

SAN JOSE UNIFIED SCHOOL DISTRICT

SAN JOSE UNIFIED SCHOOL DISTRICT LEA PLAN ADDENDUM FOR SCHOOLS

DATA ANALYSIS NARRATIVE

REQUIREMENT 1: IDENTIFYING THE NEED FOR HQT

Part I. FINDINGS

- a. Each school's Table A has complete data.
- b. Table B has complete and accurate data.

Part II. ANALYSIS

Verification of Classroom Data: After closely reviewing each school's Table A, the data indicates that at the elementary sites, thirteen (13) teachers do not meet the criteria for HQT. Of these elementary teachers, most are fully credentialed with two teachers teaching on an emergency/waiver. At the middle school sites, eight (8) teachers are identified as not meeting HQT. These eight are identified in the following core teaching assignments: Art, Dance, English, Math, and Social Science. At the high school sites, we find fourteen (14) teachers are identified as non HQT. Five of these are special education teachers. In the high schools, special education teachers work in an inclusion model, thus we question the complete accuracy of the data.

Prior to the data submissions for the District's CBED data, the Human Resources Department reviewed and corrected the NCLB data upon the initial review. Given the recent findings, we will again conduct a secondary review to determine the accuracy of the data.

Analysis of Classes Taught by Teachers Who Are Not Highly Qualified:

An analysis of the qualifications of staff teaching core academic classes, reveals that two of the 14 identified teachers, are in Science assignments and one in a Math assignment. Other assignments include Art, English, Drama, Music, Foreign Language and Special Education. Each of these identified teachers indicates that a full-credential is held. However, it may be the waiver or emergency issuance of the EL authorization that is then identifying these teachers as non-HQT. Further investigation will be needed to determine the cause of this variance.

Each middle school's Table A indicates that of the eight (8) teachers identified, two are assigned to Math, and three are assigned to English. The remaining assignments are Social Science, Dance, and Art being taught by non-highly qualified teachers.

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Analysis of Staffing Needs at High Poverty, High Minority and/or Low Achieving Schools: The analysis of staffing strongly indicates, that every high poverty elementary site, all of which are Title I schools, only two meet or exceed the effective index, Terrell and Willow Glen Elementary. The remaining schools do not meet the established 90% effective index formula. The lowest index appears at two of the elementary sites, Bachrodt, (QEIA site), and Gardner, with an effective index of 65%. It is also noted that three of the fifteen (15) elementary sites, Anne Darling, Olinder, and Washington are also (QEIA) sites thus necessitating the District need to ensure the Equitable Distribution of HQT staff including administrators.

With reference to Table C:

Three (3) middle schools identified as High Poverty, one site, San Jose Community Middle meets the effective index of 83%. The remaining sites, Burnett at 81% and Hoover Middle at 77% fail to meet the averaged index.

Five (5) high schools identified as High Poverty, two sites, San Jose High Academy Plus, at 83%, and San Jose Community High at 88%, meet the effective index of 83%. The remaining sites reflect the following effective index: Gunderson Plus (Continuation) 75%, Gunderson High 81%, and San Jose High Academy at 76%.

School	Average Effective Index	# Schools not meeting effective index
Elementary	90%	13
Middle	83%	2
High	83%	3

Particular Groups of Teachers Who Need Particular Attention: With reference to Middle Schools, the high poverty schools, particular attention needs to be the focus of assistance to Burnett and Hoover. These high poverty schools have not met their Annual Yearly Progress (AYP) for the student population as a whole for English, Language Arts and Math. Burnett failed to meet targets for all subgroups as did Hoover with the exception of the white student population. Willow Glen Middle School needs specific assistance in ensuring student achievement is addressed for all subgroups in Math, with the exception of the white student population.

Gardner and Olinder Elementary Schools, identified as high poverty schools with inequitable distribution of experienced teachers, also needs assistance in meeting the needs of students in the areas of English and Language Arts. Both sites failed to meet ELA AYP targets in all subgroups.

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Title II Class Size Reduction Classrooms: Currently four hundred thousand dollars (\$400,000) of Title II A Funds are allocated to class size reduction in the District.

Part III. Areas of Critical Need

- A. The District must ensure that CBEDS are collected and submitted with 100% accuracy.
- B. The District must notify the Board of Education, Superintendent's Council, Teachers' Association and other stakeholders, that the District must remedy the shortage of highly qualified, science, bilingual and special education teachers district-wide and specifically at high poverty, low achieving schools.
- C. The District must notify the Board of Education, Superintendent's Council, Teachers' Association and other stakeholders, that the District must remedy the shortage of highly qualified math teachers district-wide and specifically at high poverty, low achieving schools with special attention to Burnett, Hoover, and John Muir Middle School.
- D. The District must notify the Board of Education, Superintendent's Council, Teachers' Association and other stakeholders, that high poverty, low-achieving schools must remedy the inequitable distribution of teachers with experience that meet or exceed the district average of 5.8 years. Twelve of the fifteen schools currently do meet that index.

REQUIREMENT 2: HIRING, DEVELOPING, MAINTAINING AND RETAINING HIGHLY QUALIFIED, EXPERIENCED TEACHERS AND PRINCIPALS

Part I. FINDINGS

- a. Each school's Table A has complete data.
- b. Table B has complete and accurate data.
- c. Table C is complete using *Effective Index Formula A or Alternative Method (Choose 1)*.
- d. Table D (supplementary) is complete and accurate.
- e. Master Schedule (supplementary) from each middle school

Part II. ANALYSIS

Effective Index for Equitable Distribution:

Using Formula A, Table C indicates that the LEA Effective Index for both low and high poverty elementary schools is 90%. For the middle and high schools, that figure is 83%. Each high poverty schools' effective index falls below the

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LEA Effective Index with the exception of Terrell, Willow Glen Elementary, San Jose Community Middle, San Jose Community High and San Jose High Academy Plus. Burnett, Hoover and Willow Glen, high poverty middle schools, did not meet AYP in English or Math. Table B shows that the two low poverty middle schools did meet AYP in English and Math. The low poverty schools are staffed with more experienced teachers.

