SIG Form 1–Application Cover Sheet

School Improvement Grant (SIG)
Application for Funding

APPLICATION RECEIPT DEADLINE

July 2, 2010, 4 p.m.

Submit to:
California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814

NOTE: Please print or type all information.

County Name: Sacramento		**County/District Code:** **34-67439**
Local Educational Agency (LEA) Name Sacramento City Unified School District		**LEA NCES Number:** **0633840**
LEA Address 5735 47th Avenue		**Total Grant Amount Requested** $22,868,771.54
City Sacramento	**Zip Code** **95824**	
Name of Primary Grant Coordinator Susan Higgins	**Grant Coordinator Title** Director of Assessment, Research and Evaluation	
Telephone Number 916-643-9420	**Fax Number** **916-643-9474**	**E-mail Address** Susan-Higgins@sac-city.k12.ca.us
CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding. I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.		
Printed Name of Superintendent or Designee **Mary Shelton**		**Telephone Number** **916-643-9449**
Superintendent or Designee Signature Mary Shelton		**Date** 6/30/10

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SIG Form 2–Collaborative Signatures (page 1 of 2)

Collaborative Signatures: The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.

The appropriate administrator and representatives for the District and School Advisory Committees, School Site Council, the district or school English Learner Advisory Council, collective bargaining unit, parent group, and any other appropriate stakeholder group of each school to be funded are to indicate here whether they support this sub-grant application. Only schools meeting eligibility requirements described in this RFA may be funded. (Attach as many sheets as necessary.)

Name and Signature	Title	Organization/ School	Support Yes/No

SIG Form 2–Collaborative Signatures (page 2 of 2)

School District Approval: The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
34-67439	Sacramento City Unified School District	Jonathan P. Raymond	
CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY			

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

LEA Name:	Sacramento City Unified School District
Authorized Executive:	Patricia A. Hagemeyer, Chief Business Officer
Signature of Authorized Executive	

SIG Form 3–Narrative Response

i.	**Needs Analysis**
ii.	**Selection of Intervention Models**
iii.	**Demonstration of Capacity to Implement Selected Intervention Models**
iv.	**Recruitment, Screening, and Selection of External Providers**
v.	**Alignment of Other Resources with the Selected Intervention Models**
vi.	**Alignment of Proposed SIG Activities with Current DAIT Process (if applicable)**
vii.	**Modification of LEA Practices or Policies**
viii.	**Sustainment of the Reforms after the Funding Period Ends**
ix.	**Establishment of Challenging LEA Annual School Goals for Student Achievement**
x.	**Inclusion of Tier III Schools (if applicable)**
xi.	**Consultation with Relevant Stakeholders**

Needs Analysis

Introduction:

Across the nation, innovative leaders in the education community are embracing fresh approaches to public schools. The case for such change to the status quo is compelling: Graduates from our institutions face a rapidly evolving, globally competitive world vastly different from the one their parents and grandparents experienced in the century past. Today's students need to be properly prepared with the habits, skills and knowledge needed for success at college and myriad careers – many of which have yet to be created. The time-worn idea that a high school diploma and a factory job is the path to success must be set aside. The low expectations that trap some segments of our society in cycles of failure must be eliminated. At Sacramento City Unified School District, our leadership is determined to be at the forefront of this exciting movement.

Background:

Formed shortly after the Gold Rush in 1854, Sacramento City Unified is a large urban school district located in California's state capital. Our student population of about 48,000 is arguably one of the most diverse in the United States. In fact, a 2003 Time magazine cover story decreed that Sacramento is the most diverse city in the country. Residents within our district speak more than 40 languages, and 38 percent of our students come from homes where English is not the primary language. Our students are African American (16.3 percent); Asian (18.5 percent) Hispanic (36.1 percent) and white (18.6 percent). Sixty-eight percent (68 percent) of our students are socio-economically disadvantaged, 26 percent are English learners, and 11 percent have disabilities.

Like other comparable districts serving such a wide-ranging populace, Sacramento City Unified schools represent a spectrum: Some are successful and some struggle to meet the many challenges of educating children of color who live in poverty. This is, in part, the result of a lack of replication of best practices and a lack of systemic focus on such issues as the achievement gap. In August 2009, Superintendent Jonathan Raymond, then newly appointed, began a 100-day "listening tour" of the district, during which he visited all 89 campuses, asking questions of principals, teachers, staff, students, parents and community members and lending a responsive ear to their comments. From there, Raymond directed the district to create two surveys to gather data on the district service to the community and to measure stakeholder priorities in terms of change. Using this data, several task forces – Special Education Task Force, School Safety Task Force, Literacy Task Force, etc. – were also formed to begin the process of developing a new Strategic Plan for moving forward. Collaboration was the mandate: All Strategic Plan task forces, writing groups and reviewing panels were comprised of broad stakeholder representation. The result of months of focused, robust conversations using all available data is Strategic Plan 2010-14, which focuses on three pillars: Career and College Ready Students; Family and Community Engagement; and Organizational Transformation. It also framed the district's new direction for change with a simple phrase: SCUSD -- Putting Children First. Every department, team and individual in our organization is focused on supporting teaching and learning.
On a parallel track, Raymond identified six schools as Superintendent's Priority Schools, schools that will become incubators for innovation in our three focus areas of

teaching and learning, family and community engagement and organizational transformation. The list includes three elementary schools (Father Keith B. Kenny, Jedediah Smith and Oak Ridge), two middle schools (Fern Bacon and Will C. Wood) and one comprehensive high school, Hiram Johnson. All schools share certain commonalities in their student populations – they are all high poverty, predominantly minority and low-achieving.

Multiple data elements were used to analyze the strengths and needs of the priority schools, including.

- Superintendent and Associate Superintendent Observations
- Academic Program Survey
- California Standards Test results (disaggregated)
- Academic Performance Index (disaggregated)
- Adequate Yearly Progress (disaggregated)
- California English Language Development Test
- Single Plan for Student Achievement (focus on needs and professional development)
- Data Director School Profile (trend data)
- Data Director pivot table of student growth by teacher
- School Accountability Report Card
- Staff information regarding average number of teaching years and credentials
- Student behavior – suspensions and expulsions

One of the schools – Oak Ridge – is also on the California Department of Education's list of the state's persistently lowest achieving. As an identified Tier 1 School, the district is required by state and federal law to engage in a school intervention model. The district is committed to the Transformation Model, which it also intends to use at the five other priority campuses as well.

The intention is to develop successful practices on these six campuses and then replicate those practices throughout the district. The priority schools are thought of as learning laboratories – incubators for innovative strategies to benefit all of the students we serve. The intention is to put these schools first in line for much needed resources. This also fits the Strategic Plan, in which a commitment to systemic excellence and continuous improvement is the overarching goal.

The first step in transforming these campuses was to replace all six principals with proven leaders dedicated to change. For example, Oak Ridge's new principal, Doug Huscher, comes from Matsuyama Elementary School, which this year was named a 2010 California Distinguished School for its cutting-edge student intervention program which has led to significant gains in narrowing the achievement gap. Since his naming, Huscher, like all new priority school principals, has been hard at work evaluating existing conditions and planning for change.

These new leaders are dedicated to the idea of cultural overhaul on these campuses: Schools where many were once resigned to failure will move forward as "no-excuses"

campuses where everyone – every teacher, every staff member – believes that every child can learn.

Current Status

Superintendent Raymond began discussions with select principals of highly effective schools. Mr. Huscher, principal at Distinguished School, Matsuyama Elementary School, was asked by Mr. Raymond to take the challenge of becoming Oak Ridge's principal. Mr. Huscher agreed and began immediately to identify strengths and areas of concern at Oak Ridge Elementary School.

Mr. Huscher met with teachers, parents, and the community that support Oak Ridge Elementary School to determine the current status of the school site and focus on the strengths and needs through the various perspectives of the stakeholders.

4/20...Initial meeting / introductions with Oak Ridge Teachers
4/20...Initial meeting / introduction to parents at Oak Ridge
4/28...One on One meeting with Principal Steve Lewis (needs assessment)
5/03 & 5/05...One on One meetings with Oak Ridge Staff (needs assessment)
5/13...Meeting with School Community Partner Jayson Harper (Equal Start)
5/19...One on one with Vice Principal Vince Xiong (needs assessment)
5/19...Meeting with School Community Partner Betty Neil (Orrick Law Firm)
5/27...Meeting / Planning with Oak Ridge School Site Council

Oak Ridge Elementary School is located in Sacramento, California, on Martin Luther King Blvd. in the Oak Park area. Of the 458 students enrolled, 100% of the students are qualified for free or reduced priced meals and 46% with an average parent education level of 1.90. English Learners are 46% of the school population with primary languages of English 44%, Spanish 34%, and Hmong/Mien at 19%. Students with disabilities make up 15% of the students tested on STAR. Oak Ridge has three main ethnicities/races: Asian 25%, African American 21% and Hispanic 46%.

Oak Ridge Elementary School is in Year 4 program improvement. Adequate Yearly Progress participation rates are close to 100% in all subgroups for both ELA and Math assessments. The following chart shows percent proficient for English-language arts and Mathematics over the last three years. Oak Ridge students have not met all AYP targets since 2003-04.

ELA - Percent Proficient - Annual Measurable Objectives (AMOs)

	2007		2008		2009	
	Percent	Met AYP Criteria	Percent	Met AYP Criteria	Percent	Met AYP Criteria
AYP Target	24.4		35.2		46.0	
Schoolwide	18.6	No	24.1	No	28.0	No
African American or Black	18.2	--	15.0	--	23.6	Yes
Asian	23.8	Yes	31.9	Yes	33.8	Yes
Hispanic or Latino	15.9	No	22.1	Yes	25.2	No
White	15.8	--	30.8	--	35.7	--
Socioeconomically Disadvantaged	18.6	No	24.1	No	28.0	No

English Learners	18.6	No	25.9	Yes	26.7	No
Students with Disabilities	6.5	--	9.4	--	16.3	--

Mathematics - Percent Proficient - Annual Measurable Objectives (AMOs)

	2007		2008		2009	
	Percent	Met AYP Criteria	Percent	Met AYP Criteria	Percent	Met AYP Criteria
AYP Target	26.5		37.0		47.5	
Schoolwide	33.1	Yes	36.9	No	36.8	No
African American or Black	16.3	--	22.5	--	20.4	No
Asian	44.0	Yes	45.1	Yes	52.7	Yes
Hispanic or Latino	31.0	Yes	38.1	Yes	35.2	No
White	31.6	--	27.3	--	21.4	--
Socioeconomically Disadvantaged	33.1	Yes	36.9	No	36.8	No
English Learners	36.2	Yes	39.4	Yes	43.8	Yes
Students with Disabilities	12.9	--	15.6	--	18.6	--

Academic Performance Index growth shows that growth in 2009 is below the minimum AYP target and shows a decrease of 25 points. API subgroup data shows that no targets were met in 2007, all targets were met in 2008, and no targets were met in 2009, showing great inconsistency. It is important to note that African American students have the lowest API score of any other subgroup and all students.

Academic Performance Index (API)

	2007		2008		2009	
	2007 Growth	Growth	2008 Growth	Growth	2009 Growth	Growth
AYP Target	590	8	620	8	650	7
Oak Ridge	629	-17	674	27	649	-11

Academic Performance Index by Subgroup

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	**17**	27	**11**	649
African American				593
American Indian or Alaska Native				
Asian	**8**	15	**6**	689
Filipino				
Hispanic or Latino	**8**	43	**6**	656
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	**17**	27	**11**	649
English Learners	**14**	30	**9**	660
Students with Disabilities				

API Statewide and Similar Schools ranks show a consistent rank of 1 for the past four year in Statewide and an increase to a 2 in Similar Schools.

Statewide and Similar Schools Rank

API Rank	2006	2007	2008	2009
Statewide	1	1	1	1
Similar Schools	4	1	1	2

Title III AMAO accountability shows that Oak Ridge met the State targets in 2009 and the AYP percent proficient; however, 2007-08 shows target not met. Increases are substantial, but inconsistency is of concern.

Title III Accountability

	2006-07		2007-08		2008-09	
	AMAO 1	AMAO 2	AMAO 1	AMAO 2	AMAO 1	AMAO 2
Oak Ridge	**40.80%**	31.00%	**45.60%**	**23.90%**	52.80%	37.50%
State Target	48.70%	27.20%	50.10%	28.90%	51.60%	30.60%
English Learners	54.4%		51.8%		45.8%	

The attendance rate for Oak Ridge Elementary School has slowly decreased over the past three years and is below the district target of 95%.

Attendance

	2006-07	2007-08	2008-09
Oak Ridge	**94.86%**	**94.35%**	**94.13%**

The suspension rate shows a dramatic increase over the past four years. During the 2009-10 school year 54 students have been on principal suspensions: 61% African American, 19% Hispanic, and 9% White.

Suspension Rate

Principal Suspensions	2006-07	2007-08	2008-09	2009-10
	8	11	14	54

Assignment of teachers needs to be closely monitored to ensure all teachers are in the correct classroom and highly qualified.

Teachers

Teachers	School		
	2006-07	2007-08	2008-09
With Full Credential	23	21	20
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	0

Identified Needs

The Single Plan for Student Achievement shows many needs at Oak Ridge are shared with the other five priority schools, especially related to teachers' impact on student learning. These include:

- direct and differentiated instruction to engage students,
- positive classroom management,
- academic writing
- meeting social-emotional needs of students,
- grade level and subject level collaboration,
- positive reinforcement,
- SDAIE strategies or the effective use of these,
- repetition and practice for student learning,
- scaffolding strategies,
- understanding prerequisite skills for standards,
- use Data Director as a tool to inform instruction,
- rigorous curriculum with higher expectations,
- more time for instructional learning and practice.

A district-wide pacing guide for English-Language Arts and Mathematics is available on the district intranet. The site aims to improve use of instructional time as many students are pulled out for socio-emotional needs (counseling, etc.) during much needed academic time. According to the APS, 50% of the teachers indicate that learning time is not given priority and protected from interruptions or meeting the minimum time recommended by the State in both ELA and Mathematics. Many discrepancies exist between district-wide elementary responses to the APS and those of Oak Ridge staff. 25% of Oak Ridge staff believes the core instructional program and materials in mathematics are used every day in every classroom while 80% of the district teachers responded that program use was appropriate. While the APS for Oak Ridge shows the greatest concern over mathematics, student achievement shows ELA percent proficient about eight percentile points lower than math.

Principal Huscher met with Oak Park Elementary School teachers and stakeholders individually and collectively to discuss the school's needs and gain multiple perspectives about the school. The following needs were clearly identified through these interviews:

- Effective instructional practices need to be identified, developed, modeled, and replicated throughout the school. Teachers need frequent opportunities to both engage in dialogue with their colleagues and observe practitioners modeling highly effective practices.
- There are inconsistencies in how data is used to improve student performance. There is a need for a consistent and coherent system for gathering, analyzing, and using student performance data to improve student achievement. Data system must be closely aligned to school's comprehensive instructional program.
- There is a need for structures that allow teams to quickly identify students struggling with grade level standards and to respond with purposeful instruction in a timely manner

- Professional Development needs to be specifically linked to the needs of students and teachers.
- Student focus, motivation, and behavior interferes with learning
- The academic culture of the school is lacking focus, meaning, and continuity
- The school has a close working relationship with several partners in learning.
- There is a need for greater coordination of services between the partner groups and the school to increase student achievement
- Parents could be more authentically engaged to support learning
- Provide students with enriched learning experiences in music and art

A comparison of the priorities of the grant with the needs of Oak Ridge Elementary School has provided focused analysis to ensure success for each of the priority schools through the transformation process.

Developing and increasing teacher and school leader effectiveness

(1) **Replace the principal**

Current Status

The district has replaced six out of six principals at the priority schools with new principals. The principal at Father Keith B. Kenny Elementary School was replaced at the beginning of the 2009-10 school year as one of Mr. Raymond's first principal assignments.

Identified Needs

All new principals are in the process of hiring a new Leadership Team at their sites. Each principal needs effective assistant principals, highly qualified instructional training specialists (coaches), and other site specific, key personnel to meet the individualized needs of each school, such as parent advisors, social workers, psychologist, technology instructor, or intervention or behavior specialists.

(2) **Use rigorous, transparent, and equitable evaluation systems for teacher and principals that**

a. **Take into account student growth as well as factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates**.
b. **Are designed and developed with teacher and principal involvement**.

Current Status

SCUSD is involved in the Talent Transfer Initiative, a very selective, targeted, federally funded initiative, designed to study the effects high-performing teachers on high-need schools. Only candidates who were identified as eligible for the Talent Transfer Initiative are invited to apply. Candidates will be selected based on their prior success in contributing to their students' achievement growth, which was analyzed by Mathematica using a value-added model. They also must have

taught a tested grade and subject for the past two or three years. Teachers will be in place before the beginning of the 2010-11 school year. This initiative has been supported by the teachers' union.

SCUSD collaborated with Mathematica to estimate school and teacher value-added measures (VAMs) and provide technical assistance to help integrate the value-added measures into the evaluation and compensation system. The first task is to design the VAMs and estimate measures for schools and teachers. The second task is to promote the understanding of VAMs among stakeholders, particularly the teacher union. The third task is to provide assistance on the technical issues involved with using VAM measures for policy decisions. Progress reports will be provided to ensure open lines of communication between the district and the project team.

A calendar is being developed to establish meetings with all bargaining units to establish an evaluation system. Possible elements for a rigorous, transparent equitable evaluation system for principals and for teachers are outlined below.

Principal Evaluation System

- Leading a high-poverty school
- Principal evaluation
- School-wide student growth (VAMs)
- Meeting API targets by school and subgroups
- Parent Satisfaction Survey
- Meeting AYP targets through "safe harbor"
- School Quality Review elements
- Parent satisfaction survey
- High school improvement
    - Increased graduation rates (including subgroups)
    - Increased UC/CSU course requirement completion
    - Increased Early Assessment Program (EAP) scores
    - Increased college enrollment rates

Teacher Evaluation System

- Teacher evaluation
- School-wide student achievement growth (VAMs)
- Department or subject student achievement growth (VAMs)
- Student/Parent Satisfaction Survey
- Peer Observations
- Professional development activities
    - Common Planning Time / Collaboration
    - Implementation of professional development trainings/activities
    - Data use
    - Academic conferencing
- Leadership roles
    - Inquiry team

- Testing coordinator
- Mentoring new teachers
- Grant writing
- Specific program coordinator (AVID, Writing, etc.)

Identified Needs

Bargaining units must be engaged in a review of the current evaluation system. Both principals and teachers need to actively engage in rigorous conversations to improve the evaluation system. Currently, the district has partnered with Mathematica, which will provide support and expertise to build a comprehensive evaluation system with multiple measures, such as student achievement, multiple classroom observations, professional development linked to school initiatives, and leadership roles. They will assist the district to build an understanding of a value-added system related to individual teacher and student achievement.

(3) **Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those, who after ample opportunities have been provide for them to improve their professional practice have not done so.**

Current Status

The district currently has an Employee Improvement Plan for employees who have not improved their practice. Some teachers, who do not want to be a part of the transformation process have asked for a school transfer.

Identified Needs

The Employee Improvement Plan needs to be reviewed to ensure a rigorous, equitable process to support and document improvement of staff. The principals of the priority schools should closely monitor individual student and school-wide achievement to ensure all teachers are actively focused on the school's mission. Improvement plans need to be implemented for teachers who do not fully implement the new transformation vision with removal from the school occurring if they continue to not meet standards or goals for improvement.

To successfully implement a process for building incentives for improved student achievement, incentives need to be provided at the end of the first year for school-wide increase in student achievement. Teachers who do not improve their professional practice will have opportunities to surplus themselves and the end of the first school year with the help of the principal. As the multiple criteria evaluation is implemented in year two, incentives for staff to continue the school transformation model need to be developed as outlined earlier.

(4) **Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to**

facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Current Status

Partnerships with Transformation by Design and Steve Hall, Inc. will provide professional development for each school's Leadership Team to enable them to help create a tightly focused and articulated transformation plan for their school. Support for the formation of professional learning communities targeting school culture, use of data and personal principal coaching will be provided. Summer Institutes have already been established to launch the program. Follow-up trainings throughout the year have been scheduled and will ensure the ongoing implementation of the reform strategies. The Leadership Teams will reinforce the concepts during the weekly common planning time.

Identified Needs

Professional development opportunities for staff need to be built throughout the school year with up-front Summer Institutes for Leadership Teams before the school year begins. Professional learning communities and common planning time need to be instituted every week to ensure teacher learning and engagement in the new reform strategies. All professional development should be closely tied to specific site needs and deeply rooted in the reform efforts. Academic writing will be a focus for each priority school with embedded professional development. Each principal is developing a comprehensive professional development plan focused around the initiatives identified for implementation at each site. Oak Ridge will also focus on Culturally and Linguistically Responsive Teaching and Learning, Academic Writing through Write Tools and Data Wise with embedded professional development throughout the school year.

(5) **Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.**

Current Status

Financial incentives for the administrators and leadership team (training specialists) have been established at 10% above the regular salary. Sensitivity to individuals on the teacher salary schedule has been taken into account to recruit the very best training specialists, and some have been advanced to the highest pay level. The Leadership Team members are 12 month employees who will now work together during the summer months to ensure a solid launch of the transformation.

Identified Needs

A recruitment and retention process after year one needs to be in place to retain teachers who have been trained during the first year of implementation and to attract other effective teacher across the district.

An implementation plan for developing and increasing teacher and school leader effectiveness outlined in Appendix A, which provides timeframes and essential activities related to developing and retaining highly effective principals and teachers.

Comprehensive instructional reform strategies

(1) Use data to identify and implement and instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.

Current Status

SCUSD has developed a Strategic Plan that involves a cycle of continuous school improvement for building and supporting a professional learning community. Through the collaborative process, schools will focus on student and adult learning and results. Data inquiry teams will be developed at each school to ensure the cycle of learning is a continuous process and driven by pertinent, timely data. The use of the District Dashboard and Data Director will allow the inquiry teams access to real-time data for individual students, classes, grade levels or school-wide. The data can be disaggregated by gender, subgroups and assessment. (Appendix B)

The district has adopted a new School Quality Review (SQR) process with Cambridge Education LLC. The SQR is designed to review the impact of school performance and culture in raising student achievement, which includes professional learning communities, curriculum alignment and support strategies, assessment and data analysis, effectiveness of leadership, and partnerships with parents and community. The Cambridge Professional Group is a partner in supporting the district in the training of instructional leaders and other stakeholders in the SQR process.

The SQR comprises seven domains:

- Domain 1: Progress and Student Achievement
- Domain 2: Quality of Learning, Teaching and Assessment
- Domain 3: Curriculum
- Domain 4: Leadership, Management and Accountability
- Domain 5: School Culture and Personal Development
- Domain 6: Partnership with parents and guardians and the community
- Domain 7: The Effectiveness of District Support

The SQR teams contain principals, central office administrators, parents and community partners. These teams have been trained to conduct observations

and interviews of staff, parents and students to validate the self-evaluation of the school. An in-depth analysis of student achievement/performance is conducted. The key question is “Are children learning here and how do we know?” An action plan is shared with district leadership and site principal who then share the key findings with the school staff. This process will support the priority schools achieve their goals.

Results from the SQR are shared out with the principal and staffs at each site. These results will be used for targeted focus and developed areas for improvement. This process will help support the focus and monitor adjustments of the Single Plan for Student Achievement.

In addition, the District has established a system for both formative and benchmark assessments to ensure easy and immediate student performance data. Data Director, a data warehouse provides assessment disaggregating student data by various subgroup categories. Professional development is focused on how to use formative, benchmark and summative assessment data to modify instruction and to increase student learning.

SCUSD contracted with Curriculum Associates to provide quarterly benchmarks for English-Language Arts and Mathematics. The first administration is conducted at the beginning of the year to establish a baseline that will enable staff to chart the progress of students throughout the year. This initial assessment will inform teachers what strengths and needs each student possesses related to the expected knowledge for the specific grade and subject. Trainings are scheduled throughout the year to analyze the data and focus on interventions and targeted, differentiated instruction.

Data Director is an innovative, online data and assessment management system and data warehouse that puts a fast, powerful decision-support system at each school, helping educators understand individual student data at every level to improve student achievement. The system is designed to allow for importing a student’s STAR, California High School Exit Exam and California English Language Development Test scores at the starting point of a school year, not the end point, and allows for integration from many sources including demographic information and grades from our student information system, District administered tests (i.e., Curriculum Associate Benchmarks), or embedded curricular tests (quarterly assessments or chapter tests). Reports can be created to compare a wide selection of assessments, both formative and summative, for in-depth analysis focusing on trends and patterns. Allowing for central collection of data, helps teachers, principals, and District support personnel to build a culture of data driven decision making. Every teacher in the district has access to both class and individual student profiles with current and historical data on every student. Teachers engage in academic conferences to analyze the results by student and create specific implementation plans for individual students and the whole class focusing on mastery of the California content standards.

During the 2010-11 school year, SCUSD will provide a new, online, web-based dashboard and scorecard for its public community. The Data Dashboard will provide parents and community with the ability to monitor the district's performance in key areas of Career and College Ready Students, Family and Community Engagement and Organizational Transformation.

The Dashboard will provide transparency of student achievement and operational data, track the efficacy of programs and initiatives, and provide data for better decisions making on programs and funding. This dashboard will allow all stakeholders to view district assessment results for all schools. In addition, high school measures for creating a college-going culture will be readably available (graduation rate, EAP results, UC/CSU Required Courses, SAT, etc.). District and school level data will be available for comparison by subgroups and school – to-school. (Appendix C)

In the just negotiated contract with the Sacramento City Unified School District's teachers union, leadership agreed to establish 20 hours of common planning time throughout the year at every campus to ensure teachers have the opportunity and time for curriculum mapping, collaborative grading, school initiative implementation, and data-driven analyses of student learning.

Identified Needs

Although standards-aligned core curriculum is used in all of the schools, the level of implementation and fidelity to the programs is not known. A coherent, vertically aligned instructional program is not evident in many of the classrooms. Teachers, supported by administrators, need to develop the cycle of continuous improvement by asking the essential questions

- What do we want students to know, understand and be able to do?
- How will we know if they have learned it?
- What do we do if they haven't learned it?
- How do we know if they had already learned it?
- What do we do if some students already know it?

Differentiated instruction needs to be the cornerstone of academic planning to continually engage all students in the classroom. Students with disabilities and English learners need constant monitoring to ensure academic mastery and provided targeted intervention if they don't. Periodic reviews need to be conducted to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective. Intervention programs need to be reviewed for relevance and rigor and new materials may need to be purchased to meet the learning needs of the students.

