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8   SUPERIOR COURT OF THE STATE OF CALIFORNIA

9   CITY AND COUNTY OF SAN FRANCISCO

10

11 ELIEZER WILLIAMS, et al.,   ) Case No. 312 236
)
12   Plaintiffs,   ) Hearing Date: August 25, 2003
)
13   vs.   ) Time: 3:30 p.m.
)
14 STATE OF CALIFORNIA, DELAINE   ) Department: 16
15 EASTIN, State Superintendent   )
    Of Public Instruction, STATE   ) Judge: Hon. Peter J. Busch
16 DEPARTMENT OF EDUCATION, STATE)
    BOARD OF EDUCATION,   )
17   )
)
18   Defendants.   )
    _____)
19   )
)
20 AND RELATED CROSS-ACTION.   )
    _____)
21

22

23   DECLARATION OF TONI UNGS IN SUPPORT OF DEFENDANT STATE OF

24   CALIFORNIA'S OPPOSITION TO PLAINTIFFS' MOTION FOR SUMMARY

25   ADJUDICATION

26

27

28

DECLARATION OF TONI UNGS

Toni Ungs declares:

1.   Since July 1995 I have been the Director of Curriculum and Instruction of Greenfield Union School District ("GUSD") in Greenfield, California. I have been employed by GUSD since 1970, and I have been an administrator since 1985. I have personal knowledge of the facts stated herein, and if called as a witness I could and would competently testify thereto under oath.

2.   This declaration is given at the request of the State of California in opposition to plaintiffs' pending motion for summary adjudication of the State's duty to ensure equal access to instructional materials for all California's public school students in *Williams v. State of California*, San Francisco Superior Court No. 312236, and more particularly in response to the assertion at page 12, lines 4.5 through 8.5 of plaintiffs' memorandum of points and authorities in support thereof that "The action plan for Vista Verde Middle School in Greenfield Union School District reveals that '[t]here is a shortage of textbooks school-wide that has led to a great deal of frustration among teachers and parents. In multiple subject areas, there are not enough textbooks to provide a book for each student. As a result, texts are not available for students to take home for home study. (DOE 56012.)"

3.   I was on the committee that formulated the Spring 2000 II/USP action plan ("2000 Action Plan"), quoted partially above (three sentences from the second to last paragraph on page 6 of the 2000 Action Plan), a full copy of which is attached hereto as Exhibit A, and am familiar with its contents and subject matter.

4.   As stated in the 2000 Action Plan, at that time there was a textbook shortage in the sense that there were not enough textbooks to assign a textbook to each and every student, and as a result texts were not available for each and every student to take home for home study (*i.e.*, at the same time). However, there were class sets of textbooks current with the State adoption cycle such that each and every student had a textbook current with the State adoption cycle to use in class. In addition, there were enough extra copies both to replace lost and damaged textbooks in the classroom sets and to allow students to borrow textbooks to take home upon request.

5.   Consistent with the 2000 Action Plan, GUSD has used funds both from the State's Instructional Materials Fund ("IMF") and part of its II/USP funds to buy additional textbooks so that

every student will have a textbook to take home in addition to a textbook in the classroom set to use in class. More specifically, since the Spring of 2000, this program has been extended to the State textbook adoptions in language arts (over $65,000), mathematics (over $65,000), and science for our entire student body of approximately 750 students, as contemplated by the 2000 Action Plan:

"1. The district office & the Vista Verde learning community will identify & purchase materials in language arts and math that are both engaging and directly connected to California standards.

- Materials will be purchased both for use at home & at school
- Other subject areas to be developed & purchased as funds become available, to be coordinated with textbook adoptions"
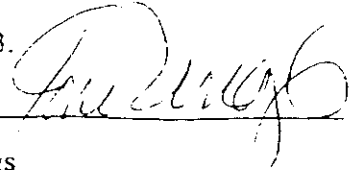
(Exhibit A, page 32, item 1 under "Supporting Action Steps (Activities)".)

6. In addition, our principals participate in professional training to implement the State approved standards based instructional materials selected by GUSD. More specifically, for example, our principals including Angel Rivera, the principal of Vista Verde Middle School, participated in the AB75 Principal Training Program described in the April 17, 2002 memorandum from the Monterey County Office of Education attached hereto as Exhibit B, which included such implementation as described therein on page 2 in the "Description" and "Content" rows in the "Module 1" column.

7. Similarly, our teachers participate in professional development and training to implement the State approved standards based instructional materials selected by GUSD. More specifically, Vista Verde Middle School teachers in the corresponding subject areas have participated in staff professional development training sessions in the Holt Literature Language Arts program described in the handout attached hereto as Exhibit C, the Harcourt Math program described in the teachers' portion of the handout attached hereto as Exhibit D, and the Holt Science program described in the handout attached hereto as Exhibit E.

I declare under penalty of perjury that the foregoing is true and correct.

Executed at Greenfield, California, on July 31, 2003.

Toni Ungs

EXHIBIT A

Action Plan Report

II/USP Needs Assessment Action Planning Process

Vista Verde Middle School serves approximately 750 6-8th grade students in the Greenfield Union School District. Located in the small agricultural community of Greenfield, Vista Verde provides comprehensive educational services to 6-8th grade students who are also served by the district's three elementary schools. Approximately 51% of the students are English Language Learners (ELL), and 73% live in poverty (based on free/reduced lunch qualification data).

In August of 1999, Vista Verde was identified as an eligible site for the Immediate Intervention/Underperforming Schools Program (II/USP). Through this program, the site hired an external evaluator and appointed a site team, made up of a majority of parents and community members, to conduct a comprehensive needs assessment and to develop an Action Plan to improve student achievement, increase parent involvement, and improve the overall management of school resources. This report includes a summary of the needs assessment and Action Plan development processes, and the results of the planning process.

According to the II/USP statute and corresponding guidance from the California Department of Education, the purpose of the needs assessment phase of the II/USP improvement process is to conduct a thorough assessment of the conditions of the school to determine barriers to student achievement, and to make recommendations for action to guide the site team and evaluator in the development of an Action Plan. The evaluator and school administration agreed that it would also be important to identify strengths of the school at this stage of the process as building blocks on which the successful Action Plan elements can be built.

The Action Planning phase of the process was designed to take the information acquired through the comprehensive needs assessment and develop detailed plans for improving student achievement based on the available data and the recommendations of the external evaluator. The Action Planning process also included an examination of existing programs at the school and resources used to support school programs so that all school resources could be reallocated to support the newly developed action steps. The graphic below illustrates the relationship between the comprehensive needs assessment process and the development of effective Action Plans.
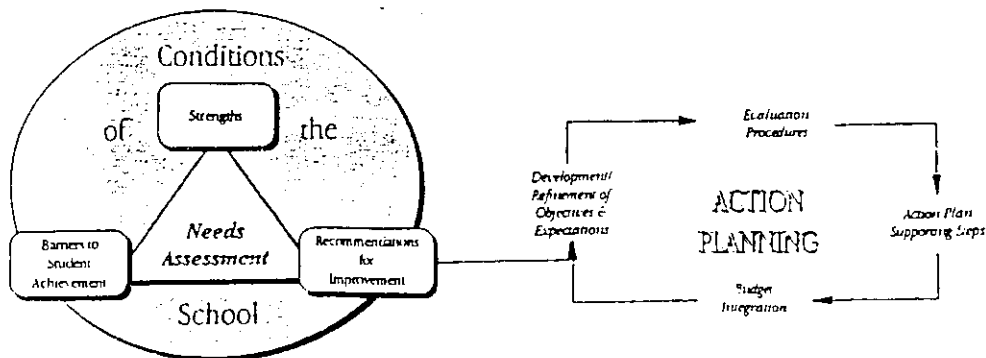
The administration at Vista Verde Middle School met all legally required timelines. The external evaluation (Educational System Planning — ESP) was contracted before October 1, 1999; the site team was selected according to the guidelines in the statute, and a public hearing was held before November 19, 1999. A presentation of the preliminary findings of the needs assessment was made to the site team on December 1, 1999 (prior to the December 15 deadline), and the final presentation of the Action Plan to the Greenfield Union School District Board of Trustees was scheduled prior to the March 15, 2000 deadline.

The timeline below delineates the on-site activities included in the planning process.

Date	Activity
Oct 13, 1999	Initial meeting with site administrator to establish calendar; administrator interview; initial meeting with Vista Verde site team to explain the II/USP process
Oct 14	Meeting at the district office regarding the acquisition of electronic achievement data
Oct 19	Meeting with teachers to explain the II/USP process and roles of the external evaluator and site team
Oct 20	Public hearing (English); Spanish parent focus group
Oct 21	Meeting at the district office regarding achievement data; parent public hearing (Spanish); site team meeting regarding classroom observations
Oct. 22	Classroom observations; parent focus group (English); student focus group, teacher focus group, and additional administrative interview
Dec. 1	Classroom observations; presentation of preliminary needs assessment findings to Vista Verde Middle School site team
Jan. 18, 2000	Action Planning meeting with site team
Feb. 8	Planning meeting with administrative team
Feb. 24	Action Planning meeting with site team
Feb. 25	Action Planning meeting with site team
Feb. 26	Action Planning meeting with site team
March 14	Presentation of Action Plan to Vista Verde staff
March 15	Meeting with the site team to review Action Plan report, make final modifications, and plan board presentation
March 16	Formal presentation of the Vista Verde Middle School II/USP Action Plan to governing board of the Greenfield Union School District

In addition to the on-site activities listed above, a variety of off-site activities were conducted during the needs assessment and Action Planning processes. These included:

- On-going telephone communication with the site administrator, district office administrators, and administrative representative from the County Office of Educ.
- Survey development (English and Spanish) and analysis.
- Review of school and district documents, policies, and qualitative data.
- Presentation of parent letters (English and Spanish), classroom observation guides, and focus interview protocols.
- Review disaggregated data and analysis of achievement, demographic, attendance, and local crime data.
- Analysis of focus group interview responses in preparation of focus group summaries.

- Preparation of preliminary needs assessment findings and preparation of preliminary report to site team.
- Preparation for site team Action Planning meetings and final development of Action Plan report.

During the needs assessment phase of the process, classroom observations provided information about classroom instruction, classroom management and discipline, and the availability of instructional materials. Site team members observed in classrooms in teams of teachers and parents. These site team observations were complemented by classroom observations made by the project evaluator. While most classrooms were observed during this phase of the process, not all classrooms were observed because a number of teachers (approximately five) expressed a strong desire not to be included in the classroom observation activity.

During the classroom observations, the evaluator and site team members looked for the following observable characteristics:

- **Students Engaged in Learning:** Are all students actively engaged in the activity? Does it appear that students understand the lesson/activity? What lessons/strategies are being utilized and are students on task?
- **Literacy:** Is there some aspect of the lesson that builds literacy skills? When you look around the room, does the environment seem print rich and targeted toward academic achievement? Are samples of student work posted around the room?
- **Classroom Climate:** Does the environment feel positive and are students respecting the right of other students to learn? What behavioral management is being utilized and is it effective?
- **Instructional Components:** Is the lesson designed to utilize multiple modalities and to address multiple learning styles?

Site team members took notes during classroom observations and shared those notes with the evaluator and the entire site team during a regularly scheduled site team meeting.

Student, staff, and parent surveys asked respondents to comment on the effectiveness of instruction, what is working at the school, and what needs to be improved. There was difficulty getting information from the parent surveys because very few surveys were returned the first time the survey was administered. Following a second administration, a significantly larger number of surveys (469) were returned for analysis.

Focus group interviews of students, teachers, classified staff, and parents provided additional in-depth information to supplement the information generated from the surveys. The figure, next page, illustrates the questions that were asked during the focus group interviews.

Classified Employee Focus Group Questions	Parent Focus Group Questions (Spanish and English)
• What is working well in your school? • What do you think are the barriers to student achievement? • Do you feel that you are a learning partner within the school community? • How would you rate the communication within the school? • Have you been offered opportunities for professional development? If so, what professional development activities have you participated in, and has it benefited you in your present position? • What do you do to assure that all children are achieving grade level standards?	• What is working well in your school? • What do you think are the barriers to student achievement? • Do you feel that you are involved in school decisions? How? • Does the school give you opportunities to participate in classrooms and acknowledge the support? • Are you aware of grade level standards? How are you aware of them? • Is the school environment safe and conducive to learning? • How well do you think your child is engaged and supported in learning?
Teacher Focus Group Questions	**Student Focus Group Questions**
• What is working well in your school? • What do you think are the barriers to student achievement? • How is your school organized to implement the new California standards and frameworks? • How do you ensure consistency within and across grade levels for curriculum with regard to the California state standards? • How is communication facilitated within the school and between the school and the community? • How do you assess student performance according to academic standards? • How often do you assess student performance? • What professional development have you received and was it relevant to what you are teaching? • How do you ensure that all children achieve the grade level standards? • Are you provided with the necessary materials to teach?	• What do you like about your school? • What do your teachers do to make learning a positive experience? • What gets in the way of your learning? • Do you feel that you are learning what you need to know to be successful in high school and after high school? • How are the goals for your class communicated to you? • What occurs at school to motivate your learning? • If you are not doing well in a class, what opportunities are provided to get help?

School and District Conditions

This section includes a brief description of the school and district conditions as identified in the School Accountability Report Card (SARC). Additional information gathered from interviews, observations, and other documents provided by the school are also included.

School Description and Profile

Greenfield Union School District is small, rural school district located in the southern portion of Monterey County, serving 2,572 students in its four schools. Vista Verde Middle School (grades 6-8) serves a community rich in culture and traditions. Ninety percent of the students are Hispanic and most are first generation immigrants from Mexico and Central America. Vista Verde has one of the highest percentages (approximately 51%) of English Language Learners (ELL) among middle schools in the United States. The majority of Vista Verde families are employed as agricultural workers. Most of the families have only seasonal jobs in the vegetable fields surrounding Greenfield. Over 73% of the families live below the federally defined poverty threshold (qualifying for free/reduced lunch services).

The instructional program includes a core class of integrated language arts and social studies, and a two-period, integrated math-science block at the sixth grade level. Seventh and eighth graders receive one period per day of math and science. Every student receives one period of physical education daily. An exploratory cycle of visual arts, computers, technology, and health/family life serves sixth and seventh grade students on a quarterly basis, with the same subjects serving eighth grade students on an elective basis each semester.