As a result of these findings, a Middle School Task Force was convened with the following objectives established:

Middle School Task Force Objectives:

Gather and study research validated studies in the areas of best instructional practices for middle school programs.

Build Academic structures to promote a strong interpersonal climate for learning.

Visit SJUSD middle schools to observe classroom practices.

- Conduct walk-throughs with site administrators
- Present key findings to the Middle School Task Force to define the work

Visit similar middle school programs in California that out-perform San Jose Unified School District (SJUSD) Middle Schools.

Review the progress of each middle school in data analysis, instructional planning, setting and meeting targets for all students, determining interventions for struggling students, differentiation of instructional practices for more advanced students and fully implementation of an ELD program for English Learners.

Rationale

All middle schools, with the exception of Bret Harte, are not consistently meeting the API and AYP goals set by the State and NCLB putting the District in jeopardy of entering PI status.

All middle schools, with the exception of Bret Harte, did not meet the AMAO I, II, III for two years.

Suspension and expulsion data reflects a disproportionate number of Latino students at the middle school level.

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Special Education data reflects a disproportionate number of Latino students being recommended for services at the middle school level.

Retention data reflects a disproportionate number of Latino students being recommended for retention at the middle school level increasing drop-out rates between middle and high school years.

QEIA Experienced and Exemplary Administrator

In the San Jose Unified School District an Experienced Administrator is defined as follows:

Clear Administrative Credential

Exemplary Criteria

An evaluation rating of proficient or innovative on the evaluation document must be met. At the elementary level, the Principals are currently being evaluated on all six administrative standards. At the secondary level, they are evaluated on all six standards over a two-year period. Site principals must meet administrative standard five for professional development.

Evaluation of Master Schedule and its Impact on HQT Compliance:

In the summer and fall of 2007, the Human Resources Department deployed the certificated manager and NCLB administrator to all school sites for the purpose of reexamining changes needed to be addressed per teacher assignments on the master schedules. This review was conducted in preparation for the credential audit review that was to be conducted by the Santa Clara County Office of Education at all school sites in January of 2008. At each site, the credential data was reviewed as well to insure that both administrators' and teachers' credentials were current.

Prior to the credential audit, Mary Jane Roberts from the Santa Clara County Office of Education, Credential Department, provided an overview of the audit process as well as credentialing requirements for site and District administrators.

Our finding indicated, that most of the errors in teaching assignments were due to the lack of credentialing requirement knowledge. General findings were, teachers not being properly credentialed in core and elective assignments.

An interview with the staff responsible for master scheduling (middle school administrators and counselors revealed a great variance in their knowledge of NCLB/HQT and the procedures used for developing a master schedule). Although all staff have attended master schedule training at some point in time,

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several have not attended training since the implementation of NCLB. (EQ Plan req. 1, phase 1)

Steps to Ensure non-HQ Teachers Become HQ as Quickly as Possible

Newly Hired Teachers: Currently, the District follows these steps to assist non-HQ teachers: 1) Upon selection, non-HQ teacher applicants meet with the Human Resources Administrator to sign their NCLB plan for becoming NCLB compliant. At this time, the Human Resources administrator explains the NCLB requirement to become HQ as quickly as possible, the most appropriate path to HQT status; the timeline for achieving this requirement and the opportunities that the District offer to assist the teacher to become HQ. A list of options and the contacts are given to the teacher. The plan also includes information on how to access District information on financial assistance for exams, advanced certification if eligible, or coursework. 2) A copy of this plan is sent to the Manager of Staff Development. (Financial assistance is available). However, the new plan will include information on how to access district financial assistance for exams, exam prep, advanced certification if eligible, or coursework.) The majority of our teacher hires meet the NCLB requirement.

At this time, the Human Resource Department has not yet established a formal procedure to monitor non-HQ teachers' progress. The following steps will be added: 3) Mid-year, individualized meetings between teachers and the Human Resources Administrator, will be held to discuss the option the teacher is pursuing and progress made toward becoming HQ in the first semester. At that time, if progress is insufficient, teachers will be told that they are in jeopardy of not being authorized to teach the following year, and their contracts may not be renewed. 4) In March, another meeting between the teacher and the Human Resources Administrator will be held to discuss progress and to predict whether or not the teacher will meet the HQ requirement by the end of the current school year. Contract renewal will be discussed. 5) By June 1, non-HQ teachers would submit all documents that show they have met HQ requirements. (EQ Plan Req. 2 Phase 1)

Teachers Assigned Out-of-Field: The Human Resource Administrator continues to monitor the new hires as well as past hires for class assignments. All Alternative sites and special education teachers are currently being reviewed for progress on the NCLB plans. This includes both RSP as well as SDC teachers. SDC classes will remain status quo until further research is done through the Human Resources Department to determine the current SDC assignments and the support to the Verification Process for Special Settings that is to be announced in the summer of 2008.

Currently San Jose Unified School District is working diligently to ensure job placement for special education teachers that are not meeting NCLB compliance given the demand of this certification process. In accordance to the new IDEA

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federal guidelines, the categories of RSP and SDC are to be completely phased out in the fall of 2007-2008.