Academic writing needs to become a more intense focus for those teaching not only reading or English classes but also math, science and social science. Non-fiction writing is strongly associated with improved student performance on

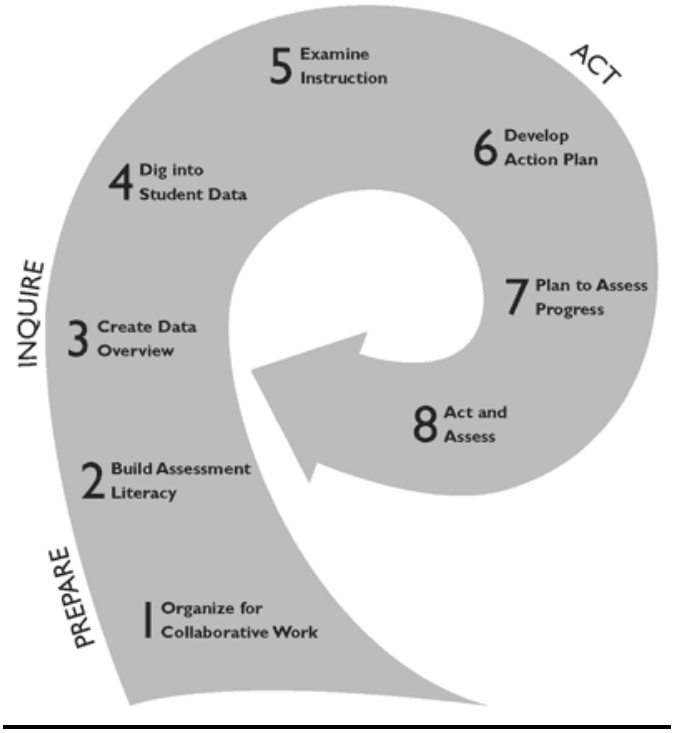
assessments. Academic writing professional development program will ensure that teachers are knowledgeable in ways to give students' opportunities to write about relevant topics that provide engaging thinking with support structures.

(2) Promote the continuous use of data to inform and differentiate instruction in order to meet the academic needs of individual students.

Current Status

The district provides benchmark assessments (Curriculum Associates) for grades two through eight in English-Language Arts and Mathematics. Academic conferencing at the elementary level occurs every trimester by grade levels and provides teachers time to collaborate on benchmark results and curriculum embedded assessments. At the secondary level the academic conferences are held each semester by subject.

Transformation By Design provides workshops for priority school Leadership Teams or Inquiry Teams for focused discussion using the principles of the "Data Wise" Improvement Process. The graphic below illustrates the cyclical nature of this work. This process assists schools with a deeper understanding of data and assures that each team completes the whole cycle.



Identified Needs

Academic conference meetings and common planning time need to be more focused and led by highly trained specialists (coaches) for in-depth analysis and decision-making to create meaningful intervention plans to increase student

mastery. Support of the plans with follow through and monitoring by training specialists is essential for student achievement. Embedded curriculum assessments need to be regularly used to ensure students are mastering skills as they move through the curriculum.

Technology integration into the core curriculum or used as an intervention method is not currently done at any of the schools. Technology needs to be an integral part of daily instruction and used to actively engage students in skill based learning with immediate feedback or used to engage students in project-based learning. It is noted that some schools have technology that is underutilized or out of date. A thorough inventory needs to occur to ensure that sites have technology capacity, equipment and programs that are current and ready for use. Gaps in equipment and programs to support instruction need to be noted and purchased. Special focus needs to be placed on technologies that will improve English learners language competency, performance and acceleration.

Each school needs site instructional training specialists in literacy and math to provide ongoing, high-quality, job-embedded professional development in the core curriculum and subject specific pedagogy. These academic training specialists will provide teachers at the school with consistent classroom observations and feedback on the quality and effectiveness of curriculum delivery and instructional practices. The specialists will provide assistance with how to use data to inform and modify instructional practices through common planning time and individual coaching meetings. The schools need to design the instructional calendar to provide opportunities for grade level and subject specific collaboration. Additionally, multicultural and differentiation trainings need to be provided so all teachers have opportunities to engage in effective teaching practices for their diverse population. While the district has offered multicultural seminars, site trainings will provide a more focused, collaborative professional development opportunity embedded into the core of the school.

Hiram Johnson High School embeds many of the transformation strategies such as thematic learning academies, freshman academies, credit-recovery programs, smaller learning communities, and dual enrollment programs. Hiram Johnson needs to establish an early-warning system to identify students who may be at risk of failing to achieve high standards or graduate. This system needs strong support from the district office to ensure no student falls through the cracks and families receive the support they need.

Increase learning time and creating community-oriented schools

(1) **Establish schedules and strategies that provide increased learning time.**

Current Status

A summer school program is needed for all students in elementary, middle and high school. Currently, the middle school students have an opportunity to

participate in Summer Service Learning. The high school students will have summer school through the use of QEIA, School Improvement Grant funds. Vision 2000, a specialized summer school program provided by Dr. Hazel Mahone, will allow elementary students to attend the California State University, Sacramento campus and participate in the highly engaging Reading and Math program.

Identified Needs

Instructional time in the core academic subjects needs to be increased during the school year and opportunities for enrichment in the arts and music need to be developed. Common planning time needs to be established weekly to allow opportunities for teacher collaboration and professional learning within and across grades and subjects. Elementary students need a summer school program that encourages them to focus on possibilities for their future, not just remediation. Full day kindergartens and an extended school day needs to be developed to increase time for instruction.

(2) **Provide ongoing mechanisms for family and community engagement.**

Current Status

All the school sites have varying levels of family and community engagement. Four of the six schools have Health Start Family Resource Centers that provide services at school and referrals to support agencies. (Appendix D)
On May 25, 2010, SCUSD opened a new Parent Resource Center next to the district office. The center is designed to provide families with the resources and information needed to support their child's learning and become effective education partners.

Resources include meeting room space, computer stations and a lending library. Services provided range from presentations on parenting to walk-in health counseling. The center will also serve as a model for similar, smaller centers on individual school sites. Personnel will provide advice and technical assistance to schools as needed for creation of campus-level parent hubs.

Identified Needs

All sites need to have access to Healthy Start resources, even if they do not have a center at their school.

Parent advisors need to be hired to coordinate family and community engagement activities. School Site Councils need to be fully functioning, review school performance data and help develop school improvement plans. Surveys should be developed to gauge parent and community satisfaction and provide feedback on school priorities. Parent education programs need to be provided to help train parents to be advocates for their children and support their education. Because of the number of parents who do not speak English, support personnel

may need to be hired to ensure the parents and school staff are able to communicate.

The social-emotional needs of students at each school require close attention and the specific focus of an assistant principal. A positive school culture with high behavioral expectations and supports needs to be established so all students can learn and all teachers can teach. The Teacher/Parent Home Visit Project needs to be implemented to help parents connect to the school and be active participants in their child's education. Social workers and health care providers need to be available for student and family needs. Additional time for school psychologist may be necessary to meet the needs of students and families. Each principal needs to analyze the current community partners to continue to build current partnerships for increased parent and community engagement. Teams are needed in the Priority Schools to build capacity for family engagement.

Joyce Epstein of Johns Hopkins University has developed a framework defining six different types of parent involvement. This framework assists educators in developing school and family partnership programs. "There are many reasons for developing school, family, and community partnerships," she writes. "The main reason to create such partnerships is to help all youngsters succeed in school and in later life."

Epstein's framework defines the six types of involvement and lists *sample practices* or activities to describe the involvement more fully. Her work also describes the *challenges* inherent in fostering each type of parent involvement as well as the expected *results* of implementing them for students, parents, and teachers.

Epstein's Framework of Six Types of Involvement and Sample Practices

1. Parenting: Help all families establish home environments to support children as students.
2. Communicating: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.
3. Volunteering: Recruit and organize parent help and support.
4. Learning at Home: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
5. Decision Making: Include parents in school decisions, developing parent leaders and representatives.
6. Collaborating with Community: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

A parent survey should be conducted at the beginning and end of the year to determine the specific needs of the parents at each school site and the progress

the school makes in meeting those needs. The September survey results will provide information to establish a parent engagement plan tailored to the site. This engagement could include a Parent Academy, which would offer classes such as English language development, job skills, parenting. The end of year survey will help determine the progress toward meeting the goals of the plan and help determine next steps. Our partner K12 Insight will provide the implementation and analysis of the survey process and allow the tracking of data results over time.

Providing operational flexibility and sustained support

(1) Give the school sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.
(2) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA or a designated external lead partner organization.

Current Status

Several external partners will support the principals and leadership team through the transformation process. Principal coaching and leadership team training will be coherent and focused on sustained change and student achievement. Principals have developed strategic maps and implementation plans for sites and have planned specific professional development programs to engage staff and set the new mission and direction of the school.

This school transformation process **needs a collaborative district team** with representation from all central office departments to ensure the success of the schools. The Strategic Plan emphases the importance of this collaboration and accountability for strong teaching and learning and family and community engagement. Directors from each department need to collaborate to provide comprehensive and targeted sustained support for the schools.

- Assessment, Research and Evaluation needs to support schools in ongoing data analysis and benchmark assessment use to inform instruction and intervention models and evaluation of specific intervention programs.
- Integrated Support Services needs to support and monitor health, counseling and social workers along with programmatic needs for each site to create a positive school culture.
- Parent Engagement needs to provide coordination of parent classes and workshops.
- Curriculum and Instruction needs to provide differentiation training.
- Special Education needs to provide support for each site by providing professional development and data analysis to ensure a cohesive Response to Intervention is adapted and followed in addition to insuring all students with special needs are in a least restrictive environment. They will provide support in

the identification and placement of students with special needs and consult on behavior interventions when necessary.

- Multilingual and Multicultural Department needs to provide support for the English learner program, monitor the fidelity of implementation, and provide professional development and data analysis for improved student learning
- Safe Schools needs to provide workshops around bullying, gang prevention
- Youth Development needs to provide after school program resources and summer engagement programs.
- Technology Services need to support the integration of technology into the core curriculum and use for intervention.
- Student Hearing and Placement Office needs to support attendance concerns and discipline issues.

Identified Needs

A chart of the identified needs for the priority schools and activities associated with each need clearly identifies the transformation effort at each school.

DEVELOPING AND INCREASING TEACHER AND SCHOOL LEADER EFFECTIVENESS		
Identified Need	**Activity**	**Time Frame Status**
Establish strong Leadership Team at each school site	➢ Hire new, highly effective principals for each site ➢ Principals hire Leadership Team	➢ Completed ➢ In process, will be completed before August 2010
Provide financial incentives	➢ Principals receive 10% salary increase and 12 month position salary ➢ Leadership team members receive 10% salary increase and 12 month position salary ➢ Provide choice for members of teacher union (salary moved to highest rate plus 10%) or UPE (for out of district employees plus 10%)	➢ Completed through HR department
Establish process to revise principal and teacher evaluation system based on student growth, multiple observations, professional practice reflective of student	➢ Contract with Mathematica to provide guidance with bargaining units (explaining value-added model) ➢ Establish a calendar for meetings with principals, teachers and bargaining units	➢ Contract in process ➢ Complete by August 2010

achievement		
Establish financial rewards for increased student achievement scores according to established criteria	➢ Establish a progressive inclusion of rewards Yr 1 schoolwide student achievement Yr 2 professional development on school Initiatives, multiple observations Yr 3 fully inclusive of new evaluation system	➢ August 2010 to begin plan, September 2010 to inform staffs
Establish high-quality, job-embedded professional development	➢ Establish professional development calendar for each school site. ➢ Establish increased school day to include weekly common planning time for structured collaboration, data analysis, formative assessments, alignment of curriculum, site specific initiatives ➢ Establish training models and expectations of teacher and student learning	➢ In process ➢ School day and year calendar will be completed by August 2010 ➢ Fall 2010
Review previous teacher evaluations and information about teaching ability	➢ Identify/review all teachers who are on improvement plans. Follow-up ➢ Identify teachers who may need to be placed on improvement plans. Create focus and follow-up for teachers carefully outlining expectations (with HR support) ➢ Facilitate movement of teachers who are not qualified or who are missassigned or do not want to be a part of the transformation.	➢ Fall 2010 ➢ Fall 2010 ➢ Fall 2010

COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES		
Identified Need	**Activity**	**Time Frame Status**
Use data to identify/implement researched-based, vertically aligned program with State standards	➢ Review curriculum/intervention programs to determine effectiveness ➢ Purchase intervention programs as necessary ➢ Analyze need for technology integration to support core program and increase student engagement	➢ Fall 2010, ongoing ➢ Fall 2010, ongoing ➢ Fall 2010, ongoing
Promote continuous use of student data	➢ Conduct benchmark assessments using Curriculum Associates (K-8)	➢ Quarterly

(formative, interim, summative) to inform and differentiate instruction	➢ Provide differentiation professional development to teachers ➢ Provide in-depth analysis of student performance by standard when California Standards Tests (CST) results are released ➢ Analyze subgroup performance to identify strengths and weaknesses ➢ Conduct academic conferences related to quarterly benchmark results, create plans for targeted instruction and follow-up to ensure plans have been implemented ➢ Academic trainers will provide feedback to teachers regarding fidelity of implementation of core program ➢ Review progress of Student with Disabilities to ensure appropriate accommodations and modifications are in place and utilized ➢ Review progress of English Learners to ensure program fidelity of program, access to the core, and reclassification targets are met ➢ Secondary – monitor English Learners and Students with Disabilities progress and placement of student to ensure rigorous and high expectations with appropriate support structures (class schedules, credits earned, GPA, grades, etc.) ➢ Data Wise Training for in-depth analysis of student learning	➢ Fall 2010, ongoing ➢ Sept 2010, Sept 2011, Sept 2012 ➢ Fall 2010, ongoing ➢ Quarterly, ongoing ➢ Biweekly, ongoing ➢ Sept 2010, ongoing ➢ Sept 2010, ongoing ➢ Sept 2010, ongoing
Increase the use of the district's Response to Intervention program	➢ Use the Priority Schools Team to support the interventions needed for students and/or parents	➢ Summer 2010, ongoing
Provide technology based infused instruction for differentiation	➢ Provide technology tools to assist teachers in delivery of the core curriculum ➢ Provide professional development for teachers to assist students in use of technology and to know when/why to use technology to ensure purposeful use	➢ Fall 2010, ongoing ➢ Fall 2010, ongoing

INCREASE LEARNING TIME AND CREATING COMMUNITY-ORIENTED SCHOOLS		
Identified Need	**Activity**	**Time Frame Status**
Increase the instructional day for K-8 intense instructional time in the core academic subjects	➢ Add one hour to the school day for increased learning time ➢ Protect core instructional time from outside influences ➢ Provide full day Kindergarten	➢ Sept 2010, ongoing ➢ Sept 2010, ongoing
Provide enrichment opportunities within the instructional day	➢ Hire extra teachers to ensure arts enrichment programs (music, art) are available to students	➢ Aug 2010
Provide summer school programs for students	➢ Provide Vision 2000 for elementary students ➢ Provide Summer of Service program for middle school students ➢ Provide summer school for high school using QEIA funds	➢ Summer 2010, 2011, 2012
Provide professional development opportunities for teachers during the summer and during the school day	➢ Provide summer meetings for priority school Leadership Teams to establish focus and common vision of school reform through use of contracted providers (Transformation by Design, Steve Hall, Inc., Culturally Responsive Pedagogy, Academic writing through Write Tools) ➢ Provide Summer Institutes (with stipends) for teachers of priority schools during August to establish focus and common vision of school reform ➢ Provide professional development on Data Wise strategies ➢ Provide weekly common planning time for teachers to collaborate, plan and engage in professional development within and across grades and subjects ➢ Provide opportunities for teachers to engage in leadership roles using their own expertise	➢ Aug 2010, monthly ➢ Summer 2011, 2012, 2013 ➢ Fall 2010, 2011, 2012, ongoing ➢ Sept 2010, weekly, ongoing ➢ Fall 2010, ongoing
Provide ongoing mechanisms for family and community engagement	➢ Fully utilize the Healthy Start programs (coordinating and expanding) Hire staff. ➢ Provide bilingual parent advisors to	➢ Sept 2010, ongoing ➢ Sept 2010, ongoing

	support staff with translation needs between parents and school staff ➢ Provide parent education through district supported Parent Academy ➢ Provide parent satisfaction surveys at the beginning of the year and at the end of the year to inform school of parent needs ➢ Create website for school if not currently available ➢ Educate and use Zangle (student information system) Parent Connect to enable parent to see student grades, test scores, homework, etc. ➢ Ensure a well functioning School Site Council with parents and community ➢ Provide attendance program/procedures for students with chronic absences (beyond SARBs and SARTs) ➢ Provide support personnel as needed by school site (nurse, psychologist, social workers, behavior specialist, intervention specialist, dropout prevention, etc.)	➢ Fall 2010, ongoing ➢ Fall 2010, Spring 2011, ongoing ➢ Spring 2011 ➢ Fall 2010, yearly ➢ Fall 2010, ongoing ➢ Fall 2010, ongoing ➢ Sept 2010

PROVIDE OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT		
Identified Need	**Activity**	**Time Frame Status**
Give schools sufficient operational flexibility	➢ Staffing – provide principals with ability to hire Leadership Team, work with HR to establish salary differentiation for Leadership Team, ➢ Calendars/time – set longer work day with compensation for teachers. Support from HR with union contract is necessary ➢ Budget – Principals are actively involved in all aspects of budget related to this grant. Ongoing flexibility of general and categorical funding will be provided by the Budget Department ➢ Curriculum flexibility	➢ Summer 2010 ➢ Sept 2010 ➢ Summer 2010, ongoing

	➢ Assessment flexibility ➢ Professional development flexibility	
Ensure school receives ongoing, intensive technical assistance and related support	➢ Establish a Priority Schools Office ➢ Establish a Priority Schools Team with representation of all departments to assist with needs of the school/staff	➢ Summer 2010 ➢ Summer 2010

Selection of Intervention Models

After continued review of the data, the four intervention models were discussed, including the pros and cons of each model. Two options, School Closure and Charter, were not deemed appropriate for any of the priority schools, especially Oak Ridge Elementary School. The Superintendent decided, after discussions with community and teachers, not to close schools or change them into charters. The district had already closed four schools during 2008-09 because of declining enrollment. Requirements of the turnaround and transformation models were reviewed and the Turnaround and Transformation models appeared similar except for the staff replacement. The team did not feel that it had enough quantitative or qualitative data to replace ineffective teachers at over 50%; therefore, the Transformation model was determined the best choice. To break a cycle of failure, the following elements are necessary: provide strong leaders, provide effective collaborative teachers, provide Common Planning Time, remove teachers who are a hindrance, extend learning time, provide intense professional development, protect instructional time, and gather and analyze disaggregated data to inform instruction.

Replacement of principals was the first goal as each school needs a highly effective leader to change the culture. The Academic Team felt five of the six schools did not have an effective principal in place. Fr. Keith B. Kenny had a new principal assigned by the Superintendent at the beginning of the 2009-10 school year; therefore, this principal did not need to be replaced. Principals at the other schools were replaced. The Academic Team and the new principals did not want to replace all of the teachers as some are or may become effective, especially with focused staff development opportunities and new leadership.

Demonstration of Capacity to Implement Selected Intervention Models

Superintendent Raymond established the priority schools to ensure that intensive intervention would occur at the sites even before CDE released the list of persistently lowest performing schools. The Academic Team is highly supportive of improving these schools and recognizes that all resources and support should be directed to them. The Chief Accountability Officer will be responsible for the support mechanisms and success of each school.

Newly appointed principals have already started the transformation processes by working with external providers and meeting with parent groups, teachers, and community partners. Recruitment and hiring of highly qualified and effective training

specialists for sites is at varying stages at the five sites with new principals. Some school site teachers are choosing to leave the school as expectations for performance and focused site goals is stressed. Professional development Summer Institutes are scheduled and consultants and partners have been secured.

The district supports schools through an Intervention Support Triangle (Response to Intervention) combining Healthy Start and Youth and Family Resource Center Services. Schools are encouraged to use this model to support at-risk students. The program provides three tiers:

- Tier 1 ***Universal***: Systems promoting healthy development and preventing problems. All students will have access to these services as it is primary prevention.
- Tier 2 ***Strategic Interventions***: Systems for early intervention. Targeted groups of students will receive specific support services to address their needs.
- Tier 3 ***Intensive Interventions***: Systems of care to address critical student needs.

Intervention strategies and programs are recommended at each level to ensure all students' needs are met. (Appendix E)

Recruitment, Screening, and Selection of External Providers Demonstration of Capacity to Implement Selected Intervention Models

SCUSD has established many new partnerships with external providers with a proven record of success with persistently low-achieving schools. These providers will be used in a variety of capacities to support the district's priority schools through the transformation process.

Mathematica

To support the "developing and increasing teacher and school leader effectiveness", Mathematica will work with the district to create an effective value-added model (VAM), which will be used to determine school, grade, department and teacher effectiveness. School quality depends on attracting and retaining the best teachers while helping them improve their skills. Mathematica analyzes teacher effectiveness related to student achievement and will work with the district to evaluate teacher quality for recruitment to the Superintendent's Priority Schools (transformation schools). They will also work closely with the district to support a school incentive program which will focus on individual student performance, schoolwide student achievement, teacher professional development and teacher leadership. Mathematica will work with principals, teachers, the bargaining units and the district to develop a new transparent evaluation system through focus groups. The measure of student performance in the teacher evaluation will be done through the VAM. The three-year contract with Mathematica will support the movement of VAMs data analysis and management from Mathematica to district managed VAMs.

<u>Services:</u> Consulting, data analysis

<u>Deliverables:</u>

- Estimate rigorous, transparent and flexible VAMs

- Use knowledge of district circumstances to work in a timely way while maintaining quality
- Promote the understanding of VAMs and their use in policy decisions
- Provide presentations for district and Union representatives to promote transparency regarding VAM measures

True North Logic
High-quality, job-embedded professional development needs to be clearly aligned to the district and school priorities. Tracking of a teacher's professional career lifecycle is imperative to create a transparent method for teachers and administrators to be evaluated. True North Logic has developed a management platform based on the belief that bringing the processes and human management components in K-12 education together in a unified system can result in better educator quality, teacher retention, and student performance.
Services: Web-based platform for tracking career lifecycle of employees
Deliverables:

- A centrally managed system to house all professional learning resources for staff.
- A back-end interface providing professional learning coordinators the ability to manage the creation and alignment of professional learning opportunities.
- Tools allowing the alignment of professional learning resources to the California state standards, professional learning standards, and Sacramento City USD's articulated goals
- Modular nature allows room for growth and expansion in the areas including:
    - Professional Growth Planning
    - Evaluation and Assessment
    - Credential Management
    - Online Course Delivery (Moodle hosting and integration)
    - Induction and Mentoring

Several partners will support the district and priority schools by **creating a comprehensive instructional reform through using data to identify and implement researched-based, vertically aligned programs and to promote continuous use of student data including formative, interim, and summative assessments to inform and differentiate instruction.**

Transformation By Design
Transformation By Design is a partner organization committed to empowering educational organizations to design their own solutions, which the Priority Schools will build their capacity to learn and develop an organizational response to persistent problems
Services: Facilitation, coaching and professional development
Deliverables:

- Data Wise Inquiry Team Training
- Academic Writing
- Concept Paper and Implementation Plan for Each School

- Monthly support for common planning
- Monthly support for Data Inquiry Teams
- School Visits with the Chief Accountability Officer

Steve Hall and Associates, L.L.C.
Steve Hall and Associates, L.L.C. will provide consulting and coaching services to individual principals to support the planning, development, and successful implementation of the "Superintendent's Priority Schools" initiative. Key central office staff and the consultant will map out the protocols for selection of staff, the flexibility awarded to Priority School Principals, the identification of needed resources, suggested initial professional development and the identification of benchmarks to gauge implementation impact.
Services: Consulting, coaching, professional development planning
Deliverables:

- Data-wise training for Leadership teams
- Instructional PD
- Director site visits
- Executive Coaching
- Monthly conference calls
- Full day benchmark meetings

Cambridge Education, L.L.C.
Cambridge Education has provided the structure to create the School Quality Review (SQR) process, which aligns to the school planning process embedded in a cycle of continuous improvement and performance-based action steps. Cambridge has trained and continues to train site administrators and key district personnel to norm and calibrate the process through leadership training and development with executive coaching. As part of the SQR, a Tripod Project will be conducted to link student achievement, classroom conditions and parent surveys. All six priority schools have been reviewed by Cambridge and the SQR team.
Services: Consulting, coaching, training
Deliverables:

- Academic Audit
- Pilot School Reviews
- Pilot New Reviewer Training
- Pilot Tripod Classroom Assessments
- Meta Analysis Report

Center for Culturally Responsive Teaching and Learning (CCRTL)
CCRTL has a successful track record of working with educators in providing innovative professional development that focuses on culturally and linguistically responsive methodology or what is called CLR. The intention is to work directly in classrooms and establish relationships with teachers over an extended period of time to produce real, sustainable results in increasing academic achievement for underserved students. In general, professional development success is directly tied to high levels of implementation and fidelity with the program or innovation. This approach to

professional development, which is the infusion of culturally and linguistically responsive strategies and activities into the core academic program, increases those chances of attaining high levels of implementation and student success.

With the emphasis in school districts for accountability and measurable improvement in student achievement, the need for CRL instructional strategies and approaches has never been greater. CCRTL works directly with school staffs to create a dynamic school environment that promotes student inclusion, recognizes and validates student's home culture and language, and builds upon the cultural behaviors of students.
Services: Professional development training and coaching - whole school and classroom level
Deliverables:

- Build teachers' background knowledge in the cultures and languages of underserved students
- Build teachers' skill level in five specific educational pedagogies
- Create exemplary classroom models at school sites for replication.

Write Tools
The Write Tools professional development training equips teachers with comprehensive, progressive, research-based strategies to teach their students how to write with rich language and well-developed thoughts. It enables teachers to differentiate instruction for all levels of learners, and compliments any writing program already in place. The Write Tools training team is a group of professional staff developers with a passion for improving literacy.
Services: Professional development training and coaching
Deliverables:

- improving student achievement on district, state and national assessments
- providing proven classroom-tested strategies that can be used the very next day
- developing long-term relationships with schools and districts, rather than just doing one-shot in-service days
- offering a variety of workshops and on-site support services customized to meet *specific school site* needs
- creating a school-wide writing program, including modifications for different grade levels and content areas
- meeting the needs of *all* learners, including ESL, Title I, and special-needs learners

Curriculum Associates
Curriculum Associates, a benchmark assessment provider and trainer, will support the new implementation of Curriculum Associates' California Content Standards Practice and Mastery English Language Arts and Mathematics for grades 1-8. The benchmarks will be administered and analyzed four times per year assessing all of the key standards for each subject (ELA and math) and each grade level. Progress of students throughout the year will be tracked, disaggregated and analyzed at each school.
Services: Training, analyzing standards, professional development
Deliverables:

- Training school leadership teams how to disaggregate the data
- Set SMART goals
- Analyze essential standards for targeted intervention
- Create flexible grouping for mastery of standards

Riverside Publishing
SCUSD has partnered with Data Director, now owned by Riverside Publishing, for five years. Data Director, an innovative, online data and assessment management system, helps educators understand the data at every level to improve student achievement. This system will be used to warehouse results from Curriculum Associate benchmarking, allowing educators to have detailed reports on student progress on which to build a culture of data driven decision making. Benchmark results can be compared to STANDARDIZED TESTING AND REPORTING, CALIFORNIA HIGH SCHOOL EXIT EXAM and CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST scores providing a comprehensive analysis of student performance over time and with a variety of assessments. The ability to have this information enables educators to build and analyze student specific patterns and needs, core programs and interventions as well as opportunities for grade level and vertical articulation within a school.

Mariner, L.L.C.
The district's Data Dashboard was developed by Mariner. This Dashboard will provide transparency to the public and stakeholders for student achievement and operational data enable the District to more effectively provide information to its educational community and staff, and create new online information which is not currently available to the District's educational community and staff to enhance and maximize student achievement. An RFP will be released for bids for the implementation.