The school's mission statement, developed in June 1997, states:

We, the staff, parents, community members, and students of Vista Verde Middle School form a team which shares responsibility for teaching and learning. We are committed to providing our diverse student population with a quality education that promotes literacy, empathy, and a sense of responsibility for one's self and one's world through a variety of learning experiences which prepare them for high school and beyond.

Income, Expenditures, and Services

The base program, including the salaries of all classroom teachers, is funded through the Greenfield Union School District. Vista Verde has received additional funds to operate special programs that address the needs of students. The table on the following page delineates the funding provided for special programs at Vista Verde and the services that are provided.

Programs	Amount*	Primary Use of Funds
Title I	$90,382	Community liaison, counselor (50%), alternative education instructor, limited support for district centralized services
EIA-LEP	$70,447	Bilingual instructional assistants, partial support of the migrant resource teacher, instructional supplies, assessment supplies, and limited support for district centralized services.
School Improvement Program (SIP)	$36,719	Partial funding for music teachers, library aide (50%), student activities, staff development, materials, supplies.
Emergency Immigrant Program	$22,528	Migrant resource teacher
Tobacco Use & Prevention Education (TUPE)	$2,983	Partial support of school counselor.
Safe and Drugfree Schools	$9,980	Partial support of school counselor.
Title VI	$9,924	Library books, materials, and supplies
Gift And Talented Education (GATE)	$4,833	Afterschool GATE classes, materials, and supplies
Pupil Retention & Intervention Program	$20,600	Extra duty time for teachers, materials and supplies for 9th period program

These amounts refer to budget allocations for the 1999-2000 school year.

Teacher Assignments

Most teachers have the appropriate basic credential that authorizes them to provide instruction as a classroom teacher, although one intern and one teacher teach with emergency credentials are also providing daily instruction. Seventeen classroom teachers hold authorization for providing instruction to English Language Learners (Crosscultural Language and Academic Development — CLAD — certificate). An additional 15 teachers are currently in training for CLAD certification.

Textbooks and Instructional Materials

Textbooks and instructional materials are generally up to date and aligned with state adoptions. The school uses the language arts series published by Prentiss Hall, and mathematics materials published by Glencoe. Social studies instruction is facilitated by Houghton-Mifflin and Harcourt Brace texts, and the Science Department uses the MacMillan textbook series. There is a shortage of textbooks school-wide that has led to a great deal of frustration among teachers and parents. In multiple subject areas, there are not enough textbooks to provide a book for each student. As a result, texts are not available for students to take home for home study.

Vista Verde Middle School has 81 Macintosh and iMac computers available for student use in the school computer laboratory, the library media center, the Industrial Technology classrooms, and regular classrooms. Computers are connected to the internet and all students have access to this technology on a regular basis.

Additional reference materials and literature for student reading and research are available in the school library, which also serves as a center for school research and a variety of special programs.

Minimum Days and Instructional Minutes

The academic calendar includes 180 instructional days, including some minimum days that are used for parent conferences and teacher preparation of student grades, as well as early release days for professional development and teacher collaboration. The number of instructional minutes exceeds those required by the law.

Attendance and Enrollment

Attendance at Vista Verde Middle School has remained fairly constant over the last two years, although this had been preceded by a gradual increase in enrollment since the school opened six years ago. Current enrollment at Vista Verde is 750 students.

Substitute Teachers

The district maintains a pool of substitute teachers to teach when regular classroom instructors are sick or out of the classroom or attending workshops. Substitutes meet all minimum state requirements. Like districts throughout the state, Greenfield has experienced a shortage of qualified substitute teachers in recent years. The demands of class size reduction have decreased the substitute rolls, having a direct impact on professional development options and decreasing the availability of qualified substitutes. In spite of attempts to maintain a level of quality for substitute teachers throughout the district, there is a concern among both teachers and parents about the quality of substitute teachers used at Vista Verde.

Class Size and Teaching Load

The average class size at Vista Verde is under 30 students; however, some classes have as many as 35 students. While teachers at Vista Verde benefit from a daily preparation period, large class sizes definitely have an impact on instruction.

Discipline and Climate for Learning

The district and school site have adopted a discipline policy that is provided to teachers and students. Some classroom teachers at Vista Verde have effective classroom management skills, while others struggle to maintain a positive environment. A schoolwide incentive system to promote positive behavior helps provide some positive support for good behavior; however, this program is administered unevenly from classroom to classroom and the students do not credit it with providing any real incentive for appropriate behavior.

Discipline and classroom management are major issues at Vista Verde (see sections on barriers to student achievement and recommendations). Some of the particular issues include lack of consistency and record keeping, lack of communication, insufficient positive reinforcement, and inconsistent application of dress code/uniform policies.

Training and Curriculum Improvement

The district provides staff development opportunities for all teachers and most teachers agree that the district is very generous in allowing and encouraging teachers to participate in workshops and training opportunities held throughout the county. The district also provides on-site professional development opportunities for teachers; however, there is

some question about the effectiveness of these on-site workshops as teachers often report that professional development trainings do not always meet their needs as middle school teachers. When teachers do attend off-site workshops that help them develop their instructional skills, there is little opportunity for teachers to share newly acquired information with their colleagues.

Curriculum improvement takes place primarily through the efforts of a core group of teacher leaders who have assumed a leadership role in the school. These teachers are responsible for much of the school's curriculum and program planning, and the application of current research and methods to classroom instruction.

The site has made a consistent effort to improve the curriculum in recent years; in spite of this, the connection between state academic standards and the actual curriculum of instruction is tenuous. Most teachers admitted to a weak link between standards and instruction, including the admission by *some* teachers that they are not aware of the state standards. Students are not aware of academic standards (although many claim to know "what is expected" of them), and parents also are not aware of the standards.

Counseling and Support Services

Counseling at the site is provided by a counselor who is funded through a combination of district, Migrant Education, and Title I funds. All counseling (and academic assessments supporting special education identification) is conducted with parent permission. Instructional support services are provided by two bilingual instructional assistants (funded through EIA-LEP funds), a half time library assistant (funded through SIP funds), and a migrant resource teacher (funded through EIA-LEP, Emergency Immigrant, and Migrant Education funds).

English Language Learners throughout the school receive instructional support in a variety of settings. First, students with few English conversational skills are served through the Newcomer program. Newcomers receive four periods of core instruction in the primary language (Spanish) and one period of English language development (ELD) each day. This instruction is complemented by participation in mainstream physical education and elective courses for two periods each day. English Language Learners with some conversational skills receive instructional support in the regular ELD or transitional programs. Through these programs, ELL students are grouped for specialized core (language arts/social studies) and math/science instruction. Some ELL students, particularly those who are conversationally fluent and with some literacy skills (who have not yet developed the skills necessary to be designated as fluent English proficient) appear not to be enrolled in any special services at all. It is difficult to ascertain exactly how many English Language Learners are affected by this because not all students have been assessed recently, and an accurate listing of ELL students and their levels of language development cannot be produced at the school site.

In terms of special education, the site provides two special-day classes and three resource specialists to meet the needs of students with identified learning disabilities. In most cases, resource specialist instruction is provided in the form of a two-period core (or math) pull-out program; however, "push-in" support is provided at the eighth grade level.

Teacher Evaluation

At the beginning of each school year, teachers are required to submit a set of teaching goals for the year. These goals are intended to guide professional development and are connected to the teacher's formal evaluation. Teachers are formally evaluated according to a regular schedule in which a portion of the teaching staff is evaluated each year. However, the schedule of formal teacher evaluations has been inconsistent over the past few years because

of repeated changes in site administration. Informal observation, supervision, and evaluation is a constant and ongoing process.

School Facilities and Safety

School facilities are generally adequate for instructional purposes; however, the school (which was built six years ago) was never completely finished. As a result, landscaping has not been completed and many facilities' concerns have not been addressed. The ultimate result of this is that parents and staff feel that the grounds are not well kept and there is a sense of embarrassment rather than pride about the physical conditions of the school.

According to the California Safe Schools Assessment School Crime reporting form for 1998/1999, one drug and alcohol offense, 25 property crimes (including graffiti), one violent crime (crime against person), and two incidents of weapons possession were reported at Vista Verde last year. This represents a slight decrease in drug and alcohol offenses and violent crimes on campus, and a noticeable increase in the numbers of reported property crimes. This increase in property crime can be attributed to the growing incidence of gang activity in the community, particularly among high school students.

Quality of School Instruction and Leadership

It is difficult to make summary comments about the quality of school instruction because of the significant amount of variability in instruction observed in Vista Verde classrooms. Most (approximately two thirds) of the teachers at Vista Verde provide quality instruction. Included in that group is a core of five or six teachers who provide an exceptionally high level of quality instruction to students. These teachers also form the foundation of teacher leadership at the school and the majority of support that is provided to other teachers at the site. In spite of the good instruction provided by the majority of teachers at Vista Verde, there are some teachers at the school who are in need of intensive intervention to help them provide appropriate academic instruction. While all teachers express an understanding of the concern for the quality of classroom instruction, there tends to be little acknowledgement of the need to provide intensive assistance for some teachers, in spite of the fact that parents and students are keenly aware of this need.

It should also be noted that the quality of school instruction is impacted by a variety of issues over which the teachers do not have immediate control. Some of these issues include professional development to meet the needs of English Language Learners, the lack of textbooks and instructional materials, constant changes in school leadership and administration, and the lack of a fully developed standards-aligned curriculum.

The school has undergone many changes in leadership over the last three years. The current school principal began working at the school site at the beginning of this school year (1999/2000). New to site administration, the principal has been charged with filling a void in administrative leadership at the school site that has been in existence for some time. Until now most leadership at the school site has been provided by a core teacher leaders who have been responsible for most school improvement plan changes and implementations in recent years. While there is support from the district office, teachers at the school site feel that the support is insufficient, and the rift between Vista Verde teachers and district administrators has been difficult to overcome.

Community Involvement

According to school policy, parents are welcome to visit the school or to assist in classrooms at any time. However, the central vehicles for parent involvement are participation in the Parent Teacher Organization (PTO), the School Site Council, and/or the

English Language Learner Advisory Committee. Parent participation in school events is sporadic and the school struggles to encourage parent involvement. Lack of communication often thwarts involvement, as parents do not always receive notices of school events, though they are regularly sent home by the school. Both teachers and parents are eager to find ways to improve parent involvement and communication between the school and home.

Schoolwide Planned Performance

Vista Verde has a current school plan for the 1999/2000 school year. The plan includes schoolwide objectives, descriptions of the school's programs, achievement results, and budget information. Many of the needs identified in the site plan mirror those identified through the II/USP comprehensive needs assessment process, indicating that reflection and discussion surrounding achievement began before this needs assessment process. Unfortunately, not all of the activities included in the current school plan have been implemented largely due to sporadic and inconsistent school administration.

Student Achievement

Student achievement has been analyzed in many ways. The Stanford Achievement Test (SAT-9) scores have been disaggregated and analyzed from two perspectives. First, 1999 SAT-9 scores were disaggregated and analyzed for trends related to current students' performance. All students for whom 1999 scores were available were included in this analysis, including those who are not currently attending the school (i.e., last year's eighth graders). The 1999 Spanish Assessment of Basic Education (SABE) scores were also analyzed for students who are receiving primary language (Spanish) instruction. Secondly, matched scores were analyzed to examine growth between 1998 and 1999. Only students for whom both 1998 and 1999 scores were available were included in this analysis. As a result, the number of students included in this analysis were smaller.

The external evaluator experienced a substantial amount of difficulty in acquiring standardized assessment scores for analysis for a number of reasons. First, the district is in the process of making the transition from the use of temporary site ID numbers to permanent district ID numbers in the district data management system. As a result, matching student scores from year to year was very difficult. In addition, the district's new software for managing assessment results is complex and there is no one at the district who is fully trained in how to manipulate the information using the software. While some clerical staff have been trained in data entry and in retrieving basic information from the software, only the software consultant could retrieve the information needed for analysis. Finally, after repeated attempts to retrieve the needed information, the data set provided to the external evaluator for analysis was still incomplete. (For example, sixth grade 1999 SAT-9 scores were not provided in a form that could be analyzed.) Data summary reports provided by the district have been used to fill in the gaps created by the absence of available student level data.

1999 SAT-9 Summary

Scores for seventh and eighth grade students on the SAT-9 were disaggregated by gender, ethnicity, socio economic status (free/reduced lunch), and language status as required by the II/USP statute. The following tables and charts provided a summary of the 1999 results in terms of average National Percentile Rankings (NPRs). Following the tables and charts, conclusions to be drawn from the data are summarized in text. This is followed by the available 1999 SAT-9 information for sixth graders provided in summary form by the district.