San Jose Unified School District plans to fully implement an "inclusion " model for all elementary and secondary RSP students by the fall of the 2009-2010 school year. The plan for the 2007-2008 is as follows:

High School Program:

RSP students at the high school level, will continue to receive their services in an RSP program taught by a special education teacher who meets NCLB compliance per subject area and who is fully credentialed. The High School Program will stay status quo for the 2007-2008 school year with training throughout the 2007-2008 school year unless (a) the staff at the high school site cannot meet the certification requirements or (b) the staff is fully positioned to implement an inclusion model at their site.

Middle School Program:

RSP students at the middle school level in 6th Grade, will be "fully included" in all subject areas and will receive support through a daily Guided Studies class with a RSP teacher. RSP students in 7th and 8th Grade, will be "fully included" for all subjects except Mathematics (if required by their respective IEP'S). Full inclusion for the 9th Grade was voluntary in 2007-2008, with all of our high schools. The 10th Graders will be "fully included" in 2008-2009, and all secondary students in 2010-2011.

The District needs to develop a monitoring plan that addresses each area of critical need for implementation in the 2009-2010 school year. This plan needs to ensure the hiring and placement of HQT teachers in the identified high poverty schools.

Steps to Maintain the Percentage of HQT at the Site

The District has strived to improve the number of highly qualified teachers at each school initiating in February of 2007. Therefore, the Human Resources administrator will assist school administrators to achieve and maintain 100% HQT using the following steps: 1) notifying them at the beginning of the school year the percentage of HQT on staff and who are HQT; 2) calculating the number of teachers that are needed to either be hired or developed in order to maintain a target of 90% each year; 3) assisting principals in attaining HQT if a vacancy occurs mid-year; 4) in March, calculating an update number of HQ teachers to be hired in order to attain the 100% goal or minimally improve HQT staffing by 25% the following year. (EQ Plan Req. 2 Phase 1)

Technical Assistance the District Will Provide to Assist Sites in Carrying Out the Plan:

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Recruiting and Hiring: Enrollment projections for the following school year are calculated in February. The recruiting season begins in earnest in March at the Santa Clara County Office of Education Recruitment Fair. The District attends recruitment fairs prior this major recruitment event. The District encourages and welcomes applications at all times. This year, in order to insure the hiring of HQT teachers early, offer letters were given to candidates at the recruiting events in the high areas of need as established by the District (math, science, special education and bilingual candidates). As an additional incentive to attract high areas of need teachers, Human Resources gave year for year salary experience for these hires.

The District posts all teaching positions on the EdJoin.org website, at local universities, and in local and national newspapers. District representatives, including district office and site administrators, participate at the Santa Clara County Office of Education Teacher Recruitment Fair and attend university recruitment fairs throughout California, Oregon, and Washington. Postings on EdJoin.org and the Santa Clara County Office of Education Recruitment Fair net the greatest number of highly qualified teachers for the District's schools. Currently, the District does not offer signing bonuses to attract teachers to the school district.

The Manager of Human Resources screens all applicants for NCLB Highly Qualified Teacher requirements prior to the hiring of any potential candidate. An internal recruitment fair was held to invite early hire candidates for site based interviews as well as, teachers looking to change working sites within the District through postings on EdTek (internal e-mail). Early applicants were called prior to Spring Break and were given time slots for the interviews. On some occasions, teachers waited without a time slot to be interviewed by a particular site.

This recruiting and hiring process did not take into consideration the equitable distribution of highly qualified, experienced teachers across the District. Steps that the District will take to assist sites will be addressed in the equity plan. An administrative staff meeting will be held to discuss the recommendations of the PMAT director and Human Resources administrator to improve recruiting, hiring and placement procedures. The outcome will be to establish and implement procedures ensuring that the District will hire highly qualified, experienced teachers and distribute them to remediate inequities in staffing (Equity Plan req. 2, phase 1)

Developing Highly Qualified Teachers: In addition to ensuring that non-highly qualified teachers currently on staff become HQT as quickly as possible, the District also participates in the following programs to develop prospective teachers: The District hosts student teachers from CSU, UC and private universities; participates in the Paraprofessional Teacher Training Program.

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Maintaining Highly Qualified Teachers and Principals:

The District has our own BTSA provider induction program for new teachers. Teachers are assigned a support provider during their first two years of service and attend regularly scheduled classes that focus on the California Standards for the Teaching Profession.

San Jose Unified provides teacher support through the Peer Assistance and Review (PAR) Program. Job Start is a short-term, peer assistance program designed and funded by the San Jose Unified School District PAR Program to provide on-site support to beginning teachers and teachers new to a school or assignment. The intent of this program is to provide peer assistance during those crucial first weeks of school and orientation to the new school or new assignment. First year teachers may participate in JOB START prior to being assigned a BTSA Coach. Experienced teachers who are willing to assist new teachers in the same or similar content areas of grade levels, are given an extra duty stipend of \$35.00 and hour for up to ten (10) hours of coaching.

Other Peer Assistance Programs that are sponsored by PAR, include support for teachers seeking voluntary assistance for temporary support with curriculum and/or instruction.

Teachers that have been moved to Phase II of the Evaluation Process are required to participate in PAR.

Principals new to the District in 2007-2008, were provided coaching support through a retired administrative pool. The District will continue to provide this support for administrators new to the District.

All teachers are required to be certified to teach EL students. Those teachers who do not currently hold a CLAD certificate, have a written plan in which they must demonstrate progress towards the renewal for CLAD certification. Should they fail to meet the conditions for EL authorization, their status is changed to a substitute, until they have met the requirements. The District reimburses teacher expenses for the CTEL examination and test prep as indicated on their NCLB HQT plan.

The number of SJUSD Administrators completing AB75/430 are as follows:

2003-2005 = 47

2005-2006 = 11 (PI Principal – Special Session Module I)

2006-2008 = 16

Total number of administrator 74

New principals are assigned a mentor, usually an experienced principal with tenure in the District.