Apple, Inc.
Apple Inc. will partner to help the priority schools visualize and implement a sustainable plan for increased use of technology and integration into the school program. Using and **integrating technology-based supports and interventions** as part of the instructional program is necessary for differentiated learning, student engagement and closing the technology gap because of economic disadvantage status.
Services: Consulting, professional development
Deliverables:
- Professional development school-wide
- In-class support and mentoring
- Leadership development

Parent/ Teacher Home Visit Project
The district partners with the Parent/Teacher Home Visit Project, which is an inexpensive and easily replicated model of family engagement that has been proven to end the cycle of blame between families and school staff by building trust and respect, instilling cultural competency and increasing personal and professional capacity for all involved. The increased communication, trust and support between families and teachers via home visits result in:

- Increased student attendance rates.
- Increased student test scores.
- Decreased suspension and expulsion rates.
- Decreased vandalism at school site.

Home visits also provide a positive opportunity to meet federal and state mandates that families be meaningfully informed of their child's academic standing. This project will support the Parent Academy program. The Home Visit Project provides professional development for teachers and others to insure a cadre of professionals are able to support the project.

K12 Insight

K12 Insight is recognized as the leading solution for district survey and perceptional measurement studies to enable data-driven decisions and quality improvement. Schools will conduct parent satisfaction, teacher satisfaction, student engagement and learning, and climate surveys in response to ongoing school improvements, initiatives or other site specific issues. The district Assessment, Research and Evaluation will help schools navigate the process and procedures to ensure easy deployment of surveys, reliability of responses, and analysis of results.

Services: Consulting, designing, on-line support

Deliverables:

- Survey management
- Survey instrument design
- Data interpretation and reporting

Vision 2000

Vision 2000 will provide a focused Summer Math and Reading Academy for elementary students at the three priority elementary schools. The academy will be housed this summer on the California State University, Sacramento campus to create an early "college experience" for the students. Transportation will be provided for the 20 days of summer school. Dr. Hazel Mahone, the CEO/Founder of the program, has provided this opportunity for students across the district for many years.

Summer opportunities for the two middle schools and the high school are also important. Fern Bacon and Will C. Wood students may participate in a Learn and Serve America, Summer of Service Learning programs during the summer months. The program will be provided to 500 rising 8th grade students at their new high school campuses. Students will help their communities by working on service learning projects addressing environmental and disaster preparedness. SCUSD will rely on multiple partners and resources for the SSL program delivery. These include UC Davis, Center for Community Partnerships and California Voices Project; Boys & Girls Clubs of Greater Sacramento; The Center - Sacramento Chinese Community Service Center; City of Sacramento - Department of Parks and Recreation, Office of Youth Development, and Teen Services; Target Excellence; and the Youth Development Network.

Hiram Johnson High School will provide summer school to students through the use of the QEIA School Improvement Grant.

Alignment of Other Resources with the Selected Intervention Models

The district will use other resources to support the transformation of the Superintendent's Priority Schools.

Title 1 (NCLB) – All the priority schools receive Title 1. Title 1 provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards. Activities are specific to each school and use is outlined in the Single Plan for Student Achievement.

- Supplemental instructional materials that support standards and the core program (BIL and SLIB)
- Specialized and targeted interventions
- Student incentives
- Support personnel Professional Development
- School Climate
- Family Support & Learning Environment

EIA-LEP (BIL) – Expenditures are used to support educational services for LEP students. English Learner Acquisition Program (ELAP) funds are used for instructional support and coordination of services for students enrolled in grades 4-8 according to a school's Single Plan for Student Achievement. Many of the Title 1 activities are valid for this category; however, the following are specific uses:

- Resource/Intervention teacher
- Instructional supplies
- Support for CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST
- Bilingual instructional aides
- ELAC activities and meetings

School Library Grant

- Travel and conferences for PD
- Travel for student field trips
- Support personnel

ARRA funds – Used to provide teacher support, instruct small groups, ELL compliance, substitutes for professional development, library support and extended learning.

- Personnel
- Technology

QEIA – Hiram Johnson – class size reduction and summer school.

Many of the priority schools are participants in a variety of federal, state, and organization sponsored grants. These grants support the school sites in a variety of ways to ensure focus on the whole child.

Active Federal Grants

- Corporation for National and Community Service, Learn and Serve America – Summer of Service
- U.S. Department of Agriculture, State Child Nutrition Programs, ARRA
- U.S. Department of Education, 21st Century Community Learning Centers
- U.S. Department of Education, Education of Homeless Children and Youth, ARA
- U.S. Department of Education, McKinley-Vento Homeless Assistance Act
- U.S. Department of Education, Smaller Learning Communities Program
- U.S. Department of Education, Special Education Grants to States, ARRA
- U.S. Department of Education, Special Education – Preschool Grants ARRA
- U.S. Department of Education, State Fiscal Stabilization Fund-Education Fund
- U.S. Department of Education, Teaching American History
- U.S. Department of Education, Title I – Grants to LEAs, ARRA
- U.S. Department of Health and Human Services, ARRA COLA and Quality Improvement
- U.S. Department of Health and Human Services, ARRA Head Start Expansion
- U.S. Department of Health and Human Services, ARRA Early Head Start Expansion
- U.S. Department of Health and Human Services, ARRA Supplemental Funding for Child Care and Development Fund
- U.S. Department of Justice, OJJDP Gang Prevention Youth Mentoring Program

Community support is vital to support the work at our schools. Some of these partners are:

- Target
- Lowes
- California Endowment
- Hmong Women's Heritage
- People Reaching Out
- Sacramento START After school
- 100 Black Men
- Sacramento LEED

Alignment of Proposed SIG Activities with Current DAIT Process

Not applicable.

Modification of LEA Practices or Policies

Several current policies and practices of the district are being reviewed to accommodate the implementation of identified needs to improve student achievement. These include the following:

- Extended instructional time,
- Full day Kindergarten
- Protected staff from lay-offs and surplussing,

- Over-ratio staffing,
- New principal contract MOU,
- Flexible opportunity to hire staff into vacant positions,
- Teachers may self-surplus out of the school,
- Bank minutes for early release days for professional development
- Hiring training specialists
- Deep cleaning, paint, landscape and facility improvements

MOUs with bargaining units have been established. The Superintendent is exercising his right to appoint principals and assistant principals to positions at the priority schools.

Sustainment of the Reforms after the Funding Period Ends

SCUSD will implement a waiver to extend the grant to 2013.

The grant will be used for the following:

- Continued work with external providers to support change over time and build capacity as transformation takes several years to be fully developed
- Purchase educational technology and provide ongoing professional development to ensure integration into the instructional program
- Summer instruction
- Professional development will be built around the “train the trainer” model.
- Instructional training specialists and other support personnel
- Exercise the district’s right to be an SES provider for extended learning opportunities.
- Expand partnership support after school to protect the school day and learning time
- Implement class size reduction (CSR) practices to build capacity for timely, purposeful intervention

The Chief Accountability Officer, will directly support each priority school. The district will create a Priority Schools Team with directors of various departments at the central office. Support from these departments will be institutionalized at the beginning of the grant and will continue after the grant has expired.

- Assessment, Research and Evaluation
- Integrated Support Services
- Curriculum and Instruction
- Parent Engagement
- Special Education
- Multilingual and Multicultural Department
- Safe Schools
- Youth Development
- Technology Services
- Behavior and Student Placement Office

The district continually works with community partners to increase their involvement at schools. Randall Development, a grant organization, partners with the district to provide information on grants and grant writing support in an effort to secure ongoing funding.

Establishment of Challenging LEA Annual School Goals for Student Achievement

The annual school goals for student achievement are

- California Standards Test in English-Language Arts and Mathematics
  - Increase the percent proficient
  - Decrease Far Below and Below Basic percents
- Adequate Yearly Progress
  - Decrease the percent of students not proficient by 10% schoolwide
  - Decrease the percent of students not proficient by 10% for each numerically significant subgroup
- Academic Performance Index
  - Meet API growth targets schoolwide
  - Meet API growth targets for each numerically significant subgroup
- Attendance
  - Meet or exceed the 95% attendance rate established by the district
- Principal Suspensions
  - Decrease the suspension rate 10 percent
- Title III Accountability
  - Meet the minimum Title III Accountable percents set by the State
- Teachers
  - All classes have fully credentialed teachers with no misassignments and no teachers teaching outside subject area of competence
- High School Graduation & Dropout
  - Increase graduation rates to AYP targets
  - Decrease dropout rate to within 1% of the district
  - Increase Graduates with UC/CSU Required Courses by 3 percentile points every year

The charts below establish a basedline of the data elements that will be used to track student performance and the Annual Goals for Student Achievement.

California Standards Test Results										
Oak Ridge	**English-Language Arts**					**Mathematics**				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Advanced	5%					13%				
Proficient	21%					23%				
Proficient or Above	26%					36%				
Not Proficient	74%					65%				
Basic	31%					24%				
Below Basic	21%					28%				
Far Below Basic	22%					13%				

Adequate Yearly Progress										
Oak Ridge	**English-Language Arts**					**Mathematics**				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Percent Proficient Target	46.0					47.5				
Schoolwide	**28.0**					**36.8**				
African American or Black	**23.6**					**20.4**				
Asian	**33.8**					52.7				
Hispanic or Latino	**25.2**					**35.2**				
White	**35.7**					**21.4**				
Socioeconomically Disadvantaged	**28.0**					**36.8**				
English Learners	**26.7**					**43.8**				
Students with Disabilities	**16.3**					**18.6**				

Academic Performance Index										
	2009	Chg	2010	Chg	2011	Chg	2012	Chg	2013	Chg
All Students at the School	649	-11								
African American	593									
Asian	689	-6								
Hispanic or Latino	656	-6								
White										
Socioeconomically Disadvantaged	649	-11								
English Learners	660	-9								
Students with Disabilities										

Attendance					
Oak Ridge Yearly Average	2008-09	2009-10	2010-11	2011-12	2012-13
	94.13%				

Principal Suspensions					
Oak Ridge Incidents	2008-09	2009-10	2010-11	2011-12	2012-13
	14	54			

Title III Accountability										
	2008-09		2009-10		2010-11		2011-12		2012-13	
AMAOs	1	2	1	2	1	2	1	2	1	2
Oak Ridge	52.8%	37.5%								

Teachers	2008-09	2009-10	2010-11	2011-12	2012-13
With Full Credential	20				
Without Full Credential	0				
Teaching Outside Subject Area of Competence	0				

Indicator	2009-10	2010-11	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	1				
Total Teacher Misassignments	1				
Vacant Teacher Positions	0				

Inclusion of Tier III Schools

In addition to Oak Ridge Elementary School, which was identified as one of the lowest performing schools in the State, the Superintendent's Priority Schools included in this application are:

- Father Keith B. Kenny Elementary School
- Jedediah Smith Elementary School
- Fern Bacon Middle School
- Will C. Wood Middle School
- Hiram Johnson High School

Father Keith B. Kenny Elementary

The current principal at Father Keith B. Kenny is Gail Johnson. The 2009-10 school year is Ms. Johnson's first year as principal. Her previous position was assistant principal at parkway Elementary School, which is 95% minority, 100% disadvantaged, 39% English Learners, and 95% attendance. The 2009 statewide rank is 5 while the similar school rank is 9. She was instrumental in the school's reform effort that increased its API over 150 points during her tenure. Her expertise in working with a diverse student population, while maintaining high student achievement, is a tribute to her ability to provide effective leadership at Fr. K.B. Kenny. Ms. Johnson's leadership will continue to chart a course for academic achievement and excellence at KBK.

Father Keith B. Kenny is located in the Oak Park neighborhood of Sacramento, California off Martin Luther King, Jr. Blvd. Of the 311 students enrolled, 100% are qualified for Free or Reduced Priced Meals. English learners are 15% of the school population or 48 students. Students with disabilities make up about 10% of the students tested on STAR. Father K. B. Kenny has two main ethnic/race groups: African American 47.3% and Hispanic 35.7%

Fr. K. B. Kenny is a Year 5 Program Improvement school, but seven years total. Adequate Yearly Progress participation rates are at 100% for both English-Language Arts and Mathematics. The following chart shows percent proficient for English-Language Arts and Mathematics over the last three years. Fr. K. B. Kenny did not meet any of the targets in 2009. English-Language Arts appears to be significantly weaker than Mathematic percent proficient.

ELA - Percent Proficient - Annual Measurable Objectives (AMOs)

	2007		2008		2009	
	Percent	Met AYP Criteria	Percent	Met AYP Criteria	Percent	Met AYP Criteria
AYP Target	24.4		35.2		46.0	
Schoolwide	24.3	No	27.6	No	26.3	No
African American or Black	21.2	No	27.2	Yes	23.6	No
Asian	26.1	--	41.2	--	45.5	--
Hispanic or Latino	25.0	Yes	27.9	Yes	27.1	--
White	--	--	--	--	--	--

Socioeconomically Disadvantaged	24.3	No	27.6	No	23.4	No
English Learners	23.4	Yes	20.9	--	34.4	--
Students with Disabilities	5.9	--	11.8	--	16.7	--

Mathematics - Percent Proficient - Annual Measurable Objectives (AMOs)

	2007		2008		2009	
	Percent	Met AYP Criteria	Percent	Met AYP Criteria	Percent	Met AYP Criteria
AYP Target	26.5		37.0		47.5	
Schoolwide	32.4	Yes	41.1	Yes	34.5	No
African American or Black	31.2	Yes	38.4	Yes	31.1	No
Asian	47.8	--	52.9	--	54.5	--
Hispanic or Latino	27.9	Yes	47.5	Yes	37.5	--
White	--	--	--	--	--	--
Socioeconomically Disadvantaged	32.4	Yes	41.1	Yes	32.3	No
English Learners	32.8	Yes	44.2	--	37.5	--
Students with Disabilities	10.0	--	11.8	--	11.1	--

Academic Performance Index growth shows that growth in 2009 is below the minimum AYP target and shows a decrease of 57 points. API subgroup data shows that 4 out of 5 targets were met in 2007, 4 out of 4 targets were met in 2008, and 0 out of 3 targets were met in 2009, showing great inconsistency.

Academic Performance Index (API)

	2007		2008		2009	
	2007 Growth	Growth	2008 Growth	Growth	2009 Growth	Growth
AYP Target	590	9	620	8	650	6
Schoolwide	644	14	686	16	**631**	**57**

Academic Performance Index Subgroup Growth

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	14	36	**57**	631
African American	18	38	**72**	618
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	3	53		
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	14	36	**68**	620
English Learners	39			
Students with Disabilities				

Statewide and Similar Schools ranks both indicate a significant drop from 2008, especially related to the Similar Schools Rank.

Statewide and Similar Schools Rank

API Rank	2006	2007	2008	2009
Statewide	1	1	2	1
Similar Schools	4	4	5	1

Title III AMAO accountability shows that Fr. K. B. Kenny did not make AMAO targets for English Learners. Results of the AMAO 1 show a steady decrease over the past three years. While slight gains are seen on AMAO 2 from the previous year, the percentage is well below the State's target.

Title III Accountability

	2006-07		2007-08		2008-09	
	AMAO 1	AMAO 2	AMAO 1	AMAO 2	AMAO 1	AMAO 2
Fr. K.B. Kenny	56.80%	34.10%	53.10%	**23.30%**	**37.50%**	**25.90%**
State Target	48.70%	27.20%	50.10%	28.90%	51.60%	30.60%
English Learners	24.3%		17.0%		14.0%	

The attendance rate for Fr. K. B. Kenny Elementary School has slowly decreased from last year and is below the district target of 95%.

Attendance

	2006-07	2007-08	2008-09
Fr. K. B. Kenny	**92.53%**	**93.86%**	**92.94%**

The suspension rate shows an increase from 2006-07 through 2008-09. A slight decrease occurred this year under the leadership of the new principal. During the 2009-10 school year 30 students have been on principal suspensions: 70% African American and 23% Hispanic.

Suspensions

Principal Suspensions	2006-07	2007-08	2008-09	2009-10
	20	23	35	30

All teachers are highly qualified.

Teachers

Teachers	School		
	2006-07	2007-08	2008-09
With Full Credential	22	21	16
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Identified Needs

- Summer School Program (Vision 2000)
- Full day kindergarten
- Restructured ELD Program
- Professional development on cultural responsive teaching and learning, student engagement, differentiation, higher order thinking skills, reading, academic writing, data analysis and classroom management
- Reading Intervention Program
- Integration of technology into the core curriculum
- More grade level collaboration and articulation
- Extended day instruction
- Assistant principal
- Reading coach and math coach
- Librarian and Technology teacher (.5FTE)
- Music Teacher (.5 FTE)
- Intervention Teacher
- Spanish bilingual instructional aide
- Attendance Incentive Program
- Principal and leadership team coaching
- Increased Parent and Community Engagement
- Instruction in the Arts

Activities

- Hire support staff – assistant principal, coaches, librarian/technology teacher, music teacher, intervention teacher, bilingual instructional aide, office support
- Increase instructional day by 1 hour – additional pay for teachers
- Targeted Staff Professional Development
- Purchase technology for student engagement and differentiation
- Purchase effective ELD materials
- Purchase Reading Intervention Program
- Provide common collaboration and planning time for teachers for embedded professional development at least weekly
- Professional development/coaching for administrators and leadership team
- Professional development associated costs – Summer Institutes, substitutes for site visitations, substitutes for foundational instructional practices, etc.
- Open a parent resource center
- Develop a “Welcoming School”
- Principal coaching

The annual school goals for student achievement are

- California Standards Test in English-Language Arts and Mathematics
    - Increase the percent proficient
    - Decrease Far Below and Below Basic percents
- Adequate Yearly Progress

    - Decrease the percent of students not proficient by 10% schoolwide
    - Decrease the percent of students not proficient by 10% for each numerically significant subgroup
- Academic Performance Index
    - Meet API growth targets schoolwide
    - Meet API growth targets for each numerically significant subgroup
- Attendance
    - Meet or exceed the 95% attendance rate established by the district
- Principal Suspensions
    - Decrease the suspension rate by 10 percent
- Title III Accountability
    - Meet the minimum Title III Accountable percents set by the State
- Teachers
    - All classes have fully credentialed teachers with no misassignments and no teachers teaching outside subject area of competence

Jedediah Smith Elementary School

Mr. William Aydlett is the new principal at Jedediah Smith Elementary School. His previous position was principal at Sequoia Elementary School, which has 58% minority, 46% disadvantaged, 11% English Learners, and a 96% attendance rate. The 2009 Statewide Rank is 8 while the Similar Schools Rank is 9. Mr. Aydlett has proven himself to be a highly effective principal netting high expectations for his school with an API of 844 and the following percent of student proficient: ELA = 62%, Math = 71%, Science = 71%. Sequoia Elementary School is a Title One Achievement Award winning school. Mr. Aydlett is ready to take his leadership skills to Jedediah Smith and transform the school to an achieving school.

Jedediah Smith Elementary School is located in northwest area of the Sacramento City Unified School district near Broadway and McClatchy Way. Of the 268 students enrolled, 53.0% are African American, 19.0% are Hispanic, 11.9% are Asian and 5.6% are White. One hundred percent of the students are eligible for Free or Reduced Priced Meals. Students with disabilities make up about 22% of the STAR testers. Fifty-one students, or 19%, are English learners with the most common language Marshallese (15 students).

Jedediah Smith Elementary School is a Year 5 Program Improvement school but in program improvement status for seven years or since 2003-04. Adequate Yearly Progress participation rates are close to 100%. Percent proficient was not reached in any subgroups, of which there are only two – African American and Socioeconomically Disadvantaged.

ELA - Percent Proficient - Annual Measurable Objectives (AMOs)

	2007		2008		2009	
	Percent	Met AYP Criteria	Percent	Met AYP Criteria	Percent	Met AYP Criteria
AYP Target	24.4		35.2		46.0	
Schoolwide	24.3	No	27.6	No	26.3	No
African American or Black	21.2	No	27.2	Yes	23.6	No
Asian	26.1	--	41.2	--	45.5	--
Hispanic or Latino	25.0	Yes	27.9	Yes	27.1	--
White	--	--	--	--	--	--
Socioeconomically Disadvantaged	24.3	No	27.6	No	23.4	No
English Learners	23.4	Yes	20.9	--	34.4	--
Students with Disabilities	5.9	--	11.8	--	16.7	--

Mathematics - Percent Proficient - Annual Measurable Objectives (AMOs)

	2007		2008		2009	
	Percent	Met AYP Criteria	Percent	Met AYP Criteria	Percent	Met AYP Criteria
AYP Target	26.5		37.0		47.5	
Schoolwide	32.4	Yes	41.1	Yes	34.5	No
African American or Black	31.2	Yes	38.4	Yes	31.1	No
Asian	47.8	--	52.9	--	54.5	--
Hispanic or Latino	27.9	Yes	47.5	Yes	37.5	--
White	--	--	--	--	--	--
Socioeconomically Disadvantaged	32.4	Yes	41.1	Yes	32.3	No
English Learners	32.8	Yes	44.2	--	37.5	--
Students with Disabilities	10.0	--	11.8	--	11.1	--

Academic Performance Index growth shows a decrease of 26 points from 2008. API subgroup data shows that 0 out of 3 targets were met in 2007, 2 out of 3 targets were met in 2008, and 0 out of 3 targets were met in 2009, showing great inconsistency.

Academic Performance Index (API)

	2007		2008		2009	
	2007 Growth	Growth	2008 Growth	Growth	2009 Growth	Growth
AYP Target	590	7	620	7	650	6
Schoolwide	652	**16**	680	27	661	**26**

Academic Performance Index by Subgroup

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	**16**	27	**28**	659
African American	**9**	4	**16**	617
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				

Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	**16**	25	**26**	659
English Learners				
Students with Disabilities				

Overall Statewide ranks vary between deciles 1 and 2. The Similar Schools ranks decreased significantly from 2008 to 2009.

Statewide and Similar Schools Rank

API Rank	2006	2007	2008	2009
Statewide	2	1	2	1
Similar Schools	6	6	7	4

The school has not made AMAOs for the past three years. The percent English Learners at the site has slowly increased over the past three years.

Title III Accountability

	2006-07		2007-08		2008-09	
	AMAO 1	AMAO 2	AMAO 1	AMAO 2	AMAO 1	AMAO 2
Jedediah Smith	**40.00%**	*	**28.60%**	**12.00%**	**39.50%**	*
State Target	48.70%	27.20%	50.10%	28.90%	51.60%	30.60%
English Learners	15.5%		16.8%		17.8%	

The attendance rate for Jedediah Smith Elementary School has slightly decreased over the past three years and is below the district target of 95%. The school reports that most students live across the street from the school; however, they average over 100 absences and 50 tardy students per week.

Attendance

	2006-07	2007-08	2008-09
Jedediah Smith	**93.28%**	**93.19%**	**92.91%**

During the 2009-10 school year only 47 students have been on principal suspensions, which is a significant drop from the previous year. Of the students suspended, 81% are African American and 17% are Hispanic.

Suspensions

	2006-07	2007-08	2008-09	2009-10
Principal Suspensions	88	61	99	47

Although teachers are assigned to the correct classroom and have appropriate credentials, the principal reports every year more than 50% change over of staff due to seniority mandates within the bargaining unit contract. New staff does not necessarily believe in the school mission and students, but work at the school because it was this school or the unemployment line.

Teachers

Teachers	School		
	2006-07	2007-08	2008-09
With Full Credential	15	14	13
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	1

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Mr. Adylett began meeting with teachers, parents and community members to focus on the needs of the school.

- May 18th: Meeting with Jed Smith Staff to introduce Leadership team
- May 19th: Meeting with Jed Smith Families/Community to introduce Leadership team
- May 19th: Met with Lea Floyd, community leader, to introduce Leadership team
- May 19th: Met with community group, 100 Black Men, to introduce Leadership team
- May 19th: Met with community group, Roberts Family Center, to introduce Leadership team
- May 20th/21st: School observations, student informal interviews, staff entrance interviews
- May 20th: Planning/Articulation meeting with Lea Floyd, community leader
- May 21st: Met with Sacramento Police Department personnel to introduce leadership team
- May 21st: Met with Sacramento Start after school program leaders to introduce leadership team
- May 27th: Continue with school observations
- May 28th: Planning/Articulation meeting with Derrell Roberts, Roberts Family Center, and Zenae Scott, SCUSD Youth Development Office.
- May 28th: Meeting with Trinity Cathedral Volunteer at Food Backpack effort.
- June 4th: Meeting with Derrell Roberts/Zenae Scott about summer program.
- June 4th: Meeting with Hazel Mahone to discuss Vision's Summer School Program
- June 6th: Attended service at Trinity Cathedral, met with Dean Baker and Nancy Tennyson
- June 7th: Meeting with Nancy Tennyson, volunteer coordinator at Trinity Cathedral.
- June 7th: Phone conference with Vanessa Meisner to discuss City Year Event.
- June 8th: Meeting with Derrell Roberts to discuss summer program.
- June 8th: Meeting with Lisa Nava, Sacramento City Councilman Rob Fong's district director (tentative) to discuss attendance initiative.

- July 29th: Meeting with City Council person Rob Fong, to discuss attendance initiative.
- June 9th: Contractor walkthrough to redesign school
- June 11th: Meeting with Ben Gomez, Sacramento PD
- June 12th: Leadership team meeting at Jed Smith
- June 14th: Meeting with Carrie Rose, SCUSD Parent Teacher Home Visit Project
- June 14th: Teacher interviews
- June 16th: Teacher interviews
- June 17th: School Board Meeting
- June 18th: Teacher interviews
- June 21st: Walk campus with contractors, technology vendor
- June 22nd: Walk campus with Architects/Engineers
- June 23rd: City Year/T-Mobile service project on site
- June 23rd: Meeting with Black Parallel School Board
- June 23rd: Meeting with Ben Gomez, SAC PD, Officer Fong/Officer Antonelli
- June 24th: Teacher interviews
- June 28th: Meeting with Derell Roberts, review SIG grant
- June 29th: Meeting with Ben Gomez, review SIG grant
- June 30th: Meeting with Lea Floyd, review SIG grant
- July 1st: Meeting with Anita Warmack, planning of Parent Engagement Event
- July 2nd: Teacher interviews

Through these meetings and the Single Plan for Student Achievement, the following needs were identified.

Identified Needs

- Professional development on culturally linguistic pedagogy, student engagement, differentiation, data analysis, instructional response, academic writing, vocabulary development, and classroom management
- Grade level collaboration and articulation
- Site classroom visits that have closed the achievement gap
- Integration of technology into the core curriculum for student engagement
- Use of Data Director and analysis reports
- Extended day instruction – 1 hour
- Resource intervention teacher
- Class size reduction
- Provide structured ELD program to students
- Positive school culture
- Home Visit Project
- Counseling services
- Assistant principal to create positive school climate
- Instructional training specialists – math and literacy
- Social worker
- Attendance reinforcement

- Parent education classes

Activities

- Hire assistant principal, social worker to support school climate, academic training specialists, and intervention support
- Purchase ELD and Special Education materials
- Purchase technology for student engagement and differentiation
- Increase the instructional day by one hour
- Provide common planning time for teacher for embedded professional development at least weekly
- Professional development associated costs – Summer Institutes, substitutes for site visitations, substitutes for foundational instructional practices, etc.
- Professional development in the use of data, academic writing, differentiation, etc.
- Principal coaching
- Institute class size reduction
- Develop positive reinforcement program addressing school attendance
- Professional development/coaching for administrators/leadership team

The annual school goals for student achievement are

- California Standards Test in English-Language Arts and Mathematics
  - Increase the percent proficient
  - Decrease Far Below and Below Basic percents
- Adequate Yearly Progress
  - Decrease the percent of students not proficient by 10% schoolwide
  - Decrease the percent of students not proficient by 10% for each numerically significant subgroup
- Academic Performance Index
  - Meet API growth targets schoolwide
  - Meet API growth targets for each numerically significant subgroup
- Attendance
  - Meet or exceed the 95% attendance rate established by the district
- Principal Suspensions
  - Decrease the suspension rate by 10 percent
- Title III Accountability
  - Meet the minimum Title III Accountable percents set by the State
- Teachers
  - All classes have fully credentialed teachers with no misassignments and no teachers teaching outside subject area of competence

Fern Bacon Middle School

Ms. Nancy Purcell, was hired by the Superintendent to be the new principal at Fern Bacon Middle School. Ms. Purcell has spent the past several years at the district office

as an Interim Associate Superintendent, Academic Achievement Administrator, and Administrator of Curriculum and Instruction. She also has considerable principal experience at the middle school level and led her school to become a California Distinguished school and Title I Achieving Award school. Her most recent experiences at the district office have provided many opportunities to supervise school sites and lead and learn about promising, engaging academic programs and research based-practices. Her principalship at Sam Brannan Middle School provides the experience and background knowledge to take Fern Bacon on a bold journey toward excellence. Her high expectations of staff and students will set the tone for increased student achievement.