1999 SAT-9 Results for READING (in NPRs)

	7th Grade	8th Grade
All Students	27.00	25.00
Females Only	30.00	28.00
Males Only	23.00	22.00
White Only	51.00	52.00
Hispanic Only	26.00	24.00
Other Ethnicities	19.00	34.00
LEP Only	22.00	17.00
RFEP Only	46.00	49.00
All ELL	23.00	21.00
English Only	32.00	35.00
English Language	33.00	34.00
Spanish Language	24.00	21.00
Other Languages	N/A	48.00
RSP Only	6.00	11.00
Free/Reduced Lunch Only	26.00	24.00
Non Free/Reduced Lunch	24.00	26.00

SAT-9 READING Scores
Disaggregated by Gender
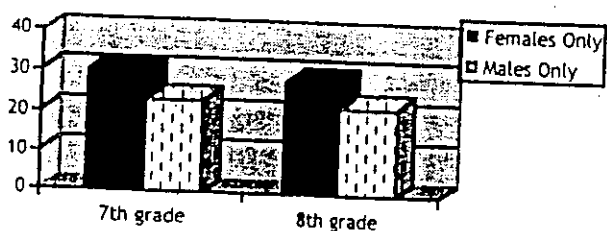
SAT-9 READING Scores
Disaggregated by Ethnicity
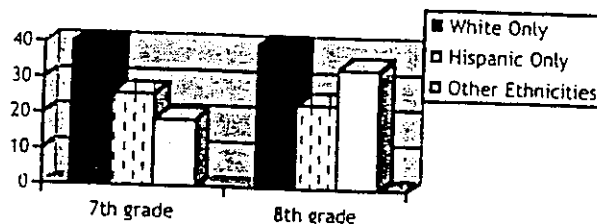
SAT-9 READING Scores
Disaggregated by Language Status
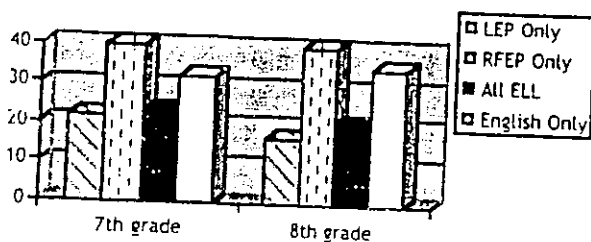
SAT-9 READING Scores
Disaggregated by Socio Economic Status
(free/reduced lunch)
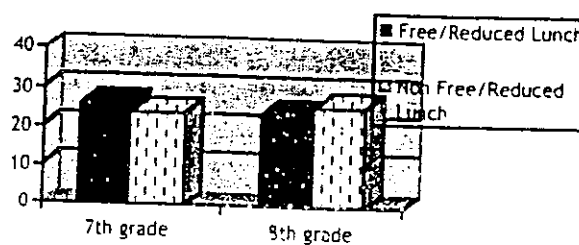
1999 SAT-9 Results for MATH (in NPRs)

	7th Grade	8th Grade
All Students	23.00	28.00
Females Only	24.00	29.00
Males Only	22.00	26.00
White Only	26.00	42.00
Hispanic Only	24.00	27.00
Other Ethnicities	13.00	37.00
LEP Only	22.00	23.00
RFEP Only	51.00	44.00
All ELL	23.00	26.00
English Only	24.00	33.00
English Language	25.00	30.00
Spanish Language	23.00	27.00
Other Languages	N/A	56.00
RSP Only	10.00	17.00
Free/Reduced Lunch Only	27.00	27.00
Non Free/Reduced Lunch	22.00	29.00

SAT-9 MATH Scores
Disaggregated by Gender
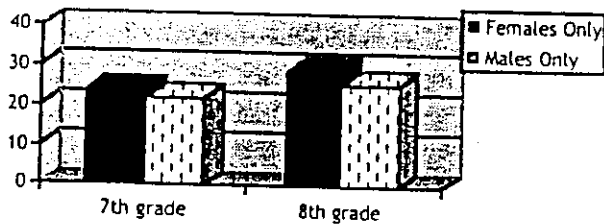
SAT-9 MATH Scores
Disaggregated by Ethnicity
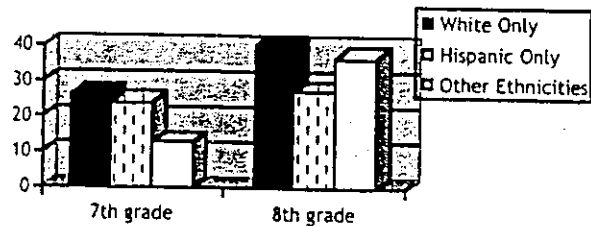
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Disaggregated by Language Status
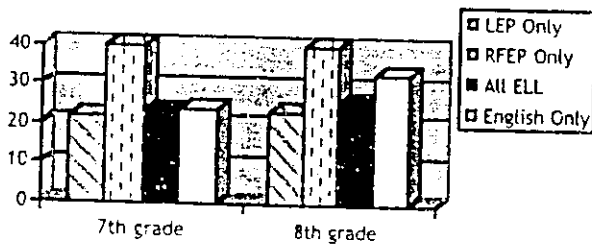
SAT-9 MATH Scores
Disaggregated by Socio Economic Status
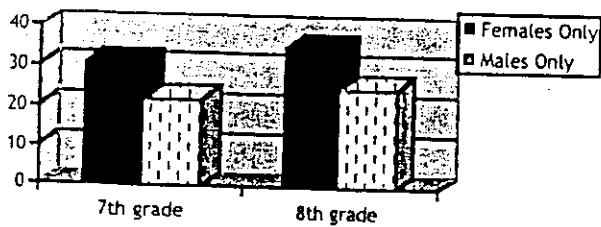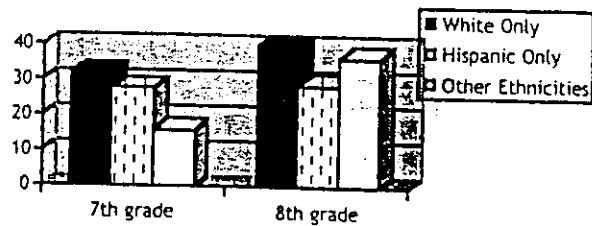*(free/reduced lunch)*
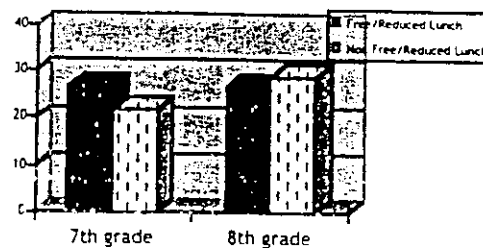
1999 SAT-9 Results for LANGUAGE (in NPRs)

	7th Grade	8th Grade
All Students	27.00	30.00
Females Only	31.00	35.00
Males Only	22.00	25.00
White Only	32.00	49.00
Hispanic Only	28.00	29.00
Other Ethnicities	16.00	37.00
LEP Only	21.00	22.00
RFEP Only	47.00	57.00
All ELL	22.00	27.00
English Only	35.00	38.00
English Language	32.00	37.00
Spanish Language	25.00	27.00
Other Languages	N/A	49.00
RSP Only	8.00	9.00
Free/Reduced Lunch Only	25.00	28.00
Non Free/Reduced Lunch	27.00	31.00

SAT-9 LANGUAGE Scores
Disaggregated by Gender

SAT-9 LANGUAGE Scores
Disaggregated by Ethnicity

SAT-9 LANGUAGE Scores
Disaggregated by Language Status

SAT-9 LANGUAGE Scores
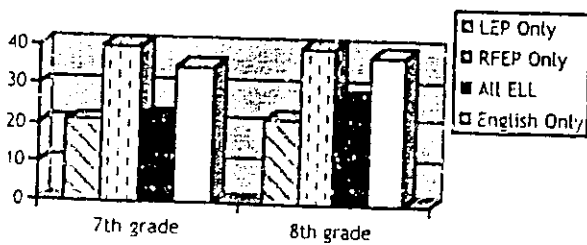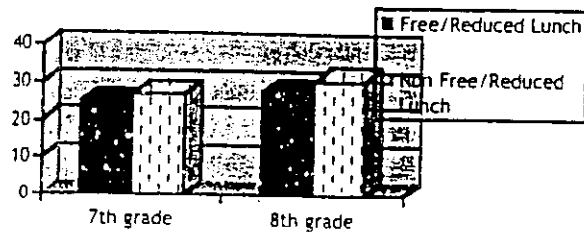*Disaggregated by Socio Economic Status*
(free/reduced lunch)

1999 SAT-9 Results
6th Grade Students*

Students Tested	Subject Area	NCE Average Score
178	Reading	25
169	Language	25
195	Spelling	22
191	Math	23

* Data provided by the district in the form of summary 1999 SAT-9 results.

1999 SAT-9 Summary Conclusions

* Females demonstrate higher performance than males in all three subject areas at both the seventh and eighth grade levels.

* White/Caucasian students demonstrate substantially higher levels of performance in both seventh and eighth grade in all three content areas (reading, language, math) than Hispanic students.

* While white/Caucasian students perform better than Hispanic students as a group, there is more variability within the group, indicating that some of these students are doing very well and others doing very poorly.

* ELL students demonstrate a lower level of performance than that of their English-only peers on the SAT-9. This is understandable given that the SAT-9 is administered only in English.

* Seventh grade English-only students performed at approximately the same level in mathematics as English Language Learners.

* Students who have been redesignated as Fluent English Proficient (RFEP) demonstrated average scores that were substantially higher than all other groups, including English-only students, in reading, language, and math, at both the seventh and eighth grade levels.

* There was not a significant difference in the achievement of students living in poverty (as measured by free/reduced lunch statistics) and their more advantaged peers (students not receiving free/reduced lunch services).

* The lowest scores of all were received by students receiving RSP services. This is to be expected given that students receiving RSP services have diagnosed learning disabilities.

1999 SABE Scores

1999 SABE Scores
(in Referenced Percentile Rankings-RPRs)

	6th Grade	7th Grade	8th Grade
Reading	52	63	46
Math	51	66	46

English Language Learners receiving primary language instruction (Spanish) demonstrate significantly higher achievement when assessed in the primary language using the SABE than the SAT-9 in English. As the table (above) and graph (below) illustrate, when assessed in the primary language, these students perform above the 50th percentile in both reading and math in sixth and seventh grade and only slightly below the 50th percentile in reading and math in eighth grade. It should be noted, however, that this represents a very small subset of students (approximately 37 seventh and eighth graders) included in the SABE analysis, while approximately 300 English Language Learners (LEP students) were included in the SAT-9 analysis.
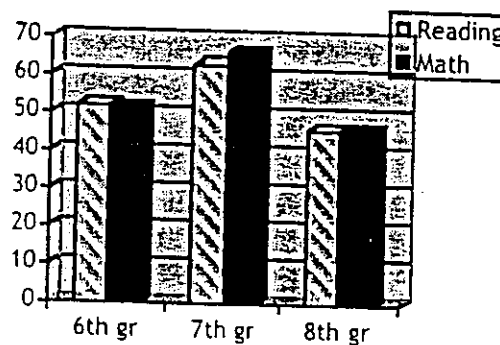
SAT-9 1998/1999 Matched Scores

In addition to 1999 SAT-9 and SABE scores, matched SAT-9 scores from 1998 and 1999 were also analyzed. This analysis only included students for whom both the 1998 and 1999 scores were available. This dramatically decreased the numbers of students included in the analysis, as indicated in the table below.

	Reading	Language	Math
Students included in 1999 analysis	510	495	517
Students included in matched score analysis	428	411	450
Difference	82	84	67

SAT-9 1998/1999 MATCHED SCORES AND GAINS - READING

(reported in Normal Curve Equivalents [NCE]) *

	7th Grade			8th Grade		
	1998	1999	Gain	1998	1999	Gain
All Students	32.03	36.22	4.19	34.68	35.91	1.23
Female	35.74	38.87	3.14	36.03	37.75	1.72
Male	26.55	32.61	6.06	33.15	33.92	0.78
White only	38.44	42.63	4.19	49.04	50.19	1.15
Hispanic only	32.24	36.34	4.10	33.22	34.66	1.44
Other ethnicities	23.88	31.44	7.56	43.53	44.85	1.32
LEP only	27.59	34.06	6.46	28.75	30.49	1.74
R-FEP only	---	---	---	46.94	50.09	3.16
All ELL	27.73	34.47	6.74	32.08	33.75	1.66
English only	37.26	38.33	1.07	41.72	42.13	0.41
RSP only	---	---	---	16.95	24.05	7.09
Free/reduced lunch only	31.36	35.66	4.30	31.38	35.12	3.74
Non free/reduced lunch	31.18	34.32	3.14	37.11	36.62	(0.48)

* NCEs were used for matched score analysis to allow for the use of more advanced statistical tests.

GENDER
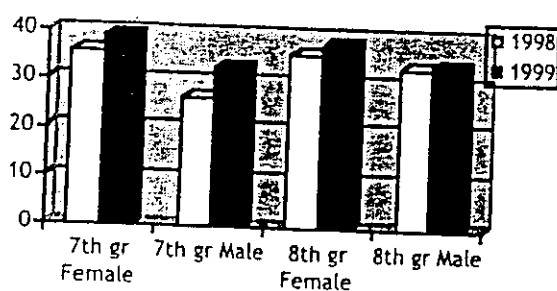
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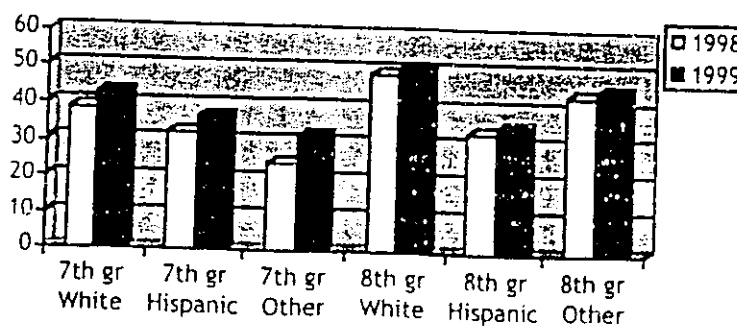
LANGUAGE STATUS

SOCIO ECONOMIC STATUS

SAT-9 1998/1999 MATCHED SCORES AND GAINS - MATH
(reported in Normal Curve Equivalents [NCE]) *

	7th Grade			8th Grade		
	1998	1999	Gain	1998	1999	Gain
All Students	31.00	34.08	3.08	33.47	37.31	3.84
Female	33.43	35.52	2.08	33.63	38.01	4.38
Male	27.65	32.02	4.37	33.30	36.54	3.23
White only	29.24	28.20	(1.04)	39.69	45.19	5.49
Hispanic only	31.95	35.01	3.06	32.35	36.37	4.02
Other ethnicities	20.23	25.43	5.20	44.15	45.60	1.45
LEP only	29.08	33.54	4.47	30.23	34.04	3.80
RFEP only	---	---	---	43.99	46.79	2.80
All ELL	29.61	34.00	4.39	32.50	36.32	3.82
English only	32.80	34.18	1.38	36.30	40.24	3.94
RSP only	15.40	14.25	(1.15)	25.65	29.41	3.76
Free/reduced lunch only	32.70	36.46	3.76	31.91	36.59	4.68
Non free/reduced lunch	30.02	32.84	2.82	34.53	37.78	3.25

* NCEs were used for matched score analysis to allow for the use of more advanced statistical tests.