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Principles new to the District in 2007-2008, were provided coaching support to facilitate their learning through monthly meetings with the Director of Elementary Education. New SJUSD administrators attend a fall New Administrators Orientation. Educational Services/Curriculum embeds professional development for site administrators into the monthly principal and assistant principal meetings. The Human Resources Department sponsors administrator training through the Lozano Smith Legal Consortium Series.

Retaining Highly Qualified Teachers and Principals: Table B reveals that high poverty schools have higher attrition rates than low poverty schools. Low poverty schools' vacancies are often a result of retirement where high poverty schools' vacancies appear to be as a result of transfer or resignation. Teachers who transfer, often go to schools that are low poverty, high achieving schools, or leave the District.

Currently, the District does conduct formal exit interviews but not in a systematic manner, nor does it ask non-returning teachers to complete an exit survey to detect reasons for their departure. District policies and the Bargaining Agreement do not address the retention of highly qualified teachers at high poverty, high minority and low achieving schools. Currently, transfer policies are tied to seniority and qualifications to teach assigned subjects and there are no tangible incentives to retain highly qualified teachers at high poverty schools.

The District needs to work to establish procedures and processes whereby specific data is collected and analyzed to determine the causal factors as to the reason why teachers leave. Additionally, the District also needs to develop a data collection system for Administrators as well.

Staffing and Professional Development Needs of High Poverty, High Minority and/or Low Achieving Schools: Currently we have a greater proportion of inexperienced teachers. Therefore, one of the highest priorities of the equity action plan will be to focus financial and human resources to support inexperienced teachers through professional development at these schools.

Ensuring that the Most Effective Administrators Are Assigned to High Poverty and/or Schools Targeted for Program Improvement: Currently, seven (7) of the high poverty schools do not meet the effect index and have first year principals assigned to those sites.

Part III. AREAS OF CRITICAL NEED

- A. Staff responsible for master scheduling, must be trained in developing master schedules using up-to-date information on NCLB HQT compliance. Each school must maximize the assignment of teachers in their authorized subject areas by scrutinizing and manipulating the Master Schedules to ensure that teachers are assigned appropriately.

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- B. The District must establish procedures to ensure that experienced teachers are equitably distributed to high poverty schools.
- C. The District must establish better recruiting, hiring and teacher placement processes so that newly-hired, highly qualified, and/or experienced teachers can be distributed to schools equitably and, most specifically, to high poverty schools.
- D. The District may need to explore incentives, monetary and otherwise, to attract highly qualified, experienced teachers to its high poverty schools.
- E. The District needs to investigate and work with local educational agencies, both private and public, to develop prospective teachers, especially in math, science, special education and bilingual education.
- F. Using exit interviews, exit surveys and school climate instruments, the District must investigate, establish and implement ways to make teaching at their high poverty schools attractive so that highly qualified experienced teachers will want to remain at the school.
- G. The District needs to develop a standard as to what specifically constitutes an exemplary administrator in order to attract them to the District. Of equal importance, the use of exit interviews, exit surveys and school climate instruments to determine what specificity makes the difference for teachers choosing to stay in the high poverty schools given certain administrative characteristics.

REQUIREMENT 3: COORDINATING TEACHER QUALITY IMPROVEMENT WITH PROGRAM IMPROVEMENT

Part I. FINDINGS

- a. Table A from each school is complete.
- b. Table B is complete and accurate data.
- c. Table C is complete.

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Part II. ANALYSIS

The following schools have academic achievement programs:

San Jose High	DAIT
Ann Darling Elementary	QEIA/HPSG (Lori Van Houten external auditor)
Bachrodt Elementary	QEIA
Lowell Elementary	HPSG (Ruth Miller external auditor)
Olinder Elementary	QEIA
Washington Elementary	QEIA

REQUIREMENT III

An Analysis Effectiveness of Currently Used Teacher Quality Programs

Analysis of how LEA will coordinate teacher quality improvement efforts with program improvement initiatives. Include a description of how the LEA will use available funds and programs to accomplish these efforts. A comprehensive plan is needed to ensure poor and academically underperforming children are not taught by inexperienced, under-qualified or out-of-field teachers at higher rate than other children in the District.

BTSA induction provides each newly credentialed teacher with a trained support provider, a formative assessment system, and workshops in the area of Classroom Management, Teacher Expectations Student Achievement, and Assessment for Learning. This licensure and professional development program supports teachers the first and second year they are teaching.

Grade Level Team meetings for teacher collaboration in analyzing student data and planning instruction provides support to inexperienced teachers. Discussions have occurred with the Curriculum and Instruction Department to insure that these meetings are not just utilized for data analysis, but also to address how teachers then adjust their instructional practice to address student needs. It is anticipated that site literacy coaches will attend District level training in which they learn how to each present their sites' data to the team as a group, thus insuring time in which teachers then discuss those areas needing improvement, agreeing to which specific instructional strategy they will agree to use and then establish a timeline for reviewing an established benchmark.

Partners in School Innovation are an organization that provides to each school an on-site reform specialist who works with teachers in analyzing data and in strategies to improve benchmark and standardized test scores. This initiative provides additional support to inexperienced teachers.

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Literacy Coaches provide on-site professional development support to classroom teachers in fully implementing Houghton Mifflin. QEIA schools provide forty (40) hours of professional development in curricular areas.