Fern Bacon Middle School is located in the Southeastern area of Sacramento, California. Of the 709 seventh and eighth grade students enrolled, 84% of the students are qualified for Free or Reduced Priced Meals. English Learners are 35.8% of the school population with primary languages Spanish 61.2%, and Hmong 27.1%. Students with disabilities make up 11% of the students tested on STAR. Fern Bacon has three main ethnicities/races: Asian 22.4%, African American 14.1% and Hispanic 50.1%.

Fern Bacon Middle School is in Year 5 program improvement and has been in program improvement for seven years. Adequate Yearly Progress participation rates are close to 99% in all subgroups for both ELA and Math assessments. The following chart shows percent proficient for English-language arts and Mathematics over the last three years. Fern Bacon students did not make any ELA targets in 2009 and made one out of five targets in Math.

ELA - Percent Proficient - Annual Measurable Objectives (AMOs)

	2007		2008		2009	
	Percent	Met AYP Criteria	Percent	Met AYP Criteria	Percent	Met AYP Criteria
AYP Target	24.4		35.2		46.0	
Schoolwide	28.1	Yes	26.4	No	26.2	No
African American or Black	21.5	No	19.4	--	21.1	No
Asian	30.6	Yes	29.8	No	24.7	No
Hispanic or Latino	29.5	Yes	25.8	No	28.2	No
White	27.8	--	33.3	--	30.0	--
Socioeconomically Disadvantaged	27.8	Yes	25.6	No	25.8	No
English Learners	24.0	Yes	18.5	No	18.8	No
Students with Disabilities	5.6	--	8.6	--	21.9	--

Mathematics - Percent Proficient - Annual Measurable Objectives (AMOs)

	2007		2008		2009	
	Percent	Met AYP Criteria	Percent	Met AYP Criteria	Percent	Met AYP Criteria
AYP Target	26.5		37.0		47.5	
Schoolwide	23.9	No	25.1	No	25.3	No
African American or Black	11.1	No	12.2	--	13.8	No
Asian	34.9	Yes	37.4	Yes	41.8	Yes
Hispanic or Latino	22.4	No	22.3	No	20.4	No

White	24.1	--	28.2	--	26.7	--
Socioeconomically Disadvantaged	23.9	No	25.4	No	25.3	No
English Learners	24.0	No	24.1	No	25.1	No
Students with Disabilities	4.5	--	5.8	--	9.6	--

Academic Performance Index growth shows that growth in 2009 is below the minimum AYP target and shows a decrease of 11 points. API Growth actually shows a loss for the past three years for a total of 21 points. API subgroup data shows that 1 out of 6 targets were met in 2007, 1 out of 5 targets were met in 2008, and 0 out of 5 targets were met in 2009.

Academic Performance Index (API)

	2007		2008		2009	
	2007 Growth	Growth	2008 Growth	Growth	2009 Growth	Growth
AYP Target	590	8	620	8	650	8
Schoolwide	644	**3**	637	**7**	**638**	**11**

Academic Performance Index by Subgroup

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	**3**	7	**11**	638
African American	**6**			585
American Indian or Alaska Native				
Asian	**16**	12	**22**	667
Filipino				
Hispanic or Latino	10	**22**	**6**	634
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	**2**	**6**	**11**	634
English Learners	**8**	**17**	**18**	606
Students with Disabilities				

API Statewide and Similar Schools ranks show a decrease to decile 1 in Statewide and a decrease to 3 in Similar Schools.

Statewide and Similar School Ranks

API Rank	2006	2007	2008	2009
Statewide	2	2	2	**1**
Similar Schools	3	6	5	**3**

Title III AMAO accountability shows that Fern Bacon met most of the State targets for the past three years and actually significantly exceeded them in 2008-09. The English Learner percent proficient, however, shows the AYP target has not been met for the last two years.

Title III Accountability

	2006-07		2007-08		2008-09	
	AMAO 1	AMAO 2	AMAO 1	AMAO 2	AMAO 1	AMAO 2
Fern Bacon	**47.40%**	30.30%	52.70%	29.10%	70.00%	45.70%
State Target	48.70%	27.20%	50.10%	28.90%	51.60%	30.60%
English Learners	43.6%		41.7%		41.2%	

The attendance rate for Fern Bacon Middle School has remained slightly lower than the district goal of 95%.

Attendance

	2006-07	2007-08	2008-09
Fern Bacon	**94.46%**	**94.95%**	**94.85%**

The suspension rate shows a dramatic increase in the current year over the past two years. During the 2009-10 school year 250 students have been on principal suspensions. The most frequent cause for suspensions is fighting (35%) and Disruption/Insubordination (29%). Of the students suspended 38% are African American and 45% Hispanic.

Suspensions

Principal Suspensions	2006-07	2007-08	2008-09	2009-10
	217	178	158	**250**

Of concern are the number of teachers without full credentials and teaching outside subject area of competence. Assignment of teachers needs to be closely monitored to ensure all teachers are in the correct classroom and highly qualified.

Teachers

Teachers	School		
	2006-07	2007-08	2008-09
With Full Credential	41	41	36
Without Full Credential	8	4	3
Teaching Outside Subject Area of Competence	2	10	2

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	2	0	1
Vacant Teacher Positions	1	0	1

Multiple data elements, both quantitative and qualitative, were used to analyze the strengths and identified needs of Fern Bacon Middle School.

- California Standards Test results (disaggregated)
- Academic Performance Index (disaggregated)
- Adequate Yearly Progress (disaggregated)
- California English Language Development Test

- Single Plan for Student Achievement (focus on needs and professional development)
- Data Director pivot table of student growth by teacher
- School Accountability Report Card
- Staff information regarding average number of teaching years and credentials
- Student behavior – suspensions and expulsions

Ms. Purcell began meeting with teachers, parents and community members to focus on the needs of the school.

Date Meeting	Person (s)	Purpose
4/19/10	Staff	Introduction to staff
4/19/10	Parents	Introduction to community
4/21/10	Rochelle Sherring Consultant	Preliminary planning with consultant
4/22/10	Dave Sachs Current Principal	School overview
4/23/10	Dave Sachs	Site walkthrough
4/27/10	Potential employees	Discuss possible positions
4/27/10	Diana Vallance Apple	Consult about technology integration & planning
4/28/10	ELA / ELD / Special Ed Staff Rep from Read 180	Overview of Tier 3 ELA intervention materials
4/29/10	Parents and students	Open House meet and greet
5/3/10	Terri Lauzon	Possible hirees
5/4/10	Rochelle Sherring	Preliminary planning
5/4/10	Kimberly Ashcraft AVID, ELA teacher	Discuss perspective on state of school, department
5/4/10	Heidi Gaynor District math coach	Discuss math program at Fern Bacon
5/5/10	Isabel Govea Assistant Principal HJHS	Discuss prospects of employment
5/5/10	Thea Smith RSP math teacher KCMS	Discuss prospects of employment
5/5/10	Mary Coronado Assistant Principal FRES	Discuss prospects of employment
5/6/10	Gabrielle D'Andrea Literacy Coach EGUSD	Discuss prospects of employment
5/6/10	Edith Sun & Terri Lauzon	Budget & Staffing
5/7/10	Students Focus Groups	Discuss their perspective on school
5/7/10	Kerin Butterfield Science Dept. Chair	Science department nuances
5/7/10	Melody Hartman ARE	School data reports for administrative team
5/7/10	Cindy Hollander Assistant Principal FBMS	Perspective on state of school
5/7/10	Parents	School parent services
5/10/10	Office staff at school	Overview of roles, responsibilities and nuances
5/10/10	Carol Mignone	Staffing
5/10/10	Melody Hartman	School data reports for master schedule development

5/11/10	Mary Shelton	Staffing, Facilities, Timelines for planning
5/11/10	Math Department	Perspective on state of school
5/11/10	Heidi Gaynor District Math Coach	Math intervention and support discussion
5/13/10	David Sachs	School information
5/13/10	Shelly Silveria Teacher ES	Discuss prospects of employment
5/15/10	Julia Morris ELA teacher	Perspective on state of school, department
5/17/10	PE Department	Perspective on state of school
5/17/10	Electives Department	Perspective on state of school
5/17/10	Steve Hall Consultant	Leadership coaching
5/17/10	Shelly Kirkland PE Department Chair	Perspective on state of school
5/17/10	Jim Dobson Maintenance & Operations	Site facilities walkthrough
5/18/10	History Department	Perspective on state of school
5/18/10	Janet Lee Math teacher	Prospective hiring
5/18/10	Tim Boyce Cambridge Education	Debrief findings of SQR
5/18/10	Susan Higgins Director, ARE	SIG grant
5/18/10	Tonia Valmore Office Manager	School information for planning
5/19/10	Carol Mignone Director, HR	Staffing
5/19/10	Ebony Benzing Math teacher	Prospective hiring
5/19/10	Joe Stymeist Technology teacher	School technology infrastructure, curriculum integration, and prospect for hiring
5/19/10	Faustino Chapparro Site Technology Support	Perspective on state of school
5/19/10	Tonia Valmore	School information for planning
5/20/10	Science Department	Perspective on state of school
5/21/10	Priority principals	Cohort networking
5/21/10	Katie Tinney Director Policy Affairs Anheuser Busch	Possible partnership links
5/25/10	Darrell Amerine Math teacher	Discuss commitment to expectations and staying on staff
5/25/10	Tim Danielson Math teacher	Discuss commitment to expectations and staying on staff
5/25/10	Sherrie Donovan Electives teacher	Perspective on state of school
5/25/10	ELA / ELD / Special Ed. Staff Hampton Brown / National Geographic	Overview of Tier 3 ELA intervention materials
5/25/10	Jerry Kincannon American Eagle Co.	Estimate on repair of Gym bleachers
5/26/10	Kellie Spencer Special Ed. teacher	Discuss commitment to expectations and staying on staff

5/26/10	Tom Manley PE teacher	Discuss commitment to expectations and staying on staff
5/26/10	ELD Department	Discuss known changes in program for next year
5/26/10	Priority principals	Summer PD with consultant
5/26/10	Doug Niva Executive Director of SECC Sacramento Ed. Cable Consortium	Estimate on video production studio
5/27/10	Nicole Baradat Teacher SMS	Prospective hiring
5/28/10	Carol Mignone, HR	Staffing
5/28/10	ELA, ELD, Sp. Ed. Dept.	Program development & planning
6/1/10	Admin. Team and Coaches	Mathematics program development
6/3/10	Diana Vallance, Apple	Integrated technology planning
6/4/10	Science & History Teachers	Program development
6/7/10	Mary Shelton	Staffing updates
6/8/10	Reza Mahvi, Sp. Ed. Teacher	Prospective employment
6/8/10	Aprille Cochrane, PE Teacher	Department expectations
6/8/10	Marissa Keller, ELA Teacher	Discuss commitment to expectations and staying on staff
6/8/10	Bell Webb, Sp. Ed. Teacher	Prospective employment
6/9/10	Bonnie Pannell, Councilmember	Community connection and alignment of work
6/9/10	Admin. Team	Program development & planning
6/10/10	Maintenance & Operations team	Facility walkthrough
6/10/10	Darrell Amerine, Math Teacher	Discuss commitment to expectations and staying on staff
6/10/10	Julia Morris, ELA Teacher	Discuss commitment to expectations and staying on staff
6/11/10	Incoming 6th graders, Parkway ES	Overview of Middle School
6/11/10	Courtney Main, Teacher	Prospective employment
6/11/10	Admin. Team	Walkthrough at Fern Bacon
6/11/10	Carol Mignone	Staffing updates
6/11/10	Priority principals	Staffing updates

Identified Needs and Activities

Identified Need	Activity
• Create Leadership Team • Need staff (Leadership Team) to implement transformation plan to increase student achievement and create a positive learning environment and school culture.	Hire: • Assistant Principal (additional) • Coordinator, Learning Support Services • Site Improvement Coordinator • Math Instructional Training Specialist • Intervention Training Specialist • Campus Monitor (additional)
• Need more effective reading intervention curriculum	• Purchase “Inside” – Hampton Brown to provide Tier 3 intensive intervention reading program to meet the needs of approximately 320 students a below and far below basic
• Need more effective math intervention curriculum	• Purchase “Hands On Equations” for strategic intervention materials to support foundational math skill development that will

	gild conceptual understanding and pre-requisite Algebra
• Need focus on academic writing • Need effective writing assessment rubrics	• Professional development with Transformation by Design
• Implement use of technology for students working below grade level	• Purchase 8 class sets of digital response devices to assess learning with immediate feedback and instructional response opportunity for teachers.
• Effective classroom management strategies/program	• Provide professional development (e.g., The Effective Teacher)
Staff development on • standards-aligned instruction, • data analysis, • higher order thinking skills, • direct instruction, • student engagement, • differentiation	• Data Wise training • Instructional coaching • Curriculum Associates • Assessment, Research and Evaluation
• Increase job-embedded professional development	• Provide weekly common planning time • Increase collaboration and articulation
• Need expanded professional development opportunities	• Summer Institutes, substitutes for site visitations, substitutes for foundational instructional practices, etc.
• Create a more effective Response to Intervention program	• Partner with Integrated Instructional Services and Special Education to create cohesive intervention plan
• Need to provide motivating, relevant and differentiated teaching and learning tools to infuse technology literacy into the core content instruction	• Purchase technology (laptops, iTouch) • Provide professional development
• Need to engage students in high interest, high yield technology infused programs that will enhance communication and language development skills (school news production and program streaming)	• Purchase video production equipment • Summer training and partnership with SECC
• Need for integrated use of technology as teaching tools to create high interest in and immediate feedback for learning	Purchase • 43 mountable interactive board projectors
• Provide formative assessments aligned to key standards	• Provide Curriculum Associates quarterly assessments
• Need principal and leadership team coaching	• Provided by Steve Hall (contract)
• Need parent engagement/education opportunities	• Institute Home Visit Project • Provide parent courses from Family Engagement Office
• Increase student instructional time	• Extend school day by 1 hour • Provide Saturday School • Provide summer school/engagement opportunities • Provide enrichment opportunities after school

The annual school goals for student achievement are

- California Standards Test in English-Language Arts and Mathematics
  - Increase the percent proficient
  - Decrease Far Below and Below Basic percents
- Adequate Yearly Progress
  - Decrease the percent of students not proficient by 10% schoolwide
  - Decrease the percent of students not proficient by 10% for each numerically significant subgroup
- Academic Performance Index
  - Meet API growth targets schoolwide
  - Meet API growth targets for each numerically significant subgroup
- Attendance
  - Meet or exceed the 95% attendance rate established by the district
- Principal Suspensions
  - Decrease the suspension rate by 10 percent
- Title III Accountability
  - Meet the minimum Title III Accountable percents set by the State
- Teachers
  - All classes have fully credentialed teachers with no misassignments and no teachers teaching outside subject area of competence

Will C. Wood Middle School

Mary DeSplinter is the new principal with administrative or teaching experience in both elementary and middle schools. Her most recent position was principal at Elder Creek Elementary School, which is a feeder elementary to Will C. Wood. Elder Creek became a Year 1 program improvement school in 2006-07, and she immediately set the path to meet all Adequate Yearly Progress targets and move them out of PI. She was successful in that endeavor, which is a testament to her strong, focused leadership abilities.

Will C. Wood Middle School is located in the Eastern Area of the Sacramento City Unified School District near 65th and Lemon Hill. Of the 754 seventh and eighth grade students enrolled, 100% of the students are qualified for free or reduced priced meals. English Learners are 35.8% of the school population with primary languages Spanish 51.1%, Hmong 21.4% and Mien 8.3%. Students with disabilities make up 12% of the students tested on STAR. Will C. Wood has three main ethnicities/races: Asian 35%, African American 13.5% and Hispanic 41%.

Will C. Wood Middle School is in Year 5 program improvement and has been in program improvement for seven years. Adequate Yearly Progress participation rates are close to 100% in all subgroups for both ELA and Math assessments. The following chart shows percent proficient for English-language arts and Mathematics over the last three years. Will C. Wood students did not make any ELA targets in 2009 and made

one out of five targets in Math. In fact, many of the Will C. Wood students enter seventh grade on grade level and leave below grade level.

ELA - Percent Proficient - Annual Measurable Objectives (AMOs)

	2007		2008		2009	
	Percent	Met AYP Criteria	Percent	Met AYP Criteria	Percent	Met AYP Criteria
AYP Target	24.4		35.2		46.0	
School-wide	36.2	Yes	35.5	Yes	36.8	No
African American or Black	27.1	--	28.0	--	29.2	--
Asian	43.8	Yes	44.9	Yes	44.7	No
Hispanic or Latino	27.1	Yes	26.0	No	28.6	No
White	41.4	--	36.5	--	39.6	--
Socioeconomically Disadvantaged	36.2	Yes	35.5	Yes	36.5	No
English Learners	25.6	Yes	29.0	No	27.7	No
Students with Disabilities	6.2	--	6.6	--	2.5	--

Mathematics - Percent Proficient - Annual Measurable Objectives (AMOs)

	2007		2008		2009	
	Percent	Met AYP Criteria	Percent	Met AYP Criteria	Percent	Met AYP Criteria
AYP Target	26.5		37.0		47.5	
Schoolwide	37.8	Yes	47.8	Yes	43.3	No
African American or Black	17.7	--	22.6	--	19.1	--
Asian	54.0	Yes	65.3	Yes	58.5	Yes
Hispanic or Latino	27.6	Yes	40.8	Yes	36.1	No
White	31.0	--	36.5	--	35.4	--
Socioeconomically Disadvantaged	37.8	Yes	47.8	Yes	43.0	No
English Learners	36.4	Yes	49.7	Yes	40.6	No
Students with Disabilities	6.2	--	3.3	--	5.1	--

Academic Performance Index growth shows that growth in 2009 is below the minimum AYP target and shows a decrease of 25 points. API subgroup data shows that no targets were met in 2007, all targets were met in 2008, and no targets were met in 2009, showing great inconsistency.

Academic Performance Index (API)

	2007		2008		2009	
	2007 Growth	Growth	2008 Growth	Growth	2009 Growth	Growth
AYP Target	590	7	620	6	650	527
School-wide	684	27	710	26	709	**17**

Academic Performance Index by Subgroup

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	27	26	**17**	709

African American				
American Indian or Alaska Native				
Asian	6	39	**15**	778
Filipino				
Hispanic or Latino	35	39	**15**	672
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	27	26	**19**	707
English Learners	8	52	**32**	689
Students with Disabilities				

Statewide and Similar Schools Ranks remain fairly consistent; however, 2010 shows a decrease of one decile for the Statewide and Similar Schools.

Statewide and Similar Schools Rank

API Rank	2006	2007	2008	2010
Statewide	3	4	4	3
Similar Schools	8	8	9	8

Title III AMAO accountability shows that Will C. Wood met the State targets for the past three years and actually exceeded them by almost 10 percentile points. The English Learner percent proficient, however, shows the Adequate Yearly Progress target has not been met for the last two years.

Title III Accountability

	2006-07		2007-08		2008-09	
	AMAO 1	AMAO 2	AMAO 1	AMAO 2	AMAO 1	AMAO 2
Will C. Wood	58.90%	35.30%	68.30%	38.00%	68.40%	42.60%
State Target	48.70%	27.20%	50.10%	28.90%	51.60%	30.60%
English Learners	44.0%		35.9%		35.8%	

The attendance rate for Will C. Wood Middle School has remained slightly higher than the district goal of 95%.

Attendance

	2006-07	2007-08	2008-09
Will C. Wood	95.17%	95.50%	95.11%

The suspension rate shows a dramatic increase in the current year over the past years. During the 2009-10 school year 408 students have been on principal suspensions. The most frequent cause for suspensions is fighting (21%) and Disruption/Insubordination (50%). Of the students suspended 44% are African American and 33% Hispanic.

Suspensions

	2006-07	2007-08	2008-09	2009-10
Principal Suspensions	179	171	204	408

Teacher assignments need to be closely monitored to ensure all teachers are in the correct classroom with the correct certification.

Teachers

Teachers	School		
	2006-07	2007-08	2008-09
With Full Credential	37	37	35
Without Full Credential	3	2	1
Teaching Outside Subject Area of Competence	2	0	1

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0

Identified Needs

- Professional development on culturally linguistic pedagogy, student engagement, differentiation, data analysis, instructional response, academic writing, vocabulary development, and classroom management
- Grade level collaboration and articulation
- Site classroom visits that have closed the achievement gap
- Integration of technology into the core curriculum for student engagement
- Use of Data Director and analysis reports
- Extended day instruction – 1 hour
- Resource intervention teacher
- Class size reduction
- Provide structured ELD program to students
- Positive school culture
- Home Visit Project
- Counseling services
- Assistant principal to create positive school climate
- Instructional training specialists – math and literacy
- Social worker
- Attendance reinforcement
- Parent education classes

Activities

- Hire assistant principal, social worker to support school climate, academic training specialists, and intervention support
- Purchase ELD and Special Education support materials
- Purchase technology for student engagement and differentiation
- Increase the instructional day by one hour
- Provide common planning time for teacher for embedded professional development at least weekly
- Professional development associated costs – Summer Institutes, substitutes for site visitations, substitutes for foundational instructional practices, etc.

- Professional development in the use of data, academic writing, differentiation, etc.
- Principal coaching
- Institute class size reduction
- Develop positive reinforcement program addressing school attendance
- Professional development/coaching for administrators/leadership team

<u>The annual school goals for student achievement are</u>

- California Standards Test in English-Language Arts and Mathematics
  - Increase the percent proficient
  - Decrease Far Below and Below Basic percents
- Adequate Yearly Progress
  - Decrease the percent of students not proficient by 10% school-wide
  - Decrease the percent of students not proficient by 10% for each numerically significant subgroup
- Academic Performance Index
  - Meet API growth targets school-wide
  - Meet API growth targets for each numerically significant subgroup
- Attendance
  - Meet or exceed the 95% attendance rate established by the district
- Principal Suspensions
  - Decrease the suspension rate by 10 percent
- Title III Accountability
  - Meet the minimum Title III Accountable percents set by the State
- Teachers
  - All classes have fully credentialed teachers with no misassignments and no teachers teaching outside subject area of competence

Hiram Johnson High School

Mr. Felisberto Cedros is taking the challenge to be the principal at Hiram Johnson High School. Mr. Cedros has been the principal of John F. Kennedy High School located in the Greenhaven area of Sacramento. Kennedy has a highly diverse population with 87% minority, 53% disadvantages and 14% English learners. The graduation rate for 2008 was 95.6% while the dropout rate for 2008 was 1.7%. Forty percent of the 2008 graduates had UC/CSU required courses. The CALIFORNIA HIGH SCHOOL EXIT EXAM pass rate is 82% for both English and Math. Prior to his administrative positions at Kennedy, Mr. Cedros was an administrator and Luther Burbank High School, another incredibly diverse comprehensive high school in the district. Mr. Cedros will set new standards for teaching and learning at Johnson, as his expectations are that all students will achieve at high levels and be academically successful and ready for the world of college and career.

Hiram Johnson High School is located in the Eastern area of the Sacramento City Unified School District near 65th Expressway and 14th Avenue. Of the 2147 ninth through twelfth grade students enrolled, 68% of the students are qualified for Free or Reduced Priced Meals. English Learners are 29% of the school population with primary languages Spanish 48.2%, Hmong 271.8% and Mien and Vietnamese about 7% each. Students with disabilities make up 13% of the students tested on STAR. Hiram Johnson has a wide variety ethnicities/races: Asian 26.9%, African American 14.5%, Hispanic 39.1%, White 10.1% and Two or More Races 6.9%.

Hiram Johnson is in Year 4 program improvement. Adequate Yearly Progress participation rates vary from 96% to 100% in subgroups for both ELA and Math assessments. The following chart shows percent proficient for English-language arts and Mathematics over the last three years. Hiram Johnson students did not make any ELA targets in 2009 and made one out of five targets in Math.

ELA - Percent Proficient - Annual Measurable Objectives (AMOs)

	2007		2008		2009	
	Percent	Met AYP Criteria	Percent	Met AYP Criteria	Percent	Met AYP Criteria
AYP Target	22.3		33.4		44.5	
School-wide	26.5	Yes	30.6	No	26.3	No
African American or Black	25.4	Yes	15.9	No	21.4	--
Asian	28.0	Yes	37.2	Yes	28.7	No
Hispanic or Latino	22.9	Yes	27.1	No	22.2	No
White	34.2	--	41.2	Yes	33.9	--
Socioeconomically Disadvantaged	22.8	Yes	30.4	Yes	26.4	No
English Learners	16.7	No	19.6	No	12.2	No
Students with Disabilities	2.6	--	12.0	--	7.0	--

Mathematics - Percent Proficient - Annual Measurable Objectives (AMOs)

	2007		2008		2009	
	Percent	Met AYP Criteria	Percent	Met AYP Criteria	Percent	Met AYP Criteria
AYP Target	20.9		32.2		43.5	
School-wide	29.6	Yes	36.0	Yes	37.1	No
African American or Black	22.0	Yes	14.7	No	21.4	--
Asian	37.9	Yes	59.9	Yes	51.5	Yes
Hispanic or Latino	21.7	Yes	26.8	No	30.4	No
White	35.9	--	32.8	Yes	31.7	--
Socioeconomically Disadvantaged	29.6	Yes	37.1	Yes	37.2	No
English Learners	24.8	Yes	34.8	Yes	32.4	No

Students with Disabilities	2.4	--	14.3	--	10.9	--

Academic Performance Index growth shows that growth in 2008 and 2009 is below the minimum AYP target. API Growth actually shows gains but not meeting the growth targets. API subgroup data shows that 4 out of 8 targets were met in 2007, 3 out of 8 targets were met in 2008, and 3 out of 6 targets were met in 2009.

Academic Performance Index (API)

	2007		2008		2009	
	API Growth	Growth	API Growth	Growth	API Growth	Growth
AYP Target	590	11	620	10	650	9
Schoolwide	603	16	611	8	617	6

Academic Performance Index by Student Groups

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	16	8	6	617
African American	16	**12**	**17**	509
American Indian or Alaska Native				
Asian	**9**	33	**2**	687
Filipino				
Hispanic or Latino	38	1	10	580
Pacific Islander				
White (not Hispanic)	36	**23**	**3**	616
Socioeconomically Disadvantaged	3	15	14	622
English Learners	3	1	13	610
Students with Disabilities	**5**	25	31	417

The Statewide Rank for Hiram Johnson has been in decile two for the last three years. Similar Schools rank shows a large increase in 2009.