GENDER
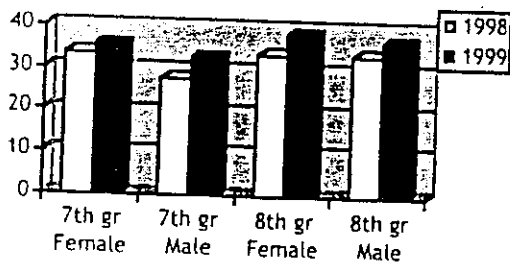
ETHNICITY
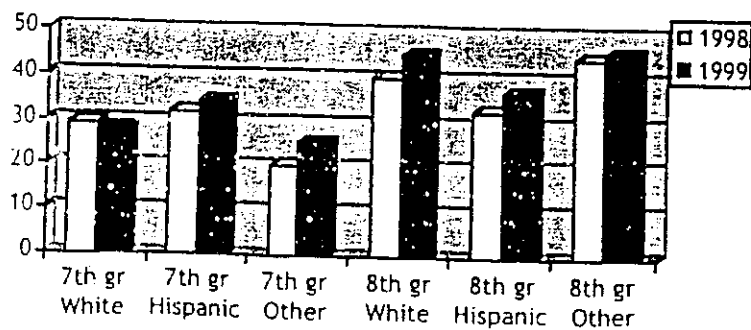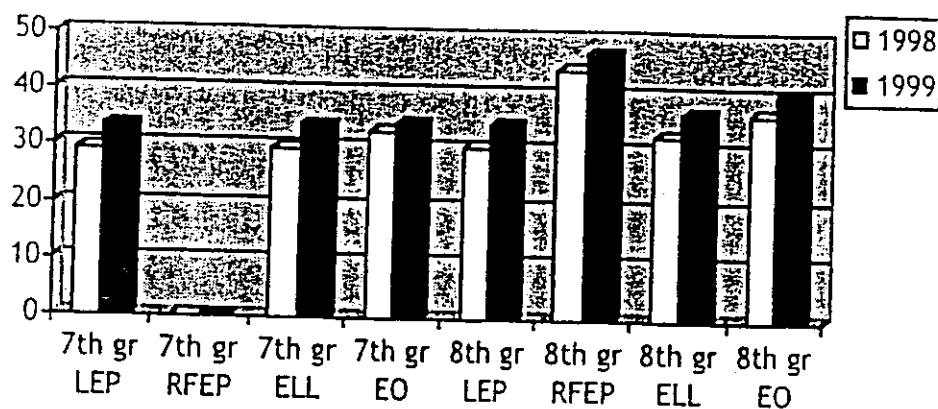
LANGUAGE STATUS

SOCIO ECONOMIC STATUS
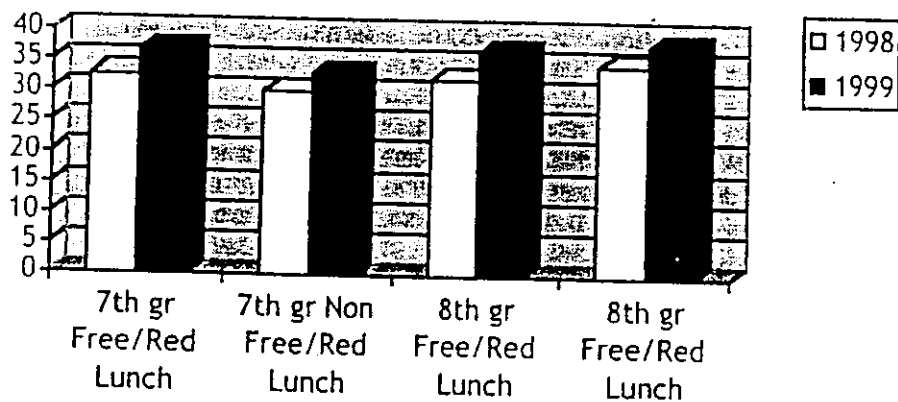
SAT-9 1998/1999 MATCHED SCORES AND GAINS - LANGUAGE
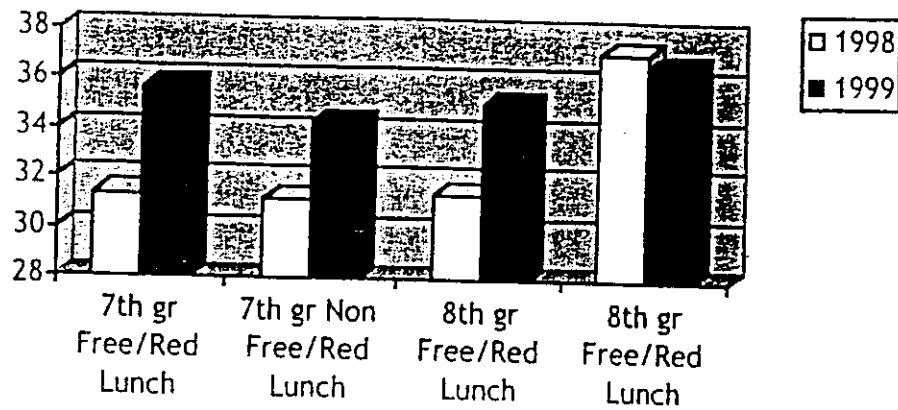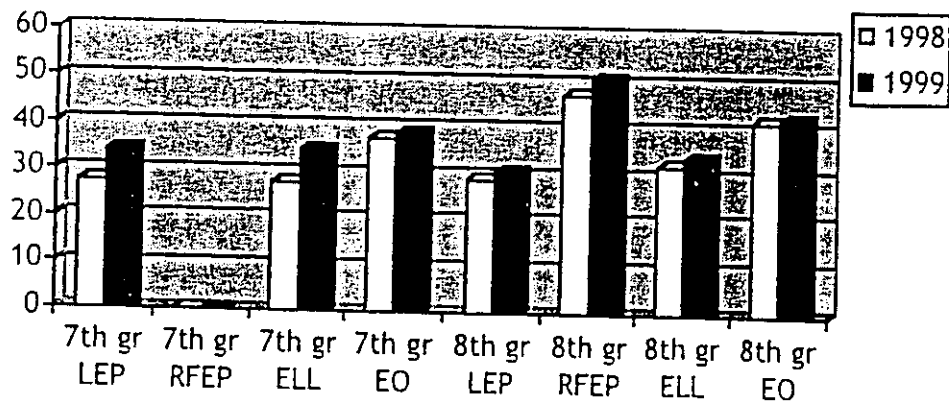(reported in Normal Curve Equivalents [NCE]) *

	7th Grade			8th Grade		
	1998	1999	Gain	1998	1999	Gain
All Students	35.89	36.77	0.88	40.22	39.1	(1.12)
Female	40.29	40.09	(0.20)	41.87	42.31	0.44
Male	29.70	32.74	3.04	38.44	35.63	(2.81)
White only	30.57	33.53	2.97	50.46	48.36	(2.10)
Hispanic only	37.12	37.69	0.57	39.33	38.27	(1.06)
Other ethnicities	24.99	28.29	3.30	49.59	47.28	(2.31)
LEP only	32.77	33.31	0.54	35.26	34.08	(1.18)
RFEP only	---	---	---	53.85	53.60	(0.25)
All ELL	32.88	33.79	0.91	38.72	37.32	(1.40)
English only	39.73	40.26	0.53	44.73	44.20	(0.53)
RSP only	24.07	18.33	(5.73)	21.89	20.10	(1.79)
Free/reduced lunch only	36.16	34.18	(1.99)	37.62	36.93	(0.69)
Non free/reduced lunch	34.67	37.35	2.68	42.16	40.63	(1.53)

* NCEs were used for matched score analysis to allow for the use of more advanced statistical tests.

GENDER

ETHNICITY

LANGUAGE STATUS

Bar chart showing Language Status for 1998 and 1999 across categories: 7th gr Free/Red Lunch, 7th gr Non Free/Red Lunch, 8th gr Free/Red Lunch, 8th gr Free/Red Lunch.

SOCIO ECONOMIC STATUS

Bar chart showing Socio Economic Status for 1998 and 1999 across categories: 7th gr LEP, 7th gr RFEP, 7th gr ELL, 7th gr EO, 8th gr LEP, 8th gr RFEP, 8th gr ELL, 8th gr EO.
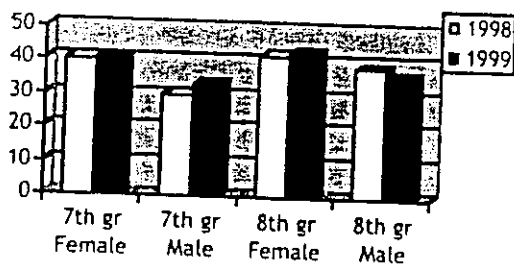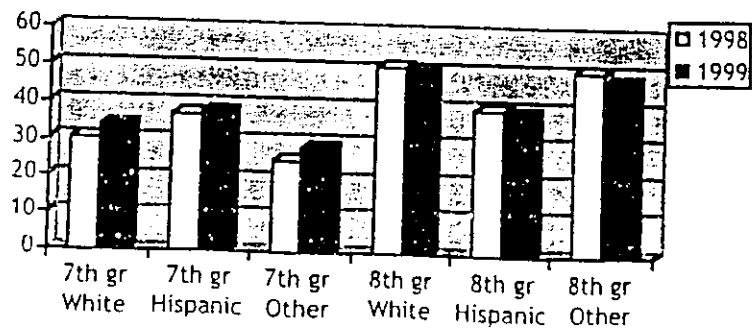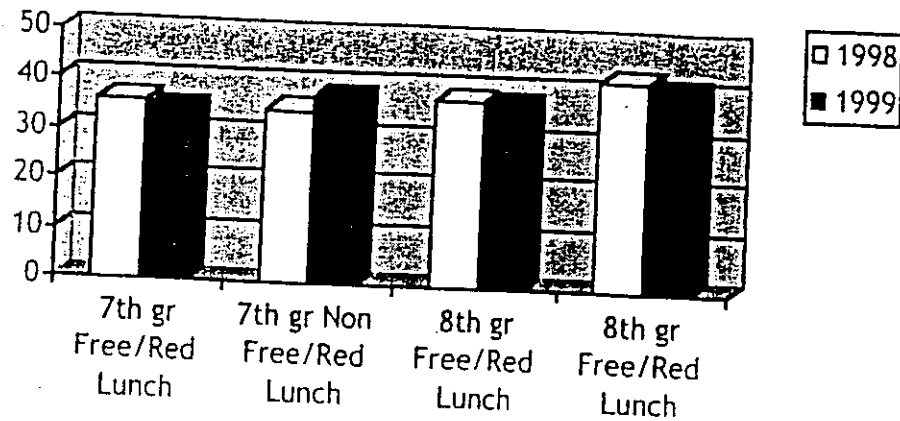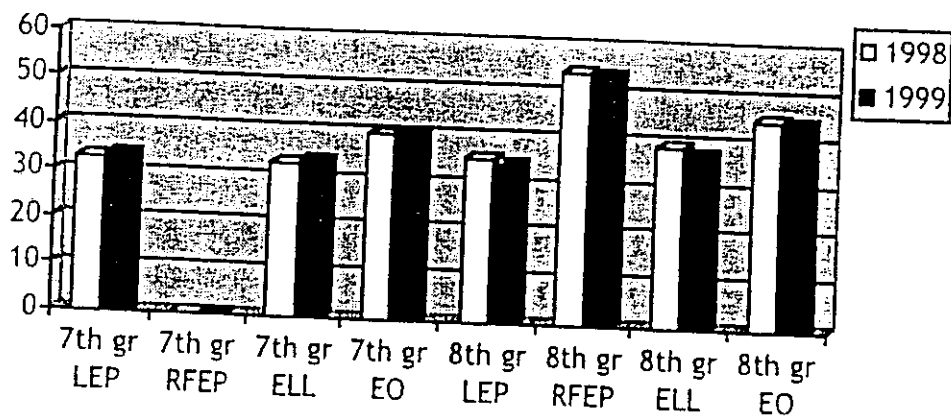
6th Grade 1998/1999 SAT-9 Score Comparisons *

	Reading	Language	Math
1998	19	24	19
1999	25	25	23
Gain	6	1	4

* The scores reported in this table were provided in summary form by the district in lieu of student level scores for more advanced analysis. These comparisons report aggregate changes from 1998/1999 and do not represent matched score results.

To determine the statistical significance of matched score results, a paired samples T-test was utilized. The paired samples T-test is used to determine the level of significance between two scale measures for a single population, ideal for pre and post test analyses of NCE scores. The change between two measures is statistically significant when the T-test value is less than .05. A value of .05 indicates that we are 95% certain that the outcome did not occur by chance. A value of .005 means that we are 95.5% certain that the change in outcomes did not occur by chance. The statistical significance of a change in test scores is increased as the sample size, "N", is increased, indicating there is less chance that a particular change occurred by chance. Low standard deviation values also play a role in determining statistical significance because less variance or dispersion of scores correlates to increased certainty that a particular outcome accurately reflects the true performance of a sample population.

