of Completion	Related Expenditures	Estimated Cost/ Funding Source
<p>• <b>Examination of the DAIT Survey CIA and aggregated district Academic Program Survey results indicate these areas are not substantially implemented and necessitate these actions:</b></p> <p>1. B.1. The district optimizes all students' opportunities to access appropriate instruction, including underperforming students, students with disabilities, and ELs. District and site administrators of elementary and middle schools will regularly visit classrooms to verify adoptions are being used daily and with fidelity and that the following activities are taking place: Underperforming students are being educated in the core reading/language arts and mathematics curriculum, with appropriate interventions to supplement core classes. Classroom and intervention teachers are implementing sound instructional practices, including explicit direct instruction followed by guided and independent practice; scaffolding techniques; flexible grouping; checking for understanding throughout the lesson; and closure and reflection. District and high school administrators will regularly verify that underperforming students are taking appropriate supplemental courses (e.g. English language arts (ELA) intensive classes, ELA core and strategic classes, and algebra readiness) through review of master schedules and classroom visits.</p> <p>1. B.2. The district has planned and implemented an academic program based upon California content standards, frameworks, and SBE-adopted/aligned materials, and articulated to curriculum, instruction, and assessments of the LEA Plan. District and site administrators, along with teachers will adapt adopted materials and/or supplement lessons as needed to</p>	<p>Assistant Superintendent of Curriculum, Instruction, and Assessment, Director of Multilingual/ Categorical Programs, site administrators will weekly visit classrooms to assure appropriate placement of at risk students, ensure best instructional practices are implemented, and assuring instructional time is being met 08/24/08-06/15/09</p> <p>Secondary site administrator</p>	<p>Data trek data analysis and logs</p> <p>Copies of the master schedule kept at school site to document needs of at risk</p>		<p>\$12,500 Data trek handhelds and training</p>

<p>ensure that students master all key standards (as identified in the state frameworks and blueprints). District and site administrators, along with teachers, will develop or adopt common, district-wide benchmark assessments. These assessments may be curriculum-embedded assessments available as part of the adopted program, but they should target the key standards tested on the CSTs. Teachers will compare the key standards to those covered in the adopted text at the beginning of the year and, if needed, develop supplementary assessments targeting the key standards.</p> <p>3. B.3. The district provides and fully implements SBE-adopted and standards-based (or aligned for secondary) instructional textbooks and materials for all students, including intervention in reading/ language arts and mathematics, and support for students failing to demonstrate proficiency in history, social studies, and science.</p> <p>District and site administrators will routinely visit classrooms and monitor the implementation of state-recommended instructional time allocations for math and reading/language arts. Secondary administrators will develop a master schedule that incorporates the following priorities:</p> <ul style="list-style-type: none"> <li>▪ All assessed students will receive the necessary intervention classes (strategic and intensive English language arts (ELA), algebra readiness) to graduate from high school.</li> <li>▪ The master schedule will be developed first for students requiring interventions.</li> <li>▪ Intervention programs will be offered as separate extended period classes.</li> <li>▪ Highly qualified, well-trained teachers will teach intervention classes.</li> </ul> <p>4. B.4. The district utilizes and interprets data to inform classroom instruction, school site decision-making, and district policies and practices.</p> <p>District and site administrators, along with teachers, will develop cut points for proficiency levels (advanced, proficient, basic, below basic, far below basic) and common rubrics to</p>	<p>and district administrators monitor the master schedule to assure appropriate placement of at risk students</p> <p>06/01/08-01/31/09; 06/01/09-01/31/10;</p>	<p>students needs are met.</p> <p>Minutes of collaboration meetings at all school sites and with the district collaboration.</p> <p>Class rosters of students in intervention classes are kept at each school site.</p> <p>Documentation of Highly Qualified teachers is kept at the district personnel office.</p>		<p>\$50,000 from Title II for monthly K-4 collaboration</p> <p>\$11,000 for READ 180 materials funded from restricted lottery</p> <p>\$10,000 for team of administrators and teachers to review ELA/math pacing calendars and create assessments</p> <p>\$348,554 for new math adoption funded by IMF</p> <p>\$11,000 for Language! materials from Title I and HPSG</p>
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<p>review student work. District and site administrators, along with teachers, will report all assessment data in terms of CST proficiency levels and use the data to provide underperforming students with additional classes (i.e., intensive, strategic and benchmark English language development classes informed by CELDT). District and site administrators, along with teachers, develop matrices using data to place students in and out of intervention classes. Site administrators and teachers will continuously review student data and class placement to avoid tracking. District and site administrators, along with teachers, will develop an assessment schedule, which includes agreed-upon common benchmark assessments and timetables for administration of the assessments. District and principals, along with teachers, will develop a timetable for monthly grade-level or department-level meetings in which teachers and principals collaboratively discuss and analyze student achievement data and plan lessons based on the data. District and principals will collect data from district-wide common assessments every six to eight weeks and evaluate the effectiveness of school programs and the allocation of resources to improve student achievement.</p> <p>5. B.5. The district uses a variety of assessment systems to appropriately place students at grade level, and in intervention and other special support programs. The district leadership team will identify a variety of student assessments, including ongoing diagnostic assessments, to appropriately <i>place students in and exit students from</i> the following support programs:</p> <ul style="list-style-type: none"> <li>▪ Intensive interventions in reading/language arts and mathematics</li> <li>▪ Strategic interventions in reading/language arts and mathematics</li> <li>▪ Alternative education programs</li> <li>▪ Specialized instructional settings, including special day classes, resource specialist programs, after-school programs, and English language development classes.</li> </ul> <p>District and site administrators will schedule sufficient</p>	<p>Director of Multilingual/Categorical Programs and site administrators ensure appropriate placement of EL students. 08/01/09 – 06/30/09; 08/01/09-06/30/10 Director of Multilingual/Categorical Programs, EL specialists, and EL teachers will develop common assessments 07/01/08-10/31/08 Director of</p>			<p>\$5200 for EL team to develop ELD common assessments funding from Title III.</p> <p>\$275,296.26 EL specialists Title II, HPSGP, and Reading First</p> <p>\$124,775 Director of Student Services funding from General and Special Education</p>
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<p>intervention classes to meet the academic needs of students who are below proficiency and would benefit from intervention classes. District and site administrators will regularly monitor the assessments and instruction in intervention classes to ensure that learning is accelerated in these support programs. District and site administrators will ensure that recommendations to place students with disabilities, ELs, and underperforming students into intensive and strategic intervention programs follow proper referral procedures and consider Response to Intervention, and/or Title III regulations related to attaining English proficiency and ensuring access to core curriculum and grade-level standards.</p> <ul style="list-style-type: none"> <li>• <b>The deadline for Banning USD’s Comprehensive Plan for Improving Teacher and Principal Quality to Ensure the Equitable Distribution of Highly Qualified and Effective Teachers and Principals</b> was extended by CDE to November 15, 2008. In the district’s 2007-2008 audit of highly qualified teachers, teachers at Banning High School, Coombs Intermediate School, Cabazon Elementary School and Nicolet Middle School, it was found that only six teachers were not Highly Qualified according to NCLB. These teachers will either be replaced by HQ teachers or will return to the district only if they have earned HQT status. The district is developing this Title II plan to ensure that all students at all schools are taught by experienced highly qualified teachers supervised by qualified principals.</li> </ul>	<p>Student Services ensures appropriate placement of special education students 08/01/08-06/30/09; 08/01/09-06/30/10 Assistant Superintendent Human Resources Assistant Superintendent of Curriculum, Instruction, and Assessment Director of Multilingual/Categorical Programs 07/1/08-11/01/08</p>			
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4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify those actions.	Persons Involved/ Timeline	Evidence of Completion	Related Expenditures	Estimated Cost/ Funding Source
<p>• <b>Implementation of SBE approved 2007 Math Adoptions K-12 for Fall 2008-2009</b></p> <p>Instructional Program</p> <ol style="list-style-type: none"> <li>Adopted at June 26, 2008 regular BUSD Board meeting: Houghton Mifflin Mathematics, Grades K-6; Holt Mathematics, Grades 7-12-Pre-algebra (Course 1, 7<sup>th</sup>), Algebra 1 (Course 2, 8<sup>th</sup>), Algebra 1 (High School), and Geometry (High School) with appropriate ancillary materials for intensive, strategic, and grade level students including English Learners and Special Education students.</li> <li>Submit purchase orders for program materials by July 1; establish school plan for distribution of all materials to all classrooms prior to beginning of school.</li> <li>Establish monitoring tool for district and site administrators and coaches to determine daily and appropriate use by all students in every classroom.</li> </ol> <p>Instructional Time K-8</p> <ol style="list-style-type: none"> <li>Establish grade level daily schedules/master schedule that provides all students with instructional time sufficient to appropriately access grade level standards including EL and SWD students. K-30 minutes, grades 1-8 60 minutes.</li> <li>Establish a monitoring tool for district and site administrators to monitor the use of instructional minutes including the additional minutes provided for students in need of that time and support.</li> <li>Ensure additional daily instructional minutes for students needing strategic and intensive students: K-15 minutes, 1-6 60 minutes, middle school an additional shadow/support class period.</li> </ol> <p>Access to Math Standards-Aligned Courses 9-12</p> <ol style="list-style-type: none"> <li>Provide a master schedule that provides all students with instructional time sufficient to appropriately access</li> </ol>	<p>Assistant Superintendent of Curriculum, Instruction, and Assessment monitors purchase of new textbooks 06/01/08-08/31/08 06/01/09-08/31/10</p> <p>Assistant Superintendent of Curriculum, Instruction, and Assessment ensures instructional time is being met 09/15/08; 09/15/09</p> <p>High school</p>	<p>Board minutes</p> <p>Purchase orders in business office for new math adoption</p> <p>Copies of master schedules, ELD schedules kept at school sites and at the Multilingual/Categorical Programs office.</p>		<p>\$348,554 for new math adoption funding from IMF</p> <p>\$275,216.26 EL Specialist, 3 literacy coaches 2 math coaches HPSG, Title II, Reading First funds</p>