Statewide and Similar Schools Rank

API Rank	2006	2007	2008	2009
Statewide	1	2	2	2
Similar Schools	2	3	3	6

Title III AMAO accountability shows that Hiram Johnson met most of the State targets for the past three years and exceed them, especially in AMAO 1. The English Learner percent proficient, however, shows the AYP target has not been met for the last three years.

Title III Accountability

	2006-07		2007-08		2008-09	
	AMAO 1	AMAO 2	AMAO 1	AMAO 2	AMAO 1	AMAO 2
Hiram Johnson	57.20%	27.20%	61.80%	30.80%	64.70%	35.30%

State Target	48.70%	27.20%	50.10%	28.90%	51.60%	30.60%
English Learners	36.8%		34.3%		30.3%	

The attendance rate for Hiram Johnson High School has remained lower than the district goal of 95% and has slightly decreased over the past three years.

Attendance Rate

	2006-07	2007-08	2008-09
Hiram Johnson	**92.87%**	**91.38%**	**91.34%**

The suspension rate shows a dramatic increase in the current year over the past years. During the 2009-10 school year 678 students have been on principal suspensions. The most frequent cause for suspensions is fighting (24%) and Disruption/Insubordination (53%). Of the students suspended 44% are African American and 34% Hispanic.

Suspensions

Principal Suspensions	2006-07	2007-08	2008-09	2009-10
	592	438	446	678

The California High School Exit Exam pass rates show very little growth over the past three years. Pass rates are significantly lower than the district rates.

California High School Exit Exam Pass Rates

	Subject	2006-07	2007-08	2008-09
Hiram Johnson	Math	62%	62%	64%
	ELA	60%	61%	59%
SCUSD	Math	74%	77%	77%
	ELA	73%	75%	73%

This table displays the percent of students achieving at the Proficient or Advanced levels in ELA and mathematics. Hiram Johnson is significantly below the district percent proficient.

California High School Exit Examination Results for All Students
Three-Year Comparison of Percent Proficient

Subject	Hiram Johnson			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	26.7	30.6	25.7	46.2	49.1	46.4
Mathematics	29.8	35.9	36.5	47.3	52.3	52.5

Student group analysis shows male student proficient/advanced rates significantly lower than female (ELA =12.2 points, Math = 7.9 points). The lowest performers are Students with Disabilities and English learners in ELA. It is important to note that African American students performed at the same level in ELA and Math, and their proficiency level in math is the lowest of all subgroups other than Students with Disabilities.

California High School Exit Exam Results by Student Group - 2009

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	74.3	17.7	8.0	63.6	30.0	6.4
Male	79.8	14.3	6.0	67.1	24.9	8.0
Female	67.5	22.0	10.5	59.2	36.3	4.5
African American	81.5	13.0	5.6	81.5	16.7	1.9
American Indian or Alaska Native	*	*	*	*	*	*
Asian	71.3	21.0	7.8	48.8	39.6	11.6
Filipino	*	*	*	*	*	*
Hispanic or Latino	78.3	14.0	7.6	70.1	27.4	2.5
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	67.2	23.0	9.8	69.4	24.2	6.5
English Learners	88.2	9.5	2.3	67.9	26.1	6.0
Socioeconomically Disadvantaged	74.2	17.0	8.8	63.4	29.7	7.0
Students with Disabilities	100.0	0.0	0.0	96.1	3.9	0.0

The dropout rates for Hiram Johnson are higher than the District for the past three years and the State for two years. The high school graduation rates for Johnson are lower than the district average. Rates dropped significantly between 2006 and 2007 and show only one percentage point gain from 2007 to 2008.

Dropout Rate and Graduation Rate

Indicator	Hiram Johnson			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	2.8	8.4	7.4	1.6	5.9	3.6	3.3	5.5	3.6
Graduation Rate	87.9	76.6	77.6	88.0	83.2	84.5	83.4	80.6	80.2

The percent of students who graduate with all courses required for UC/CSU has decreased. Additionally, the percent for 2007 and 2008 is lower than the district for the same two years.

Courses for University of California and/or California State University Admission

	School		District	
Indicator	2007	2008	2007	2008
Graduates Who Completed All Courses Required for UC/CSU Admission	29.6%	22.9%	40.7%	42.2%

Of concern are the number of teachers without full credentials and teaching outside subject area of competence. Assignment of teachers needs to be closely monitored to ensure all teachers are in the correct classroom and highly qualified.

Teachers

Teachers	Hiram Johnson		
	2006-07	2007-08	2008-09
With Full Credential	91	97	99

Without Full Credential	10	10	11
Teaching Outside Subject Area of Competence	8	2	1

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	3
Total Teacher Misassignments	6	0	3
Vacant Teacher Positions	3	0	1

Identified Needs

- Professional development on culturally linguistic pedagogy, student engagement, differentiation, data analysis, instructional response, academic writing, vocabulary development, and classroom management
- Grade level collaboration and articulation
- Site classroom visits that have closed the achievement gap
- Integration of technology into the core curriculum for student engagement
- Use of Data Director and analysis reports
- Extended day instruction – 1 hour
- Resource intervention teacher
- Class size reduction
- Provide structured ELD/SDAIE strategies and programs for students
- Positive school culture
- Home Visit Project
- Counseling services
- Assistant principal to create positive school climate
- Instructional training specialists – math and literacy
- Social worker
- Attendance reinforcement
- Parent education classes

Activities

- Hire assistant principal, social worker to support school climate, academic training specialists, and intervention support
- Purchase ELD and Special Education supplemental materials
- Purchase technology for student engagement and differentiation
- Increase the instructional day by one hour
- Provide common planning time for teacher for embedded professional development at least weekly
- Professional development associated costs – Summer Institutes, substitutes for site visitations, substitutes for foundational instructional practices, etc.
- Professional development in the use of data, academic writing, differentiation, etc.
- Principal coaching
- Institute class size reduction
- Develop positive reinforcement program addressing school attendance
- Professional development/coaching for administrators/leadership team

The annual school goals for student achievement are

- California Standards Test in English-Language Arts and Mathematics
  - Increase the percent proficient
  - Decrease Far Below and Below Basic percents
- Adequate Yearly Progress
  - Decrease the percent of students not proficient by 10% schoolwide
  - Decrease the percent of students not proficient by 10% for each numerically significant subgroup
- Academic Performance Index
  - Meet API growth targets schoolwide
  - Meet API growth targets for each numerically significant subgroup
- Attendance
  - Meet or exceed the 95% attendance rate established by the district
- Principal Suspensions
  - Decrease the suspension rate by 10 percent
- Title III Accountability
  - Meet the minimum Title III Accountable percents set by the State
- Teachers
  - All classes have fully credentialed teachers with no misassignments and no teachers teaching outside subject area of competence
- High School Graduation & Dropout
  - Increase graduation rates to AYP targets
  - Decrease dropout rate to within 1% of the district
  - Increase Graduates with UC/CSU Required Courses by 5 percentile points every year

Consultation with Relevant Stakeholders

The district adopted the philosophy to provide transparency in decision-making, including all stakeholder groups for increased collaboration. The Academic Team and Superintendent Raymond provided many opportunities to engage staff, students, parents and community partners in the transformation process. The chart below outlines many of the meetings held at school sites to ensure all voices were heard.

Date	Stakeholder Groups	Time	Purpose
3/8/10	Oak Ridge Staff	2:00 - 3:00 PM	Discuss CDE release of persistently-lowest performing school rank
3/10/10	Oak Ridge Staff	2:00 - 5:00 PM	Discuss options for school and staffing implications
3/11/10	Academic Team	1:00 - 2:00 PM	Discuss all priority schools
3/11/10	Fern Bacon Staff	2:15 - 3:15 PM	Discuss Superintendent's Priority School list

3/11/10	Jedediah Smith Staff	8:00 - 8:30 AM	Discuss Superintendent's Priority School list
3/12/10	News Release	Posted on Website	SCUSD to create "Superintendent's Priority Schools"
3/16/10	Academic Team	1:30 - 4:30 PM	Discuss all priority schools
3/18/10	Oak Ridge Staff	3:30 - 5:00 PM	Discussed strengths and concerns of school
3/18/10	Board Meeting Announcement of the Priority Schools	6:30 PM	Superintendent presented priority schools and reason selected
3/19/10	Academic Team	1:30 - 3:00 PM	Strategic staffing with Superintendent for Priority Schools
3/19/10	Priority Principals	3:00 - 4:00 PM	Strategic staffing
3/22/10	Jedediah Smith Parents and Community Partners	3:00 - 5:00 PM	Discuss options for school and the school's strengths and concerns
3/22/10	Hiram Johnson Community	6:30 - 7:30 PM	Discuss options for school and the school's strengths and concerns
3/22/10	Oak Ridge Parents and Community Partners	6:30 - 7:30 PM	Discuss options for school and the school's strengths and concerns
3/22/10	Jedediah Smith Staff	7:30 - 9:00 AM	Discuss options for school and staffing
3/24/10	Fern Bacon parents	6:00 - 7:00 PM	Question and answer session at each priority school conducted by Associate Superintendents
3/24/10	Jedediah Smith parents	6:00 - 7:00 PM	Question and answer session at each priority school conducted by Associate Superintendents
3/24/10	Will C. Wood parents	6:00 - 7:00 PM	Question and answer session at each priority school conducted by Associate Superintendents
3/24/10	Hiram Johnson Staff	8:00 AM - 2:00 PM	Meetings all day with various staff to discuss strengths and concerns
3/25/10	Hiram Johnson Staff	8:00 AM - 2:00 PM	Meetings all day with various staff to discuss strengths and concerns

4/5/10	Patrick Malone - Jed Smith	8:15 - 8:30 AM	Discussed concerns
4/6/10	Larry Tagg	9:30 - 10:30 AM	Hiram Johnson music program
4/7/10	Fr. Keith B Kenny Community Meeting	6:00 - 7:00 PM	Discussion regarding Priority School status
4/7/10	Hiram Johnson Staff	8:00 - 10:00 AM	Question and answer session
4/12/10	Fern Bacon Community Meeting	6:00 - 7:00 PM	Question and answer session
4/12/10	Jedediah Smith staff	8:00 - 10:00 AM	Question and answer session
4/13/10	Priority Principals	12:00 - 1:00 PM	Designing Transformation Plans
4/13/10	Oak Ridge Community	8:00 - 10:00 AM	Question and answer session
4/14/10	Will C. Wood Community Meeting	6:00 - 7:00 PM	Question and answer session
4/15/10	Fr. Keith B Kenny Community Meeting	8:00 - 10:00 AM	Question and answer session
4/19/10	Fern Bacon parents	6:00 - 7:00 PM	Question and answer session
4/19/10	Fern Bacon Staff	7:30 - 8:00 AM	Question and answer session
4/20/10	Oak Ridge Staff	2:45 - 3:15 PM	Transformation Plan – Principal Huscher
4/20/10	Oak Ridge Parents	5:30 - 6:30 PM	Transformation Plan – Principal Huscher
4/23/10	Hiram Johnson Staff and Community	9:00 - 10:30 AM	Question and answer session
4/28/10	Priority Principals	3:00 - 4:00 PM	Designing Transformation Plans
5/6/10	Hiram Johnson Staff	3:30 - 4:30 PM	Transformation Plan
5/6/10	Jedediah Smth Community	7:45 - 8:15 AM	Transformation Plan
5/10/10	Oak Ridge Community	1:00 - 2:00 PM	Transformation Plan
5/10/10	Oak Ridge Transformation Principal	4:30 - 5:30 PM	Transformation Plan
5/11/10	Oak Ridge & Fern Bacon Transformation Principals	12:00 - 12:30 PM	Transformation Plan
5/13/10	District Support Team	11:00 - 1:00 PM	Priority Schools Transformation Plans
5/18/10	Jedediah Smith Community	3:00 - 4:00 PM	Transformation Plan
5/19/10	Jedediah Smith Community	6:30 - 7:30 PM	Transformation Plan
5/19/10	Priority Principals	8:00 - 10:00 AM	Transformation Plan
5/26/10	Hiram Johnson Staff Meeting	3:30 - 4:30 PM	Transformation Plan

5/27/10	District Support Team	2:30 - 3:30 PM	Transformation Plan
5/28/10	Will C. Wood Staff	7:30 - 8:30 PM	Transformation Plan
6/1/10	District Support Team	3:30 - 4:30 PM	Transformation Plan
6/1/10	Hiram Johnson Community	5:45 - 6:45 PM	Transformation Plan
6/7/10	Priority Principals	10:00 – 1:30 PM	Individual Plans
6/11/10	Will C. Wood Staff	2:30 – 3:30 PM	Transformation Plan
6/15/10	Will C. Wood Community	6:00 – 7:00 PM	Transformation Plan
6/18/10	Will C. Wood Staff	10:00 –11:00 AM	Transformation Plan
6/21/10	Hiram Johnson Staff	8:00 – 11:00 AM	Transformation Plan
6/28/10	Will C. Wood Staff	1:00 – 2:00 PM	Transformation Plan
6/28/10	Will C. Wood Community	7:00 – 8:00 PM	Transformation Plan
6/29/10	Fr. K. B. Kenny Community	6:00 – 7:00 PM	Transformation Plan

Sacramento City Unified School District is in a unique position to be a model of successful reform for similar urban school systems across the country. The focus of this change, as outlined in the Strategic Plan, centers on tearing down walls that prevent good ideas from spreading. School organizations often operate as island chains –best practices stay within the metaphorical shores of a classroom or campus and are not replicated. With funds from this grant, the district intends to change this pattern by creating within six low-performing schools successful strategies that will be used district-wide. These campuses, called the Superintendent's Priority Schools, will be incubators for innovation – learning laboratories. The focus will be on strong leadership, accountability, incentives, professional learning and continuous improvement through the use of data. Collaboration at every level will be key to the district's success. Already, positive changes are happening. This grant will enable those changes – and many more – to continue.

SIG Form 4a–LEA Projected Budget

LEA Projected Budget

Fiscal Year 2010–11

Name of LEA: Sacramento City Unified School District	
County/District (CD) Code: 34-67439	
County: Sacramento	
LEA Contact: Mary Shelton	Telephone Number: 916-643-9449
E-Mail: Mary-Shelton@sac-city.k12.ca.us	Fax Number: 916-643-9489
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–	Certificated Personnel Salaries			
1999		$74,957.00	$74,957.00	$74,957.00
2000–	Classified Personnel Salaries	$41,000.00	$41,000.00	$41,000.00
2999				
3000–	Employee Benefits	$19,048.52	$19,048.52	$19,048.52
3999				
4000–	Books and Supplies	$12,000.00	$12,000.00	$12,000.00
4999				
5000– 5999	Services and Other Operating Expenditures	$295,129.00	$153,305.00	$50,486.00
6000–	Capital Outlay	0	0	0
6999				
7310 &	Indirect Costs	$16,756.90	$11,381.77	$7,484.93
7350				
Total Amount Budgeted		$458,891.42	$311,692.29	$204,976.45

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2010–11

Name of School: Oak Ridge Elementary School	
County/District/School (CDS) Code: 34-67439-6034185	
LEA: Sacramento City Unified School District	
LEA Contact: Mary Shelton	Telephone Number: 916-643-9449
E-Mail: Mary-Shelton@sac-city.k12.ca.us	Fax Number: 916-643-9489
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–	Certificated Personnel Salaries	$815,358.80	$815,358.80	$807,358.80
1999				
2000–	Classified Personnel Salaries	$70,226.07	$70,226.07	$70,226.07
2999				
3000–	Employee Benefits	$107,337.00	$107,337.00	$107,337.00
3999				
4000–	Books and Supplies	$134,599.28	$33,644.84	$32,869.84
4999				
5000–5999	Services and Other Operating Expenditures	$207,143.64	$162,775.81	$78,402.81
6000–	Capital Outlay			
6999				
7370 &	Transfers of Direct Support Costs	$50,583.80	$45,076.08	$41,545.77
7380				
Total Amount Budgeted		$1,385,248.59	$1,234,418.60	$1,137,740.29

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2010–11

Name of School: Fr. Keith B. Kenny Elementary School	
County/District/School (CDS) Code: 34-67439-6110662	
LEA: Sacramento City Unified School District	
LEA Contact: Mary Shelton	Telephone Number: 916-643-9449
E-Mail: Mary-Shelton@sac-city.k12.ca.us	Fax Number: 916-643-9489
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–	Certificated Personnel Salaries	$774,395.90	$774,395.90	$766,395.90
1999				
2000–	Classified Personnel Salaries	$123,056.04	$123,056.04	$123,056.04
2999				
3000–	Employee Benefits	$108,096.89	$108,096.89	$108,096.89
3999				
4000–	Books and Supplies	$273,197.82		
4999				
5000–5999	Services and Other Operating Expenditures	$248,857.64	$213,648.41	$130,902.81
6000–	Capital Outlay			
6999				
7370 &	Transfers of Direct Support Costs	$57,896.20	$46,207.58	$42,768.32
7380				
Total Amount Budgeted		$1,585,500.49	$1,265,404.81	$1,171,219.96

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2010–11

Name of School: Jedediah Smith Elementary School	
County/District/School (CDS) Code: 34-67439-6034037	
LEA: Sacramento City Unified School District	
LEA Contact: Mary Shelton	Telephone Number: 916-643-9449
E-Mail: Mary-Shelton@sac-city.k12.ca.us	Fax Number: 916-643-9489
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries	$462,474.40	$462,474.40	$462,474.40
2000–2999	Classified Personnel Salaries	$42,589.60	$42,589.60	$42,589.60
3000–3999	Employee Benefits	$74,639.74	$74,639.74	$74,639.74
4000–4999	Books and Supplies	$1,555.53		
5000–5999	Services and Other Operating Expenditures	$126,857.64	$117,648.41	$68,902.81
6000–6999	Capital Outlay			
7370 & 7380	Transfers of Direct Support Costs	$26,837.63	$26,429.65	$24,582.19
Total Amount Budgeted		$734,954.54	$723,781.80	$673,188.74

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2010–11

Name of School: Fern Bacon Middle School	
County/District/School (CDS) Code: 34-67439-6059307	
LEA: Sacramento City Unified School District	
LEA Contact: Mary Shelton	Telephone Number: 916-643-9449
E-Mail: Mary-Shelton@sac-city.k12.ca.us	Fax Number: 916-643-9489
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries	$1,143,321.20	$1,143,321.20	$1,143,321.20
2000–2999	Classified Personnel Salaries	$46,000.00	$46,000.00	$46,000.00
3000–3999	Employee Benefits	$118,258.53	$118,258.53	$118,258.53
4000–4999	Books and Supplies	$578,668.36	$56,227.00	$56,227.00
5000–5999	Services and Other Operating Expenditures	$37,757.64	$28,498.41	$23,902.81
6000–6999	Capital Outlay	0	0	0
7370 & 7380	Transfers of Direct Support Costs	$72,919.82	$52,770.26	$52,594.19
Total Amount Budgeted		$1,996,925.55	$1,445,125.40	$1,440,303.73

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2010–11

Name of School: Will C. Wood Middle School	
County/District/School (CDS) Code: 34-67439-6059364	
LEA: Sacramento City Unified School District	
LEA Contact: Mary Shelton	Telephone Number: 916-643-9449
E-Mail: Mary-Shelton@sac-city.k12.ca.us	Fax Number: 916-643-9489
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–	Certificated Personnel Salaries	$946,014.40	$946,014.40	$946,014.40
1999				
2000–	Classified Personnel Salaries	$46,000.00	$46,000.00	$46,000.00
2999				
3000–	Employee Benefits	$94,285.75	$94,285.75	$94,285.75
3999				
4000–	Books and Supplies	$406,911.07	$39,477.00	$39,477.00
4999				
5000–5999	Services and Other Operating Expenditures	$37,757.64	$28,548.41	$23,902.81
6000–	Capital Outlay	0	0	0
6999				
7370 &	Transfers of Direct Support Costs	$58,023.72	$43,748.94	$43,572.87
7380				
Total Amount Budgeted		$1,588,992.58	$1,198,074.50	$1,193,252.83

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2010–11

Name of School: Hiram Johnson High School	
County/District/School (CDS) Code: 34-67439-343436	
LEA: Sacramento City Unified School District	
LEA Contact: Mary Shelton	Telephone Number: 916-643-9449
E-Mail: Mary-Shelton@sac-city.k12.ca.us	Fax Number: 916-643-9489
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–	Certificated Personnel Salaries	$703,665.60	$703,665.60	$703,665.60
1999				
2000–	Classified Personnel Salaries	$178,644.00	$178,644.00	$178,644.00
2999				
3000–	Employee Benefits	$42,164.96	$42,164.96	$42,164.96
3999				
4000–	Books and Supplies	$146,450.00	0	0
4999				
5000–5999	Services and Other Operating Expenditures	$32,857.64	$28,548.41	$23,902.81
6000–	Capital Outlay			
6999				
7370 &	Transfers of Direct Support Costs	$41,833.35	$36,119.57	$35,943.50
7380				
Total Amount Budgeted		$1,145,615.55	$989,142.54	$984,320.87

SIG Form 5a–LEA Budget Narrative

LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Certificated Salaries		1000
.25 FTE Chief Accountability Officer - $37,478.50 x 3 yr	$112,435.50	
.25 FTE Associate Superintendent of C&I - $37,478.50 x 3 yr	$112,435.50	
Subtotal for 1000 category	$224,871.00	1000
Classified Salaries		2000
1.0 FTE Management Information Tech $41,000 x 3 yr	$123,000.00	
Subtotal for 2000 category	$123,000.00	2000
Benefits		3000
Certificated @ 12.75%	$28,671.06	
Classified @ 23.15%	$28,474.50	
Subtotal for 3000 category	$57,145.56	3000
Materials and Supplies		4000
Paper and copying/materials/supplies $12,000/yr x 3 yr	$36,000.00	
Subtotal for 3000 category	$36,000.00	4000
Other Services		5000
Travel ($150/yr)	$450.00	
Hospitality ($8,000/yr)	$24,000.00	
Contract–Mathematica (Yr1-$258,979; Yr2-$117,155; Yr3 $14,336)	$390,470.00	
Contract–Transformation By Design $28,000/yr x 3 yr	$84,000.00	
Subtotal for 5000 category	$498,920.00	5000
Indirect Costs (3.79%)		7300
Yr 1 - $16,756.90, Yr 2 - $11,381.77, Yr 3 - $ 7,848.93		
Subtotal for 7300 category	$35,623.60	7300
Total Amount Budgeted	$975,560.16	

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Oak Ridge Elementary School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Certificated Salaries		1000
1.0 FTE Assistant Principal	$301,410.00	
1.0 FTE Literacy Training Specialist	$266,618.10	
1.0 FTE Math Training Specialist	$266,618.10	
.4 FTE School Psychologist	$113,722.80	
.5 FTE Intervention Specialist	$129,042.00	
.5 FTE EL Intervention Teacher	$129,042.00	
.5 FTE Nurse	$129,042.00	
.5 FTE Social Worker	$150,000.00	
.6 Prep Teacher (for full day Kindergarten classes)	$157,327.20	
Extended Instructional Day, 1 hr, 18 T, 180 days	$421,054.20	
Summer Institute- 13 days, 18 T @ $100 avg. day	$70,200.00	
CRL Professional Development substitutes	$16,000.00	
Incentive Pay (24 @ $4,000)	$288,000.00	
Subtotal for 1000 category	$2,438,076.40	1000
Classified Salaries		2000
.0469 FTE Parent Advisor – Hmong	$57,186.11	
.0469 FTE Parent Advisor – Spanish	$57,186.11	
.5 FTE Library Media Tech	$54,306.00	
Incentive 7 @ $2,000/yr x 3 yr	$42,000.00	
Subtotal for 2000 category	$210,678.22	2000
Employee Benefits		
Certificated (12.15%)	$309,227.37	
Classified (23.54%)	$12,783.63	
Subtotal for 3000 category	$322,011.00	3000
Books and Supplies		4000
Write Tools ($50 binder per 18 T) x 7.5% shipping Year 1	$1,290.00	
Write Tools Follow-up Modules ($71.60 per set x 7 sets) Year 1	$534.28	

CRL Classroom Library (18 T x $2,500) Yr 1	$45,000.00	
Teacher HP laptops (30 @ $829) Year 1	$24,870.00	
Docking Station (30 @ $164) Year 1	$4,920.00	
Carrying Case (30 @ $39) Year 1	$1,170.00	
Recycle Fee (30 @ $16)	$480.00	
Computrace (30 @ $62)	$1,860.00	
B/W laserprinter (25 @ $190)	$4,750.00	
Mounting LCD projectors (25 @ $800)	$20,000.00	
Mounting Bracket (25 @ $110)	$2,750.00	
Video Cables (25 @ $80)	$2,000.00	
Ceiling tile mount (25 @ $75)	$1,875.00	
Upgrade Computer lab (33 @ $700)	$23,100.00	
Blog Software (1 @ $500)	$500.00	
Web Camera + Skype (25 @ $125)	$3,215.00	
iPod Touches Grades 3 & 4 (120 @ $180)	$21,600.00	
Bretford PowerSync Cart for iPods (4 @ $1954.96)	$7,819.84	
APS for IPod	$600.00	
Batteries for laptop (30 @ $95)	$2,850.00	
iPod Touches Grade 5 & 6 (120 @ $180)	$21,600.00	
Bretford PowerSync Cart for iPods (4 @ $1954.96)	$7,819.84	
APS for IPod	$600.00	
Subtotal for 4000 category	$201,113.96	
Services and Other Operating Expenditures		5000
Travel $50/yr x 3 years	$150.00	
Vision 2000 Summer School - $35,000 x 3 yr	$105,000.00	
Write Tools - $4,900 for 2 days /2 trainers	$4,900.00	
Write Tools on-going support & coaching (2 days month (20 days) for 2 years @ 44,100 per year	$88,200.00	
Contract – Transformation By Design Yr1-$53,572.00; Yr2-$45,273.00; Yr3-$39,000.00	$137,845.00	
Contract – Steve Hall (principal coaching) $3,833/yr x 3	$11,499.99	
True North Logic (PD and VAMs tracking) Yr1-$1,688.31; Yr2-$519.48; Yr3-$519.48	$2,727.27	
Culturally Responsive Pedagogy – Yr1 $60,000 (initial training and 4 days/mon); Yr2 $34,000 (coaching 4 days/month)	$94,000.00	
Subtotal for 5000 category	$473,322.26	5000
Indirect Costs		7000
Indirect Costs (3.79%) Yr1-50,583.80; Yr2-$45,076.08; Yr3-$41,545.77	$137,205.65	
Subtotal for 7000 category	$137,205.65	7000
Total Amount Budgeted	$3,757,407.48	