1998 - 1999 Paired Sample T-Test Results
All Students

Test	Mean	N	Std. Deviation	Significance
1998 SABE	50.57	21	21.80	
1999 SABE	54.95	21	21.21	.251
Gain	4.38	21		
1998 SABE	50.14	21	28.33	
1999 SABE	53.76	21	24.24	.396
Gain	3.62	21		
1998 SAT-9 Reading	33.96	415	16.86	
1999 SAT-9 Reading	36.31	415	16.02	.000
Gain	2.35	415		
1998 SAT-9 Math	32.73	439	14.21	
1999 SAT-9 Math	36.44	439	14.37	.000
Gain	3.71	439		
1998 SAT-9 Language	38.69	386	18.16	
1999 SAT-9 Language	37.67	386	17.19	.130
Gain	-1.02	386		

1998 - 1999 NCE Paired Analysis
Disaggregated by Gender

Gender	Test	Mean	N	Std. Deviation	Significance
Female	1998 SABE	46.83	12	18.82	
	1999 SABE	53.08	12	19.47	.275
	Gain	6.25	12		
	1998 SABE	45.08	12	26.83	
	1999 SABE	47.67	12	21.24	.681
	Gain	2.58	12		
	1998 SAT-9 Reading	35.85	227	16.83	
	1999 SAT-9 Reading	38.27	227	16.60	.001
	Gain	2.45	227		
	1998 SAT-9 Math	33.73	235	13.71	
	1999 SAT-9 Math	37.42	235	13.32	.000
	Gain	3.69	235		
	1998 SAT-9 Language	41.08	202	18.32	
	1999 SAT-9 Language	40.68	202	17.55	.646
	Gain	-.399	202		
Male	1998 SABE	55.56	9	25.53	
	1999 SABE	57.44	9	22.77	.712
	Gain	1.88	9		
	1998 SABE	56.88	9	30.45	
	1999 SABE	61.88	9	26.46	.405
	Gain	5.00	9		
	1998 SAT-9 Reading	31.68	188	16.65	
	1999 SAT-9 Reading	33.93	188	14.98	.025
	Gain	2.25	188		
	1998 SAT-9 Math	31.57	204	14.72	
	1999 SAT-9 Math	35.31	204	15.45	.000
	Gain	3.73	204		
	1998 SAT-9 Language	36.08	184	17.67	
	1999 SAT-9 Language	34.37	184	16.21	.103
	Gain	-1.71	184		

1998 - 1999 NCE Paired Analysis
Disaggregated by Ethnicity

Ethnicity	Test	Mean	N	Std. Deviation	Significance
African American	1998 SAT-9 Reading	60.55	4	15.62	
	1999 SAT-9 Reading	58.57	4	11.67	
	Gain	-1.98	4		.607
	1998 SAT-9 Math	37.36	6	21.35	
	1999 SAT-9 Math	40.32	6	19.11	
	Gain	2.93	6		.216
	1998 SAT-9 Language	73.73	4	20.91	
	1999 SAT-9 Language	63.17	4	19.79	
	Gain	-10.55	4		.017
Hispanic	1998 SAT-9 Reading	33.05	358	16.22	
	1999 SAT-9 Reading	35.31	358	14.67	
	Gain	-.93	358		.001
	1998 SAT-9 Math	32.23	381	13.50	
	1999 SAT-9 Math	36.11	381	13.78	
	Gain	3.88	381		.000
	1998 SAT-9 Language	38.36	334	17.50	
	1999 SAT-9 Language	37.44	334	16.51	
	Gain	-.92	334		.209
White	1998 SAT-9 Reading	45.65	21	19.25	
	1999 SAT-9 Reading	48.03	21	23.93	
	Gain	2.37	21		.379
	1998 SAT-9 Math	37.42	18	17.11	
	1999 SAT-9 Math	40.25	18	17.15	
	Gain	2.83	18		.098
	1998 SAT-9 Language	44.09	19	18.83	
	1999 SAT-9 Language	43.19	19	18.87	
	Gain	-.895	19		.746
Other	1998 SAT-9 Reading	36.09	25	18.45	
	1999 SAT-9 Reading	40.24	25	20.93	
	Gain	4.15	25		.057
	1998 SAT-9 Math	38.23	26	19.45	
	1999 SAT-9 Math	40.22	26	20.04	
	Gain	1.99	26		.152
	1998 SAT-9 Language	37.62	21	22.10	
	1999 SAT-9 Language	37.03	21	21.96	
	Gain	-.59	21		.830

1998 - 1999 NCE Paired Analysis
Migrant Students Only

Test	Mean	N	Std. Deviation	Significance
1998 SAT-9 Reading	32.29	27	13.18	
1999 SAT-9 Reading	37.19	27	15.56	.007
Gain	4.89	27		
1998 SAT-9 Math	31.29	29	10.42	
1999 SAT-9 Math	36.95	29	13.22	.000
Gain	5.66	29		
1998 SAT-9 Language	35.59	25	12.79	
1999 SAT-9 Language	33.01	25	16.55	.297
Gain	-2.58	25		

The following summary statements can be made about the available matched score data:

- The largest statistically significant gains in reading and math were made by English Language Learners (LEP students).

- In reading and math, the gains made by LEP students exceeded those made by English-only students by a significant margin, indicating that ELL students are learning English and that the achievement gap between these two groups is closing.

- At the eighth grade level, the highest achievement was demonstrated by white/Caucasian students, followed closely by that of redesignated English Language Learners.

- Redesignated English Language Learners (RFEP students) demonstrated higher levels of performance and larger gains at the eighth grade level in reading than English-only students.

- Most groups demonstrated losses in language at the eighth grade level.

- Overall, gains in reading and math on the SAT-9 were determined to be statistically significant.

- Gains made on the SABE were determined *not* to be statistically significant, primarily because of the small numbers of students included in the sample.

- When data is disaggregated by ethnicity, the only statistically significant gains were demonstrated by Hispanic students in mathematics.

Strengths of the Vista Verde Middle School Program

The II/USP statute requires the identification of barriers to student achievement. There is no requirement or suggestion in the statute to identify the strengths of the school. However, the external evaluator and site team felt that identifying the strengths of the school is extremely important in developing a viable Action Plan. Because the central purpose of the needs assessment process was to identify barriers to student achievement, however, less emphasis was placed on identifying strengths. In addition, sometimes data sources conflicted about issues. For an item to be identified as a strength, it needed to be supported as a strength by multiple sources, with little or no conflict about it. The absence of a strength from the following list does not mean that it does not exist at the site, simply, that it was not identified as a strength to build on during the limited period of the needs assessment phase.

Teacher rapport at the school site is good. Teachers support each other professionally and most are very interested in working together for the common good of students. There is a sense of community among a large portion of the staff.

A core group of experienced teacher leaders at the site provides exemplary, high quality instruction. These teacher leaders are energetic, responsive to the needs of students, and genuinely concerned about student achievement. In addition, these teacher leaders have provided the foundation of leadership for the school over recent years during the many changes in administration.

The site has made strides in the area of technology in recent years. In addition to a computer laboratory, there are computers in the library that are available for student use. There are also computers for teacher use available in every classroom. The site is committed to expanding the use of technology throughout the curriculum and in investigating cost effective ways to appropriately use technology as a motivator for student success.

The new site administrator at the school is committed to the success of the improvement process. In spite of the many changes in school administration over last few years, the current site principal is committed to long term change for the school.

Barriers to Student Achievement

The determination of barriers to student achievement was made after careful consideration of all data sources, and all barriers listed here are supported by a minimum of two sources of data; most of the barriers are supported by multiple sources of data.

There is a definite lack of understanding about and knowledge of state academic content standards. While some teachers are well versed in the content standards for their subject area, there is clearly not a direct link between classroom instruction and academic standards schoolwide. This translates into a lack of a clearly communicated plan for instruction (both between and within grade levels and subject areas) and support provided by the district in this area has been minimal. It is understood that the district simply has not had much time to develop a standards-aligned curriculum since the standards are newly adopted. It is also understood that because of a lack of common planning time, the teachers have not

had the opportunity to plan and coordinate curriculum. Still, students cannot be expected to achieve academic standards if instruction is not targeted in that direction.

The program for English Language Learners is not well defined. The school has a program for meeting the needs of English Language Learners and this program includes both newcomer and ELD/transitional components. However, there are many English Language Learners at the school who are not served by this program, and there is evidence and opinion supporting more efficient implementation of the program. Because of the high percentage of English Language Learners at Vista Verde, all teachers need assistance with the development of strategies to help develop literacy and help English Language Learners access the curriculum in the content areas.

It is understood that this issue (effective programs for English Language Learners) is a concern districtwide and that the types of services needed at the middle school are directly related to the programs implemented at the elementary schools. In spite of this, almost all participants in the process (teachers, parents, administrators, classified staff, students, etc.) agree that there is much that can be done at Vista Verde to improve services for this population of students.

Finally, one of the key barriers to achievement for English Language Learners has been the lack of accurate assessment and recordkeeping. Until the site knows the specific level of language development for each of the second language learners, effective program refinement will not be possible.

Parent involvement at the school is minimal. The apparent reasons for low levels of parent involvement appear to be two-fold. First, language and culture barriers and low education levels among a very large sector of the parent population present powerful barriers to parent communication and involvement. In addition, the school provides limited formal opportunities for parents to become involved and communication about the parent involvement opportunities that exist is often not effective. Everyone (teachers, administrators, parents, students, classified staff, etc.) agrees that parent involvement and communication with parents needs to improve.

Lack of consistent discipline and classroom management schoolwide negatively impacts classroom instruction and the effective management of the school. Lack of consistency in implementing the school discipline policy (on the part of both teachers and administration) and the lack of an effective recordkeeping system for discipline have created much frustration at the school site. It is unclear at times how specific discipline issues will be handled and the office is often inundated with discipline referrals based on dress code and uniform issues and minor discipline infractions. As a result, administrative staff cannot deal with many critical discipline issues in an effective manner. An average of 400 students is sent to the office on discipline referrals each month. On any given day, 20 or more students are sent to the office to receive administrative attention. Many teachers at the school site have effective classroom management policies that promote both student and teacher respect and positive behavior. However, other teachers do not and this disparity between classrooms creates resentment and overwhelms the system.

Uniforms also need to be addressed when examining the discipline system at the school site because, on any given day, between one-third and one-half of the discipline referrals sent to the office are dress code/uniform related. This does not mean that uniforms

should be abandoned because many parents are in support of uniforms. However, the school should investigate ways to clarify uniform policy and/or appropriately address the enforcement of dress code violations.

Lack of communication is an ongoing issue that directly affects student achievement. Throughout the needs assessment process, communication was a common theme woven through all other issues. All forms of communication at the school site need to be improved, including communication between teachers and students, between administrators and teachers, between school and home, between the district office and the school site, and even between teachers. While inconsistent administration over the last few years has played a large role in the development of this problem, some basic changes in formal channels of communication could make a big difference in this area now.

To provide instruction that is aligned with standards and is appropriate to meet the needs of second language learners, effective staff development is needed. While the district has been very generous in allowing motivated teachers to attend conferences and workshops, there is no formal plan for sharing what has been learned at these conferences. little or no coordination to ensure that staff development training meets the needs of the teachers and students at the school, and little follow-up and support for implementation of concepts learned. Time for teachers to meet, to plan, and collaborate professionally is extremely limited.

Inconsistent administration over the last few years has had a serious impact on the management of the school. There simply is no substitute for effective, strong, and consistent leadership at a school site. The results of the lack of consistent leadership at Vista Verde can be seen throughout the school and play a central role in each of the barriers to student achievement listed in this report.

Recommendations

Each of the recommendations for improvement is directly aligned with an identified barrier to student achievement. The figure on the following page illustrates the relationship between recommendations and barriers, and identifies the recommendations to be addressed during the action planning process.

Recommendations

Align the curriculum with state content standards
- Purchase materials supporting standards-aligned instruction
- Provide professional development training for teachers on the standards & appropriate methodologies for implementing the standards across the curriculum
- Educate parents & students about academic content standards
- Provide a common preparation period for teachers to plan & collaborate on instructional strategies & classroom management systems

- Update assessment tools & procedures to identify English Language Learners & to monitor ongoing progress
- Provide more intensive English language development instruction, particularly for newcomers & students at the lower levels of English language development
- Acquire appropriate state adopted materials for ELD instruction
- Provide intensive staff development training & follow-up in-class support for teachers to help them develop the necessary repertoire of strategies for providing appropriate instruction to second language learners.

- Develop formal systems of communication between the school & home
- Implement training for parent volunteers
- Expand adult education & parent education opportunities
- Implement outreach services to more closely link parents with the school

- Provide training & support for teachers in classroom management techniques & instructional strategies
- Clearly define the implementation of the uniform policy & revise or modify the uniform policy as necessary

- Establish formal lines of communication between teachers, parents, students, & administrators
- Produce & distribute a monthly parent newsletter in both English & Spanish
- Initiate outreach efforts to invite parents & community members to participate in school activities & learn more about school events & programs

- Establish common planning times for teacher teams or for as many teachers teaching common subjects as possible
- Provide ongoing staff development training in the areas of methodologies for English Language Learners
- The implementation of state academic standards & classroom management training
- Provide ongoing in-class support & coaching to help teachers apply skills learned through professional development training
- Provide opportunities for teachers to share information acquired at conferences & workshops

Barriers

There is a lack of understanding about & knowledge of state academic content standards.

The program for English Language Learners is not well defined.

Parent involvement at the school is minimal.

Lack of consistent discipline & classroom management schoolwide negatively impacts classroom instruction & the effective management of the school.

Lack of communication is an ongoing issue that directly affects student achievement.

In order to provide instruction that is aligned with standards & is appropriate to meet the needs of second language learners, effective staff development is needed.

Action Plan Objectives

Academic objectives and supporting objectives for the Action Plan are included in this section. In the next section of this report ("Future Actions to Achieve Objectives"), each of these objectives is directly linked to multiple supporting action steps (activities) designed to lead directly to the achievement of the objectives.

Academic Objectives

Objective One: Vista Verde Middle School will demonstrate a minimum 5% annual growth in the school's Academic Performance Index (API) rating. (The school will reach an API of 464 by June 2001 and 481 by June 2002). All statistically significant subgroups will demonstrate corresponding (5%) gains.

Objective Two: English Language Learners will demonstrate significant annual academic progress, as measured by a growth of 4 NCE points on the SAT-9 and/or SABE in reading, language, and math.

Objective Three: The number of English Language Learners who are redesignated as Fluent English Proficient (FEP) will increase by 5% in each of the next two years (2000-2001 and 2001-2002).

Supporting Objectives

Objective Four: Every English Language Learner will demonstrate annual progress in English speaking, reading, and writing, as measured by growth of at least one level of language development assessed by the IDEA Proficiency Test (IPT) and/or the state English Language Development Exam.

Objective Five: Communication at all levels (internally, with the district office, with other schools, and with parents) will be improved, as measured by an annual 10% of staff and parents who report improved communication on an annual site survey.

Objective Six: There will be a reduction (30% in 2000-2001, 50% in 2001-2002) in the number of discipline referrals at Vista Verde.

Objective Seven: There will be an annual 10% increase in the number of parents participating in school activities, as measured by logs of parent participation and parent surveys.

Objective Eight: Parents of Vista Verde Middle School students will demonstrate improved ability to assist their children in becoming successful students, as measured by surveys, focus groups, and staff observations.

Future Actions to Achieve Objectives

The Vista Verde site team developed Action Plans (including supporting action steps, persons responsible, timelines, budget, professional development, and evaluation criteria) for each of the five key areas for improvement, defined in the "Recommendations" section: 1) Standards and Curriculum; 2) Appropriate Instruction for English Language Learners; 3) Communications; 4) Classroom Management and Discipline; and 5) Parent Involvement. While professional development was identified as an area for improvement, plans for professional development are integrated throughout each of the other five action plans, as appropriate.

By integrating the person(s) responsible for the implementation of each supporting action step, as well as the timeline for implementation, the site team has also developed integrated plans for the *effective management of the school*. Other activities defined to support the effective management of the school include:

1) Training for the School Site Council in site budgets, state requirements, and effective school management;

2) The addition of student representatives to the School Site Council;

3) Commitment by the current site principal and district office to provide consistent site administration for at least the next two years (as much as possible); and

4) Implementation of the communication action steps (see the following action steps).