<p>necessary math courses and instruction needed to master Algebra I and skills tested on CAHSEE including extended/two period classes for intensive and strategic students and CAHSEE prep classes for 11<sup>th</sup> and 12<sup>th</sup> graders including EL and SWD.</p> <p>4. Establish a district process for district and sites to implement and monitor master schedules with correct placement for appropriate 9<sup>th</sup> &amp; 10<sup>th</sup> graders needing intensive or strategic intervention classes of two periods.</p> <p>5. Develop a mathematics course placement matrix for 9<sup>th</sup>-10<sup>th</sup> graders describing diagnostic assessments to identify strategic learners (unable to demonstrate proficiency in Algebra I and/or at risk of failing CAHSEE) and intensive learners (unable to demonstrate proficiency in 7<sup>th</sup> grade mathematics standards) including entry/exit cut-points.</p> <p>Principal Instructional Leadership Training AB 430</p> <p>1. Provide training for all K-6 site administrators in SB 472 for site core math program for Module 1; AB430 for Modules 2 and 3.</p> <p>2. Provide training with appropriate registration process all middle and high school site administrators for AB430 training for core math program and or intervention math programs: Modules 1, 2, and 3.</p> <p>3. Establish the expectation that principals will use the knowledge gained in SB472 /AB430 to support effective implementation of the math instructional program. Hold them accountable through the district evaluation process.</p> <p>4. 100% of the five elementary principals have completed modules 1, 2, and 3 along with the practicum for the AB75/430 training. The dean for the intermediate school has signed up for training during the 2008-2009 school year. Our middle school principal has completed modules 1, 2, and 3 and the practicum for the AB75/430 training. Our Dean started the training in 2007-2008 and will complete it in 2008-2009 school year. The principal and the assistant principal from the high school will enroll in the AB 75/430 training during the 2008-2009 school year. Two deans from the high school started the AB75/430</p>	<p>principal and counselors ensure access to appropriate math courses for graduation as well as strategic and intensive intervention courses</p> <p>05/01/08-08/31/08; 05/01/09-08/31/10</p> <p>Assistant Superintendent of Curriculum, Instruction, and Assessment has set the AB472 training for August 4-8, 2008.</p> <p>Assistant Superintendent of Personnel</p> <p>08/01/08-04/30/09</p> <p>Director of Multilingual/Categorical Programs</p> <p>07/01/08-08/30/08;</p>	<p>District guidelines for placement of strategic and intensive students.</p> <p>Records of AB430 completion kept at CIA office.</p> <p>Evaluation training handouts kept in Personnel office.</p> <p>Equitable Distribution Plan on file in the Personnel office</p>		<p>\$24,000 for AB 430 principal training funding from staff development</p> <p>\$16,800 cost for training principals with AB472 math funding from staff development</p> <p>\$306,600 for the SB472 five day training in new math adoption funding through staff</p>
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<p>training in the 2007-2008 school year and will complete it during the 2008-2009 school year. The principal at the continuation high school has completed the SB75/430 training along with the practicum during the 2007-2008 school year in his previous district. Overall, 85% of our principals, assistant principals, and deans have either completed or are completing the AB75/430 training by the end of the 2008-2009 school year.</p> <p>Teacher Credentials/HQT/Professional Development</p> <ol style="list-style-type: none"> <li>1. Establish a district and site plan for how teachers without full credentials and/or HQT status will attain credentials and/or subject matter qualification.</li> <li>2. Establish a plan for equitable distribution of principals and teachers at low-performing schools.</li> <li>3. Provide summer (or school year) SB472 training with appropriate registration process (monitored by district and site) for all teachers including special education. 75% of our elementary teachers have completed the Math SB472, 53% of our 5-6 teachers have completed the SB472, 67% of our middle school teachers have completed the SB 472, and 95% of our 9-12 teachers have completed the SB471 in our new math adoption. 73% of our elementary teachers have completed the ELA SB472, 61% of our 5-6 teachers have completed the ELA SB472, 64% of our middle school teachers have completed the ELA SB 472, and 84% of our 9-12 teachers have completed the ELA SB472.</li> <li>4. Create the district/site plan for completion and monitoring of teachers for 80 hours practicum including the 40 hours of English Learner Professional Development (ELPD). ELPD training first three days of training set for August 18, 19, and 21. The other two days of training will be set in the fall.</li> <li>5. Develop and use classroom observation tool to monitor implementation of SB472 training.</li> </ol> <p>Student Achievement and Monitoring System</p> <ol style="list-style-type: none"> <li>1. Provide district and site professional development designed to increase staff understanding and use of the</li> </ol>	<p>09/01/08-06/30/10</p> <p>District administrators and Site principals 08/01/08-12/31/08 Assistant Superintendent of Curriculum, Instruction, and Assessment monthly CIA meeting 08/01/08-06/30/09; 08/01/09-06/30/10</p> <p>Site principals 08/01/08-06/15/09 Assistant Superintendent of Personnel and Site principal 07/01/08-08/30/08</p>	<p>by November 15, 2008.</p> <p>DataTrek observation summaries kept in the CIA office.</p> <p>Assessment calendar kept in the CIA office.</p> <p>Collaboration meeting minutes.</p>	<p>\$275,296.26 Five EL specialists and 19 special education teachers \$1,487,339 from Title II, HPSPG, Reading First</p> <p>\$405,873.04 Curriculum coaches, Reading first coaches from Reading First, Title II</p>	<p>development funds</p> <p>\$10,000 for team of administrators and teachers to review ELA/math pacing calendars and create assessments Title III</p>
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<p>collaborative group process to analyze assessment data (high stakes, benchmark and 6-8 week assessments) leading to instructional responses designed to increase student learning.</p> <ol style="list-style-type: none"> <li>2. Identify 6-8 week curriculum-embedded assessments based on the core adoptions to be used to determine student progress in mathematics, including Algebra and Algebra Readiness and math interventions.</li> <li>3. Build the assessment calendar into the district pacing guide for each grade level and course so that all staff are regularly using data to drive instruction and identify additional support for all learners as needed.</li> <li>4. Hold teachers and administrators accountable for administering the 6-8 week assessments, using the data system, and using data to inform instruction.</li> <li>5. Schedule and conduct data team meetings.</li> <li>6. Use data to determine additional support for strategic and intensive students, English Learners and SWD.</li> </ol> <p>Ongoing Instructional Assistance and Teacher Support</p> <ol style="list-style-type: none"> <li>1. Recruit and hire site math coach through HR process.</li> <li>2. Provide ongoing district and site training for math coach including monthly district training of all coaches and professional development with follow-up in cognitive and instructional coaching strategies.</li> </ol> <p>Teacher Collaboration by Grade Level or Course Level</p> <ol style="list-style-type: none"> <li>1. Provide opportunities (district/principals) on a continuous and frequent basis (e.g., twice monthly) for teachers to collaborate and focus on the use of curriculum embedded assessment data in order to strengthen the implementation of the math adoption.</li> <li>2. Train all teachers to effectively use a collaborative protocol process.</li> <li>3. Calendar grade level and course level collaborative team meetings and ensure that this time is used only for analysis of data and using it to make decisions to improve instruction (principal).</li> <li>4. Provide a monitoring form used by the principal that includes teachers in attendance and meeting minutes that</li> </ol>	<p>Assistant Superintendent of Curriculum, Instruction, and Assessment, Director of Multilingual/ Categorical Programs, site principals to plan, implement, and monitor monthly collaboration K-4 07/01/08 - 06/30/09</p> <p>Assistant Superintendent of Curriculum, Instruction, and Assessment will monitor the development and review of the pacing schedules for math and CAHSEE classes 07/01/08 – 12/31/08</p>			<p>\$50,000 from Title II for monthly K-4 collaboration</p> <p>\$10,000 for team of administrators and teachers to review ELA/math pacing calendars and create assessments Title III</p>
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<p>reflect the content of the meetings, decisions reached by grade level team in the adjustment of the instructional program and/or student level of support and any additional support team needs.</p> <p>5. SB472 training for intervention and content specific programs are being provided to all Special Education and general education teachers. Special Education teachers have participated in training for Houghton Mifflin Reading K-5, Holt Literature and Language Arts 7-12, SRA/McGraw Hill Reach, Houghton Mifflin California Math K-6, and Holt California Math Course 2 and Algebra Math Course 1. Reading First coaches and Math and Language Arts Specialist, who are general education teachers, collaboratively work with Special Education teachers. Both special education and general education teachers work together in providing intervention programs through Care Labs, Learning Centers, and collaborative teaching models. Moreover, collaboration is utilized at monthly site meetings. These meetings between special education teachers and general education teachers focus on grade level content standards, data analysis, curriculum pacing guides, common assessments, and research-based instructional strategies. In addition, special education and general education teachers work together on Student Study Teams at their sites in order to help evaluate specific targeted instruction for students who are not at or exceeding the state proficiency levels.</p> <p>Pacing Guides</p> <p>1. Establish a process for developing annual district grade/course level mathematics pacing guides using committees of site and district representatives who review adopted materials along with grade level blueprints and CST released test questions.</p> <p>2. Develop annual district pacing guides that determine the sequence and schedule for mathematics instruction and assessment for all K-8 and Algebra I classes including interventions for intensive and strategic learners using the adopted Basic Grade Level ancillary materials,</p>	<p>Assistant Superintendent of Curriculum, Instruction, and Assessment 08/01/08-06/01/09.</p> <p>Assistant Superintendent of Curriculum, Instruction, and Assessment ensures instructional time is being met 09/15/09; 09/15/10</p> <p>High school principal and counselors ensure access to appropriate</p>	<p>Calendar of meetings to select new curriculum 09/1/08-06/1/09 Purchase orders showing proof of purchase</p> <p>Copies of master schedules, ELD schedules kept at school sites and at the multilingual categorical programs office.</p> <p>District guidelines for placement of strategic and intensive students</p>	<p>\$405,873.04 Reading First coaches Curriculum Coaches from Reading First, Title II</p>	<p>\$522,000 for new ELA adoption IMF funds</p>
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<p>Intervention Program materials (grades 4-7), and Algebra Readiness materials.</p> <ol style="list-style-type: none"> <li>3. Develop and implement district pacing guide for CAHSEE prep course for 11<sup>th</sup> and 12<sup>th</sup> graders who have not passed the test.</li> <li>4. Establish a district process for sites to implement and monitor ongoing use of pacing guides.</li> <li>5. Establish a site and district process to annually review and revise pacing guides in late spring to more effectively implement the adopted math programs.</li> </ol> <p>Fiscal Support</p> <ol style="list-style-type: none"> <li>1. Develop, implement, and monitor district and site budgets to reflect support for the full implementation of math adoption.</li> </ol> <ul style="list-style-type: none"> <li>• <b>Implementation of SBE approved 2008 RLA Adoptions K-12 for Fall 2009-2010</b></li> </ul> <p>Instructional Program</p> <ol style="list-style-type: none"> <li>1. Follow the district adoption policy to review and pilot selected RLA SBE programs with appropriate ancillary materials for intensive, strategic, and grade level students including English Learners and Special Education students.</li> <li>2. Submit purchase orders for program materials by July 1; 2009 establish school plan for distribution of all materials to all classrooms prior to beginning of school.</li> <li>3. Establish monitoring tool for district and site administrators and coaches to determine daily and appropriate use by all students in every classroom.</li> </ol> <p>Instructional Time K-8</p> <ol style="list-style-type: none"> <li>1. Establish grade level daily schedules/master schedule that provides all students with instructional time sufficient to appropriately access grade level standards including EL and SWD students.</li> <li>2. Establish a monitoring tool for district and site administrators to monitor the use of instructional minutes including the additional minutes provided for students in need of that time and support.</li> </ol>	<p>ELA courses for graduation as well as strategic and intensive intervention courses 05/01/09-05/31/10</p> <p>Assistant Superintendent of Curriculum, Instruction, and Assessment will set the AB472 training for August 2009.</p> <p>Assistant Superintendent of Personnel 08/01/09-04/30/10</p> <p>Director Multilingual Categorical Programs 07/01/09-08/30/10</p>	<p>Records of AB430 completion kept at CIA office</p> <p>Records of AB430 and SB472 completion kept at CIA office.</p> <p>Evaluation training handouts kept in Personnel office.</p> <p>Equitable Distribution Plan on file in the Personnel office by November 15, 2008.</p>	<p>\$405,873.04 Curriculum Coaches, Reading First Coaches, from Reading First, Title II</p>	
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<p>3. Ensure additional daily instructional minutes for students needing strategic and intensive students. Access to ELA Standards-Aligned Courses 9-12</p> <ol style="list-style-type: none"> <li>1. Provide a master schedule that provides all students with instructional time sufficient to appropriately access necessary RLA courses and instruction needed to master skills tested on CAHSEE including extended/two period classes for intensive and strategic students and CAHSEE prep classes for 11<sup>th</sup> and 12<sup>th</sup> graders including EL and SWD.</li> <li>2. Establish a district process for district and sites to implement and monitor master schedules with correct placement for appropriate 9<sup>th</sup> &amp; 10<sup>th</sup> graders needing intensive or strategic intervention classes of two periods.</li> <li>3. Develop a RLA course placement matrix for 9<sup>th</sup>-10<sup>th</sup> graders describing diagnostic assessments to identify strategic and intensive learners including entry/exit level cut-points.</li> </ol> <p>Principal Instructional Leadership Training AB 430</p> <ol style="list-style-type: none"> <li>1. Provide training for all K-6 site administrators in SB 472 for site core RLA program for Module 1; AB 430 for Modules 2 and 3.</li> <li>2. Provide training with appropriate registration process all middle and high school site administrators for AB 430 training for core RLA program and/or intervention RLA programs: Modules 1, 2, and 3.</li> <li>3. Establish the expectation that principals will use the knowledge gained in SB472 /AB430 to support effective implementation of the math instructional program. Hold them accountable through the district evaluation process.</li> <li>4. 100% of the five elementary principals have completed modules 1, 2, and 3 along with the practicum for the AB75/430 training. The dean for the intermediate school has signed up for training during the 2008-2009 school year. Our middle school principal has completed modules 1, 2, and 3 and the practicum for the AB75/430 training. Our Dean started the training in 2007-2008 and will complete it in 2008-2009 school year. The principal and</li> </ol>	<p>District administrators and Site principals 08/01/09-12/31/010</p> <p>Assistant Superintendent of Curriculum, Instruction, and Assessment monthly CIA meeting 08/01/09-06/30/10</p> <p>Assistant Superintendent of Personnel and Site principal 07/01/09-08/30/10</p> <p>Assistant Superintendent of Curriculum, Instruction, and Assessment, Director of Multilingual/Categorical Programs, site principals to plan, implement,</p>		<p>\$405,873.04 Curriculum Coaches Reading First Coaches from Reading First, Title II</p>	<p>\$10,000 for team of administrators and teachers to review ELA pacing calendars and create assessments Title III</p> <p>\$50,000 from Title II for monthly K-4 collaboration</p> <p>\$10,000 for team of administrators and teachers to review ELA pacing calendars and create assessments</p>
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<p>the assistant principal from the high school will enroll in the AB 75/430 training during the 2008-2009 school year. Two deans from the high school started the AB75/430 training in the 2007-2008 school year and will complete it during the 2008-2009 school year. The principal at the continuation high school has completed the SB75/430 training along with the practicum during the 2007-2008 school year in his previous district. Overall, 85% of our principals, assistant principals, and deans have either completed or are completing the AB75/430 training by the end of the 2008-2009 school year.</p> <p>Teacher Credentials/HQT/Professional Development</p> <ol style="list-style-type: none"> <li>1. Establish a district and site plan for how teachers without full credentials and/or HQT status will attain credentials and/or subject matter qualification.</li> <li>2. Establish a plan for equitable distribution of principals and teachers at low-performing schools.</li> <li>3. Provide summer (or school year) SB472 training with appropriate registration process (monitored by district and site) for all teachers including special education.</li> <li>4. Create the district/site plan for completion and monitoring of teachers for 80 hours practicum including the 40 hours of English Learner Professional Development (ELPD).</li> <li>5. Develop and use classroom observation tool to monitor implementation of SB472 training.</li> </ol> <p>Student Achievement and Monitoring System</p> <ol style="list-style-type: none"> <li>1. Provide district and site professional development designed to increase staff understanding and use of the collaborative group process to analyze assessment data (high stakes, benchmark and 6-8 week assessments) leading to instructional responses designed to increase student learning.</li> <li>2. Identify 6-8 week curriculum-embedded assessments based on the core adoptions to be used to determine student progress in RLA/ELD including strategic and intensive interventions.</li> <li>3. Build the assessment calendar into the district pacing</li> </ol>	<p>and monitor monthly K-4 collaboration 07/01/09 - 06/30/10</p> <p>Assistant Superintendent of Curriculum, Instruction, and Assessment will monitor the development and review of the pacing schedules for math and CAHSEE classes 07/01/09 – 12/31/10</p> <p>Director of Student Services and Assistant Superintendent of Curriculum, Instruction, and Assessment 07/01/08-10/31/08</p> <p>District administrators</p>			<p>Title III</p> <p>\$5,000 Special Education</p> <p>\$272,003.00 Five EL Specialists Title II, HPSG</p> <p>\$1,487,339.00 19 Special Education teachers</p> <p>\$124,775.00 Director of Student Services</p>
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<p>adopted materials along with grade level blueprints and CST released test questions.</p> <ol style="list-style-type: none"> <li>2. Develop annual district pacing guides that determine the sequence and schedule for mathematics instruction and assessment for all RLA/ELD classes including interventions for intensive and strategic learners using the adopted ancillary materials and intervention programs.</li> <li>3. Develop and implement district pacing guide for CAHSEE prep course for 11<sup>th</sup> and 12<sup>th</sup> graders who have not passed the test.</li> <li>4. Establish a district process for sites to implement and monitor ongoing use of pacing guides.</li> <li>5. Establish a site and district process to annually review and revise pacing guides in late spring to more effectively implement the adopted RLA/ELD programs.</li> </ol> <p>Fiscal Support</p> <ol style="list-style-type: none"> <li>1. Develop, implement and monitor district and site budgets to reflect support for the full implementation of RLA adoption.</li> </ol> <ul style="list-style-type: none"> <li>• <b>Implementation of modified LRE for sites along with new APS for special education students, Special Education School Level Tool:</b></li> </ul> <ol style="list-style-type: none"> <li>1. Develop plan for RCOE/SELPA to facilitate all sites' use of the modified site LRE and APS for SWD.</li> <li>2. Use results of these tools to develop district and site action plans found in the LEA Plan and SPSAs to increase the achievement of SWDs through greater use of collaborative and team teaching models. District and site administrators will review the adopted materials for reading/language arts and mathematics and verify the adequacy of universal access materials. District and site administrators visit all classrooms to verify that the following effective strategies are in place and students with disabilities are being educated in age-appropriate general education settings with appropriate accommodations and support as defined in their IEPs. District and site administrators will review and monitor all IEPs and verify that students are receiving instruction by</li> </ol>	<p>EL department 08/15/08- 09/30/08</p>			
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<p>highly qualified teachers in both the content area and specialized instruction.</p> <p>3. Train staff and develop district and site Response to Intervention plans. District and site administrators will review and monitor all IEPs for linguistically appropriate goals and objectives to meet the needs of ELs. District and site administrators will require that all IEP determinations consider first how to appropriately support each student in the general education classroom/program (modifications, accommodations, assistive technology) before considering other instructional settings or delivery options.</p> <ul style="list-style-type: none"> <li>• <b>Implementation of district and site ELSSA reports and site APS EL School Level Tool for ELs (ELSLT):</b></li> </ul> <p>1. Develop plan for district and site analysis of ELSSA reports generated by Key Data Systems. Use results of these tools to develop district and site plans found in the LEA Plan and SPSAs to increase English Learner proficiency in English and academics. District and site administrators will review the daily schedule of ELs to verify that they have access to both the core curriculum in English-language arts and to English language development (ELD) instruction. District and site administrators will review the adopted materials for reading/language arts and mathematics and verify the presence, appropriateness, and adequacy of universal access materials. District and site administrators routinely will visit and observe core and ELD classrooms to verify that all ELs are being instructed in the core reading/ language arts and mathematics curriculum. District and site administrators will provide training in SDAIE strategies for all teachers instructing ELs, including those teaching core reading/language arts and math classes, intervention classes for strategic and intensive students, and ELD classes.</p> <p>2. The EL specialists will review data and set goals for the district and for each school site.</p>				
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**5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.**