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Father Keith B. Kenny Elementary School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Certificated Salaries		1000
1.0 Assistant Principal - $100,470/yr x 3 yrs	$301,410.00	
1.0 Literacy Training Specialist - $88,618.10/yr x 3 yr	$266,618.10	
1.0 Instructional Site Coordinator - $104,253.60/yr x 3 yr	$312,760.80	
1.0 Music Teacher - $86,028.00/yr x 3 yr	$258,084.00	
1.0 FTE Intervention Teacher - $86,028.00/yr x 3 yr	$258,084.00	
Extended Instructional Day, 1 hour, 18 teachers, 180 days - $120,301.20/yr x 3 yr	$360,903.60	
0.4 FTE Healthy START Coordinator - $40,000/yr x 3 yr	$120,000.00	
.6 prep teacher (for full day kinder classes)	$157,327.20	
CRL Professional Development – Substitutes – 53/yr ($8,000) x 2	$16,000.00	
Summer Institute – 10 day/16 T @ $100 avg. day	$48,000.00	
Incentive Pay (18 @ $4,000) $86,000/yr x 3 yr	$216,000.00	
Subtotal for 1000 category	$2,315,187.70	1000
Classified Salaries		2000
0.5 FTE Library Media Tech – 18,102/yr x 3 yr	$54,306.00	
0.5 FTE, Teacher Assistant Bilingual II – Bilingual/Spanish - $34,644/yr x 3 yr	$103,932.00	
0.5 FTE Office Clerk III - $16,926/yr x 3 yr	$50,778.00	
0.469 FTE, Parent Advisor, English - $19,062.04/yr x 3 yr	$57,186.12	
0.5 FTE, Parent Advisor, Spanish - $20,322/yr x 3 yr	$60,966.00	
Incentive Pay 7 @ $2,000 = $14,000/yr x 3 yr	$42,000.00	
Subtotal for 2000 category	$369,168.12	2000
Benefits		3000
Certificated (12.15%)	$247,275.30	
Classified (23.54%)	$77,015.37	
Subtotal for 3000 category	$324,290.67	3000
Books and Supplies		4000
Write Tools ($50 binder per 18 T) x 7.5% shipping	$967.50	

Write Tools Follow-Up Modules ($71.60 per set x 7 grades) + shipping	$534.28	
Culturally Responsive Teaching and Learning materials (18 @ $2,500)	$45,000	
MacBook 13 inch, 2.26GHz Intel Core 2 Duo – White (15 @ $788.80)	$11,832.00	
AppleCare Protection Plan for MacBook (15 @ $155.55)	$2,333.25	
Bretford Cart for 32 Notebooks (5 @ $1,699.95)	$7,224.79	
MacBook 5-pack with APP (30 @ $4,513.50)	$135,405.00	
Bretford PowerSync Cart for iPod (5 @ $1,954.96)	$9,774.79	
iPod Touch, 8GB (150 @ $169.15)	$25,372.50	
APS 8-day Designing and Developing a Digital Learning	$15,300.00	
Apple Tax and Recycling Fee	$19,453.71	
Subtotal for 4000 category	$273,197.82	4000
Services and other Operating Expenditures		5000
Travel $50/yr x 3 years	$150.00	
Vision 2000 Summer School - $105,000 x 3 yr	$315,000.00	
Write Tools - $4,900 for 2 days /2 trainers for 40 part.	$4,900.00	
Write Tools on-going support & coaching (2 days month (20 days) for 2 years @ 44,100 per year	$88,200.00	
Contract – Transformation By Design Yr1-$27,286; Yr2-$24,145.60; Yr3-$19,500.00	$70,931.60	
Contract – Steve Hall (principal coaching) $3,833/yr x 3	$11,499.99	
True North Logic (PD and VAMs tracking) Yr1-$1,688.31; Yr2-$519.48; Yr3-$519.48	$2,727.27	
Culturally Responsive Pedagogy – Yr1 $60,000 (initial training and 4 days/mon); Yr2 $34,000 (coaching 4 days/month)	$94,000.00	
High Quality First Instruction (S.C.O.E.) $2,000/yr x 3 yr	$6,000.00	
Subtotal for 5000 category	$593,408.86	5000
Transfers of Direct Support Costs		
Indirect Costs – Yr1 $57,896.20; Yr2 $46,207.58; Yr3 $42,768.32	$146,872.10	
Subtotal for 7000 category	$146,872.10	7000
Total Amount Budgeted	$4,022,125.27	

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Jedediah Smith Elementary School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Certificated Salaries		1000
1.0 FTE Assistant Principal – $104,970/yr x 3	$314,910.00	
1.0 FTE Literacy Training Spec - $88,872.70/yr x 3	$266,618.10	
1.0 FTE Math Training Spec - $88,872.70/yr x 3	$266,618.10	
0.5 FTE Social Worker - $39,241/yr x 3	$117,723.00	
Extended Instructional Day, 1 hour, 11 teachers, 180 days x 3 yr. ($73,518/yr)	$220,554.00	
Optional:Summer Institute, 10 days, 11 teachers, $100/day x 3 yr.	$33,000.00	
Incentive Pay 14 @ $4,000 x 3 yr	$168,000.00	
Subtotal for 1000 category	$1,387,423.20	1000
Classified Salaries		2000
.5 FTE Parent Advisor (Samoan/Marshallese) – $20,322 x 3yr	$60,966.00	
Library Media Tech (2 hrs. after school) $6,267.60 x 3 yr	$18,802.80	
Incentive Pay 8 @ $2,000 x 3 yr	$48,000.00	
Subtotal for 2000 category	$127,768.80	2000
Benefits		3000
Certificated (12.15%) x 3 yr	$144,150.42	
Classified (23.54%) x 3 yr	$79,768.80	
Subtotal for 3000 category	$223,919.22	3000
Books and Supplies		4000
Write Tools (19 binders @ $50 + shipping)	$1,021.25	
Write Tools Follow-up Modules (7 grades x $71.60 + ship)	$534.28	
Subtotal for 4000 category	$1,555.53	4000
Services and Other Operating Expenditures		5000
Travel $50/yr x 3 years	$150.00	
Vision 2000 Summer School - $35,000 x 3 yr	$105,000.00	
Write Tools - $4,900 for 2 days /2 trainers for 40 part.	$4,900.00	

Write Tools on-going support & coaching (2 days month (20 days) for 2 years @ 44,100 per year	$88,200.00	
Contract – Transformation By Design Yr1-$27,286; Yr2-$24,145.60; Yr3-$19,500.00	$70,931.60	
Contract – Steve Hall (principal coaching) $3,833/yr x 3	$11,499.99	
True North Logic (PD and VAMs tracking) Yr1-$1,688.31; Yr2-$519.48; Yr3-$519.48	$2,727.27	
Contract – Robert's Family Center	$30,000.00	
Subtotal for 5000 category	$313,408.86	5000
Transfers of Direct Support Costs		7000
Indirect Costs (3.79%) Yr1-$26,837.63; Yr2-$26,429.65; Yr3-$24,582.19	$77,849.47	
Subtotal for 7000 category	$77,849.47	7000
Total Amount Budgeted	$2,131,925.08	

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Fern Bacon Middle School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Certificated Personnel Salaries		
1.0 Coordinator, Learning Support Services	$312,201.60	1000
1.0 Instructional Coordinator ELA	$312,760.80	
1.0 Instructional Coordinator Math	$295,254.00	
1.0 FTE Training Specialist, Intervention Support	$295,254.00	
.5 Media-Technology Teacher	$147,627.00	
1.0 FTE Strategic Intervention Teacher	$262,212.00	
Common Planning Time	$120,301.20	
Extended Instructional Day, 1 hour, 30 teachers, 180 days	$601,506.00	
Saturday School Staffing, 10 teachers, 20 days	$208,308.00	
Staff for Summer Boot Camp Transition for 6th graders, 10 teachers, 5 days	$52,077.00	
Summer School Staff, 15 teachers, 4 weeks	$312,462.00	
Two week retreat, 10 days, 30 teachers, one-time stipend, $100/day	$90,000.00	
Incentive Pay (35 @ $4,000)	$420,000.00	
Subtotal for 1000 category	$3,429,963.60	1000
Classified Personnel Salaries		2000
Incentive Pay 23@ $2,000 =$46,000/yr x 3 yr	$138,000.00	
Subtotal for 2000 category	$138,000.00	2000
Benefits		3000
Certificated (12.15%)	$354,775.59	
Subtotal for 3000 category	$354,775.59	3000
Books and Supplies		4000
"Inside"~Hampton Brown	$119,000.00	
"Hands On Equations"	$21,000.00	
Hand On Student Responders, 13 class sets	$35,000.00	
Video Production Equipment	$50,000.00	
Interactive White Board Technology (43 sets)	$130,000.00	

Accelerated Reader license	$15,681.00	
Upgrade Library Books	$15,000.00	
Saturday School Materials	$6,000.00	
After School Material costs	$9,000.00	
Materials for Summer Boot Camp Transition for 6th graders	$30,000.00	
Summer School Supplies	$18,000.00	
Write Tools ($50 binder per 30T) x 7.5% shipping	$1,612.50	
Write Tools Follow-Up Modules ($71.60 per set @ 7 grades) + shipping	$534.28	
50 MacBook 13kin, 2.26GHz Intel Core 2 Duo-White	$39,440.00	
50 Apple Care Protection Plans	$7,777.50	
5 Bretford Carts for 32 Notebooks each	$7,224.79	
30 MacBook 5-pack with APP(White/13.3"/2.26GHz/2G	$135,405.00	
5 Bretford PowerSync Cart for iPod	$9,774.79	
150 iPod touch, 8 GB	$25,372.50	
1 APS 8-day Designing & Developing a Digital Learning	$15,300.00	
Subtotal for 4000 category	$691,122.36	4000
Services and Other Operating Expenditures		5000
Travel $50/yr x 3 yr	$150.00	
Contract – Transformation by Design: Yr1 $27,286.00; Yr2 $24,145.60; Yr3 $19,500.00	$70,931.60	
Contract – Steve Hall $3,833.33/yr x 3 yr	$11,499.99	
True North Logic (PD and VAMs tracking) Yr1-$1,688.31; Yr2-$519.48; Yr3-$519.48	$2,727.27	
Write Tools PD - $4,900 for 2 days/2 trainers for 40 part	$4,900.00	
Subtotal for 5000 category	$90,208.86	5000
Transfers of Direct Support Costs		7000
Indirect Costs – Yr1-$72,919.82; Yr2-$52,770.26; Yr3-$52,594.19	$178,284.27	
Subtotal for 7000 category	$178,284.27	7000
Total Amount Budgeted	$4,882,354.68	

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Will C. Wood Middle School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Certificated Salaries		1000
1.0 FTE Training Specialist ELA	$295,254.00	
1.0 FTE Training Specialist Math	$295,254.00	
1.0 FTE Training Specialist, Intervention Support	$295,254.00	
.5 FTE Media-Technology Teacher	$147,627.00	
Common Planning Time	$120,301.20	
Extended Instructional Day, 1 hour, 30 teachers, 180 days	$601,506.00	
Saturday School Staffing, 10 teachers, 20 days	$208,308.00	
Staff for Summer Boot Camp Transition for 6th graders, 10 teachers, 5 days	$52,077.00	
Summer School Staff, 15 teachers, 4 weeks	$312,462.00	
Two week retreat, 10 days, 30 teachers, one-time stipend, $100/day	$90,000.00	
Incentive Pay (35 @ $4,000)	$420,000.00	
Subtotal for 1000 category	$2,838,043.20	1000
Classified Salaries		
Incentive Pay 23@ $2,000 =$42,000/yr x 3 yr	$138,000.00	
Subtotal for 2000 category	$138,000.00	2000
Benefits		3000
Certificated (12.15%)	282,857.25	
Subtotal for 3000 category	$282,857.25	3000
Books and Supplies		4000
Accelerated Reader license ($5,277/yr)	$15,681.00	
Upgrade Library Books ($5,000/yr)	$15,000.00	
Saturday School Materials ($2,000/yr)	$6,000.00	
After School Materials	$9,000.00	
Summer School Supplies	$18,000.00	
Materials for Summer Boot Camp Transition for 6th	$30,000.00	

Graders ($10,000/yr)		
Write Tools ($50 binder per 34T) x 7.5% shipping	$1612.50	
Write Tools Follow-Up Modules ($71.60 per set @ 7 grades) + shipping (Year 1)	$534.28	
Orchard Software and support	$6,000.00	
Hand On Student Responders, (12 class sets)	$24,000.00	
LCD Projectors 31 Installed	$50,000.00	
Interactive White Board Technology (31 sets)	$62,000.00	
Avermedia Document Cameras	$16,000.00	
HP Color Laserjet CP 1815Ni (36)	$14,000.00	
One Set of 4 Color Cartridges For Replacement (36)	$10,500.00	
36 HP 6730 Laptops	$39,440.00	
36 HP Docking Stations	$5,400.00	
36 HP Computrace and carry cases	$4,000.00	
150 HP Mini Notebooks 5102	$97,500.00	
5 Laptop Mobility Carts	$10,000.00	
5 Bretford PowerSync Cart for iPod	$9,774.79	
iPod Touch Apps	$750.00	
150 iPod touch, 8 GB	$25,372.50	
1 APS 8-day Designing & Developing a Digital Learning	$15,300.00	
Subtotal for 4000 category	$485,865.07	4000
Services and Other Operating Expenditures		5000
Travel $50/yr x 3 yr	$150.00	
Contract – Transformation by Design: Yr1 $27,286.00; Yr2 $24,145.60; Yr3 $19,500.00	$70,931.60	
Contract – Steve Hall $3,833.33/yr x 3 yr	$11,499.99	
True North Logic (PD and VAMs tracking) Yr1-$1,688.31; Yr2-$519.48; Yr3-$519.48	$2,727.27	
Write Tools PD - $4,900 for 2 days/2 trainers for 40 part	$4,900.00	
Subtotal for 5000 category	$90,208.86	5000
Transfers of Direct Support Costs		7000
Indirect Costs – Yr1-$58,023.72; Yr2-$43,748.94; Yr3-$43,572.87	$145,345.53	
Subtotal for 7000 category	$145,345.53	7000
Total Amount Budgeted	$3,980,319.91	

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Hiram Johnson High School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Certificated Salaries		1000
1.0 FTE Assistant Principal - $115,776.60/yr x 3 yr	$347,329.80	
1.0 FTE Social Worker - $78,481.00/yr x 3 yr	$235,443.00	
Incentive Stipend 112@$4,000=$448,000 x 3 yr	$1,344,000.00	
Saturday School (20 teachers @ $153.52 per T x 20 days)	$184,224.00	
Subtotal for 1000 category	$2,110,996.80	1000
Classified Salaries		2000
Incentive Stipend - 69 @ $2,000 = $138,000 x 3 yr	$414,000.00	
1.0 FTE Parent Advisor - $40,644.00/yr x 3 yr	$121,932.00	
Subtotal for 2000 category	$535,932.00	2000
Benefits		3000
Certificated (12.75%) $32,597.36/yr x 3 yr	$97,792.09	
Classified (23.54%) $9,567.60/yr x 3 yr	$28,702.79	
Subtotal for 3000 category	$126,494.88	3000
Books and Supplies		4000
75 HP 6000 Desktop	$38,550.00	
75 HP 17" TFT Monitors	$15,100.00	
LCD Projectors (58)	$92,800.00	
Subtotal for 4000 category	$146,450.00	4000
Services and Other Operating Expenditures		5000
Travel $50/yr x 3 yr	$150.00	
Contract – Transformation By Design Yr1-$27,286; Yr2-$24,145.60; Yr3-$19,500.00	$70,931.60	
Contract – Steve Hall (principal coaching) $3,833/yr x 3	$11,499.99	
True North Logic (PD and VAMs tracking) Yr1-$1,688.31; Yr2-$519.48; Yr3-$519.48	$2,727.27	
Subtotal for 5000 category	$85,308.86	5000
Transfers of Direct Support costs		7000

Indirect Costs ($3.79%) Yr1=$41,833.35; Yr2=$36,119.57; Yr3 = $35,943.50	$113,896.42	
Subtotal for 7000 category	$113,896.42	7000
Total Amount Budgeted	$3,119,078.96	

SIG Form 6–General Assurances and Certifications

General Assurances

(Required for all Applicants)

Note: All sub-grantees are required to retain on file a copy of these assurances for your records and for audit purposes. Please download the General Assurances form at http://www.cde.ca.gov/fg/fo/fm/. Your agency should **not** submit this form to the CDE.

Certifications Regarding Drug-Free Workplace, Lobbying, and Debarment and Suspension

Download the following three forms from http://www.cde.ca.gov/fg/fo/fm/, and obtain the necessary signatures and include the original forms with your application submission.

1. Drug-Free Workplace
2. Lobbying
3. Debarment and Suspension

Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations* (*CFR*) Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
   a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
   b. Establishing an on-going drug-free awareness program to inform employees about:
      1. The dangers of drug abuse in the workplace
      2. The grantee's policy of maintaining a drug-free workplace
      3. Any available drug counseling, rehabilitation, and employee assistance programs
      4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
   c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
   d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
      1. Abide by the terms of the statement
      2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
   e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
   f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
      1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
      2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a

federal, state, or local health, law enforcement, or other appropriate agency

g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address. city, county, state, zip code)
Sacramento City Unified School District
5735 47th Avenue
Sacramento, CA 95824

Check [ ] if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Sacramento City Unified School District

Name of Program: School Improvement Grant, California Department of Education

Printed Name and Title of Authorized Representative: Mary Shelton, Acting Chief Accountability Officer

Signature: Mary Shelton Date: 6/30/10

Lobbying

Certification regarding lobbying for federal grants in excess of $100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations* (*CFR*) Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," (revised Jul-1997) in accordance with its instructions;

c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Sacramento City Unified School District

Name of Program: School Improvement Grant, California Department of Education

Printed Name and Title of Authorized Representative: Mary Shelton, Acting Chief Accountability Officer

Signature: Mary Shelton Date: 6/30/10

ED 80-0013 (Revised Jun-2004) - U. S. Department of Education

Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion--lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," " person," "primary covered transaction," " principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: Sacramento City Unified School District

Name of Program: School Improvement Grant, California Department of Education

Printed Name and Title of Authorized Representative: Mary Shelton, Acting Chief Accountability Officer

Signature: Mary Shelton Date: 6/30/10

ED 80-0014 (Revised Sep-1990) - U. S. Department of Education

Sub-grant Conditions and Assurances

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;

2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;

3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

4. Report to the CDE the school-level data as described in this RFA.

5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.

6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.

7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.

8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.

9. The applicant will use funds only for allowable costs during the sub-grant period.

10. The application will include all required forms signed by the LEA Superintendent or designee.

11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).

12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.

13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.

14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.

15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html (Outside Source)

16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.

17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.

18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.

19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.

20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.

21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name:	Sacramento City Unified School District
Authorized Executive:	Mary Shelton
Signature of Authorized Executive	Mary Shelton

SIG Form 8–Waivers Requested

Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 28 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

X Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

> **Note**: If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

☐ "Starting over" in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.

Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to "start over" in the school improvement timeline. (**Note**: This waiver applies to Tier I and Tier II schools only)

☐ Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (**Note**: This waiver applies to Tier I and Tier II schools only)

SIG Form 9–Schools to Be Served

Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note**: An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)				WAIVER(S) TO BE IMPLEMENTED		PROJECTED COST
						Turnaround	Restart	Closure	Transformation	Start Over	Implement SWP	
Oak Ridge Elementary School	6034185	063384005271	X						X		X	
Father Keith B. Kenny Elementary School	6110662	063384001089			X				X		X	
Jedediah Smith Elementary School	6034037	063384005252			X				X		X	
Fern Bacon Middle School	6059307	063384005241			X				X		X	
Will C. Wood Middle School	6059364	063384005289			X				X		X	
Hiram Johnson High School	3434636	063384005247			X				X		X	

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: Oak Ridge Elementary School Tier: I

Intervention Model: □ Turnaround □ Restart □ Closure X Transformation

Total FTE required: 1.5 LEA 6 School _____ Other

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
RP	Hire new, highly effective principals for each site	Completed			General Funds	Chief Accountability Officer
OF	Principals hire Leadership Team (3 yr.) • Assistant Principal • Literacy Instructional Trainer • Math Instructional Trainer	In process, will be completed before August 2010	$301,410.00 $266,618.10 $266,618.10			Chief Acct Officer Principal Huscher HR/Budget
SD, FCE	Principal hire support staff for social-emotional needs of students • .4 School Psychologist • .5 Intervention Specialist	By Sept 2010	$113,722.80 $129,042.00			Chief Acct Officer Principal Huscher Human

	• .5 EL Intervention Teacher • .5 Nurse • .5 Social Worker		$129,042.00 $129,042.00 $150,000.00			Resources (HR)
OF	Provide benefit payments for Certificated (Assistant Principal, Literacy and Math Instructional Trainers, Teacher Specialist, Nurse, Social Worker, and for Extended Instructional Day teachers)	SY 2010-11 SY 2011-12 SY 2012-13	$309,227.37			Chief Acct Officer Principal Huscher HR/Budget
RPR	Provide financial incentives for principals and Leadership Team	Completed			General Funds	Chief Acct Officer HR/Budget
IRR	Contract with Mathematica (3 yr.) Establish process to revise principal and teacher evaluation system based on student growth (VAMs), multiple observations, professional practice reflective of student achievement	August 2010 – June 2011		$65,083.33		Chief Acct Officer
RPR	Pay financial rewards (Incentive) for increased student achievement scores according to established criteria (Certificated and Classified)	Sept 2011. Sept 2012, Sept 2013	$330,000.00			Chief Acct Officer Principal Huscher HR/Budget

PD	Establish professional development calendar for each school site. Contract with True North Logic	August 2010, 2011, 2012	$2,727.27			Chief Acct Officer Principal Huscher Curriculum & Instruction (C&I)
PD	Establish training models and expectations of teacher and student learning	Ongoing				Chief Acct Officer Principal Huscher C&I
IRR	Identify/review all teachers who are on improvement plans. Follow-up	Fall 2010				Principal Huscher HR
IRR	Identify teachers who may need to be placed on improvement plans. Create focus and follow-up for teachers carefully outlining expectations (with HR support)	Fall 2010				Chief Acct Officer Principal Huscher HR
IRR	Facilitate movement of teachers who are not qualified or who are missasigned or do not want to be a part of the	Summer and Fall 2010				Chief Acct Officer Principal Huscher

	transformation.					HR
IP	Review curriculum/intervention programs to determine effectiveness	Summer and Fall 2010				Principal Huscher C&I
IP	Analyze need for technology integration to support core program and increase student engagement	Summer and Fall 2010				Principal Huscher Technology Services (TS)
IP	Conduct benchmark assessments using Curriculum Associates (K-8) 4x per year	September November February May			Title 1	Principal Huscher C&I Assessment, Research and Evaluation (AR&E)
SD	Provide differentiation professional development to teachers	Ongoing 2010, 2011, 2012			Title 1	Chief Acct Officer Principal Huscher C&I
SD	Provide in-depth analysis of student performance by standard when California Standards Tests (CST) results are released	August/Sept 2010 2011 2012				Principal Huscher AR&E
SD	Analyze subgroup	August/Sept				Principal

	performance to identify strengths and weaknesses	2010 2011 2012				Huscher AR&E
SD,PD	Conduct academic conferences related to quarterly benchmark results, create plans for targeted instruction and follow-up to ensure plans have been implemented	Ongoing throughout the year – 2010, 2011, 1012				Chief Acct Officer Principal Huscher C&I
PD	Academic trainers will provide feedback to teachers regarding fidelity of implementation of core program	Ongoing 2010, 2011, 2012				Principal Huscher
SD	Review progress of Student with Disabilities to ensure appropriate accommodations and modifications are in place and utilized	Ongoing 2010, 2011, 2012				Principal Huscher Special Education Dept.
SD	Review progress of English Learners to ensure program fidelity of program, access to the core, and reclassification targets are met	Ongoing 2010, 2011, 2012				Principal Huscher Multilingual Dept.
TA/SD	Use the Priority Schools Team to support the interventions needed for students and/or parents	Ongoing 2010, 2011, 2012				Chief Acct Officer
IP	Provide/purchase technology tools to assist	Sept 2010 Sept 2011	$154,289.68			Principal Huscher

	teachers in delivery of the core curriculum and/or extended learning opportunities	Sept 2012				Technology Services (TS)
PD	Provide professional development for teachers to assist students in use of technology and to know when/why to use technology to ensure purposeful use	Ongoing 2010, 2011, 2012				Principal Huscher TS
ILT	Add one hour to the school day for increased learning time	SY 2010 SY 2011 SY 2012	$421,054.20			Principal Huscher HR/Budget
ILT	Provide full-day kindergarten	SY 2010 SY 2011 SY 2012				Principal Huscher HR/Budget
ILT	Provide Vision 2000 Summer School for elementary students	Summer 2010, 2011, 2012	$105,000.00			Chief Acct Officer Principal Huscher
ILT	Hire a prep teacher for full-day kindergarten teachers	SY 2010 SY 2011 SY 2012	$157,327.20			Principal Huscher HR/Budget
ILT	Protect core instructional time from outside influences	SY 2010 SY 2011 SY 2012				Principal Huscher
PD	Summer Institute teacher stipend payment	Summer 2010, 2011,	$70,200.00			Principal Huscher

		2012				
PD, OF	Provide Summer Institutes for priority school Leadership Teams and teachers for focused professional development in Academic Writing – Write Tools	SY 2010 SY 2011 SY 2012	$4,900.00			Chief Acct Officer Principal Huscher C&I
PD	Provide ongoing Write Tools support/coaching throughout the school year – Year 1 and Year 2	SY 2010 SY 2011	$88,200.00			Chief Acct Officer Principal Huscher
PD	Purchase books and supplies for Write Tools implementation	August 2010	$1,824.28			Principal Huscher Budget
PD, SD	Contract – Transformation by Design - Provide professional development on Data Wise strategies	SY 2010 SY 2011 SY 2012	$137,845.00			Chief Acct Officer Principal Huscher
OF, PD	Provide Principal support through principal coaching meetings with Steve Hall	SY 2010 SY 2011 SY 2012	$11,499.99			Chief Acct Officer Principal Huscher
PD	Provide Culturally Responsive Pedagogy through CRL	SY 2010 SY 2011	$94,000.00			Principal Huscher
PD	Purchase CRL classroom libraries	Sept 2010	$45,000.00			Principal Huscher

						Budget
PD	Provide substitute time for ongoing site support for Culturally Responsive Pedagogy	SY 2010 SY 2011	$16,000.00			Principal Huscher
PD, SD	Provide weekly common planning time for teachers to collaborate, plan and engage in professional development within and across grades and subjects	SY 2010 SY 2011 SY 2012				Chief Acct Officer C&I
PD	Provide opportunities for teachers to engage in leadership roles using their own expertise	SY 2010 SY 2011 SY 2012				Chief Acct Officer Principal Huscher
IP	Hire Library Media Tech to support library and technology integration	SY 2010 SY 2011 SY 2012	$54,306.00			Principal Huscher HR/Budget
FCE	Fully utilize the Healthy Start programs (coordinating and expanding)	SY 2010 SY 2011 SY 2012				Chief Acct Officer Integrated Services
FCE	Hire bilingual parent advisor • Parent Advisor – Hmong • Parent Advisor - Spanish to support family and	August 2010	$57,186.11 $57,186.11			Chief Acct Officer HR/Budget Multilingual Dept.