The inclusion of budget information, including costs and funding sources, within the Actions Plans, and the coordination of all site funding sources with II/USP Action Plan steps in the Expenditure Plan (see the next section of this report), constitutes an *effective plan for the allocation of site resources*. II/USP funds have been targeted toward activities and personnel necessary to build capacity and establish effective programs and procedures that can be continued and sustained through local funds after the two-year II/USP funding period.

Topic: Standards & Curriculum

Measurable Objective(s):
- Vista Verde Middle School will demonstrate a minimum of 5% annual growth in the school's Academic Performance Index (API) rating; All statistically significant sub-groups will demonstrate corresponding gains.

Supporting Action Steps (Activities)	Person(s) Responsible	Timeline	Budget (Amount/Source)	Professional Development	Evaluation
1. The district office & the Vista Verde learning community will identify & purchase materials in language arts & math that are both engaging & directly connected to California standards. • Materials will be purchased both for use at home & at school • Other subject areas to be developed & purchased as funds become available, to be coordinated with textbook adoptions	Principal, district curriculum director, math chair, language arts chair, teaching staff, parents, students	Purchase in spring 2000, to be received as soon as possible (preferably by start of school, Fall 2000)	$67,500 (750 students x $90 per student) – II/USP funds, state textbook funds, SIP	• Lay person (parent, student), training for selecting appropriate materials • Mentoring on proper use of new materials among staff members	Receipt of ordered materials, improved student academic performance
2. Parents, staff & students will be educated about academic content standards & corresponding content frameworks, establishing a climate of high expectations for daily practice • Purchase content frameworks for all staff members • Print pamphlets for parents in English & Spanish for each grade level describing academic standards & grade level expectations. Pamphlets to be passed out at parent conferences.	Principal, staff leadership Principal, site leadership team (pamphlet printing), teachers (pamphlet distribution)	Aug 2000 (start of school) Fall 2000 (& Fall 2002)	$900 – SIP funds $500 SIP funds	Training on frameworks will be provided through the Monterey County Office of Education; brief one-hour trainings to familiarize teachers with the frameworks will be offered after school at VVMS and more in-depth trainings provided at MCOE. Staff meeting discussion on how to present standards to parents.	Frameworks will be placed in all classrooms & teacher teams will include discussion of frameworks in collaboration meetings Parents demonstrate understanding of grade level expectations (survey)
3. Teacher lesson plans will reflect the inclusion of academic standards	Teachers, team leaders, principal	Fall 2000, ongoing	None	None	Principal examination of lesson plans

Standards and Curriculum Action Plan, continued

Supporting Action Steps (Activities)

Supporting Action Steps (Activities)	Person(s) Responsible	Timeline	Budget (Amount/Source)	Professional Development	Evaluation
4. Specialized tutorial instruction will be provided two periods each day for small groups of students who are not achieving reading & math standards. (Details of priority for receiving tutoring to be determined by site leadership team.)	Site coach (two periods per day) & site leadership team	Implement at start of school year 2000/2001 & continue through 2001/2002 school year	None	None	Improvement at student achievement
5. All VVMS teachers will receive training in & be able to demonstrate lesson design & implementation of instruction integrating student learning styles.					
• Training: A SIP day will be used for inservice training on learning styles	Principal, site leadership team, instruction staff	First site SIP day: Aug 2000	$3,000 – SIP funds	(Already described – see the action step, column 1)	Staff evaluation of training (on staff developed eval. form)
• Practice: classroom lessons incorporating student learning styles will be observed by administration, mentors, colleagues, site coach	Classroom teachers, site leadership	The first two weeks after training	None	None	Log of classroom observations
• Feedback: scheduled time for response to classroom observations	Classroom teachers, site leadership	Within 48 hrs of observation (during prep time or after school)	None	None	
• Integration of learning styles & academic standards into regular classroom instruction	Instructional staff, administration	Ongoing	None	Described throughout this action plan	Improvement in student achievement, improvement in student self confidence (survey, focus groups), evidence in lesson plans of appropriate instructional strategies & standards

Topic: *Appropriate Instruction for English Language Learners*

Measurable Objective(s):
- Every English Language Learner will demonstrate annual progress in English speaking, reading & writing, as measured by growth of at least one level of language development assessed by the IDEA Proficiency Test (IPT), and/or the State English Language Development exam.
- English Language Learners will demonstrate significant annual academic progress, as measured by a growth of 4 NCE points on the SAT-9 and/or SABE in reading, language, and math.
- The number of English Language Learners redesignated as Fluent English Proficient (FEP) will increase by 5% in each of the next two years (2000/2001 & 2001/2002).

Supporting Action Steps (Activities)	Person(s) Responsible	Timeline	Budget (Amount/Source)	Professional Development	Evaluation
1. Develop and define assessment tools and procedures to identify English Language Learners and to monitor ongoing progress. All students with a language other than English identified on the home language survey, and/or previously identified as English Language Learners, will have a current IPT score (within the last 1.5 years).	ELD Department	June 2000	Categorical funds (an additional aide may have to be trained to administer the IPT, if the actual number of students needing assessment is high). EIA-LEP	Additional training for aides as needed	Complete an accurate list of all ELL students & their levels of English language development
2. Staff development in the interpretation, use & implementation of ELD student assessments with an emphasis on instructional strategies. • A full time site coach will be hired to assist with the provision of professional development and to provide ongoing classroom coaching (demonstration lessons, modeling, observations, etc.) and mentoring for staff	District curriculum director, site coach, principal, site ELD mentor	Summer 2000, ongoing follow up through the school year, Summer 2001, & ongoing follow up throughout the school year	$50,000 – II/USP funds	Two day summer sessions to be held for basic training (one in June with a repeat in August for those who could not attend in June). Site coach will provide ongoing coaching & support to ensure continued professional development & the application of concepts learned during training.	• Number of staff participating in training (minimum one third in summer 2000; minimum one half in summer 2001) • Staff evaluation of training • Changes in teacher methodology (focus groups, surveys, coach observations)
3. Investigate & pilot the available state adopted ELD programs & materials, including ESL computer software	ELD Department, site coach, Technology Rep	Pilot in place by Dec 2000; revw. material for selection by May 2001; purchase by Aug 2001	$1,500 for pilot EIA-LEP funds	Publisher training for appropriate use of materials	Selection of appropriate ELD materials

Appropriate Instruction for English Language Learners, continued

Supporting Action Steps (Activities)	Person(s) Responsible	Timeline	Budget (Amount/Source)	Professional Development	Evaluation
4. Vista Verde campus/ faculty will initiate ongoing articulation meetings (concerning ELD programs) with the elementary and high schools	Site coach, principal, ELD department	Beginning of school year 2000/2001 (monthly)	Possible monies expended for after school hrs for tchrs involved in colla-boration: $1,200 annl (EIA-LEP, II/USP)	None	Records of meetings & long term program coordination
5. The schedule will reflect the need for an expanded and more relevant ELD program: • More intensive ELD for new comers (minimum of two periods of intensive ELD during the first semester of school year & minimum three periods of intensive ELD during the second semester of school year. • Teaming between newcomer & ELD teachers to provide appropriate intensive ELD for newcomers, as well as primary language opportunities for students in the ELD program. This will create long term capacity for the extension of dual immersion programs to the middle school within a few years. • Connection of ELD instruction to ELD standards.	Principal, ELD department	Expanded newcomer ELD block - Aug 2000; connection of ELD instruction to standards – summer 2000 & ongoing	The only costs will be generated by the need to connect ELD instruction to ELD standards (see number 5 below & Standards & Curriculum Action Plan)	None	Expanded newcomer ELD block reflected in schedule
6. When all data is collected regarding the language development levels of all English Language Learners (see number 1 above), the entire ELL program will be revisited to ensure that every ELL student is receiving appropriate instruction and that ELD instruction is aligned with ELD standards.	ELD department, site coach, principal	Summer 2000	$4,000 ($1,000 stipend for four people) – EIA-LEP, II/USP	None	Completed description of program services for ELL at all levels of language development, including connection of ELD Instruction to academic standards.
7. Procedure for the ongoing evaluation of English Language Learners will be established.	ELD department & site coach	Summer 2000	See number 5 above	None	Written description of procedures for ongoing monitoring & evaluation of ELL students.

Topic: Classroom Management & Discipline

Measurable Objective(s):

1. There will be a reduction (30% in 2000/2001, 50% in 2001/2002) in the number of discipline referrals at Vista Verde.

Supporting Action Steps (Activities)	Person(s) Responsible	Timeline	Budget (Amount/Source)	Professional Development	Evaluation
1. The Vista Verde middle school staff will form into teams for the purpose of increasing student learning, outcomes & objectives (see also Communication & Curriculum plans) • A common prep time will be included in the schedule to discuss student achievement & to formulate an agreed upon system of classroom management & rewards to be consistent throughout each team, building on the common site discipline policy	Principal, Assistant Principal, team leaders	Teams established for 2000/2001 by June 2000. Teams established for 2001/2002 by June 2001. Common classroom management systems established by Sept 30, 2000 (and Sept 30, 2001)	$1,000 – SIP funds	Team building activities, team visits to other middle schools to learn about teaching teams	• Alteration in master schedule to reflect common prep time • Every Vista Verde middle school teacher will be an active participant of a teacher team with a written, posted and distributed classroom management policy
2. The Vista Verde site coach & BTSA-identified mentor teacher will provide instruction and support for Vista Verde Middle School instructional staff in: a) classroom management, b) student learning styles, c) ELD techniques, and, d) teaching standards	District curriculum director, site principal, site coach	Aug 2000, ongoing	Mentor teacher funded through district office; site coach funded through II/USP ($50,000, see English Language Learner action plan)	Mthly 1-hr training opportunities in classroom management learning styles & ELD techniques; summer training (see ELL action plan); and ongoing classroom coaching demonstration lesson, etc.	Decrease in student discipline referrals
3. Reopen the conversation surrounding uniforms at monthly parent meetings to gather more input from the community on how the uniform policy can be implemented more effectively	Principal	Monthly, beginning 2000/2001 school year (quarterly dedicated meetings, ongoing item for monthly parent meetings)	None	None	Improved communication (surveys), improved implementation of uniform policy, possible revision/modification of uniform policy

Topic: Communication

Measurable Objective(s):

- Communication at all levels (internally, with the district offices, with other schools, and with parents) will be improved, as measured by an annual 10% of staff and parents reporting improved communication on annual site survey.

Supporting Action Steps (Activities)	Person(s) Responsible	Timeline	Budget (Amount/Source)	Professional Development	Evaluation
1. Establish grade level teams with scheduled team meetings during a common prep time attended by administration. Continue department meetings and grade level meetings after school, scheduled for one hour	Site leadership (responsible for master schedule development)	Implement school year 2000/2001.	None	One hour training on the use of preparation/ collaboration time and possible team building training as needed.	Improved teacher communication (staff survey)
2. A parent round table will be held once each quarter, publicized in local newspapers & churches	Principal	Beginning school year 2000/2001	None	None	Increase in the number of parents participating in school events and parent perception of improved communication (parent survey)
3. Progress reports will be sent home mid-quarter to every student	Principal, teaching staff	School year 2000/2001	$500 for additional printing (site discretionary funds)	None	Records of monthly progress reports, improved parent perception of communication (parent surveys)
4. A monthly parent newsletter will be produced & sent home in both English & Spanish	Principal and site leadership team	School year 2000/2001	$500 SIP funds	None	Copies of monthly parent newsletters, improved parent perception of communication (parent surveys)
5. Include staff listing in planner/agenda (possibly also in a flyer), including pictures and professional biographies of staff members	Principal	Aug 2000 (preparation in May/June 2000); repeated in Aug 2001	None	None	Staff listing will be available, improved parent perception of communication (parent survey)
6. All parent events, opportunities for parent involvement will be announced at any events attended by parents	Principal, site leadership team, any persons responsible for individual parent events	Implement immediately	None	None	Improved parent attendance at school activities, logs of parent attendance

Communication, continued

Supporting Action Steps (Activities)	Person(s) Responsible	Timeline	Budget (Amount/Source)	Professional Development	Evaluation
7. Revise report cards to reflect and emphasize academic content standards	Teachers, site leadership, district curriculum director	Revisions 2000/2001; pilot 2001/2002	Total amount unknown at this time; funded by district sources	None	Implementation of a new report card aligned with state standards
8. VVMS will participate in a district-established round table with representatives from each school site, each district department, classified staff, certificated staff & superintendent	Principal, district curriculum director, superintendent	Implement Sept 2000 (monthly, ongoing)	None	None	Distributed minutes of monthly district round table meetings to be provided for all staff members & posted for parent review
9. A sixth grade orientation will be held before school begins each year. • Refreshments • Notice of event will be written on elementary school calendars; second notice sent in the summer	Principal, site leadership team	Aug 2000, Aug 2001	$500 (SiP)	None	Number of sixth graders & parents attending orientation
10. A parent orientation for parents of incoming sixth graders will be held in the spring	Principal, site leadership team	May 2000, May 2001, May 2002	None	None	Sign in sheet/log of parents attending orientation event and improved parent perception of school communication (parent survey)
11. Dedicate an enclosed student bulletin board to be used to publicize student achievements • Also establish a display area for student work in the office • Trophy display area	Principal	Immediate & ongoing	None	None	Improve student, parent, staff perception of communication (surveys)
12. Reopen the conversation surrounding uniforms at monthly parent meetings to gather more input from the community on how the uniform policy can be implemented more effectively	Principal	Monthly beg March 2000/ongoing (qrtly dedicated mtngs, ongoing item for mthly parent meetings)	None	None	Improved communication (surveys), improved implementation of uniform policy, possible revision/modification of uniform policy

Topic: Parent Involvement

Measurable Objective(s):
- There will be an annual 10% increase in the number of parents participating in school activities, as measured by logs of parent participation & parent surveys.
- Parents of Vista Verde Middle School students will demonstrate improved abilities to assist their children in becoming successful students, as measured by surveys, focus groups & staff observations.