Please explain how you identified those needs and how you will address them.	Persons Involved/ Timeline	Evidence of Completion	Related Expenditures	Estimated Cost/ Funding Source
<p>• <b>Examination of the DAIT Survey for Standard G (Professional Development) for those areas not substantially implemented necessitate these actions:</b></p> <p>1. G.2.The district provides materials-based professional development, based on data and adoptions in use and focused on improving student achievement. Rated 2-partially implemented.</p> <p>Principals will monitor the implementation of materials-based professional development and monitor to ensure that it has substantial, measurable, and positive impact on student academic achievement. District and site administrators will analyze the results of curriculum-embedded assessments on a quarterly basis to plan additional staff development based on students' achievement of standards. District administrators will provide teachers of ELs with professional development focused on instructional strategies and teachers' understanding, application, and adoption of instructional materials and assessments. District administrators will provide appropriate teachers of students with disabilities with professional development focused on instructional strategies designed to enhance teachers' understanding and use of adopted materials and assessments. District administrators will provide mentoring and coaching for teachers new to the subject or grade level, as well as to those continuing to teach reading and math. District administrators will provide mentoring and coaching for all teachers working with ELs and students with disabilities.</p> <p>2. G.3.The district provides opportunities for professional development in reading/language arts, mathematics, and interventions, through AB 430 (Nava/2005) Principal Training Program, SB 472 (Alquist) SBE-approved training</p>	<p>Gordon Fisher, Assistant Superintendent of Curriculum, Instruction, and Assessment.</p> <p>Felicia Adkins, Director of Multilingual/Categorical Programs</p> <p>Site Principals 08/01/08-06/30/09; 08/01/09-06/30/10</p>	<p>CIA monthly meeting minutes</p> <p>Special Education meetings minutes</p> <p>EL department meeting minutes</p> <p>Rosters kept in the CIA office of all participants in</p>		<p>\$272,003.00 Five EL specialists Title II, HPSGP</p> <p>\$1,487,339.00 19 Special Education Teachers</p>