	community engagement					Parent Engagement
	Provide benefit payments for classified employees (parent advisors, library media tech)	SY 2010-11 SY 2011-12 SY 2012-13	$12,783.63			Chief Acct Officer Budget
FCE	Provide parent education through district supported workshop programs	SY 2010 SY 2011 SY 2012				Chief Acct Officer Principal Huscher Parent Engagemetn
FCE	Provide parent satisfaction surveys at the beginning of the year and at the end of the year to inform school of parent needs	SY 2010 SY 2011 SY 2012			Title 1	Chief Acct Officer Principal Huscher AR&E Parent Engagement
FCE	Create website for school if not currently available	Sept 2010				Principal Huscher TS
FCE	Educate and use Zangle (student information system) Parent Connect to enable parent to see	Fall 2010 Fall 2011 Fall 2012				Principal Huscher TS

	student grades, test scores, homework, etc					
FCE	Ensure a well functioning School Site Council with parents and community	Fall 2010 ongoing				Principal Huscher Federal & State
FCE	Provide attendance program/procedures for students with chronic absences (beyond SARBs and SARTs)	SY 2010-11 SY 2011-12 SY 2012-13				Principal Huscher Student Behavior Office
FCE,SD, OF	Provide support personnel as needed by school site (nurse, psychologist, social workers, behavior specialist, intervention specialist, dropout prevention, etc.)					Principal Huscher HR/Budget Integrated Services
OF	Staffing – provide principals with ability to hire Leadership Team, work with HR to establish salary differentiation for Leadership Team					Chief Acct Officer HR/Budget
ILT	Calendars/time – set longer work day with compensation for teachers. Support from HR with union contract is necessary					Chief Acct Officer HR/Budget
FCE	Home Visit project will be	SY 2010			Title 1	Principal

	conducted throughout the year after trainings.	SY 2011 SY 2012				Huscher Parent Engagement
	School Quality Reviews will be conducted annually.	SY 2010 SY 2011 SY 2012				Chief Acct. Officer Principal Huscher SQR Team
	Single Plan for Student Achievement will be revised by October 2010	Fall 2010				Principal Huscher Leadership Team
	Beautification projects at site – paint, landscaping, repairs, deep cleaning	Summer 2010				Chief of Operations
OF, TA	Budget – Principals are actively involved in all aspects of budget related to this grant. Ongoing flexibility of general and categorical funding will be provided by the Budget Department	SY 2010-11 SY 2011-12 SY 2012-13				Chief Acct Officer Principal Huscher Budget
TA	Establish a Priority Schools Office • Chief Acct. Officer • Assoc. of Curriculum and Instruction	July-August 2010		$18,739.25 $18,739.25 $20,500.00		Chief Acct Officer

	• Management Information Tech					
TA	Provide support for Priority Schools Office through Transformation by Design	SY 2010-11 SY 2011-12 SY 2012-13		$14,000.00		Chief Acct Officer
TA	Purchase materials and supplies as necessary for the Priority Schools Office (3 yr.)	SY 2010-11 SY 2011-12 SY 2012-13		$6,000.00		Chief Acct Officer
TA	Provide reimbursement for District personnel travel to Priority Schools (3 yr.)	SY 2010-11 SY 2011-12 SY 2012-13		$75.00		Chief Acct Officer
	Provide Hospitality for meeting and trainings	SY 2010-11 SY 2011-12 SY 2012-13		$4,000.00		Chief Acct Officer
TS	Establish a Priority Schools Team with representation of all departments to assist with needs of the school/staff	August 2010				Chief Acct Officer
	Pay Indirect Costs for school site budget	SY 2010-11 SY 2011-12 SY 2012-13	$137,205.65			Budget
	Pay 1/6 Indirect Costs for district site budget	SY 2010-11 SY 2011-12 SY 2012-13		$5,937.27		Budget
	Site travel to District for required meetings	SY 2010-11 SY 2011-12 SY 2012-13	$150.00			Principal Huscher
FCE	Offer classes, courses and workshops that enable families to help their children succeed in school	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office

FCE	Create welcoming school environments that encourage parent and community engagement	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office
FCE	Expand the Parent/Teacher Home Visit Project	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office
FCE	Establish a family resource center at every school to connect families to resources that will help them support their child's learning	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office
FCE	Train administrators and teachers on developing school/family partnerships that focus on student learning	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office
FCE	Partner to open facilities on nights, weekends and holidays	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office

SIG Form 11–Implementation Chart for a Tier III School

Implementation Chart for a Tier III School

Complete this form for each identified Tier III school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: Father Keith B. Kenny Elementary School Tier: III

Intervention Model: □ Turnaround □ Restart □ Closure X Transformation

Total FTE required: 1.5 LEA 8.4 School _____ Other

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
RP	Hire new, highly effective principals for each site	Completed			General Funds	Chief Accountability Officer
OF	Principals hire Leadership Team (3 yr.) • Assistant Principal • Literacy Instructional Trainer • Instructional Site Coordinator	In process, will be completed before August 2010	$301,410.00 $266,618.10 $312,760.80			Chief Acct. Officer Principal Johnson Human Resources (HR)
OF	Principal hire music teacher	By Sept 2010	$258,084.00			Principal Johnson HR
OF	Principal hire support staff for social-emotional needs	By Sept 2010				Chief Acct. Officer

	of students • Intervention Specialist • Healthy Start Coordinator		$258,084.00 $120,000.00			Principal Johnson
OF	Provide benefit payments for Certificated (Assistant Principal, Literacy Training Specialist, Site Coordinator, Intervention Teachers, Music Teacher and for Extended Instructional Day teachers)	SY 2010-11 SY 2011-12 SY 2012-13	$247,275.30			Chief Acct. Officer Principal Johnson Budget
RPR	Provide financial incentives for principals and Leadership Team	Completed			General Funds	Chief Acct. Officer HR
IRR	Contract with Mathematica (3 yr.) Establish process to revise principal and teacher evaluation system based on student growth (VAMs), multiple observations, professional practice reflective of student achievement	August 2010 – June 2011		$65,083.33		Chief Acct. Officer HR
RPR	Pay financial rewards (Incentive) for increased student achievement scores according to established criteria (Certificated and	Sept 2011. Sept 2012, Sept 2013	$258,000.00			Chief Acct. Officer Principal Johnson

	Classified)					HR
PD	Establish professional development calendar/tracking program for each school site. Contract with True North Logic	August 2010, 2011, 2012	$2,727.27			Chief Acct. Officer Principal Johnson Curriculum & Instruction (CI)
PD	Establish training models and expectations of teacher and student learning	Ongoing				Chief Acct. Officer Principal Johnson
IRR	Identify/review all teachers who are on improvement plans. Follow-up	Fall 2010				Principal Johnson HR
IRR	Identify teachers who may need to be placed on improvement plans. Create focus and follow-up for teachers carefully outlining expectations (with HR support)	Fall 2010				Chief Acct. Officer Principal Johnson HR
IRR	Facilitate movement of teachers who are not qualified or who are missassigned or do not want to be a part of the transformation.	Summer and Fall 2010				Chief Acct. Officer Principal Johnson HR
IP	Review	Summer				Principal

	curriculum/intervention programs to determine effectiveness	and Fall 2010				Johnson C&I
IP	Analyze need for technology integration to support core program and increase student engagement	Summer and Fall 2010				Principal Johnson Technology Services (TS)
IP	Conduct benchmark assessments using Curriculum Associates (K-8) 4x per year	September November February May			Title 1	Principal Johnson C&I Assessment, Research & Evaluation (AR&E)
SD	Provide differentiation professional development to teachers	Ongoing 2010, 2011, 2012			Title 1	Chief Acct. Officer Principal Johnson C&I
SD	Provide in-depth analysis of student performance by standard when California Standards Tests (CST) results are released	August/Sept 2010 2011 2012				Principal Johnson AR&E C&I
SD	Analyze subgroup performance to identify strengths and weaknesses	August/Sept 2010 2011 2012				Principal Johnson AR&E

SD,PD	Conduct academic conferences related to quarterly benchmark results, create plans for targeted instruction and follow-up to ensure plans have been implemented	Ongoing throughout the year – 2010, 2011, 1012				Chief Acct. Officer Principal Johnson C&I
PD	Academic trainers will provide feedback to teachers regarding fidelity of implementation of core program	Ongoing 2010, 2011, 2012				Principal Johnson C&I
SD	Review progress of Student with Disabilities to ensure appropriate accommodations and modifications are in place and utilized	Ongoing 2010, 2011, 2012				Principal Johnson Special Education
SD	Review progress of English Learners to ensure program fidelity of program, access to the core, and reclassification targets are met	Ongoing 2010, 2011, 2012				Principal Johnson Multilingual Dept.
TA/SD	Use the Priority Schools Team to support the interventions needed for students and/or parents	Ongoing 2010, 2011, 2012				Chief Acct. Officer
IP	Provide/purchase technology tools to assist teachers in delivery of the core curriculum and/or extended learning	Sept 2010 Sept 2011 Sept 2012	$226,696.04			Principal Johnson TS

	opportunities					
PD	Provide professional development for teachers to assist students in use of technology and to know when/why to use technology to ensure purposeful use	Ongoing 2010, 2011, 2012				Principal Johnson TS C&I
ILT	Add one hour to the school day for increased learning time	SY 2010 SY 2011 SY 2012	$360,903.60			Principal Johnson
ILT	Provide full-day kindergarten	SY 2010 SY 2011 SY 2012				Principal Johnson HR
ILT	Hire prep teacher for full day kinder teachers	SY 2010 SY 2011 SY 2012	$157,327.20			Principal Johnson HR
ILT	Provide Vision 2000 Summer School for elementary students	Summer 2010, 2011, 2012	$315,000.00			Principal Johnson
ILT	Protect core instructional time from outside influences	SY 2010 SY 2011 SY 2012				Principal Johnson
PD	Summer Institute teacher stipend payment	Summer 2010, 2011, 2012	$48,000.00			Principal Johnson
PD, OF	Provide Summer Institutes for priority school Leadership Teams and teachers for focused	SY 2010 SY 2011 SY 2012	$4,900.00			Chief Acct. Officer C&I

	professional development in Academic Writing – Write Tools					Principal Johnson
PD	Provide ongoing Write Tools support/coaching throughout the school year – Year 1 and Year 2	SY 2010 SY 2011	$88,200.00			Chief Acct. Officer Principal Johnson C&I
PD	Purchase books and supplies for Write Tools implementation	August 2010	$1,501.78			Principal Johnson
PD, SD	Contract – Transformation by Design - Provide professional development on Data Wise strategies	SY 2010 SY 2011 SY 2012	$70,931.60			Chief Acct. Officer Principal Johnson
OF, PD	Provide Principal support through principal coaching meetings with Steve Hall	SY 2010 SY 2011 SY 2012	$11,499.99			Chief Acct. Officer Principal Johnson
PD	Provide Culturally Responsive Pedagogy through CRL	SY 2010 SY 2011	$94,000.00			Principal Johnson
PD	Purchase CRL classroom libraries	Sept 2010	$45,000.00			Principal Johnson
PD	Provide substitute time for ongoing site support for Culturally Responsive Pedagogy	SY 2010 SY 2011	$16,000.00			Principal Johnson HR
PD	Provide High Quality First	SY 2010	$6,000.00			Principal

	Instruction training through Sacramento County Office of Education	SY 2011 SY 2012				Johnson Sacramento County Office of Education
PD, SD	Provide weekly common planning time for teachers to collaborate, plan and engage in professional development within and across grades and subjects	SY 2010 SY 2011 SY 2012				Chief Acct. Officer HR
PD	Provide opportunities for teachers to engage in leadership roles using their own expertise	SY 2010 SY 2011 SY 2012				Chief Acct. Officer Principal Johnson
SD	School Quality Reviews will be conducted annually.	SY 2010 SY 2011 SY 2012				Chief Acct. Officer Principal Johnson SQR Team
SD	Single Plan for Student Achievement will be revised by October 2010	Fall 2010				Principal Johnson Leadership Team
IP	Hire Library Media Tech to support library and technology integration	SY 2010 SY 2011 SY 2012	$54,306.00			Principal Johnson
FCE	Fully utilize the Healthy	SY 2010				Chief Acct.

	Start programs (coordinating and expanding)	SY 2011 SY 2012				Officer Integrated Services
	Hire Office Clerk	August 2010	$50,778.00		Title I	Principal Johnson HR
FCE	Hire Bilingual (Spanish) Instructional Assistant	August 2010	$103.932.00			Principal Johnson
FCE	Hire bilingual parent advisor • Parent Advisor – English • Parent Advisor - Spanish to support family and community engagement	August 2010	$57,186.12 $60,966.00			Chief Acct. Officer HR Multilingual Dept
	Provide benefit payments for classified employees (parent advisors, library media tech)	SY 2010-11 SY 2011-12 SY 2012-13	$77,015.37			Chief Acct. Officer Budget
FCE	Provide parent education through district supported workshop programs	SY 2010 SY 2011 SY 2012				Chief Acct. Officer Principal Johnson Parent Engagement
FCE	Provide parent satisfaction surveys at the beginning of the year and at the end	SY 2010 SY 2011 SY 2012			Title 1	Chief Acct. Officer

	of the year to inform school of parent needs					Principal Johnson AR&E Parent Engagement
FCE	Create website for school if not currently available	Sept 2010				Principal Johnson Technology Services
FCE	Educate and use Zangle (student information system) Parent Connect to enable parent to see student grades, test scores, homework, etc	Fall 2010 Fall 2011 Fall 2012				Principal Johnson Technology Services
FCE	Ensure a well functioning School Site Council with parents and community	Fall 2010 ongoing				Principal Johnson State and Federal Programs
FCE	Provide attendance program/procedures for students with chronic absences (beyond SARBs and SARTs)	SY 2010-11 SY 2011-12 SY 2012-13				Principal Johnson Student Behavior Office
OF	Staffing – provide principals with ability to hire Leadership Team,	Completed				Chief Acct. Officer

	work with HR to establish salary differentiation for Leadership Team					HR
ILT	Calendars/time – set longer work day with compensation for teachers. Support from HR with union contract is necessary	Summer 2010				Chief Acct. Officer HR
OF, TA	Budget – Principals are actively involved in all aspects of budget related to this grant. Ongoing flexibility of general and categorical funding will be provided by the Budget Department	SY 2010-11 SY 2011-12 SY 2012-13				Chief Acct. Officer Principal Johnson Budget
TA	Establish a Priority Schools Office • Chief Acct. Officer • Assoc. of Curriculum and Instruction • Management Information Tech	July-August 2010		$18,739.25 $18,739.25 $20,500.00		Chief Acct. Officer
TA	Provide support for Priority Schools Office through Transformation by Design	SY 2010-11 SY 2011-12 SY 2012-13		$14,000.00		Chief Acct. Officer
TA	Purchase materials and supplies as necessary for the Priority Schools Office (3 yr.)	SY 2010-11 SY 2011-12 SY 2012-13		$6,000.00		Chief Acct. Officer
TA	Provide reimbursement for	SY 2010-11		$75.00		Chief Acct.

	District personnel travel to Priority Schools (3 yr.)	SY 2011-12 SY 2012-13				Officer
	Provide Hospitality for meeting and trainings	SY 2010-11 SY 2011-12 SY 2012-13		$4,000.00		Chief Acct. Officer
	Beautification projects at site – paint, landscaping, repairs, deep cleaning	Summer 2010				Chief of Operations
TS	Establish a Priority Schools Team with representation of all departments to assist with needs of the school/staff	August 2010				Chief Acct. Officer
	Pay Indirect Costs for school site budget	SY 2010-11 SY 2011-12 SY 2012-13	$146,872.10			Budget
	Pay 1/6 Indirect Costs for district site budget	SY 2010-11 SY 2011-12 SY 2012-13		$5,937.27		Budget
	Site travel to District for required meetings	SY 2010-11 SY 2011-12 SY 2012-13	$150.00			Principal Johnson
FCE	Offer classes, courses and workshops that enable families to help their children succeed in school	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office
FCE	Create welcoming school environments that encourage parent and community engagement	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office
FCE	Expand the Parent/Teacher Home Visit Project	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office

FCE	Establish a family resource center at every school to connect families to resources that will help them support their child's learning	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office
FCE	Train administrators and teachers on developing school/family partnerships that focus on student learning	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office
FCE	Partner to open facilities on nights, weekends and holidays	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office

SIG Form 11–Implementation Chart for a Tier III School

Implementation Chart for a Tier III School

Complete this form for each identified Tier III school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: Jedediah Smith Elementary School Tier: III

Intervention Model: □ Turnaround □ Restart □ Closure X Transformation

Total FTE required: 1.5 LEA 4 School _____ Other

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
RP	Hire new, highly effective principals for each site	Completed			General Funds	Chief Accountability Officer
OF	Principals hire Leadership Team (3 yr.) • Assistant Principal • Literacy Instructional Trainer • Math Instructional Trainer	In process, will be completed before August 2010	$314,910.00 $266,618.10 $266,618.10			Chief Acct. Officer Principal Aydlett Human Resources Budget
OF	Provide benefit payments (Certificated) Assistant Principal, Literacy and Math Instructional	SY 2010-11 SY 2011-12 SY 2012-13	$144,150.42			Chief Acct. Officer Principal

	Trainers, Social Worker, and for Extended Instructional Day teachers)					Aydlett HR/Budget
RPR	Provide financial incentives for principals and Leadership Team	Completed			General Funds	Chief Acct. Officer
IRR	Contract with Mathematica (3 yr.) Establish process to revise principal and teacher evaluation system based on student growth (VAMs), multiple observations, professional practice reflective of student achievement	August 2010 – June 2011		$65,083.33		Chief Acct. Officer
RPR	Pay financial rewards for increased student achievement scores according to established criteria (Certificated and Classified)	Sept 2011. Sept 2012, Sept 2013	$216,000.00			Chief Acct. Officer Principal Aydlett HR/Budget
PD	Establish professional development calendar for each school site – Contract True North Logic	August 2010, 2011, 2012	$2,727.27			Chief Acct. Officer Principal Aydlett Curriculum & Instruction (C&I)
PD	Establish training models	Ongoing				Chief Acct.

	and expectations of teacher and student learning					Officer Principal Aydlett C&I
IRR	Identify/review all teachers who are on improvement plans. Follow-up	Fall 2010				Principal Aydlett HR
IRR	Identify teachers who may need to be placed on improvement plans. Create focus and follow-up for teachers carefully outlining expectations (with HR support)	Fall 2010				Chief Acct. Officer Principal Aydlett HR
IRR	Facilitate movement of teachers who are not qualified or who are misassigned or do not want to be a part of the transformation.	Summer and Fall 2010				Chief Acct. Officer Principal Aydlett HR
IP	Review curriculum/intervention programs to determine effectiveness	Summer and Fall 2010				Principal Aydlett C&I
IP	Analyze need for technology integration to support core program and increase student	Summer and Fall 2010				Principal Aydlett Technology

	engagement					Services (TS)
IP	Conduct benchmark assessments using Curriculum Associates (K-8) 4x per year	September November February May			Title 1	Principal Aydlett C&I Assessment, Research & Evaluation (AR&E)
SD	Provide differentiation professional development to teachers	Ongoing 2010, 2011, 2012			Title 1	Chief Acct. Officer Principal Aydlett C&I
SD	Provide in-depth analysis of student performance by standard when California Standards Tests (CST) results are released	August/Sept 2010 2011 2012				Principal Aydlett AR&E
SD	Analyze subgroup performance to identify strengths and weaknesses	August/Sept 2010 2011 2012				Principal Aydlett AR&E
SD,PD	Conduct academic conferences related to quarterly benchmark results, create plans for targeted instruction and follow-up to ensure plans have been implemented	Ongoing throughout the year – 2010, 2011, 1012				Chief Acct. Officer Principal Aydlett

PD	Academic trainers will provide feedback to teachers regarding fidelity of implementation of core program	Ongoing 2010, 2011, 2012				Principal Aydlett C&I
SD	Review progress of Student with Disabilities to ensure appropriate accommodations and modifications are in place and utilized	Ongoing 2010, 2011, 2012				Principal Aydlett Special Education Dept.
SD	Review progress of English Learners to ensure program fidelity of program, access to the core, and reclassification targets are met	Ongoing 2010, 2011, 2012				Principal Aydlett Multilingual Dept.
TA/SD	Use the Priority Schools Team to support the interventions needed for students and/or parents	Ongoing 2010, 2011, 2012				Chief Acct. Officer Integrated Services Parent Engagement
IP	Provide technology tools to assist teachers in delivery of the core curriculum and/or extended learning opportunities	Sept 2010 Sept 2011 Sept 2012				Principal Aydlett Technology Services (TS)
PD	Provide professional development for teachers	Ongoing 2010, 2011,				Principal Aydlett

	to assist students in use of technology and to know when/why to use technology to ensure purposeful use	2012				Technology Services
ILT	Add one hour to the school day for increased learning time	SY 2010 SY 2011 SY 2012	$220,554.00			Principal Aydlett HR/Budget
ILT	Hire a library media tech to keep the library open 2 hours after school every day	SY 2010 SY 2011 SY 2012	$18,802.80			Principal Aydlett HR/Budget
ILT	Protect core instructional time from outside influences	SY 2010 SY 2011 SY 2012				Principal Aydlett
ILT	Provide Vision 2000 Summer School for elementary students	Summer 2010, 2011, 2012	$105,000.00			Principal Aydlett
PD	Summer Institute teacher stipend payment	Summer 2010, 2011, 2012	$33,000.00			Principal Aydlett HR/Budget
PD, OF	Provide Summer Institutes for priority school Leadership Teams and teachers for focused professional development in Academic Writing – Write Tools	SY 2010 SY 2011 SY 2012	$4,900.00			Chief Acct. Officer Principal Aydlett
PD	Provide ongoing Write Tools support/coaching	SY 2010 SY 2011	$88,200.00			Principal Aydlett

	throughout the school year – Year 1 and Year 2					
PD	Purchase books and supplies for Write Tools implementation	August 2010	$1,555.53			Principal Aydlett
PD, SD	Contract – Transformation by Design - Provide professional development on Data Wise strategies	SY 2010 SY 2011 SY 2012	$70,931.60			Principal Aydlett
OF, PD	Provide Principal support through principal coaching meetings with Steve Hall	SY 2010 SY 2011 SY 2012	$11,499.99			Principal Aydlett
PD, SD	Provide weekly common planning time for teachers to collaborate, plan and engage in professional development within and across grades and subjects	SY 2010 SY 2011 SY 2012				Chief Acct. Officer Principal Aydlett HR/budget
FCE	Home Visit project will be conducted throughout the year after trainings.	SY 2010 SY 2011 SY 2012			Title 1	Principal Aydlett Parent Engagement
SD	School Quality Reviews will be conducted annually.	SY 2010 SY 2011 SY 2012				Chief Acct. Officer Principal Aydlett SQR Team
SD	Single Plan for Student Achievement will be	Fall 2010				Principal Aydlett

	revised by October 2010					Leadership Team
	Beautification projects at site – paint, landscaping, repairs, deep cleaning	Summer 2010				Chief of Operations
PD	Provide opportunities for teachers to engage in leadership roles using their own expertise	SY 2010 SY 2011 SY 2012				Chief Acct. Officer Principal Aydlett
FCE	Fully utilize the Healthy Start programs (coordinating and expanding)	SY 2010 SY 2011 SY 2012				Chief Acct. Officer Integrated Services
FCE	Hire a Social Worker to support family and community engagement	August 2010	$117,723.00			Chief Acct. Officer HR/Budget
FCE	Hire bilingual parent advisor to support staff with translation needs between parents and school staff and opportunities for family and community engagement	August 2010	$60,966.00		Title III	Chief Acct. Officer Multilingual Dept. HR/Budget
	Provide benefit payments for classified employees (parent advisor, library media tech)	SY 2010-11 SY 2011-12 SY 2012-13	$79,768.80			Chief Acct. Officer Principal Aydlett

						HR/Budget
FCE	Provide parent education through district supported workshop programs	SY 2010 SY 2011 SY 2012				Chief Acct. Officer Principal Aydlett Parent Engagement
FCE	Provide parent satisfaction surveys at the beginning of the year and at the end of the year to inform school of parent needs	SY 2010 SY 2011 SY 2012			Title 1	Chief Acct. Officer Principal Aydlett AR&E Parent Engagement
FCE	Contract with Robert's Family Center for parent support/engagement services	SY 2010 SY 2011 SY 2012	$30,000.00			Principal Aydlett
FCE	Create website for school if not currently available	Sept 2010				Principal Aydlett TS
FCE	Educate and use Zangle (student information system) Parent Connect to enable parent to see student grades, test	Fall 2010 Fall 2011 Fall 2012				Principal Aydlett TS

	scores, homework, etc					
FCE	Ensure a well functioning School Site Council with parents and community	Fall 2010 ongoing				Principal Aydlett State & Federal
FCE	Provide attendance program/procedures for students with chronic absences (beyond SARBs and SARTs)	SY 2010-11 SY 2011-12 SY 2012-13				Principal Aydlett Student Behavior
OF	Staffing – provide principals with ability to hire Leadership Team, work with HR to establish salary differentiation for Leadership Team	SY 2010-11 SY 2011-12 SY 2012-13				Chief Acct. Officer HR/Budget
ILT	Calendars/time – set longer work day with compensation for teachers. Support from HR with union contract is necessary	SY 2010-11 SY 2011-12 SY 2012-13				Chief Acct. Officer HR
OF, TA	Budget – Principals are actively involved in all aspects of budget related to this grant. Ongoing flexibility of general and categorical funding will be provided by the Budget Department	SY 2010-11 SY 2011-12 SY 2012-13				Chief Acct. Officer Principal Aydlett Budget
TA	Establish a Priority Schools Office	July-August 2010				Chief Acct. Officer

	• Chief Acct. Officer • Assoc. of Curriculum and Instruction • Management Information Tech			$18,739.25 $18,739.25 $20,500.00		HR/Budget
TA	Provide support for Priority Schools Office through Transformation by Design	SY 2010-11 SY 2011-12 SY 2012-13		$14,000.00		Chief Acct. Officer
TA	Purchase materials and supplies as necessary for the Priority Schools Office (3 yr.)	SY 2010-11 SY 2011-12 SY 2012-13		$6,000.00		Chief Acct. Officer
TA	Provide reimbursement for travel to Priority Schools (3 yr.)	SY 2010-11 SY 2011-12 SY 2012-13		$75.00		Chief Acct. Officer
	Provide Hospitality for meeting and trainings	SY 2010-11 SY 2011-12 SY 2012-13		$4,000.00		Chief Acct. Officer
TS	Establish a Priority Schools Team with representation of all departments to assist with needs of the school/staff	August 2010				Chief Acct. Officer
	Pay Indirect Costs for school site budget	SY 2010-11 SY 2011-12 SY 2012-13	$77,849.47			Budget
	Pay 1/6 Indirect Costs for district site budget	SY 2010-11 SY 2011-12 SY 2012-13		$5,937.27		Budget
	Provide reimbursement for travel to District Office for required meetings	SY 2010-11 SY 2011-12 SY 2012-13	$150.00			Principal Aydlett

						Budget
FCE	Offer classes, courses and workshops that enable families to help their children succeed in school	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office
FCE	Create welcoming school environments that encourage parent and community engagement	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office
FCE	Expand the Parent/Teacher Home Visit Project	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office
FCE	Establish a family resource center at every school to connect families to resources that will help them support their child's learning	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office
FCE	Train administrators and teachers on developing school/family partnerships that focus on student learning	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office
FCE	Partner to open facilities on nights, weekends and holidays	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office

SIG Form 11–Implementation Chart for a Tier III School

Implementation Chart for a Tier III School

Complete this form for each identified Tier III school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: Fern Bacon Middle School Tier: III

Intervention Model: □ Turnaround □ Restart □ Closure X Transformation

Total FTE required: 1.5 LEA 5.5 School _____ Other

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
RP	Hire new, highly effective principals for each site	Completed			General Funds	Chief Accountability Officer
OF	Principals hire Leadership Team (3 yr.) • Coordinator, Learning Support Services • Instructional Coordinator, ELA • Instructional Coordinator, Math • Training Specialist, Intervention Support • Media Technology Teacher	In process, will be completed before August 2010	$312,201.60 $312,760.80 $295,254.00 $295,254.00 $147,627.00			Chief Acct. Officer Principal Purcell Human Resources Budget