Supporting Action Steps (Activities)	Person(s) Responsible	Timeline	Budget (Amount/Source)	Professional Development	Evaluation
1. A student agenda/planner will be used for all students (grades 6-8) to serve as a form of two-way communication between the school & home. Agenda will be use for daily communication of homework assignments & any necessary written communications between parents & teachers about individual student needs that might be appropriate to be communicated in this fashion.	Principal, teaching staff, parents	Beginning Aug 2000, ongoing	$5,000 (SIP)	None	Evidence of improved parent/teacher communication (surveys, focus groups, etc.)
2. A voicemail system will be established for student activities so parents can call for daily recording of upcoming activities. Activities message will be changed daily, or as necessary to update information. The system will also include a call out feature ("Parent Link") so parents will be called and notified about school events.	Principal, community liaison	Immediate implementation		None	Activity log, message use, increas'd parent perception of com-munication (survey)
3. A community liaison will be hired who will be specifically dedicated to coordinating parent training, workshops and volunteer efforts.	Principal, leadership team	Aug 2000	$25,000	Access existing district & county training programs	Successful imple-mentation of parent involvement/commun-ication action plan
4. Volunteer training • Training for parents to be effective school/classroom volunteers • Training for teachers on the effective use of parents as classroom volunteers	Community liaison, site leadership team	Quarterly beginning fall 2000		Quarterly training	Number of volunteer hours logged
5. Visitations will increase parent involvement & communication between parents & teachers • Parent visits in Vista Verde MS classrooms • Voluntary home visitations by teachers	Principal/ teachers	Ongoing 2000/2001 & beyond	None	None	Visitation logs
6. Expansion of the Parent Teacher Organization (PTO) • Awards Night • Family Nights (subject specific & grade level specific) • Monthly newsletter	Principal, assistant principal, PTO president	Monthly	PTO funds	None	PTO minutes, logs of Family Night attendance
7. Parent workshops will be held every other month • Parenting skills • Assisting students with homework • Social issues · Academic issues	Community liaison	Every other month beginning fall 2000	Access existing programs	None	Attendance logs for workshops

Expenditure Plan

Fiscal Year 2000-2001

Certificated Personnel Salaries

Site coach (object code 1900)   *$45,000 (II/USP)*
Full-time certificated site coach to provide in-class support (modeling demonstration lessons, coaching, etc.) for classroom teachers in the areas of providing appropriate instruction for English Language Learners, standards-based instruction, and providing instruction appropriate for individual student learning styles. The site coach will also spend two periods per day providing intensive small group tutorial instruction for students not meeting academic standards.

Extra duty time for teachers (object code 1100)   *$600 (II/USP), $600 (EIA-LEP)*
Extra duty time for teachers to attend ELL articulation meetings at the elementary and high schools (four teachers x $20 per hour x 1.5 hour/month x 10 months = $1,200).

Extra duty time for teachers (object code 1100)   *$2,000 (II/USP), $2,000 (EIA-LEP)*
Extra duty time for teachers to participate in summer planning sessions to refine the site program for English Language Learners ($1,000 stipend x four teachers = $4,000).

Extra duty time for teachers (object code 1100)   *$1,000 (SIP)*
Extra duty time for teacher leaders to work with site administration on revision of master schedule to include the formation of teacher teams and the development of common preparation periods.

Teacher extra duty stipends (object code 1100)   *$4,800 (II/USP), $4,800 (EIA-LEP)*
Extra duty training stipends for teachers to attend two day trainings in the summer to provide them with the skills and instructional methodologies needed to provide appropriate instruction for English Language Learners. Teachers may select to attend one of the two training sessions to be held in June and August (20 teachers x 12 hours of training x $20 hour = $4,800 x two training sessions = $9,600).

Counselor (object code 1500)   *$18,000 (Title I)*
Counselor services will continue to be provided for at-risk students as part of the site's program of ongoing support for students not achieving standards.

Classified Personnel Salaries

Community Liaisons (object code 2900)   *$22,000 (II/USP), $25,000 (Title I)*
Two community liaisons to provide additional support for communication with parents. The existing community liaison, funded through Title I, will continue to provide services to families, particularly translation services and individualized follow-up with families for at-risk students. The community liaison hired through II/USP funds will be responsible for coordinating parent volunteer and training efforts at the school site.

Bilingual Instructional Aides (object code 2100)   *$37,717 (EIA-LEP)*
Two bilingual instructional aides will coordinate and conduct assessments of English Language Learners to determine their levels of language development, ensure accurate program

placement, and monitor ongoing progress. Bilingual aides will also provide appropriate in-class tutorial support for small groups of English Language Learners.

Library Assistant (object code 2900)   *$13,800 (SIP)*
The library assistant will continue to provide research and academic assistance for students needing additional support to achieve standards.

Employee Benefits

$8,000 (II/USP), $3,428 (Title I)
Appropriate employee benefits STRS, PERS, disability, health and welfare, unemployment insurance and worker's compensation insurance for site personnel funded through II/USP and categorical funds (some of the employee benefits for categorically funded personnel are built into salary amounts listed above).

Books, Materials and Supplies
Content area frameworks and standards for all teachers
(object code 4200)
                                                $900 (SIP)

ELD Materials (object code 4300)   *$1,500 (EIA-LEP)*
Pilot materials to be used in ELD instruction to assist ELD teachers in the selection of programmatic materials.

Sixth Grade Orientation (object code 4500)   *$500 (SIP)*
Materials and supplies to support sixth grade orientation for students and parents in August.

Instructional materials to support standards
(object codes 4100 and 4300)
                        $43,600 (II/USP), $23,900(Title I/SIP)
Textbooks for students to take home to study and additional instructional materials for classroom use (750 students x $90 per student - $67,500)

Printing for Progress Reports (object code 4500) $500 (SIP)
Printing fees to cover progress reports for all students to be sent out mid-quarter instead of only those students in immediate danger of not passing.

Printing for Monthly Newsletter
(object code 4500)
                                        $500 (SIP)
Printing fees for monthly newsletter to be sent home monthly in both English and Spanish to improve school/home communication.

Services and Other Operating Expenses

Consultant for Learning Styles Training
(object code 5100)   *$3,000 (SIP)*
This consultant will provide learning styles training for the entire VVMS staff on the first SIP training day of the school year.

Consultant support and childcare for parent volunteer training
(object codes 5100 and 5800)
$200 for each of four quarterly trainings to provide childcare and outside consultant support for parent volunteer training.

Greenfield Union School District
California Department of Education
District and School Support Division

Vista Verde Middle School
Public Schools Accountability Act of 1999 Form 4
II/USP Budget Application for State Funds

Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2000-2001

Name of District: Greenfield Union Elementary School District				
CDS Code: 27 66035 0000000				
Name of School: Vista Verde Middle School				
CDS Code: 27 66035 6111645				

Contact Person: Angel Rivera		Phone: 831-674-1420	E-mail: vistarocky@aol.com	

SACS Resource Code: 7255
SACS Revenue Code: 8590
Non-SACS Income Account Code: 8590

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds	Amount of Matching Funds
	1000	Certificated Personnel Salaries	52,400	26,400
	1900	Site Coach	45,000	
	1100	Extra duty time for Teachers	600	(15) 600
	1100	Extra duty time for Teachers	2,000	(15) 2,000
	1100	Extra duty time for Teachers		(17) 1,000
	1100	Teacher extra duty stipends	4,800	(15)4,800
	1500	Counselor		(1) 18,000
	2000	Classified Personnel Salaries	22,000	76,517
	2900	Community Liaisons	22,000	(T1) 25,000
	2100	Bilingual Instructional Aide		(15) 37,717
	2900	Library Assistant		(17) 13,800
	3000	Employee Benefits	8,000	3,428
		Employee benefits (STRS, PERS, etc.)	8,000	(1) 3,428
	4000	Books, Materials, Supplies	43,600	27,800
	4200	Content area frameworks & standards		(17) 900
	4300	ELD Materials		(15) 1,500
	4500	Sixth Grade orientation		(17) 500
	4100/4300	Instructional materials to support standards	43,600	(1)(17)23,900
	4500	Printing for Progress Reports		(17) 500
	4500	Printing for Monthly Newsletter		(17) 500
	5000	Services and Other Operating Expenses (Including Travel)	0	3,800
	5100	Consultant for Learning Styles Training		(17) 3,000
	5100/5800	Consultant support & childcare for parent volunteer training		(17) 800
	6400	Capital Outlay (Equipment)	0	0
		Total Amount Requested	126,000	137,945

NOTE: Complete and submit a budget for each participating school

Fiscal Year 2001-2002

Certificated Personnel Salaries

Site coach (object code 1900)   *$45,000 (II/USP)*
Full-time certificated site coach to provide in-class support (modeling demonstration lessons, coaching, etc.) for classroom teachers in the areas of providing appropriate instruction for English Language Learners, standards-based instruction, and providing instruction appropriate for individual student learning styles. The site coach will also spend two periods per day providing intensive small group tutorial instruction for students not meeting academic standards.

Extra duty time for teachers (object code 1100)   *$600 (II/USP), $600 (EIA-LEP)*
Extra duty time for teachers to attend ELL articulation meetings at the elementary and high schools (four teachers x $20 per hour x 1.5 hour/month x 10 months = $1,200).

Extra duty time for teachers (object code 1100)   *$2,000 (II/USP), $2,000 (EIA-LEP)*
Extra duty time for teachers to participate in summer planning sessions to refine the site program for English Language Learners ($1,000 stipend x four teachers = $4,000).

Extra duty time for teachers (object code 1100)   *$1,000 (SIP)*
Extra duty time for teacher leaders to work with site administration on revision of master schedule to include the formation of teacher teams and the development of common preparation periods.

Teacher extra duty stipends (object code 1100)   *$4,800 (II/USP), $4,800 (EIA-LEP)*
Extra duty training stipends for teachers to attend two-day trainings in the summer to provide them with the skills and instructional methodologies needed to provide appropriate instruction for English Language Learners. Teachers may select to attend one of the two training sessions to be held in June and August (20 teachers x 12 hours of training x $20 hour = $4,800 x two training sessions = $9,600).

Counselor (object code 1500)   *$18,000 (Title I)*
Counselor services will continue to be provided for at-risk students as part of the site's program of ongoing support for students not achieving standards.

Classified Personnel Salaries

Community Liaisons (object code 2900)   *$22,000 (II/USP), $25,000 (Title-I)*
Two community liaisons to provide additional support for communication with parents. The existing community liaison, funded through Title I, will continue to provide services to families, particularly translation services and individualized follow-up with families for at-risk students. The community liaison hired through II/USP funds will be responsible for coordinating parent volunteer and training efforts at the school site.

Bilingual Instructional Aide (object code 2100)   *$37,717 (EIA-LEP)*
Two bilingual instructional aides will coordinate and conduct assessments of English Language Learners to determine their levels of language development, ensure accurate program placement, and monitor ongoing progress. Bilingual aides will also provide appropriate in-class tutorial support for small groups of English Language Learners.

Library Assistant (object code 2900)   *$13,800 (SIP)*
The library assistant will continue to provide research and academic assistance for students needing additional support to achieve standards.

Employee Benefits

                                      $8,000 (II/USP), $3,428 (Title I)
Appropriate employee benefits STRS, PERS, disability, health and welfare, unemployment insurance and worker's compensation insurance for site personnel funded through II/USP and categorical funds (some of the employee benefits for categorically funded personnel are built into salary amounts listed above).

Books, Materials and Supplies
Content area frameworks and standards for all teachers
(object code 4200)
                                      $900 (SIP)

ELD Materials (object code 4300)   *$8,000 (II/USP), $2,000 (EIA/LEP)*
Materials to be used in ELD instruction to assist ELD teachers in the selection of programmatic materials.

Sixth Grade Orientation (object code 4500)   *$500 (SIP)*
Materials and supplies to support sixth grade orientation for students and parents in August.

Instructional materials to support standards
(object codes 4100 and 4300)
                                      $35,600 (II/USP), $23,905(Title I/SIP)
Textbooks for students to take home to study and additional instructional materials for classroom use (750 students x $79.34 per student - $59,505)

Printing for Progress Reports (object code 4500)   *$500 (SIP)*
Printing fees to cover progress reports for all students to be sent out mid-quarter instead of only those students in immediate danger of not passing.

Printing for Monthly Newsletter
(object code 4500)
                                      $500 (SIP)
Printing fees for monthly newsletter to be sent home monthly in both English and Spanish to improve school/home communication.

Services and Other Operating Expenses
Consultant for Learning Styles Training
(object code 5100)   *$3,000 (SIP)*
This consultant will provide learning styles training for the entire VVMS staff on the first SIP training day of the school year.

Consultant support and childcare for parent volunteer training
(object codes 5100 and 5800)   *$800 (SIP)*
$200 for each of four quarterly trainings to provide childcare and outside consultant support for parent volunteer training.

Greenfield Union School District
California Department of Education
District and School Support Division

Vista Verde Middle School
Public Schools Accountability Act of 1999 Form 4
II/USP Budget Application for State Funds

Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2001-2002

Name of District: Greenfield Union Elementary School District

CDS Code: 27 66035 0000000

Name of School: Vista Verde Middle School

CDS Code: 27 66035 6111645

Contact Person: Angel Rivera	Phone: 831-674-1420	E-mail: vistarocky@aol.com

SACS Resource Code: 7255

SACS Revenue Code: 8590

Non-SACS Income Account Code: 8590

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds	Amount of Matching Funds
	1000	Certificated Personnel Salaries		
	1900	Site Coach	52,400	26,400
	1100	Extra Duty Time for Teachers	45,000	
	1100	Extra duty time for Teachers	600	(15) 600
	1100	Extra duty time for Teachers	2,000	(15) 2,000
	1100	Teacher extra duty stipends		(17) 1,000
	1500	Counselor	4,800	(15) 4,800
	2000	Classified Personnel Salaries		(1) 18,000
	2900	Community Liaisons	22,000	76,517
	2100	Bilingual Instructional Aide	22,000	(1) 25,000
	2900	Library Assistant		(15) 37,717
	3000	Employee Benefits		(17) 13,800
		Employee benefits (STRS, PERS, etc.)	8,000	3,428
	4000	Books, Materials, Supplies	8,000	(1) 3,428
	4200	Content area frameworks & standards	43,600	28,305
	4300	ELD Materials		(17) 900
	4500	Sixth Grade orientation	8,000	(15) 2,000
	4100/4300	Instructional materials to support standards		(17) 500
	4500	Printing for Progress Reports	35,600	(1)(17) 23,905
	4500	Printing for Monthly Newsletter		(17) 500
	5000	Services and Other Operating Expenses (Including Travel)	0	(17) 500
	5100	Consultant for Learning Styles Training		3,800
	5100/5800	Consultant support & childcare for parent volunteer training		(17) 3,000
	6400	Capital Outlay (Equipment)		(17) 800
			0	0
Total Amount Requested			126,000	138,444

NOTE: Complete and submit a budget for each participating school

Evaluation Plan

The evaluation of the Vista Verde Middle School program is based on the timely collection and analysis of data directly relevant to the achievement of our objectives. The table below delineates each objective, the data to be collected to determine if the objective has been achieved, the timeline for data collection and analysis, and the person(s) responsible for collecting and reviewing the available data.