Part III. CRITICAL NEEDS

- a. The District needs to develop a comprehensive plan that will address the professional development needs of the inexperienced teachers with priority focus to schools identified as High Poverty. Title II and school improvement funds expenditures must also support teachers hired at high poverty/minority schools and in hard-to-staff areas, math, science, special education and bilingual programs.
- b. The LEA Title II plan and site-based plans must specifically include in academic achievement program plans and budgets “teacher quality programs” to assist inexperienced teachers to best meet the needs of all subgroups.

REQUIREMENT 4: EQUITABLE DISTRIBUTION OF HIGHLY QUALIFIED AND EXPERIENCED TEACHERS

Part I. FINDINGS

Table C indicates that two of six middle schools fall below the LEA Effective Index. 100% of the high poverty middle schools are under the teacher index and 100% of the high poverty comprehensive high schools fail to meet the effective teacher experience index.

Part II. ANALYSIS

Staffing at High Poverty and/or PI Schools and the Effectiveness of the Teachers Assigned to Them:

At the middle school level, three (3) of the low poverty schools have comparable teacher indexes to the high poverty schools with the exception of Bret Harte. There is no significant difference with the teacher experience index at the high schools.

Highly Qualified Teachers: The achievement goal of 100% HQT at every District school, will be reevaluated annually each March by the Human Resources Department. As identified earlier through the mid-year, evaluations timeline will determine the status of the teacher’s continued employment of the District, as was addressed in their plan for NCLB compliance. The process of NCLB compliance is initiated through the credential analysis hiring procedure and processes.

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Equitable Distribution of Experienced Teachers: The achievement goal of every site having no more than 20% of its teaching staff with less than five years experience, with priority given to high poverty, high minority and/low-achieving schools, will be evaluated jointly each January by the Human Resources Department. The Director of Human Resources, together with the Superintendent's Cabinet Team, will establish annual targets.

Currently we have not disaggregated the data to determine which of our teachers will reach the needed five (5) year ceiling in the teacher effectiveness index within year three of the QEIA grant implementation requirement. Upon such review, recommendations from Human Resources, through the work of the CMIS committee, will be made to the Superintendent at which time a target will be established.

Part III. AREAS OF CRITICAL NEEDS (to be addressed in the Action Plan)

Requirement 1:

- A. The District must ensure that CBEDS is collected and submitted with 100% accuracy. (EQ Plan Req. 1, Phase 1, p. 16)
- B. The District must notify the Board of Education, Superintendent's Council, Teachers' Association, and other stakeholders that the District must remedy the shortage of highly qualified mathematics, science, special education and bilingual teachers district-wide and with highest priority at high poverty, high minority, low-achieving schools. (EQ Plan Req. 1, Phase 1, p. 15)
- C. Hiring practices for 2009 – 2010 will prohibit teachers with Provisional Intern Permits (PIP), or Short Term Permit (STSP) or waivers being assigned to schools with 40 percent or higher poverty or with a statewide decile rank of one to three.
- D. Interns, with the exception of Teach for America Interns, will be placed at schools with 40 percent or higher poverty or with a statewide decile rank of one to three at a ratio equal to or less than the ratio at schools with lower poverty or higher academic achievement.
- E. The District will increase teacher retention district wide and will reduce transfers, resignations, and non-reelects at schools with 40 percent or higher poverty or with a statewide decile rank of one to three.
- F. The District will implement, in 2009 – 2010, a staff tracking mechanism to document transfers, resignations, and non-reelects and will subsequently monitor transfers, resignations, and non-reelects at schools with 40 percent or higher poverty or with a statewide decile rank of one to three

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Requirement 2:

- A. Staff responsible for master scheduling, must be trained to develop master schedules using up-to-date NCLB HQT information. Uniform master scheduling procedures need to be established and implemented to enable the Manager of Human Resources to verify that teachers are qualified to teach their assigned courses and to ensure that HQT compliance is maximized at each middle school. (EQ Plan Req. 2 Phases 1 , 2 & 3, pp. 17, 21 & 22)
- B. As a technical assistance to schools, Human Resources must establish a better recruiting, hiring and teacher placement process to ensure that only the most highly qualified and experienced teachers are hired and equitably placed at high poverty, low achieving schools. (EQ Plan req. 2, Phases 1, 2 & 3, pp. 19, 20, 21, 22 & 23)
- C. As a technical assistance to schools, Human Resources must establish and implement a procedure that closely monitors the placement of experienced teachers towards meeting the equitable distribution index as established for the elementary, middle, and high schools. (EQ Plan Req. 2, Phases 1 &2, pp. 19, 21, & 22)
- D. Using exit interviews and surveys, and school climate instruments, the District must investigate, establish and implement strategies to retain highly qualified, effective teachers at high poverty schools. (EQ Plan Req. 2, phases 1, 2 and 3 pp. 20, 22 & 23)

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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><u>GROUPS OF TEACHERS:</u> Using Table B, the District will present to the Board of Education the following data that shows: 1) the status of HQT at each middle school; 2) the consistent shortage of highly qualified math and science teachers, particularly at Red Middle, the highest poverty school; 3) the HQT high turnover rate at high poverty, low achieving middle schools; 4) the correlation between non-HQT and inexperienced staff to AYP deficiencies.</p>	<p>H.R. Administrator; Categorical Project Administrator and principals/By 10/30/08</p>	<p>None</p>	<p>No additional cost</p>	
<p>2. Using Table B, the District will meet with the Administrative Council and the Teachers' Association to review the middle school cluster data.</p>	<p>Superintendent; H.R. Administrator/By 9/15/08</p>			
<p>3. Using Table B, the District will meet with stakeholders (e.g., District Advisory Committee, District English Language Advisory Committee, School Site Councils, Site English Language Advisory Councils) to disseminate the middle school cluster data.</p>	<p>H.R. Administrator; Categorical Project Administrator and principals/By 10/30/08</p>	<p>None</p>	<p>No additional cost</p>	
<p><u>Phase 2:</u></p>		<p>None</p>	<p>No additional cost</p>	
<p><u>ACCURATE DATA COLLECTION AND REPORTING:</u> Contact PMAT Director as a resource for training appropriate district office and site staff on accurate completion of CBEDS and communicate the importance of CBEDS data collection and reporting.</p>	<p>H.R. Administrator or Designee; PMAT Director/By 10/1/08</p>	<p>None</p>	<p>No additional cost</p>	
		<p>Clerical</p>	<p>Nominal</p>	