<p>for teachers, and other materials-based trainings as available. Rated 2-partially implemented.</p> <p>Administrators who have not completed AB430 will attend training during the 08/09 school year. All teachers will be provided the SB472 training for math during August for the new math adoption There are 16 Kindergarten, 22 first, 19 second grade, 13 fourth grade, 16 fifth grade, 14 sixth grade, 13 middle school, and 14 high school teachers enrolled in the SB 472 training in August. If teachers are unable to attend the August training then alternate training dates will be set up during the school year. ELPD will be offered three days in August 18, 19, and 21 and the remaining two days in the school year. K-4 teachers and the 9-12 teachers will receive the training in the 08/09 school year. Teachers in grades 5-8 will be trained in ELPD in the 09/10 school year. 100% of the five elementary principals have completed modules 1, 2, and 3 along with the practicum for the AB75/430 training. The dean for the intermediate school has signed up for training during the 2008-2009 school year. Our middle school principal has completed modules 1, 2, and 3 and the practicum for the AB75/430 training. Our Dean started the training in 2007-2008 and will complete it in 2008-2009 school year. The principal and the assistant principal from the high school will enroll in the AB 75/430 training during the 2008-2009 school year. Two deans from the high school started the AB75/430 training in the 2007-2008 school year and will complete it during the 2008-2009 school year. The principal at the continuation high school has completed the SB75/430 training along with the practicum during the 2007-2008 school year in his previous district. Overall, 85% of our principals, assistant principals, and deans have either completed or are completing the AB75/430 training by the end of the 2008-2009 school year.</p> <p>75% of our elementary teachers have completed the Math SB472, 53% of our 5-6 teachers have completed the SB472, 67% of our middle school teachers have completed the SB 472, and 95% of our 9-12 teachers have completed the SB471 in our new math adoption. 73% of our elementary</p>	<p>Assistant Superintendent of Curriculum, Instruction and Assessment 07/01/08-03/01/09; 07/01/09-06/30/10</p> <p>Assistant Superintendent of Curriculum, Instruction, and Assessment, Director of Multilingual/ Categorical Programs, site principals to plan, implement, and monitor monthly collaboration K-4 07/01/09 - 06/30/10</p>	<p>AB430 and SB472 training and the ELPD training</p> <p>Monthly CIA meeting minutes</p> <p>Collaboration meeting minutes</p> <p>EL department meeting minutes</p>		<p>\$24,000 for AB 430 principal training funding from staff development</p> <p>\$306,600 for the SB472 five day training in new math adoption funding through staff development funds</p> <p>\$306,600 for the SB472 five day ELPD training funding through staff development funds</p> <p>\$50,000 from Title II for monthly K-4 collaboration</p> <p>\$5200 for EL team to develop ELD common assessments funding from Title III.</p>
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<p>teachers have completed the ELA SB472, 61% of our 5-6 teachers have completed the ELA SB472, 64% of our middle school teachers have completed the ELA SB 472, and 84% of our 9-12 teachers have completed the ELA SB472.</p> <p>3. G.4-The district provides opportunities for teachers to collaborate on the analysis and application of assessment data in improving curriculum, instruction, and student achievement. Rated 2-partially implemented.</p> <p>District administrators will develop and train site staff in structured protocols and tools to facilitate data discussions and monitor progress toward goals. District administrators will ensure that principals and teachers are trained and coached on their roles in collaborative data teams. Principals will schedule and participate in monthly collaborative teacher meetings to: analyze assessment data and discuss the strengths and weaknesses of student performance in each part of the assessment; discuss specific lessons taught in the previous month; discuss whether a particular skill or concept needs more instruction or review and plan future lessons to build on the concepts already mastered; plan specific re-teach and enrichment lessons to accelerate learning for all students; plan and implement effective ways of providing language support for ELs, based on common assessments; debrief on professional development offerings and discuss how to effectively integrate the new practices into their lessons.</p>				
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**6. Include specific academic achievement and English Proficiency goals and strategies for English Learners consistent with Annual Measurable Achievement Objectives (AMAOs) 1, 2, and 3 of the Title III Accountability System.  
(Insert data table from Key Data with 2007 AMAOs.)**

**Title III AMAO Goal Report**

Name	AMAO I					AMAO II					School Level
	05-06	06-07	07-08	08-09	09-10	05-06	06-07	07-08	08-09	09-10	
	%	%	%	%	%	%	%	%	%	%	
<b>Banning Unified</b>	53.7	53.1	50.1	51.6	53.1	35.1	<u>27.6</u>	28.9	30.6	32.2	<b>Unified</b>
Cabazon Elementary	<u>50.0</u>	52.5	50.1	51.6	53.1	--	--	28.9	30.6	32.2	<b>ES</b>
Central Elementary	<u>43.6</u>	51.7	50.1	51.6	53.1	40.5	<u>27.1</u>	28.9	30.6	32.2	<b>ES</b>
Hemmerling Elementary	<u>51.9</u>	53.7	50.1	51.6	53.1	40.3	31	28.9	30.6	32.2	<b>ES</b>
Hoffer Elementary	<u>50.6</u>	<u>46.8</u>	50.1	51.6	53.1	36.7	36.9	28.9	30.6	32.2	<b>ES</b>
Nicolet Middle	63.0	63	50.1	51.6	53.1	35.9	<u>26.5</u>	28.9	30.6	32.2	<b>MS</b>
Susan B. Coombs Intermediate	<u>40.0</u>	55.7	50.1	51.6	53.1	<u>24.0</u>	<u>28.3</u>	28.9	30.6	32.2	<b>MS</b>
<b>Banning High</b>	70.2	<u>47.5</u>	50.1	51.6	53.1	41.1	<u>20.2</u>	28.9	30.6	32.2	<b>HS</b>

AMAOs are applied by CDE only at the LEA level; site level computations are provided for informational purposes only.