Objective	Data To Be Collected	Timeline	Person(s) Responsible
1. 5% annual growth on the API (all students & statistically significant sub-groups)	Academic Performance Index rating	June, annually	Principal, district curriculum director, California Department of Education
2. English Language Learners will demonstrate significant annual academic progress as measured by a growth of 4 NCE on the SAT-9 &/or SABE in reading, language, & math	SAT-9	June, annually	Principal, district curriculum director, California Department of Education
3. 25% increase (in each of the next two years) in the number of English Language Learners who are re-designated as Fluent English Proficient (FEP)	Redesignation records/R30 form	Fall annually - analyze student achievement for potential redesign-ation candidates Feb. 28; complete redesignation reviews March 15 annually; post number of redesign-ated students on R30 form	Principal, site leadership team, district director of special projects
4. Every English Language Learner will demonstrate annual progress in English speaking, reading, & writing	IPT and/or State English Language Development exam	Spring annually	Principal, curriculum director, ELD department bilingual aides
5. Improved communication at all levels	Site survey	Spring annually	Principal, leadership team
6. Reduction in the number of discipline referrals	Discipline referral logs	Monthly review & annual summary	Principal, assistant principal, site leadership team
7. Annual 10% increase in parents participating in school activities	Logs of parent participation & parent surveys	Monthly review & annual summary	Community liaisons, principal, site leadership team
8. Parents of Vista Verde students will demonstrate improved ability to assist their children in becoming successful students	Surveys, focus groups, staff observations	Annually	Principal, community liaisons, site leadership team

In addition to formal evaluation data to be collected in support of the objectives, information will be collected to demonstrate the successful implementation of the supporting action steps. The table, next page, delineates information to be collected to demonstrate successful implementation within each action plan area.

Action Plan Area	Information To Be Collected
Standards & curriculum	• Receipt of ordered materials (textbooks & instructional materials for every students, including books to be taken home) • Frameworks will be placed in all classrooms • Principal/administrator examination of lesson plans • Staff evaluations of learning style training • Log of classroom observations supporting classroom practice of skills acquired during learning styles training • Parent surveys • Student surveys
Appropriate instruction for English Language Learners	• Complete an accurate list of all ELL students & their levels of ELD • Selection of appropriate ELD materials • Records of articulation meetings & long-term program coordination • Expanded newcomer ELD block reflected in schedule • Completed description of program services for ELLs at all levels of language development, including connection of ELD instruction to academic standards • Written description of procedures for ongoing monitoring & evaluation of ELL students • Logs of staff participating in summer training • Staff evaluations of ELL methodology training • Evidence of changes in teacher methodology in the classroom (focus groups, surveys, site coach observations)
Communication	• Logs of parents participating in school events • Records of mid-quarter progress reports • Copies of monthly parent newsletter • Staff listing in agenda/planner & flyer • Implementation of a new report card aligned with state standards • Staff survey indicating improved communication • Parent survey indicating improved communication • Distributed minutes of monthly district round table meetings to be provided for all staff members & posted for parent review • Record of sixth graders & parents attending orientation meetings • Student survey indicating improvement in communication • Logs of meetings held discussing the implementation of the uniform policy
Classroom management & discipline	• Alteration in master schedule to reflect common prep time for teachers • List of teacher teams • Written classroom management policies for each team • Office logs of discipline referrals • Surveys indicating improved communication & satisfaction with the implementation of the uniform policy
Parent involvement	• Evidence of improved parent/teacher communication (surveys, focus groups, etc.) • Log of usage of activities voicemail message • Number of volunteer hours logged • Home & school site visitation logs • PTO minutes • Logs of family night attendance • Attendance logs for parent workshops • Survey indicating improved communication

Evaluation information will be formally reviewed quarterly by the School Site Council/Site Leadership Team. Based on information received, modification and implementation plans will be made by the Site Council/Leadership Team and formal summative review of evaluation data will occur annually in June.

EXHIBIT B

faxed 4/26/02

Monterey County Office of Education
Dr. William D. Barr, County Superintendent of Schools

AB75 Principal Training Program

Date: April 17, 2002

To: Superintendents

From: Marsha Kelly, Admin Support Coordinator, mkelly@monterey.k12.ca.us, 831/755-0371
             Michelle Thelander, Director, mtheland@monterey.k12.ca.us, 831/755-0378

Subject: AB 75 Principal Training Program

Our county office is working on plans to assist districts with implementation of the AB 75 Principal Training Program. Our intent is to provide Monterey county site administrators various options for participating in training locally, by MCOE becoming an approved provider and/or working in partnership with approved providers based upon district interest and need. Additionally, we plan to submit an MCOE Consortium LEA Application to coordinate program administration and implementation on behalf of interested districts.

We want to include your district's needs as we develop training options and submit an MCOE Consortium LEA Application. Please complete and return the chart below with your current plans regarding AB75 Principal Training Program and provide the numbers of administrators you anticipate participating in 2002-03.

Background
The Principal Training Program, authorized by AB 75, Education Code Section 44510, provides incentive funding for local educational agencies (LEA) to provide professional development for school site administrators using State Board of Education (SBE) approved training providers. Attached, please find an overview of key aspects of AB 75. An on-line presentation providing a comprehensive overview of the Principal Training Program may be accessed at the following website. http://www.ctap.org/ab75/ The LEA online application for program funding will be available April 19, 2002. Applications are due by May 10, 2002 for the first round, but the application process is continuous.

Please Return Fax by May 1st to Marsha Kelly at 831/755-0367:

___✓___ Yes, please include us in the MCOE LEA application for AB75 Principal Training Program and provide training options for 2002-03.

_____ We will submit our own LEA application for AB75 Principal Training Program, but would like information on local training options for 2002-03.

District _Greenfield_   Contact Person _Toni Ungs_

Phone _674-2840 Ext. 10_   Email address _tungs@greenfield.k12.ca.us_

Level	Indicate # of *Principals* anticipated to participate in 2002-03	Indicate # of *Assistant Principals* anticipated to participate in 2002-03
Elementary School	3	
Middle School	1	
High School		

Please rank (1st – 3rd) preferred dates for AB75 Institute (Part 1, 40 hours), Summer 2002:

✓ August 5 – 9;   ✓ August 12-16;   ___ August 19 - 23

EXHIBIT C

HOLT
Literature
Language
Arts

Staff Development
TRAINING

Mastering the

**CALIFORNIA Reading/
Language Arts Standards**

HOLT

Language Arts

Orientation:
Holt Literature and Language Arts

Time of Year:	District Discretion
Length of Time:	Two to Three Hours (Topics can be addressed in focused sessions and repeated as needed)
Grouping:	Total Staff
Session Content:	• Overview of *Holt Literature and Language Arts* program organization
	• Overview of *Holt Literature and Language Arts* program resources
	• Introduction to Student Edition and Annotated Teacher Edition
	• Universal access and the ancillary materials
	• Assessment and overview of California Standards

	• Program planning:
	  – *On Course: Mapping Instruction*
	  – *One-Stop Planner* with Test Generator

	• Putting it all together: building an example lesson
Holt, Rinehart and Winston provides:	• Consultant
	• Appropriate handouts

EXHIBIT D

Teaching A Lesson Using
Holt Literature and Language Arts

Time of Year: District Discretion

Length of Time: Two Hours

Grouping: Total Staff

Session Content:
- *Holt Literature and Language Arts* program organization and components review

- Building a lesson: planning tools for easy instructional planning and support
  - *On Course: Mapping Instruction*
  - Teacher's Edition
  - *One-Stop Planner CD-ROM*

- Building a lesson: meeting the needs of all students
  - Using materials that provide for universal access

- Teaching a lesson: effective strategies for all students
  - Teaching the skills
  - Practicing the skills
  - Assessing the skills

- Assessment aligned with instruction

- Differentiating instruction

- Strategies for effective use of technology

- Extending the lesson

Holt, Rinehart and
Winston provides:
- Consultant

- Appropriate handouts

Language Arts

Building Students' Reading Skills

Time of Year:	District Discretion
Length of Time:	Two Hours
Grouping:	Total Staff
Session Content:	• Overview of *Holt Literature and Language Arts* and reading resources

- Introduction to reading strategies in *Interactive Reading* and *Reading Matters*

- Focus on strategies:
    - Scaffolding instruction and learning
    - Differentiating instruction
    - Pre-teaching and re-teaching
    - Reading literature
    - Developing vocabulary
    - Reading informational text
    - Introducing and applying academic language

- Using assessment to inform reading instruction

- Using audio CDs and technology to enhance reading instruction

- Extending the lesson

Holt, Rinehart and
Winston provides:

- Consultant

- Appropriate handouts

Differentiating Instruction

Time of Year: District Discretion

Length of Time: Two Hours

Grouping: Total Staff

Session Content:
- Overview of *Holt Literature and Language Arts* and universal access components

- Discussion of universal access and the California Reading/Language Arts Standards

- Planning a lesson for special needs students:
  - *On Course: Mapping Instruction*
  - Teacher's Edition
  - *One-Stop Planner CD-ROM*

- Using diagnostic and ongoing assessment to determine intervention strategies

- Teaching a lesson with:
  - Special needs students
  - English language learners
  - Special education students
  - Advanced learners

- Using technology to differentiate instruction

- Extending the lesson

Holt, Rinehart and
Winston provides:
- Consultant

- Appropriate handouts

Developing Vocabulary

Time of Year:	District Discretion
Length of Time:	One Hour
Grouping:	Total Staff
Session Content:	• Overview of vocabulary lesson design in *Holt Literature and Language Arts*: teach, practice, assess, and re-teach

	• Introduction to *Holt Literature and Language Arts* resources for vocabulary development:
	   – Vocabulary worksheets
	   – Lessons in *Interactive Reading*
	   – Lesson Plans for ELL and Special Education Students

	• Unlocking unknown words: basic strategies for vocabulary learning
	• Vocabulary strategies for developing fluent readers
	• Vocabulary assessment aligned with instruction
	• Increasing vocabulary through graphic organizers
	• Developing vocabulary in the content areas
	• Extending vocabulary development beyond the classroom
Holt, Rinehart and Winston provides:	• Consultant
	• Appropriate handouts

Harcourt Math

Harcourt Matemáticas

Professional Development Proposal
for
California Schools

in partnership with

Harcourt
School Publishers

LEVEL ONE: INITIAL ORIENTATION ✓

PURPOSE

- To present the **Harcourt Math** philosophy and its support of the California Math Standards

- To provide an overview of **Harcourt Math**

- To review the program ancillary materials and their implementation

- To discuss specifics such as:
  - ▲ Classroom Management
  - ▲ Grade-level Standards
  - ▲ Scope and Sequence
  - ▲ Using program options to meet teaching/learning styles
  - ▲ Meeting individual needs of students
  - ▲ Test Preparation for SAT-9
  - ▲ Balanced Mathematics

PARTICIPANTS

- Classroom Teachers

- Principals

- Math Specialists

- Designated District Personnel

FACILITATORS

- Harcourt School Publishers Consultants

TIME FRAME

- 1 1/2–2 hours

LEVEL ONE:
INSERVICE WORKSHOPS

SUGGESTED FOR GRADES K-6

✓ **Getting Acquainted with California Mathematics for Grade-Level Standards**

A workshop designed to help teachers:

- Become familiar with the strands of the California Math Standards

- See how instructional materials and resources are aligned with the Standards

- Understand how the program assists and supports teachers in planning and implementing a Standards-based program

✓ **Effective Use of Assessment in the Classroom**

Using alternative assessments in the program to determine not only if students can compute, but also think, reason, formulate ideas and communicate mathematically, teachers will become familiar with how to use, when to use, and why to use different forms of assessment, and how assessment guides instruction and determines progress toward achieving the Standards.

- Inventory Tests

- Check What You Know (Assessing Prior Knowledge)

- Pretests

- End-of-Unit

- Performance

- Portfolio

- Electronic Test System—Math Practice and Assessment

- California Test Prep

- How to Manage and Track Grade-Level Math Standards

Holt, Rinehart and Winston

Holt Science and Technology ©2001
Staff Development Proposal

Holt, Rinehart and Winston
1800 Sutter Street, Suite 220
Concord, CA 94520
(800) 228-4658

Staff Development Training
✓General Overview

Time Of Year: District Discretion

Length Of Time: Two-Four Hours

Grouping: Total Staff

Session Content: • Goals and Aims of the Program
                                 • Key Features
                                 • Pupil's Edition Content
                                 • Teacher's Edition Design
                                 • Components
                                 • Implementing the Program
                                 • Making the Connection Between Lecture and Lab
                                 • Assessment

Provided by Holt, Rinehart and Winston:

       • Consultant
       • Appropriate Handouts

HOLT, RINEHART AND WINSTON
A Harcourt Classroom Education Company

Staff Development Training
͡Assessment

Time Of Year: District Discretion

Length Of Time: One Day

Grouping: Total Staff

Session Content: • Strategies for Assessing Student Progress
                    • Assessing Understanding of Selected Concepts and Ideas
                    • Assessing Knowledge of the Natural World
                    • Assessing Scientific, Psychomotor and Communication Skills
                    • A Balanced Approach to Assessment
                    • Assessment in Journal Writing

Provided by Holt, Rinehart and Winston:

        • Consultant
        • Appropriate Handouts

HOLT, RINEHART AND WINSTON
A Harcourt Classroom Education Company

Staff Development Training
Integrating Multi-Media Technology
into your Classroom

Time Of Year: District Discretion

Length Of Time: Three Hours (or District Discretion)

Session Content:
- How to use the software system to customize and fit your teaching style and meet your students needs in a diverse classroom
- Creating an interactive classroom
- Key Features
- Exploring different techniques and approaches when teaching the same themes/lesson
- Incorporating cooperative learning strategies when using software

Provided by Holt, Rinehart and Winston:

- Consultant
- Appropriate Handouts

HOLT, RINEHART AND WINSTON

A Harcourt Classroom Education Company