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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Requirement 2: Hiring, developing, maintaining and retaining highly qualified, experienced teachers and principals</p> <ul style="list-style-type: none"> Specific actions that will be taken to address identified Areas of Critical Need. The actions should be measurable with evaluation criteria used to evaluate the effectiveness of the overall plan. <p>Elementary School Cluster: Using Table C, Alternative Effective Index indicates that all elementary schools are at 100% HQT and experienced teachers are equitably distributed among the schools with no more than 20% of teachers at each school with fewer than 5 years experience.. No further action plan is required.</p> <p>Phase 1:</p> <p>Middle School Cluster:</p> <p><u>Impact of Master Schedule:</u> All middle school staff responsible for master scheduling will ACSA Master Scheduling seminar using NCLB HQT information to update skills and to give a common understanding of the most effective practices.</p> <p><u>Steps to Assist non-HQ Teachers Become HQ as Quickly as Possible:</u> 1) Notification of Requirement—Prior to signing employment contracts, the HR administrator explains the NCLB requirement to become HQ as quickly as possible, the timeline for achieving this requirement</p>	<p>Assistant principals and Counselors as appropriate/10/2&3/08</p> <p>H.R. Administrator and C&I Administrator/initiate 3/08 and ongoing as teachers are hired</p>	<p>Conference costs</p> <p>Clerical/nominal</p>	<p>\$500 x 28 attendees= \$14,000</p>	<p>Title II</p>

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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>and the opportunities that the District offers to assist teachers to become HQ. Teacher agrees to pursue and achieve HQ status within the timeline. 2) Notification of Offerings-- At new-teacher orientation the Curriculum and Instruction Administrator thoroughly describes methods HQ (courses, exams, exam prep, internships, etc.) and the eligibility for each to achieve HQ status. A list of options and the contacts are given to the teacher. 3) Notification of Financial assistance—At new teacher orientation in a private meeting financial assistance is offered for HQ work (exams, exam prep, advanced certification if eligible, or coursework). 4a) Monitoring Progress—By Dec. 1 meetings between the teachers and HR administrator will be held to discuss the option they are pursuing and progress that they made toward becoming HQ in the first semester. At that time, if progress is insufficient, teacher will be told that they are in jeopardy of not being authorized to teach the following year and their contracts would not be renewed. 4b) In March, a meeting between the teacher and the HR administrator will be held to discuss progress and to predict whether or not the teacher will meet the HQ requirement by the end of the current school year. Contract renewal or non-renewal would be discussed. 5) Determination if Requirement Is Met-- By June 1, non-HQ teachers would submit all documents that show they have met HQ requirements.</p> <p><u>Teachers Assigned Out of-Field:</u> The Human Resources Administrator and the Curriculum and Instruction Administrator will establish and implement the following steps to offer financial assistance and monitor teacher progress: 1) the H.R. Administrator and principal meets</p>	<p>H.R. Administrator and C&I Administrator/initiate 3/08 and ongoing</p>			

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<p>with teachers to explain requirement, the teacher's status and timeline; 2) the C & I Administrator and principal meets with teachers to discuss options to become HQT and the financial assistance offered; 3) Mid-year meetings between Human Resources Administrator, principal and teachers to discuss progress made. If little or no progress has been made, discuss the possibility of reassignment to classes within the credential; 4) In March, a third meeting to monitor progress and to determine if requirement will be met by the end of the school year. 5) By June 1, out-of-field teacher submits all documents that show they have met HQ requirements.</p>				
<p><u>Steps to Increase the Percentage of HQT at the Site by At Least 25% Each Year:</u> 1) Notify site principal at the beginning of the school year the percentage of HQT on staff and who is and is not HQT; 2) Calculate the number of teachers that are either hired or developed in order to make a 25% improvement; 3) Assist principals in attaining HQT if a vacancy occurs mid-year; 4) In March, calculate an update number of HQ teachers to be hired in order to attain the 100% goal or at least improve HQT staffing by 25% the following year.</p>	<p>H.R. Administrator/initiate 6/08</p>	<p>None</p>		
<p><u>LEA TECHNICAL ASSISTANCE TO SITES TO ACHIEVE 100% HQT</u></p>				

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<p>Recruiting and Hiring HQT: (District wide): Meet with the regional PMAT director to review and revise recruiting, hiring procedures to ensure that the district has a wide pool of highly qualified and experienced teaching candidates from which to select and a coordinated process that will distribute highly qualified and experienced teachers equitably.</p>	<p>H.R. Administrator/By 12/1/08</p>	<p>None</p>	<p>No additional costs</p>	
<p>Developing HQT: The District will establish and implement a procedure to monitor the progress of its teachers that are not highly qualified in math, science and other core academic areas. Each teacher will meet with the Human Resources Administrator & principal jointly at the end of the first semester to monitor progress, and again mid-way through second semester to ascertain if the teacher will achieve highly qualified status by the following school per their employment contract.</p>	<p>H.R. Administrator and site principal/By 5/15/09</p>	<p>None</p>	<p>No additional costs</p>	
<p>Maintaining HQT: The District will notify school principals of the percentage of HQT on staff and the number needed to achieve the minimum 25% annual improvement benchmark at the beginning of the school year and in March, prior to recruiting and hiring season.</p>	<p>H.R. Administrator and site principals/initiate 3/08</p>			
<p>Retaining HQT at High Poverty Schools: A “Teacher Retention Study Team” composed of district and site administrators and teachers selected by the teachers’ association <u>will be appointed</u> to investigate the reasons why HQT leave Red, Blue and Yellow Middle Schools and other high poverty/low achieving schools at a</p>	<p>Superintendent, H.R. Administrator/By 11/1/08</p>	<p>No Additional Costs</p>		