AMAO Goals	AMAO I					AMAO II					School Level
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	
	52	48.7	50.1	51.6	53.1	31.4	27.2	28.9	30.6	32.2	
											<b>ES\MS</b>
											<b>HS</b>

Name	AMAO III ELA					AMAO III Math					School Level
	05-06	06-07	07-08	08-09	09-10	05-06	06-07	07-08	08-09	09-10	
	%	%	%	%	%	%	%	%	%	%	
<b>Banning Unified</b>	16.6	<u>20.5</u>	34	45	56	27.4	<u>32.1</u>	34.6	45.5	56.4	<b>Unified</b>
Cabazon Elementary	16.7	<u>19.2</u>	35.2	46	56.8	38.9	<u>26.9</u>	37	47.5	58	<b>ES</b>
Central Elementary	16.8	<u>23.1</u>	35.2	46	56.8	52.1	<u>46.2</u>	37	47.5	58	<b>ES</b>
Hemmerling Elementary	17.6	<u>22.6</u>	35.2	46	56.8	36.5	<u>35.7</u>	37	47.5	58	<b>ES</b>
Hoffer Elementary	23.8	<u>28.2</u>	35.2	46	56.8	41.2	48.7	37	47.5	58	<b>ES</b>
Coombs (Susan B.) Intermediate	8.7	<u>19.2</u>	35.2	46	56.8	15.9	<u>27.7</u>	37	47.5	58	<b>MS</b>
Nicolet Middle	17.1	<u>16.6</u>	35.2	46	56.8	18.2	<u>22.0</u>	37	47.5	58	<b>MS</b>

Banning High	27.4	<u>19.5</u>	33.4	44.5	55.6	29.8	<u>27.6</u>	32.2	43.5	54.8	HS
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AMAO Goals	AMAO III ELA					AMAO III Math					School Level
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	
	23	23	34	45	56	23.7	23.7	34.6	45.5	56.4	Unified
	<u>24.4</u>	<u>24.4</u>	<u>35.2</u>	<u>46</u>	<u>56.8</u>	<u>26.5</u>	<u>26.5</u>	<u>37</u>	<u>47.5</u>	<u>58</u>	ES\MS
	22.3	22.3	33.4	44.5	55.6	20.9	20.9	32.2	43.5	54.8	HS

• When figures are shown with an underline, it indicates that the District/School needs to improve on their actual achievement performance in order to make the goals for the next two years; figures not underlined indicate that the District/School needs to maintain their present actual achievement percentages in order to make the goals so indicated.

\* AMAO I - Percent of Students Making Annual Progress in Learning English

\*\* AMAO II - Percent of Students Attaining English Proficiency on CELDT

Please describe those goals and specific strategies for meeting the goals.	Persons Involved/ Timeline	Evidence of Completion	Related Expenditures	Estimated Cost/ Funding Source
<ul style="list-style-type: none"> <li><b>Analysis:</b> In its Title III Plan, BUSD identified the problems that prevented achieving the Annual Measurable Academic Objectives (AMAOs) by analyzing results from these tools: ELSSA 2006, ELSSA 2007, Elementary, Middle and High School English Learners School Level Tool (ELSLT), Title III LEA Improvement Plan Addendum, CELDT, CST, CAHSEE, Categorical Program Monitoring (CPM) findings, Online Assessment and Report System (OARS) data for K-4, and AMAO(s). The six causes were: 1) data was not analyzed, interpreted, or used consistently at the district or site level to monitor student progress; 2) existing ELA and Math pacing schedules do not address how to differentiate for EL proficiency levels; 3) implementation of SDAIE/GLAD strategies were not used consistently; 4) at the secondary level, differentiated instruction did not focus on EL proficiency levels and academic needs; 5) ELD supplemental curriculum was not implemented consistently nor across the K-12 schools; and 6) there was no evaluation to monitor student progress and program effectiveness. These root causes were verified by the data analysis,</li> </ul>		Title III Action Plan on file in Multilingual/Categorical Programs Office		

<p>interviews during the CPM process of 2006-2007, conversations with principals during leadership meetings, and review of the English Learner School Level Tool (EL-SLT) results.</p> <ul style="list-style-type: none"> <li>• <b>Focus:</b> The research based solutions will focus on three main areas: program evaluation, data analysis, and curriculum. Solutions for the district emerged from the data analysis and analysis of the Title III LEA Improvement Plan. These are: 1) district will provide all school sites K-12 EL data necessary to analyze, interpret and monitor student progress; 2) district and sites will work together to purchase ELD supplemental curriculum for all EL students K-12 and ensure appropriate placement of English Learners; 3) professional development will be research based and will be provided on a yearly basis to teachers; 4) program evaluation will occur yearly to ensure student success; and 5) students will have access to appropriate Reading/Language Arts instruction.</li> <li>• <b>Provide Data Systems and Support to Improve Instruction for ELs:</b> <ol style="list-style-type: none"> <li>1. All CST and CAHSEE data will be given to teachers in the fall. Annual CELDT tests will be hand scored during the July 1-October 31 timeline. Scores will be distributed to appropriate staff for guiding instruction and to ensure appropriate student placement. EL rosters will also be handed out to teachers for guiding instruction.</li> <li>2. EL team (EL specialist, EL teacher, ELA teacher, principal, EL coordinator) will identify the needs of EL's who have been in the district EL Program for 5 years or more and make recommendations to guide instruction and ensure appropriate placement.</li> <li>3. EL Specialists, EL Coordinator, Principals and Director of Multilingual/Categorical Programs will observe teachers weekly, analyze embedded assessments quarterly, evaluate pacing guides quarterly and ensure differentiated instruction is occurring. OARS data from all elementary schools will be used on a monthly basis to guide instruction. Theme skills assessments are completed every 6-8 weeks. All these</li> </ol> </li> </ul>	<p>Felicia Adkins, Director of Multilingual/ Categorical Programs</p> <p>Site Principals</p> <p>English Language Specialists</p> <p>EL department 07/01/08- 09/15/08</p> <p>EL department 08/01/08- 09/01/08; 08/01/09- 09/15/09</p>	<p>Copies of memos will be kept at the M/L Categorical Programs Office of all data provided to teachers. Purchase orders of the supplemental materials are in</p>		<p>Economic Impact Aid (EIA): \$9,312.00</p> <p>Economic Impact Aid (EIA): \$8,925.00</p> <p>Economic Impact Aid (EIA): \$178,498.00 Unrestricted: \$18,000.00 NCLB: Title III, Limited English Proficient (LEP) Student Program: \$86,289.00 NCLB: Title I, Part B, Reading First Program:</p>
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<p>activities will help assure that instructional decisions are based on data and inform instructional decisions that will increase student achievement. ELD profile cards are used every grading period to help monitor and guide EL student achievement. Embedded assessments from Houghton Mifflin are used, as well as, supplemental ELD curriculum to guide instruction. R-FEP students will also be monitored annually to ensure success and if there is a problem interventions will be implemented to bring the student up to grade level.</p> <p>4. EL Coordinator and Director of Multilingual/Categorical Programs will provide training to Principals, EL Specialists and teachers on how to analyze and use data to guide instruction.</p> <ul style="list-style-type: none"> <li>• <b>Provide all English Learners with access to appropriate English Language Development Instruction:</b></li> </ul> <p>1. Continue implementation of Avenues for K-4 and Edge 9-12 will continue starting Fall 2007 and continuing through the 2008-2009 school year. During the 2007-2008 school year materials will be investigated and reviewed for purchase for the intermediate and middle schools. Coombs Intermediate and Nicolet Middle Schools will continue their implementation of High Point.</p> <p>2. Monitor that ELD instruction for K-6 is a 30-45 minute block of time with flexible grouping based on CELDT scores. ELD time for grades 7-8 is one period. ELD time for grades 9-12 is a two period block for CELDT levels 1 and 2. For CELDT level 3 there is a one period block for ELD. In addition, High Point is being used as the intensive intervention for those EL students scoring two years or more below grade level at Coombs and Nicolet.</p> <ul style="list-style-type: none"> <li>• <b>Provide all English Learners access to appropriate Reading/Language Arts Instruction:</b></li> </ul> <p>1. At the K-4 schools, EL students are placed in a mainstream classroom with ELD support. At the 5-6 and 7-8 schools, EL students are either placed in a mainstream English class with ELD support or in High Point or Language! as the Intensive Intervention. Intensive Intervention is for students</p>	<p>EL department bimonthly meetings 08/01/08-06/30/09; 08/01/09-06/30/10</p> <p>Monthly CIA meeting and department meetings 08/01/08-06/30/09; 08/01/09-06/30/10</p> <p>EL department 08/01/08-06/15/09; 08/01/09-06/15/10</p> <p>District and site administrators 07/01/08-06/30/09; 07/01/09-</p>	<p>the M/L Categorical Programs Office. Copies of all site professional development are kept at the M/L Categorical Programs Office and sign in sheets. Education Services keeps database of SB472, AB430 and practicum.</p>	<p>Annual CELDT Testing \$5300 CELDT reimbursement fund</p>	<p>\$201,259.00</p> <p>Title III, Limited English Proficient (LEP) Student Program: \$22,448.00</p> <p>Economic Impact Aid (EIA): \$145,384.00</p> <p>Title III, Limited English Proficient (LEP) Student Program: \$42,619.00</p> <p>Economic Impact Aid (EIA): \$8,170.00</p> <p>Economic Impact Aid (EIA): \$25,000.00 \$150,000 for Avenues and EDGE Title III</p> <p>Economic Impact Aid (EIA): \$25,000.00</p>
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<p>scoring two years or more below grade level or CST scores of FBB/BB. At the 9-12 school, EL students, levels 1&amp;2 on the CELDT, are placed in a double block of ELD. EL students at the intermediate level are placed in mainstream English with ELD support. EL students that are scoring two years or more below grade level are placed in a double block of Read 180 and High Point. 9-12 grade EL students with a CELDT score of 4/5 are placed in SDAIE English. Elementary schools are using Step Up to Writing or 6 Traits of writing to help all learners. These programs are being investigated for use in the 5-12 grades as well.</p> <ul style="list-style-type: none"> <li>• <b>Provide professional development with research-based strategies to improve EL outcomes:</b> <ol style="list-style-type: none"> <li>1. Provide all ELD teachers training on the new ELD supplemental materials. EL Specialists will model lessons from the new curriculum for teachers. Avenues is the K-4 supplemental materials that were purchased. EDGE is the 9-12 supplemental materials that were purchased.</li> <li>2. Classroom observations will be used to determine what best instructional strategies are being used by teachers. Data Trek is one way to collect data aside from informal classroom visitations. Once data has been collected, teachers will be given feedback so that more effective instructional strategies can be used in the classroom. This includes modeling and peer teacher observations. Walk Throughs will be conducted weekly.</li> <li>3. The EL Department will monitor those students that have been in the EL Program for five or more years and make recommendations for English Learners needing interventions.</li> <li>4. Annually teachers will receive the SB 472 training in ELA and math and complete the ELPD as part of their practicum.</li> <li>5. Administrators will complete AB430 and implement monitoring practices to ensure increased achievement of ELs through quality instruction of the RLA and math adoptions.</li> </ol> </li> </ul>	<p>06/30/10</p> <p>EL Department 08/01/08- 06/30/09; 07/01/09- 06/30/10</p>	<p>Copies of master schedule for secondary schools and ELD blocks of time for elementary schools</p> <p>Classroom observation notes showing implementation of Avenues and EDGE.</p> <p>EL department meeting minutes</p>		<p>Economic Impact Aid (EIA): \$70,148.00</p>
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**7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.**

Please describe those goals and specific strategies for meeting the goals.	Persons Involved/ Timeline	Evidence of Completion	Related Expenditures	Estimated Cost/ Funding Source
<ul style="list-style-type: none"> <li>• <b>To target underperforming students to increase their learning and achievement:</b></li> <li>1. After school tutoring is offered at all sites for “at risk” students. Students receive intervention through standards-based instruction in reading and mathematics. This year Supplemental Educational Services were offered to 269 students (based on free/reduced lunch and far below grade level achievement) from the four PI schools: Central Elementary, Hoffer Elementary, Coombs Intermediate, and Nicolet Middle. These students were served for up to 40 hours of tutoring during the school year beginning in January and ending in May. Service providers were Oxford Tutoring (209 students), BEST Tutoring (25 students), Professional Tutors (6 students), Academic Tutoring (19 students), Princeton Review (4 students), and Total Education (6 students). After school programs funded by proposition 49 funds assisted 250 students with an hour of homework in addition to enrichment activities.</li> <li>2. Summer school is provided for intensive intervention in grades K-8 to all students at risk of being retained who apply. Grades 9-12 offered classes to make up failing grades. All students are instructed in classes using standards-based adoptions for the core and intervention programs. Summer School enrollment for 2008 includes 512 students at Hoffer Elementary, grades 1-6. Banning High School offers the Middle School program as well as the high school program. Middle school enrollment is 359 students receiving remediation in math and language arts. The high school program has an enrollment of 883 students. Classes at the high school are offered for any subject that was failed in history, science, English, and</li> </ul>	<p>Director of Multilingual/Categorical Programs</p> <p>Site Principals</p>			<p>\$95,000 budgeted for 07/08 and \$40,500 budgeted for 08/09 from Pupil Retention Block Grant</p>

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

Please describe those strategies.	Persons Involved/ Timeline	Evidence of Completion	Related Expenditures	Estimated Cost/ Funding Source
<ul style="list-style-type: none"> <li><b>Examination of implementation ratings for DAIT Standards Parent and Community Involvement not substantially implemented and necessary actions:</b></li> </ul> <p>D.1. The district provides clear, timely, and two-way communications with parents, families, and community members about student achievement, academic and other expectations, accountability requirements, and support for their students' academic success.</p> <ul style="list-style-type: none"> <li>District and school administrators, along with teachers, will inform parents, in an ongoing manner, of available interventions in reading/language arts and mathematics for students needing assistance.</li> <li>The district and site administrators will fully inform parents about the impact of the state assessment results on student placement and participation in core curriculum classes, intervention classes, and support programs.</li> </ul> <p>D.2 The district has implemented family and parent involvement policies and programs at all schools. Rated a 2-partially implemented</p> <ul style="list-style-type: none"> <li>District administrators will adopt and support a parent involvement program that is implemented at all schools.</li> <li>District administrators will provide school staff with protocols and templates for evaluating the effectiveness of the parent involvement activities, using specific group feedback, data collection, and case studies to assess the nature, extent, and quality of parent involvement.</li> <li>District administrators will continue to work with principals to employ a variety of strategies to increase parent involvement, access school and community resources, and learn ways to help their children excel in school.</li> </ul>	<p>Director of Multilingual/Categorical Programs Office 05/01/08-09/01/08; 05/01/09-09/01/10</p> <p>Site principals 08/01/08-06/15/09; 08/01/09-06/15/10</p> <p>Director of Multilingual/Categorical Programs</p>	<p>SES letters for parents attending PI schools</p> <p>Monthly site newsletter Site communications in English/Spanish</p> <p>DPAC meeting minutes</p>	<p>Parent Liaison PAF \$6,800.00</p>	<p>\$5,000 is available for parent workshops for the 08/09 and 09/10 school years.</p> <p>\$317,458.00 Funding for home/school staff from Pupil Retention Block Grant</p> <p>\$1200.00 Parent Involvement Training at RCOE</p>

<ul style="list-style-type: none"> <li>• Continue to offer district and site workshops that address ways that parents can support, monitor, and advocate for their children’s education and healthy development.</li> <li>• Continue support for site home-school liaisons and parent coordinators to inform parents and maintain an open line of communication among families, school, and communities.</li> <li>• Offer adult education classes to help parents pursue their own educational goals.</li> <li>• Engage parents in leadership opportunities, school-wide or community-wide celebrations, school leadership teams, and other school-wide committees.</li> <li>• Hold family literacy and math/science events.</li> </ul> <p>D.4-The district office and all schools provide multiple opportunities for parents and family members to access school programs and staff, receive student and school information and resources, and are a part of decision making.</p> <ul style="list-style-type: none"> <li>▪ District and school staff will encourage parents to learn about categorical programs and requirements and involve parents in decisions affecting categorical programs.</li> <li>▪ Schools will post fliers in places where parents congregate and create a cadre of volunteers who call all parents monthly and/or make home visits to inform parents about school events and solicit feedback on past and future parent involvement activities.</li> <li>▪ The principal will continue to review the SPSA and ensure that it includes plans to recruit new members to the School Site Council and expand parent participation and involvement.</li> <li>▪ The principal will monitor and ensure that all parents and teachers have multiple opportunities to actively participate in decision-making related to the SPSA and other advisory groups.</li> <li>▪ The principal will ensure that parents and teachers are trained in research-based instructional practices, as well as in the assessment system and local student performance measures.</li> <li>▪ District and site administrators will collect data to monitor</li> </ul>	<p>Parent Liaison training 08/01/08-05/01/09; 08/01/09-05/01/10</p> <p>Principal Adult Education 08/01/08-06/30/09; 08/01/09-06/30/10</p> <p>Site principals 08/15/08-06/15/09; 08/15/09-06/15/10</p>	<p>School Site Council and ELAC membership rolls</p> <p>Flyers for family night events</p> <p>Copies of flyers announcing DPAC meetings</p> <p>Site SPSA plans in multilingual categorical programs office</p> <p>Documentation of Parent involvement trainings</p>		
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<p>the effectiveness of the training of teachers and parents.</p> <ul style="list-style-type: none"> <li>▪ District and site administrators provide ongoing parent education about district promotion/retention policies, graduation requirements, and requirements for college admissions.</li> </ul>	<p>Director of Multilingual/Categorical Programs Office 05/01/09-06/15/09</p>	<p>Parent involvement surveys and results</p>		
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LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN  
ASSURANCE PAGE

LEA Plan Information:

Name of Local Educational Agency:  
Banning Unified School District

County District Code:  
33-66985

Date of Local Governing Board Approval:  
June 26, 2008

District Superintendent:  
Dr. Lynne B. Kennedy, Superintendent

Address:  
161 W. Williams Street

City:  
Banning, California

Zip Code:  
92220

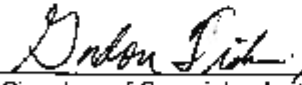
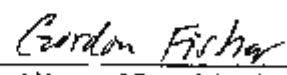

Phone:  
951-922-0218

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951-922-2725

E-mail:  
fadkins@banning.k12.ca.us

Signatures:

On behalf of LEAs, participants included in the preparation of this Program  
Improvement Plan Addendum:


		<u>6-30-08</u>
Signature of Superintendent Designee, Asst. Supt.	Printed Name of Superintendent Designee, Asst. Supt.	Date
	<u>Amy Herr</u>	<u>6/26/08</u>
Signature of Board President	Printed Name of Board President	Date

10-10 (23)

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I certify that my organization has worked with the identified Program Improvement District to complete the requirements of NCLB Section 1116(c) and California Education Code Section 52068.87 (c).