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<p>greater rate than other schools.</p> <p><u>EFFECTIVE ADMINISTRATORS (District wide):</u> The District will enroll elementary and middle school principals who have not yet attended AB 430 training.</p> <p>The District will monitor the correlation between assignment of principals to high poverty schools and their years of experience to maintain the current equitable distribution.</p>	<p>Principals at all sites who have not yet attended/By 6/1/09</p> <p>Superintendent and H.R. Administrator/initiate 9/08</p>	<p>Seminar fees</p>	<p>10 principals x \$3500 per principal = \$35,000</p>	<p>Title II</p>
<p><u>Phase 2:</u></p> <p><u>Impact of Master Schedule:</u> Upon completion of ACSA training, staff responsible for master scheduling will meet as needed to jointly develop efficient, effective and uniform procedures for master scheduling that maximizes HQT assignments to meet NCLB compliance. These procedures will be written and become part of District scheduling policy for middle schools. Prior to the start of the 2008-2009 school year a Summer Institute will be established to insure that site administrators new to the district have been provided training in the building of a Master Schedule and district policies and procedures.</p> <p><u>LEA TECHNICAL ASSISTANCE TO SITES TO ACHIEVE 100% HQT</u></p> <p>Recruiting and Hiring: An administrative staff meeting will be held to discuss the recommendations of the PMAT director and HR administrator to improve recruiting, hiring and placement procedures. The outcome will be to establish and implement procedures ensuring that the District will hire highly qualified, experienced teachers and distribute them to remediate inequities in staffing.</p>	<p>Assistant Principals and counselors as appropriate/By 3/1/09</p> <p>Director of Human Resources Summer 2008</p> <p>H.R. Administrator/By 2/1/09</p>	<p>None</p> <p>None</p>	<p>No additional costs</p> <p>No additional costs</p>	

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<p>Developing HQT: All NCLB core academic teachers on a board authorization (units or Craven) will have a written plan and time table to complete requirements to become highly qualified through course work, exam or VPSS, and will meet with the Human Resources Administrator and site principal at the end of the first semester to monitor progress and at the end of the second semester (prior to master scheduling for the following school year) to ascertain whether or not HQT status will be achieved.</p>	<p>H.R. Administrator and site principals/By 4/30/09</p>	<p>None</p>	<p>No additional costs</p>	
<p>Retaining HQT: The “Teacher Retention Study Team” will conduct a vacancy rate investigation, study the data and make recommendations to the Superintendent on reducing the turnover rate at high poverty schools. The team will include Table J, School Climate Survey, exit interviews and other surveys in the data collection. The team will recommend ways to make high poverty/low achieving schools attractive to experienced, highly qualified teachers; thereby reducing turnover rate to less than 20% yearly.</p>	<p>Superintendent designees and teacher association appointees/By 5/1/09</p>	<p>Teacher hourly compensation</p>	<p>3 teachers x \$32/hr. x 36hrs. = \$3456</p>	<p>Title II</p>
<p>Phase 3: <u>IMPACT OF MASTER SCHEDULE:</u> Upon completion of the master schedule for the following school year, responsible staff at each middle school will meet jointly with their principals and the Human Resources administrator to verify teachers’ course assignments and their qualifications to teach the course.</p>	<p>H.R. Administrator and principals/By 5/15/09</p>	<p>None</p>	<p>No additional costs</p>	

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<p><u>LEA TECHNICAL ASSISTANCE TO SITES TO ACHIEVE 100% HQT</u></p> <p>RECRUITING AND HIRING: In consultation with Teachers' Association, the District and the association have agreed with Board Approval to give year for year salary credit for high need areas as defined: Bilingual, Special Education, Math, and Science.</p> <p>HQT RETENTION: Select and implement the recommendations of the "teacher retention" study team that will have greatest impact on reducing the HQT vacancy rates at high poverty schools.</p> <ul style="list-style-type: none"> If one or more recommendation requires the formal or informal agreement of the Teachers' Association, begin talks with the association leadership. 	<p>H.R. Administrator, District Negotiating Team and Teachers' Association Negotiations Team/By6/1/10</p> <p>Superintendent, H.R. Administrator and designees</p> <p>District Negotiating Team and Teachers' Association Negotiations Team</p>		<p>Cost unknown at this time</p> <p>Cost unknown at this time</p>	<p>Title II</p> <p>Title II</p>
<p>Requirement 3: Coordinating teacher quality improvement with program improvement</p> <ul style="list-style-type: none"> Specific actions that will be taken to address identified Areas of Critical Need. The actions should be measurable with evaluation criteria used to evaluate the effectiveness of the overall plan. <p>Phase 1: <u>ADDRESSING THE NEEDS OF SUBGROUPS OF TEACHERS:</u> The District will allocate Title II funds for financial assistance to non-HQ teachers at high poverty schools and to non-HQ teachers in math, science and special education working on under a STSP, PIP or board authorization to recover costs for test preparation, subject</p>	<p>H.R. Administrator; Curriculum Administrator, CFO and Categorical Programs Administrator and eligible teachers/initiate by 9/1/08 and continue through 9/1/12 as needed</p>	<p>Costs for test prep, exams and/or VPSS</p>	<p>\$1000 per teacher x 25 teachers = \$25,000</p>	<p>Title II</p>