Riverside County Office of Education  
Name of External Organization

 \_\_\_\_\_ June 25, 2008  
Signature of External Organization Representative      Printed Name of External Organization Representative      Date

3939 13<sup>th</sup> Street, Riverside, CA 92502      951-626-6601  
Address      Phone

Send this signed assurance page no later than January 2, 2008, to:

Debbie Rury, Consultant  
School and District Accountability Division  
California Department of Education  
1430 N Street, Suite 6206  
Sacramento, CA 95814

## Banning Unified School District

### DISTRICT ACTION PLAN Title III Year 4

#### Title III Year 4 Needs Assessment

#### 1. IDENTIFY THE PROBLEM: Describe the challenge area(s) for the LEA.

- a. **Provide a description of findings from the results of analysis of the CELDT, CST, CAHSEE, and other assessments used by the LEA to measure EL student English proficiency and academic achievement.**

After reviewing the ELSSA, CST scores, CAHSEE results, and CELDT scores we were able to make the following conclusions. CELDT data was used to determine whether AMAO 1 and AMAO 2 were met. AMAO 1 has been met from 2004 to 2007. We have had success with our students making annual progress in learning English. 53.5% of our students met that goal. There are three ways to meet the goal: 1) those at the Beginning, Early Intermediate, and Intermediate levels have gained one proficiency level; 2) those at the Early Advanced or Advanced level who are not yet English proficient have achieved the English proficient level on the CELDT; 3) those at the English proficient level have maintained that level. AMAO 2 was not met in 2004; however, it has been met from 2005 to 2007. We have had success with our students becoming proficient. English proficient is attained if both of the following are met: 1) overall proficiency level is Early Advanced or Advanced and 2) all skill areas (reading, writing, listening, and speaking) are at the Intermediate level or above. 27.61% of our students met that goal for 2007. AMAO 3 states that ELs must be proficient or above in English Language Arts (ELA) and mathematics per the NCLB guidelines and must meet 95% participation. We have met the participation rate and the mathematics goal from 2004 to 2007. We have not met the percent proficient for English Language Arts since 2005. Table I-California Standards Tests (CST) Scores for English Learners (EL) in English Language Arts (ELA) Annual Yearly Progress shows we are not meeting the 23% proficient goal for 2007; however, we have grown from 6.5% proficient in 2005 to 10% proficient in 2007. The students in Far Below Basic and Basic bands have decreased between 2005 and 2007. Below Basic students have had no significant change. Table II- EL(s) CST Math Scores shows the number of English Learners (ELs) proficient or advanced is at 23.5%, missing the target by .4%. The students at Far Below Basic and Below Basic are decreasing between 2005 and 2007; thus, showing an increase in the percentage of students in the Basic band. Table III- [10th Grade EL(s) California High School Exit Exam (CAHSEE) in English Language Arts (ELA); 10th Grade CAHSEE EL(s) Math; and 2007 Percent of EL(s) who passed CAHSEE] show the number of 10th grade English Learners passing the CAHSEE in ELA has decreased between 2005 and 2007; however, the decrease in 2007 was only .8 % difference. The number of 10th grade English Learners passing the CAHSEE Math has decreased from 34.3% in 2005 to 30.3% in 2007. In 2007, 33% of ELs had passed the CAHSEE ELA and 30% had passed the CAHSEE Math. Also, in 2007, 76% of R-FEP students passed the CAHSEE ELA and 78% passed the CAHSEE Math. Table IV- [2007 Percent of Reclassified Fluent English Proficient (R-FEP) who passed CAHSEE; California English Language Development Test (CELDT) Scores 2006-2007; CELDT Scores 2005-2006; and Number of EL students at CELDT Intermediate or Below 5 years or more in the District 2007] show that predominantly our EL students are at the Intermediate proficiency level regardless of their grade level. Our second greatest group of EL students is at the Early Intermediate proficiency level. A total of 240 EL students performing at the Intermediate or below have been in the district for five or more years. Table V- Total Number of EL Reclassified

shows that prior to 2007, reclassification procedures were inconsistent; therefore, there is great variability between the numbers of students reclassified between 2005 and 2007.

**b. Describe the strengths and weaknesses of the current Title III LEA Improvement Plan Addendum or Title I LEA Plan Addendum.**

We found seven weaknesses of the Title III LEA Improvement Plan Addendum: 1) there was not an in-depth analysis of the EL data to guide instruction; 2) there was no sharing of the English Learner Subgroup Self Assessment (ELSSA) with school sites; 3) there were no relevant factors listed as to why BUSD did not meet AMAO 3; 4) there was no EL curriculum focus at the secondary schools; 5) ELD supplemental curriculum was not purchased for all elementary schools nor fully implemented at the sites that received the materials; 6) ELD/ELA standards maps were distributed; however, there was a lack of guidance on how to use the maps; and 7) there was minimal evaluation of the EL program to monitor student achievement. We found ten strengths of the Title III Addendum: 1) Guided Language Acquisition Design (GLAD) training was provided to the majority of the K-6 teachers; 2) DPAC (District Parent Advisory Committee) meetings were held monthly; 3) parent liaisons were at every school site; 4) All administrators attended AB 75/AB430 training; 5) Parents have the opportunity to take ESL/citizenship classes through CBET; 6) a concerted effort was made to provide oral/written translations at district and school site functions; 7) district provided appropriate training for EL teacher authorizations; 8) ELD profiles cards were distributed to teachers for monitoring of EL students; 10) the required 30-45 minutes of ELD instruction was scheduled for K-12.

**2. IDENTIFY THE CAUSE(S): Identify and describe the root causes of the problem(s) or what prevented the LEA from achieving the AMAO(s). Describe how root causes were verified.**

We identified the root causes of the problems that prevented BUSD from achieving the Annual Measurable Academic Objectives (AMAOs) by analyzing different tools: ELSSA 2006, ELSSA 2007, Elementary, Middle and High School English Learners School Level Tool (EL-SLT), Title III LEA Improvement Plan Addendum, CELDT, CST, CAHSEE, Categorical Program Monitoring (CPM) findings, Online Assessment and Report System (OARS) data for K-4, and AMAO(s). The six causes were: 1) data was not analyzed, interpreted, or used consistently at the district or site level to monitor student progress; 2) existing ELA and Math pacing schedules do not address how to differentiate for EL proficiency levels; 3) implementation of SDAIE/GLAD strategies were not used consistently; 4) at the secondary level, differentiated instruction did not focus on EL proficiency levels and academic needs; 5) ELD supplemental curriculum was not implemented consistently nor across the K-12 schools; and 6) there was no evaluation to monitor student progress and program effectiveness. These root causes were verified by the data analysis, interviews during the CPM process of 2006-2007, and conversations with principals during leadership meetings, and review of the English Learner School Level Tool (EL-SLT) results.

**3. IDENTIFY THE SOLUTION(S): Describe the research-based solutions to solve the low achievement problem(s) listed above.**

The research based solutions will be focused on three main areas: program evaluation, data analysis, and curriculum. Solutions for the district emerged from the data analysis and analysis of the Title III LEA Improvement Plan. These are: 1) district will provide all school sites K-12 EL data necessary to analyze, interpret and monitor student progress; 2) district and sites will work together to purchase ELD supplemental curriculum for all EL students K-12 and ensure appropriate placement of English Learners; 3) professional development will be research based and will be provided on a yearly basis to



teachers; 4) program evaluation will occur yearly to ensure student success; and 5) students will have access to appropriate Reading/Language Arts instruction.

**Standard: F.1.c.** LEA Provides Data Systems and Support to Improve Instruction for ELs

**Focus/Objective: EL data analysis to all schools** - District will provide all school sites K-12 EL data necessary to analyze, interpret and monitor student progress.

Specific Actions	Persons Responsible   Timeline	Estimated Cost	Funding Source
<p><b>Assessment data including CELDT and EL roster to teachers in the fall:</b> All CST and CAHSEE data will be given to teachers in the fall. Annual CELDT tests will be hand scored during the July 1-October 31 timeline. Scores will be distributed to appropriate staff for guiding instruction and to ensure appropriate student placement. EL rosters will also be handed out to teachers for guiding instruction.</p>	<p>Felicia Adkins, Maria-Susana Mascia   07/01/2008 - 10/31/2008 Hiring of staff will occur by June 2008. Testing and scoring will occur between July and October.</p>	<p>\$9,312.00</p>	<p>Economic Impact Aid (EIA): \$9,312.00</p>
<p><b>Identify English Learners in the program for 5 years or more:</b> EL team (EL specialist, EL teacher, ELA teacher, principal, EL coordinator) will identify the needs of ELs who have been in the district EL Program for 5 years or more and make recommendations to guide instruction and ensure appropriate placement.</p>	<p>Felicia Adkins, Sonya Balingit, Elizabeth Beltran, Estella Hernandez, Maria-Susana Mascia, Aide Villalobos   11/01/2007 - 06/30/2008 Providing data about the EL student that have been in the program for 5 years or more will not end in June 2008, it is an on-going process. Initial data will be shared in the fall of each year.</p>	<p>\$8,925.00</p>	<p>Economic Impact Aid (EIA): \$8,925.00</p>
<p><b>Monitor and evaluate student achievement progress:</b> EL Specialists, EL Coordinator, Principals and Director of Multilingual/Categorical Programs will observe teachers weekly, analyze embedded assessments quarterly, evaluate pacing guides quarterly and ensure differentiated instruction is occurring. OARS data from all elementary schools will be</p>	<p>Felicia Adkins, Sonya Balingit, Elizabeth Beltran, Gordon Fisher, Estella Hernandez, Maria-Susana Mascia, Aide Villalobos Principals   11/01/2007 - 06/30/2008 This is an on going process that will happen monthly.</p>	<p>\$484,046.00</p>	<p>Economic Impact Aid (EIA): \$178,498.00 Unrestricted: \$18,000.00 NCLB: Title III, Limited English Proficient (LEP) Student Program: \$86,289.00 NCLB: Title I,</p>