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<p>matter exams or VPSS in order to achieve HQT status as quickly as possible. Teachers will sign a commitment to remain at a high poverty school within the district for a period of five years in order to recoup maximum of \$5,000.</p> <p><u>USING TEACHER QUALITY AND ACADEMIC ACHIEVEMENT PROGRAMS EFFECTIVELY:</u> School leadership teams at QEIA, SAIT and/or High Priority schools will allocate program initiative funds to all non-HQ recover costs (exam-preparation, exam fees, VPSS or HOUSSE) in becoming HQT.</p> <p><u>A COHESIVE PLAN:</u> The LEA Title II Goal 3 and site-based academic achievement improvement plans and budgets will be revised and re-written to include teacher quality programs that will result in 100% HQT at high poverty schools.</p>	<p>H.R. Administrator, C. & I. Administrator, CFO, Categorical Projects Administrator and eligible teachers/2008-2011</p> <p>Categorical Projects Administrator/by 5/1/09</p>	<p>Reimbursements NTE \$5,000 for coursework and testing</p> <p>None</p>		<p>Title II</p>
<p><u>SUPPORTING NON-HQ TEACHERS:</u> The District will work with sites to ensure that teachers working under a STSP or PIP have the support of an experienced teacher working in their field-of-study.</p>	<p>Curriculum and Instruction as directed through the use of the district trained resource teachers deployed to needed sites weekly</p>	<p>None</p>		
<p><i>Requirement 4: Equitable distribution of highly qualified and experienced teachers</i></p> <ul style="list-style-type: none"> • Specific actions that will be taken to address identified Areas of Critical Need. The actions should be measurable with evaluation criteria used to evaluate the effectiveness of the overall plan. 				

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<p>Phase 1:</p> <p><u>EVALUATION OF 100%HQT GOAL:</u> To evaluate the effectiveness of the plan to achieve the goal within four years, the percentage of HQT will be calculated for each school below 100% to determine if the 25% benchmark is being met.</p> <p><u>EVALUATION OF EQUITABLE DISTRIBUTION GOAL:</u> To evaluate the effectiveness of the plan to achieve a balanced staff, the percentage of inexperienced teachers (less than 5 years) will be calculated each year for each high poverty school to determine if over a three year period of time there is steady progress toward not exceeding 20% by 2012.</p> <p>Hiring practices for 2009 – 2010 will prohibit teachers with Provisional Intern Permits (PIP), or Short Term Permit (STSP) or waivers being assigned to schools with 40 percent or higher poverty or with a statewide decile rank of one to three.</p> <p>Interns, with the exception of Teach for America Interns, will be placed at schools with 40 percent or higher poverty or with a statewide decile rank of one to three at a ratio equal to or less than the ratio at schools with lower poverty or higher academic achievement.</p> <p>The District will increase teacher retention district wide and will reduce transfers, resignations, and non-reelects at schools with 40 percent or higher poverty or with a statewide decile rank of one to three.</p> <p>The District will implement, in 2009 – 2010, a staff tracking mechanism to document transfers, resignations, and non-reelects and will subsequently monitor transfers,</p>	<p>H.R. Administrator, C & I administrator /initiate by 3/15/09</p> <p>H.R. Administrator, C & I administrator /initiate by 3/15/09</p> <p>H.R. Administrator, C & I administrator /initiate by 3/15/09</p>			

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<p>resignations, and non-reelects at schools with 40 percent or higher poverty or with a statewide decile rank of one to three.</p> <p><u>ACHIEVING THE GOAL OF 100% HQT AND EQUITABLE DISTRIBUTION OF EFFECTIVE TEACHERS AND PRINCIPALS:</u></p> <p>1) In consultation with the Teacher's Association, the District and the association have met and conferred that the District will give year to year experience on the salary schedule for high need areas as defined by: Bilingual, Special Education, Math and Science.</p> <p>2) Implement better recruiting, hiring and placement procedures to ensure that experienced, highly qualified teachers newly hired are equitably distributed to high poverty schools, low achieving schools.</p> <p>3) Appoint an administrative team to develop ways to ensure continuing equitable distribution of experienced school principals, thus eliminating the possibility that the least experienced administrators might be consistently placed at the highest poverty and lowest achieving schools.</p> <p>4) <u>HR Data Collection:</u> The Assistant Superintendent will maintain recruiting, hiring, developing and teacher-retention records to monitor progress and evaluate the strategies in the plan that relate to these areas.</p> <p>Phase 2:</p> <p>1) The District will implement selected recommendations of the "Teacher Retention Study Team" focusing on achieving equitable distribution of experienced HQT at</p>	<p>H.R. Administrator, Association Leadership</p> <p>H.R. Administrator /By 3/1/09</p> <p>H.R. Administrator and designated administrators/By 1/15/09</p> <p>H.R. Administrator/By 9/08</p> <p>H.R. Administrator/By 3/1/10</p>	<p>None</p> <p>Clerical, travel</p> <p>None</p> <p>None</p> <p>Unknown</p>	<p></p> <p>\$1,000</p> <p></p> <p>Unknown</p>	<p></p> <p>Title II</p> <p></p> <p>Title II</p>

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<p>high poverty, low achieving schools that have a persistent HQT turnover rate in excess of 20%.</p> <p>2) Implement the selected recommendations made by an administrative team to ensure that principals continue to be equitably distributed.</p>	<p>H.R. Administrator, Teacher Association Leadership/By 3/1/10</p>	<p>Unknown</p>		