<p>used on a monthly basis to guide instruction. Theme skills assessments are completed every 6-8 weeks. All these activities will help assure that instructional decisions are based on data and inform instructional decisions that will increase student achievement. ELD profile cards are used every grading period to help monitor and guide EL student achievement. Embedded assessments from Houghton Mifflin are used, as well as, supplemental ELD curriculum to guide instruction. R-FEP and I-FEP students will also be monitored annually to ensure success and if there is a problem interventions will be implemented to bring the student up to grade level.</p>			<p>Part B, Reading First Program: \$201,259.00</p>
<p><b>Provide training to EL team on how to analyze data:</b> EL Coordinator and Director of Multilingual/Categorical Programs will provide training to Principals, EL Specialists and teachers on how to analyze and use data to guide instruction.</p>	<p>Felicia Adkins, Gordon Fisher, Maria-Susana Mascia   11/01/2007 - 06/30/2008 Training on how to analyze and use data will be an on-going process throughout the year.</p>	<p>\$22,448.00</p>	<p>NCLB: Title III, Limited English Proficient (LEP) Student Program: \$22,448.00</p>
<p><b>Standard: B.1.c.</b> All English Learners have Access to Appropriate English Language Development Instruction</p>	<p>All English Learners have Access to Appropriate English Language Development Instruction</p>		
<p><b>Focus/Objective: ELD supplemental curriculum for all students K-12</b> - District and sites will work together to purchase ELD supplemental curriculum for all EL students K-12 and provide the necessary professional development for teachers.</p>	<p>- District and sites will work together to purchase ELD supplemental curriculum for all EL students K-12 and provide the necessary professional development for teachers.</p>		
<p><b>Specific Actions</b></p>	<p><b>Persons Responsible   Timeline</b></p>	<p><b>Estimated Cost</b></p>	<p><b>Funding Source</b></p>
<p><b>Implement Avenues for K-4, and Edge 9-12.:</b> Avenues has been purchased for K-4 school sites and is being implemented beginning September 2007. Edge materials will be bought by January 2008 and implemented when they</p>	<p>Felicia Adkins, Sonya Balingit, Elizabeth Beltran, Gordon Fisher, Estella Hernandez, Maria-Susana Mascia, Aide Villalobos Principals   09/01/2007 - 06/30/2008 Implementation of the materials for K-4 and 9-12 will continue starting Fall 2007 and continuing through the 2008-2009 school year.</p>	<p>\$145,384.00</p>	<p>Economic Impact Aid (EIA): \$145,384.00</p>

arrive. Implementation of the materials for K-4 and 9-12 will continue starting Fall 2007 and continuing through the 2008-2009 school year.			
<b>Investigate ELD supplemental materials for 5-8 grades:</b> During the 2007-2008 school year materials will be investigated and reviewed for purchase for the intermediate and middle schools. Coombs Intermediate and Nicolet Middle Schools will continue their implementation of High Point.	Felicia Adkins, Gordon Fisher, Estella Hernandez, Maria-Susana Mascia Principals   12/01/2007 - 06/30/2008 Materials will be investigated and reviewed for purchase during the 2007-2008 school year. Materials will be purchased during the 2008-2009 school year and implemented.	\$42,619.00	NCLB: Title III, Limited English Proficient (LEP) Student Program: \$42,619.00
<b>ELD program design and intensive intervention:</b> Coombs Intermediate and Nicolet Middle Schools will continue using High Point as the supplemental materials for ELD instruction. ELD instruction for K-6 is a 30-45 minute block of time with flexible grouping based on CELDT scores. ELD time for grades 7-8 is one period. ELD time for grades 9-12 is a two period block for CELDT levels 1 and 2. For CELDT level 3 there is a one period block for ELD. In addition, High Point is being used as the intensive intervention for those EL students scoring two years or more below grade level.	Estella Hernandez Principals   08/01/2007 - 06/30/2008 Testing occurs at the beginning of each school year to ensure appropriate placement of English Learners.	\$8,170.00	Economic Impact Aid (EIA): \$8,170.00
<b>Standard: B.1.d.</b> All English Learners have Access to Appropriate Reading/Language Arts Instruction			
<b>Focus/Objective: Teachers will continue training of core curriculum.</b> - Teachers will continue receiving the SB 472 training in ELA and math.			
<b>Specific Actions</b>	<b>Persons Responsible   Timeline</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<b>English Learners will be appropriately placed in Reading/Language Arts:</b> At the K-4 schools, EL students will be placed in a mainstream	Felicia Adkins, Sonya Balingit, Elizabeth Beltran, Estella Hernandez, Maria-Susana Mascia, Aide Villalobos Principals   08/01/2007 - 06/30/2008 appropriate placement decisions are	\$8,925.00	Economic Impact Aid (EIA): \$8,925.00

<p>classroom with ELD support. At the 5-6 and 7-8 schools, EL students are either placed in a mainstream English class with ELD support or in High Point or Language! as the Intensive Intervention. The Intensive Intervention are for students scoring two years or more below grade level or CST scores of FBB/BB. At the 9-12 school, EL students, levels 1&amp;2 on the CELDT, are placed in a double block of ELD. EL students at the intermediate level are placed in mainstream English with ELD support. EL students that are scoring two years or more below grade level are placed in a double block of READ 180 and High Point. 9-12 grade EL students with a CELDT score of 4/5 are placed in SDAIE English. Elementary schools are using Step Up to Writing or 6 Traits of writing to help all learners. These programs are being investigated for use in the 5-12 grades as well.</p>	<p>made prior to the start of school each year.</p>		
<p><b>Standard: G.1.a.</b> Professional Development Includes Research-based Strategies to Improve EL Outcomes</p>	<p>Development Includes Research-based Strategies to Improve EL</p>		
<p><b>Focus/Objective: Professional development will be provided to teachers and EL program evaluation will guide student achievement.</b> - Professional development will be offered every year to teachers. Program evaluation will occur yearly to revise or modify as necessary.</p>			
<p><b>Specific Actions</b></p>	<p><b>Persons Responsible   Timeline</b></p>	<p><b>Estimated Cost</b></p>	<p><b>Funding Source</b></p>
<p><b>K-3 teachers will receive Reading First training for English Learners:</b> All K-3 teachers at the three Reading First Schools: Hemmerling Elementary, Hoffer Elementary, and Central Elementary will receive a forty hour Reading First training called "Making it Work for</p>	<p>Reading First Teacher on Special Assignment   12/01/2007 - 06/30/2008 This training will occur during December through February 2008.</p>	<p>\$77,000.00</p>	<p>NCLB: Title I, Part B, Reading First Program: \$77,000.00</p>

English Learners."			
<b>Annual goals to be set up by the EL Department:</b> The district EL department will meet and set annual goals to guide the year. At the end of the year, goals will be reviewed to see what was successful and what needs to be modified or revised.	Felicia Adkins, Sonya Balingit, Elizabeth Beltran, Gordon Fisher, Estella Hernandez, Maria-Susana Mascia, Aide Villalobos   12/01/2007 - 06/30/2008 Goals will be developed and reviewed at least semi-annually. The district EL department meets bimonthly to look at all data and make recommendations for the program.	\$11,521.00	Economic Impact Aid (EIA): \$11,521.00
<b>Teacher professional development:</b> Professional development will be provided to all teachers on the new ELD supplemental materials. EL Specialists will model lessons from the new curriculum for teachers. Avenues is the K-4 supplemental materials that were purchased. EDGE is the 9-12 supplemental materials that were purchased.	Felicia Adkins, Sonya Balingit, Elizabeth Beltran, Estella Hernandez, Maria-Susana Mascia, Aide Villalobos Principals   09/01/2007 - 06/30/2008 Professional development will be provided to all teachers on the new ELD supplemental materials. EL Specialists will model lessons from the new curriculum for teachers.	\$25,000.00	Economic Impact Aid (EIA): \$25,000.00
<b>Use observation tools to make recommendations for instruction:</b> Classroom observations will be used to determine what best instructional strategies are being used by teachers. Data Trek is one way to collect data aside from informal classroom visitations. Once data has been collected, teachers will be given feedback so that more effective instructional strategies can be used in the classroom. This includes modeling and peer teacher observations. Walk Throughs will be conducted weekly.	Felicia Adkins, Sonya Balingit, Elizabeth Beltran, Gordon Fisher, Estella Hernandez, Maria-Susana Mascia, Aide Villalobos Principals   01/01/2008 - 06/30/2008 Observations will occur weekly using the Data Trek system by administrators. EL Program Specialists and literacy coaches will observe classrooms on a weekly basis as a coach.	\$140,297.00	Economic Impact Aid (EIA): \$140,297.00
<b>Monitor Interventions for English Learners:</b> The EL Department will monitor those students that have been in the EL Program for five or more years. We will make	Felicia Adkins, Sonya Balingit, Elizabeth Beltran, Gordon Fisher, Estella Hernandez, Maria-Susana Mascia, Aide Villalobos Principals   11/01/2007 - 06/30/2008 monitoring will occur quarterly by the	\$70,148.00	Economic Impact Aid (EIA): \$70,148.00

recommendations for English Learners needing interventions.	EL Department.		
<b>Teachers will continue to receive SB 472 training:</b> Annually teachers will receive the SB 472 training in ELA and math.	Felicia Adkins, Gordon Fisher, Maria-Susana Mascia Principals   08/01/2007 - 06/30/2008 This training will occur yearly as new teachers are hired.	\$0.00	