	• Strategic Intervention Teacher		$262,212.00			
OF	Provide benefit payments for Certificated (Coordinators, Training Specialist, Media Tech Teacher, Strategic Intervention Teacher	SY 2010-11 SY 2011-12 SY 2012-13	$354,775.59			Chief Acct. Officer Principal Purcell Budget
RPR	Provide financial incentives for principals and Leadership Team	Completed			General Funds	Chief Acct. Officer HR/Budget
IRR	Contract with Mathematica (3 yr.) Establish process to revise principal and teacher evaluation system based on student growth (VAMs), multiple observations, professional practice reflective of student achievement	August 2010 – June 2011		$65,083.33		Chief Acct. Officer
RPR	Pay financial rewards (Incentive) for increased student achievement scores according to established criteria (Certificated and Classified)	Sept 2011. Sept 2012, Sept 2013	$558,000.00			Chief Acct. Officer Principal Purcell HR/Budget
PD	Establish professional development calendar/tracking system	August 2010, 2011, 2012	$2,727.27			Chief Acct. Officer

	for each school site. Contract with True North Logic					Principal Purcell Curriculum & Instruction (C&I)
PD	Establish training models and expectations of teacher and student learning	Ongoing				Chief Acct. Officer Principal Purcell C&I
IRR	Identify/review all teachers who are on improvement plans. Follow-up	Fall 2010				Principal Purcell
IRR	Identify teachers who may need to be placed on improvement plans. Create focus and follow-up for teachers carefully outlining expectations (with HR support)	Fall 2010				Chief Acct. Officer Principal Purcell HR
IRR	Facilitate movement of teachers who are not qualified or who are misassigned or do not want to be a part of the transformation	Summer and Fall 2010				Chief Acct. Officer Principal Purcell HR
IP	Review curriculum/intervention programs to determine	Summer and Fall 2010				Principal Purcell

	effectiveness					C&I
IP	Analyze need for technology integration to support core program and increase student engagement	Summer and Fall 2010				Principal Purcell Technology Services (TS)
SD, IP	Purchase instructional materials to increase student learning- "Hands On Equations"	August 2010	$21,000.00			Principal Purcell Budget
IP	Conduct benchmark assessments using Curriculum Associates (K-8) 4x per year	September November February May			Title 1	Principal Purcell Assessment, Research & Evaluation (AR&E) C&I
SD	Provide differentiation professional development to teachers	Ongoing 2010, 2011, 2012			Title 1	Chief Acct. Officer Principal Purcell C&I
SD	Provide in-depth analysis of student performance by standard when California Standards Tests (CST) results are released	August/Sept 2010 2011 2012				Principal Purcell AR&E
SD	Analyze subgroup performance to identify	August/Sept 2010				Principal Purcell

	strengths and weaknesses	2011 2012				AR&E
SD,PD	Conduct academic conferences related to quarterly benchmark results, create plans for targeted instruction and follow-up to ensure plans have been implemented	Ongoing throughout the year – 2010, 2011, 1012				Chief Acct. Officer Principal Purcell C&I
PD	Academic trainers will provide feedback to teachers regarding fidelity of implementation of core program	Ongoing 2010, 2011, 2012				Principal Purcell
SD	Review progress of Student with Disabilities to ensure appropriate accommodations and modifications are in place and utilized	Ongoing 2010, 2011, 2012				Principal Purcell Special Education Department
SD	Review progress of English Learners to ensure program fidelity of program, access to the core, and reclassification targets are met	Ongoing 2010, 2011, 2012				Principal Purcell Multilingual Department
SD, IP	Purchase "Inside" from Hampton Brown to increase English Learner achievement (supplemental)	August 2010	$119,000.00			Principal Purcell Budget
TA/SD	Use the Priority Schools Team to support the	Ongoing 2010, 2011,				Chief Acct. Officer

	interventions needed for students and/or parents	2012				Integrated Services Parent Engagement
IP	Provide/purchase technology tools to assist teachers in delivery of the core curriculum and/or extended learning opportunities	Sept 2010 Sept 2011 Sept 2012	$240,294.58			Principal Purcell Technology Services
SD, IP	Purchase Video Production equipment for engaging students in relevant learning	August 2010	$50,000.00			Principal Purcell TS Budget
SD, IP	Purchase Interactive Whiteboards to increase student learning and engagement	August 2010	$130,000.00			Principal Purcell TS Budget
IP, SD	Purchase Hand On Student Responders to increase class participation and engagement	August 2010	$35,000.00			Principal Purcell TS Budget
IP	Increase library use and accountability for student reading	SY 2010 SY 2011 SY 2012				Principal Purcell
IP	Purchase	Fall 2010				Principal

	• Accelerated Reader license • Upgrade library books		$15,681.00 $15,000.00			Purcell TS Budget
PD	Provide professional development for teachers to assist students in use of technology and to know when/why to use technology to ensure purposeful use	Ongoing 2010, 2011, 2012				Principal Purcell Technology Services
ILT	Add one hour to the school day for increased learning time (staffing)	SY 2010 SY 2011 SY 2012	$601,506.00			Principal Purcell HR/Budget
ILT	Provide Saturday School opportunities for students (staffing)	SY 2010 SY 2011 SY 2012	$208,308.00			Principal Purcell
ILT	Purchase materials for Saturday School sessions	SY 2010 SY 2011 SY 2012	$6,000.00			Principal Purcell Budget
ILT	Purchase materials for After School program	SY 2010 SY 2011 SY 2012	$9,000.00			Principal Purcell Budget
ILT	Provide staff for Summer School Program for students	SY 2010 SY 2011 SY 2012	$312,462.00			Principal Purcell
ILT	Purchase Summer School Supplies	SY 2010 SY 2011 SY 2012	$18,000.00			Principal Purcell

						Budget
ILT	Provide staffing for Summer Boot Camp transition for 6th graders	SY 2010 SY 2011 SY 2012	$52,077.00			Principal Purcell
ILT	Purchase Summer Boot Camp Transition materials	SY 2010 SY 2011 SY 2012	$30,000.00			Principal Purcell Budget
ILT	Provide Summer of Service summer program for middle school students	Summer 2010			Summer Of Service Learning Grant	Chief Acct. Officer Principal Purcell Youth Development Office
ILT	Protect core instructional time from outside influences	SY 2010 SY 2011 SY 2012				Principal Purcell
FCE	Home Visit project will be conducted throughout the year after trainings.	SY 2010 SY 2011 SY 2012			Title 1	Principal Parent Engagement
SD	School Quality Reviews will be conducted annually.	SY 2010 SY 2011 SY 2012				Chief Acct. Officer Principal SQR Team
SD	Single Plan for Student Achievement will be revised by October 2010	Fall 2010				Principal Leadership

						Team
	Beautification projects at site – paint, landscaping, repairs, deep cleaning	Summer 2010				Chief of Operations
PD	Two-week Retreat teacher stipend payment	Summer 2010, 2011, 2012	$90,000.00			Principal Purcell
PD, OF	Provide Summer Institutes for priority school Leadership Teams and teachers for focused professional development in Academic Writing – Write Tools	SY 2010 SY 2011 SY 2012	$4,900.00			Chief Acct. Officer Principal Purcell
PD	Purchase books and supplies for Write Tools implementation	August 2010	$2,146.78			Principal Purcell Budget
PD, SD	Contract – Transformation by Design - Provide professional development on Data Wise strategies	SY 2010 SY 2011 SY 2012	$70,931.60			Chief Acct. Officer Principal Purcell
OF, PD	Provide Principal support through principal coaching meetings with Steve Hall	SY 2010 SY 2011 SY 2012	$11,499.99			Chief Acct. Officer Principal Purcell
PD, SD	Provide weekly common planning time for teachers to collaborate, plan and engage in professional development within and	SY 2010 SY 2011 SY 2012	$120,301.20			Chief Acct. Officer Principal Purcell

	across grades and subjects					HR
PD	Provide opportunities for teachers to engage in leadership roles using their own expertise	SY 2010 SY 2011 SY 2012				Chief Acct. Officer Principal Purcell
FCE	Fully utilize the Healthy Start programs (coordinating and expanding)	SY 2010 SY 2011 SY 2012				Chief Acct. Officer Integrated Support Services Office
FCE	Provide parent education through district supported workshop programs	SY 2010 SY 2011 SY 2012				Chief Acct. Officer Principal Purcell Parent Engagement Office
FCE	Provide parent satisfaction surveys at the beginning of the year and at the end of the year to inform school of parent needs	SY 2010 SY 2011 SY 2012			Title 1	Chief Acct. Officer Principal Purcell AR&E Parent Engagement Office

FCE	Create website for school if not currently available	Sept 2010				Principal Purcell Technology Services
FCE	Educate and use Zangle (student information system) Parent Connect to enable parent to see student grades, test scores, homework, etc	Fall 2010 Fall 2011 Fall 2012				Principal Purcell Technology Services
FCE	Ensure a well functioning School Site Council with parents and community	Fall 2010 ongoing				Principal Purcell State & Federal
FCE	Provide attendance program/procedures for students with chronic absences (beyond SARBs and SARTs)	SY 2010-11 SY 2011-12 SY 2012-13				Principal Purcell Student Behavior
OF	Staffing – provide principals with ability to hire Leadership Team, work with HR to establish salary differentiation for Leadership Team	Summer 2010				Chief Acct. Officer Principal Purcell HR/Budget
ILT	Calendars/time – set longer work day with compensation for teachers. Support from HR with union contract is	Summer 2010				Chief Acct. Officer Principal Purcell

	necessary					HR
OF, TA	Budget – Principals are actively involved in all aspects of budget related to this grant. Ongoing flexibility of general and categorical funding will be provided by the Budget Department	SY 2010-11 SY 2011-12 SY 2012-13				Chief Acct. Officer Principal Purcell Budget
TA	Establish a Priority Schools Office • Chief Acct. Officer • Assoc. of Curriculum and Instruction • Management Information Tech	July-August 2010		$18,739.25 $18,739.25 $20,500.00		Chief Acct. Officer
TA	Provide support for Priority Schools Office through Transformation by Design	SY 2010-11 SY 2011-12 SY 2012-13		$14,000.00		Chief Acct. Officer
TA	Purchase materials and supplies as necessary for the Priority Schools Office (3 yr.)	SY 2010-11 SY 2011-12 SY 2012-13		$6,000.00		Chief Acct. Officer Budget
TA	Provide reimbursement for District personnel travel to Priority Schools (3 yr.)	SY 2010-11 SY 2011-12 SY 2012-13		$75.00		Chief Acct. Officer Budget
	Provide Hospitality for meeting and trainings	SY 2010-11 SY 2011-12 SY 2012-13		$4,000.00		Chief Acct. Officer Budget

TS	Establish a Priority Schools Team with representation of all departments to assist with needs of the school/staff	August 2010				Chief Acct. Officer
	Pay Indirect Costs for school site budget	SY 2010-11 SY 2011-12 SY 2012-13	$178,284.27			Budget
	Pay 1/6 Indirect Costs for district site budget	SY 2010-11 SY 2011-12 SY 2012-13		$5,937.27		Budget
	Site travel to District for required meetings	SY 2010-11 SY 2011-12 SY 2012-13	$150.00			Principal Purcell
FCE	Offer classes, courses and workshops that enable families to help their children succeed in school	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office
FCE	Create welcoming school environments that encourage parent and community engagement	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office
FCE	Expand the Parent/Teacher Home Visit Project	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office
FCE	Establish a family resource center at every school to connect families to resources that will help them support their child's learning	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office
FCE	Train administrators and teachers on developing	SY 2010-11 SY 2011-12				Parent Engagement

	school/family partnerships that focus on student learning	SY 2012-13				Office
FCE	Partner to open facilities on nights, weekends and holidays	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office

SIG Form 11–Implementation Chart for a Tier III School

Implementation Chart for a Tier III School

Complete this form for each identified Tier III school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: Will C. Wood Middle School Tier: III

Intervention Model: □ Turnaround □ Restart □ Closure X Transformation

Total FTE required: 1.5 LEA 3.5 School _____ Other

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
RP	Hire new, highly effective principals for each site	Completed			General Funds	Chief Accountability Officer
OF	Principals hire Leadership Team (3 yr.) • Training Specialist, ELA • Training Specialist, Math • Training Specialist, Intervention Support • Media Technology Teacher	In process, will be completed before August 2010	$295,254.00 $295,254.00 $295,254.00 $147,627.00			Chief Acct. Officer Principal DeSplinter Human Resources Budget
OF	Provide benefit payments for Certificated (Training	SY 2010-11 SY 2011-12	$282,857.25			Chief Acct. Officer

	Specialist, Media Tech Teacher)	SY 2012-13				Principal DeSplinter Budget
RPR	Provide financial incentives for principals and Leadership Team	Completed			General Funds	Chief Acct. Officer HR/Budget
IRR	Contract with Mathematica (3 yr.) Establish process to revise principal and teacher evaluation system based on student growth (VAMs), multiple observations, professional practice reflective of student achievement	August 2010 – June 2011		$65,083.34		Chief Acct. Officer
RPR	Pay financial rewards (Incentive) for increased student achievement scores according to established criteria (Certificated and Classified)	Sept 2011. Sept 2012, Sept 2013	$558,000.00			Chief Acct. Officer Principal DeSplinter HR/Budget
PD	Establish professional development calendar/tracking system for each school site. Contract with True North Logic	August 2010, 2011, 2012	$2,727.27			Chief Acct. Officer Principal DeSplinter Curriculum & Instruction

						(C&I)
PD	Establish training models and expectations of teacher and student learning	Ongoing				Chief Acct. Officer Principal DeSplinter C&I
IRR	Identify/review all teachers who are on improvement plans. Follow-up	Fall 2010				Principal DeSplinter
IRR	Identify teachers who may need to be placed on improvement plans. Create focus and follow-up for teachers carefully outlining expectations (with HR support)	Fall 2010				Chief Acct. Officer Principal DeSplinter HR
IRR	Facilitate movement of teachers who are not qualified or who are misassigned or do not want to be a part of the transformation	Summer and Fall 2010				Chief Acct. Officer Principal DeSplinter HR
IP	Review curriculum/intervention programs to determine effectiveness	Summer and Fall 2010				Principal DeSplinter C&I
IP	Analyze need for technology integration to support core program and increase student	Summer and Fall 2010				Principal DeSplinter Technology

	engagement					Services (TS)
IP	Conduct benchmark assessments using Curriculum Associates (K-8) 4x per year	September November February May			Title 1	Principal DeSplinter Assessment, Research & Evaluation (AR&E) C&I
SD	Provide differentiation professional development to teachers	Ongoing 2010, 2011, 2012			Title 1	Chief Acct. Officer Principal DeSplinter C&I
SD	Provide in-depth analysis of student performance by standard when California Standards Tests (CST) results are released	August/Sept 2010 2011 2012				Principal DeSplinter AR&E
SD	Analyze subgroup performance to identify strengths and weaknesses	August/Sept 2010 2011 2012				Principal DeSplinter AR&E
SD,PD	Conduct academic conferences related to quarterly benchmark results, create plans for targeted instruction and follow-up to ensure plans have been implemented	Ongoing throughout the year – 2010, 2011, 1012				Chief Acct. Officer Principal DeSplinter C&I

PD	Academic trainers will provide feedback to teachers regarding fidelity of implementation of core program	Ongoing 2010, 2011, 2012				Principal DeSplinter
SD	Review progress of Student with Disabilities to ensure appropriate accommodations and modifications are in place and utilized	Ongoing 2010, 2011, 2012				Principal DeSplinter Special Education Department
SD	Review progress of English Learners to ensure program fidelity of program, access to the core, and reclassification targets are met	Ongoing 2010, 2011, 2012				Principal DeSplinter Multilingual Department
TA/SD	Use the Priority Schools Team to support the interventions needed for students and/or parents	Ongoing 2010, 2011, 2012				Chief Acct. Officer Integrated Services Parent Engagement
IP	Provide/purchase technology tools to assist teachers in delivery of the core curriculum and/or extended learning opportunities	Sept 2010 Sept 2011 Sept 2012	$304,037.29			Principal DeSplinter Technology Services
SD, IP	Purchase Interactive Whiteboards to increase student learning and	August 2010	$62,000.00			Principal DeSplinter

	engagement					TS Budget
IP, SD	Purchase Hand On Student Responders to increase class participation and engagement	August 2010	$24,000.00			Principal DeSplinter TS Budget
IP	Increase library use and accountability for student reading	SY 2010 SY 2011 SY 2012				Principal DeSplinter
IP	Purchase • Accelerated Reader license • Upgrade library books	Fall 2010	$15,681.00 $15,000.00			Principal DeSplinter TS Budget
PD	Provide professional development for teachers to assist students in use of technology and to know when/why to use technology to ensure purposeful use	Ongoing 2010, 2011, 2012				Principal DeSplinter Technology Services
ILT	Add one hour to the school day for increased learning time	SY 2010 SY 2011 SY 2012	$601,506.00			Principal DeSplinter HR/Budget
ILT	Provide Saturday School opportunities for students	SY 2010 SY 2011 SY 2012	$208,308.00			Principal DeSplinter
ILT	Purchase materials for	SY 2010	$6,000.00			Principal

	Saturday School sessions	SY 2011 SY 2012				DeSplinter Budget
ILT	Purchase materials for After School program	SY 2010 SY 2011 SY 2012	$9,000.00			Principal DeSplinter Budget
ILT	Provide Summer School Program for students	SY 2010 SY 2011 SY 2012	$312,462.00			Principal DeSplinter
ILT	Purchase Summer School Supplies	SY 2010 SY 2011 SY 2012	$18,000.00			Principal DeSplinter Budget
ILT	Provide Summer Boot Camp transition for 6th graders	SY 2010 SY 2011 SY 2012	$52,077.00			Principal DeSplinter
ILT	Purchase Summer Boot Camp Transition materials	SY 2010 SY 2011 SY 2012	$30,000.00			Principal DeSplinter Budget
ILT	Provide Summer of Service summer program for middle school students	Summer 2010			Summer Of Service Learning Grant	Chief Acct. Officer Principal DeSplinter Youth Development Office
ILT	Protect core instructional time from outside influences	SY 2010 SY 2011 SY 2012				Principal DeSplinter

FCE	Home Visit project will be conducted throughout the year after trainings.	SY 2010 SY 2011 SY 2012			Title 1	Principal Parent Engagement
SD	School Quality Reviews will be conducted annually.	SY 2010 SY 2011 SY 2012				Chief Acct. Officer Principal SQR Team
SD	Single Plan for Student Achievement will be revised by October 2010	Fall 2010				Principal Leadership Team
	Beautification projects at site – paint, landscaping, repairs, deep cleaning	Summer 2010				Chief of Operations
PD	Two-week Retreat teacher stipend payment	Summer 2010, 2011, 2012	$90,000.00			Principal DeSplinter
PD, OF	Provide Summer Institutes for priority school Leadership Teams and teachers for focused professional development in Academic Writing – Write Tools	SY 2010 SY 2011 SY 2012	$4,900.00			Chief Acct. Officer Principal DeSplinter
PD	Purchase books and supplies for Write Tools implementation	August 2010	$2,146.78			Principal DeSplinter Budget
PD, SD	Contract – Transformation by Design - Provide	SY 2010 SY 2011	$70,931.60			Chief Acct. Officer

	professional development on Data Wise strategies	SY 2012				Principal DeSplinter
OF, PD	Provide Principal support through principal coaching meetings with Steve Hall	SY 2010 SY 2011 SY 2012	$11,499.99			Chief Acct. Officer Principal DeSplinter
PD, SD	Provide weekly common planning time for teachers to collaborate, plan and engage in professional development within and across grades and subjects	SY 2010 SY 2011 SY 2012	$120,301.20			Chief Acct. Officer Principal DeSplinter HR
PD	Provide opportunities for teachers to engage in leadership roles using their own expertise	SY 2010 SY 2011 SY 2012				Chief Acct. Officer Principal DeSplinter
FCE	Fully utilize the Healthy Start programs (coordinating and expanding)	SY 2010 SY 2011 SY 2012				Chief Acct. Officer Integrated Support Services Office
FCE	Provide parent education through district supported workshop programs	SY 2010 SY 2011 SY 2012				Chief Acct. Officer Principal DeSplinter Parent

						Engagement Office
FCE	Provide parent satisfaction surveys at the beginning of the year and at the end of the year to inform school of parent needs	SY 2010 SY 2011 SY 2012			Title 1	Chief Acct. Officer Principal DeSplinter AR&E Parent Engagement Office
FCE	Create website for school if not currently available	Sept 2010				Principal DeSplinter Technology Services
FCE	Educate and use Zangle (student information system) Parent Connect to enable parent to see student grades, test scores, homework, etc	Fall 2010 Fall 2011 Fall 2012				Principal DeSplinter Technology Services
FCE	Ensure a well functioning School Site Council with parents and community	Fall 2010 ongoing				Principal DeSplinter State & Federal
FCE	Provide attendance program/procedures for students with chronic absences (beyond SARBs	SY 2010-11 SY 2011-12 SY 2012-13				Principal DeSplinter Student

	and SARTs)					Behavior
OF	Staffing – provide principals with ability to hire Leadership Team, work with HR to establish salary differentiation for Leadership Team	Summer 2010				Chief Acct. Officer Principal DeSplinter HR/Budget
ILT	Calendars/time – set longer work day with compensation for teachers. Support from HR with union contract is necessary	Summer 2010				Chief Acct. Officer Principal DeSplinter HR
OF, TA	Budget – Principals are actively involved in all aspects of budget related to this grant. Ongoing flexibility of general and categorical funding will be provided by the Budget Department	SY 2010-11 SY 2011-12 SY 2012-13				Chief Acct. Officer Principal DeSplinter Budget
TA	Establish a Priority Schools Office • Chief Acct. Officer • Assoc. of Curriculum and Instruction • Management Information Tech	July-August 2010		$18,739.25 $18,739.25 $20,500.00		Chief Acct. Officer
TA	Provide support for Priority Schools Office through	SY 2010-11 SY 2011-12		$14,000.00		Chief Acct. Officer

	Transformation by Design	SY 2012-13				
TA	Purchase materials and supplies as necessary for the Priority Schools Office (3 yr.)	SY 2010-11 SY 2011-12 SY 2012-13		$6,000.00		Chief Acct. Officer Budget
TA	Provide reimbursement for District personnel travel to Priority Schools (3 yr.)	SY 2010-11 SY 2011-12 SY 2012-13		$75.00		Chief Acct. Officer Budget
	Provide Hospitality for meeting and trainings	SY 2010-11 SY 2011-12 SY 2012-13		$4,000.00		Chief Acct. Officer Budget
TS	Establish a Priority Schools Team with representation of all departments to assist with needs of the school/staff	August 2010				Chief Acct. Officer
	Pay Indirect Costs for school site budget	SY 2010-11 SY 2011-12 SY 2012-13	$145,345.53			Budget
	Pay 1/6 Indirect Costs for district site budget	SY 2010-11 SY 2011-12 SY 2012-13		$5,937.26		Budget
	Site travel to District for required meetings	SY 2010-11 SY 2011-12 SY 2012-13	$150.00			Principal DeSplinter
FCE	Offer classes, courses and workshops that enable families to help their children succeed in school	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office
FCE	Create welcoming school environments that	SY 2010-11 SY 2011-12				Parent Engagement

	encourage parent and community engagement	SY 2012-13				Office
FCE	Expand the Parent/Teacher Home Visit Project	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office
FCE	Establish a family resource center at every school to connect families to resources that will help them support their child's learning	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office
FCE	Train administrators and teachers on developing school/family partnerships that focus on student learning	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office
FCE	Partner to open facilities on nights, weekends and holidays	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office

SIG Form 11–Implementation Chart for a Tier III School

Implementation Chart for a Tier III School

Complete this form for each identified Tier III school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: Hiram Johnson High School Tier: III

Intervention Model: □ Turnaround □ Restart □ Closure X Transformation

Total FTE required: 1.5 LEA 3 School _____ Other

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
RP	Hire new, highly effective principals for each site	Completed			General Funds	Chief Accountability Officer
OF	Principals hire Leadership Team (3 yr.) • Assistant Principal • Social Worker	In process, will be completed before August 2010	$347,329.80 $235,443.00			Chief Acct. Officer Principal Cedros Human Resources (HR)
OF	Provide benefit payments for Certificated (Assistant Principal, Social Worker)	SY 2010-11 SY 2011-12 SY 2012-13	$97,792.09			Chief Acct. Officer Principal Cedros

						Budget
RPR	Provide financial incentives for principals and Leadership Team	Completed			General Funds	Chief Acct. Officer HR
IRR	Contract with Mathematica (3 yr.) Establish process to revise principal and teacher evaluation system based on student growth (VAMs), multiple observations, professional practice reflective of student achievement	August 2010 – June 2011		$65,083.34		Chief Acct. Officer HR
RPR	Pay financial rewards (Incentive) for increased student achievement scores according to established criteria (Certificated and Classified)	Sept 2011 Sept 2012 Sept 2013	$1,758,000.00			Chief Acct. Officer Principal Cedros HR
PD	Establish professional development calendar/tracking program for each school site. Contract with True North Logic	August 2010, 2011, 2012	$2,727.27			Chief Acct. Officer Principal Cedros Curriculum & Instruction (CI)
PD	Establish training models and expectations of teacher and student	Ongoing				Chief Acct. Officer Principal

	learning					Cedros
IRR	Identify/review all teachers who are on improvement plans. Follow-up	Fall 2010				Principal Cedros HR
IRR	Identify teachers who may need to be placed on improvement plans. Create focus and follow-up for teachers carefully outlining expectations (with HR support)	Fall 2010				Chief Acct. Officer Principal Cedros HR
IRR	Facilitate movement of teachers who are not qualified or who are missasigned or do not want to be a part of the transformation.	Summer and Fall 2010				Chief Acct. Officer Principal Cedros HR
IP	Review curriculum/intervention programs to determine effectiveness	Summer and Fall 2010				Principal Cedros C&I
IP	Analyze need for technology integration to support core program and increase student engagement	Summer and Fall 2010				Principal Cedros Technology Services (TS)
SD	Provide differentiation professional development to teachers	Ongoing 2010, 2011, 2012			Title 1	Chief Acct. Officer Principal Cedros

						C&I
SD	Provide in-depth analysis of student performance by standard when California Standards Tests (CST) results are released	August/Sept 2010 2011 2012				Principal Cedros AR&E C&I
SD	Analyze subgroup performance to identify strengths and weaknesses	August/Sept 2010 2011 2012				Principal Cedros AR&E
PD	Academic trainers will provide feedback to teachers regarding fidelity of implementation of core program	Ongoing 2010, 2011, 2012				Principal Cedros C&I
SD	Review progress of Student with Disabilities to ensure appropriate accommodations and modifications are in place and utilized	Ongoing 2010, 2011, 2012				Principal Cedros Special Education
SD	Review progress of English Learners to ensure program fidelity of program, access to the core, and reclassification targets are met	Ongoing 2010, 2011, 2012				Principal Cedros Multilingual Dept.
TA/SD	Use the Priority Schools Team to support the interventions needed for students and/or parents	Ongoing 2010, 2011, 2012				Chief Acct. Officer
IP	Provide/purchase	Sept 2010	$146,450.00			Principal

	technology tools to assist teachers in delivery of the core curriculum and/or extended learning opportunities	Sept 2011 Sept 2012				Cedros TS
PD	Provide professional development for teachers to assist students in use of technology and to know when/why to use technology to ensure purposeful use	Ongoing 2010, 2011, 2012				Principal Cedros TS C&I
ILT	Provide Summer School using QEIA funds	Summer 2010, 2011, 2012				Principal Cedros
ILT	Protect core instructional time from outside influences	SY 2010 SY 2011 SY 2012				Principal Cedros
ILT	Provide staffing for Saturday School sessions throughout the school year	SY 2010 SY 2011 SY 2012	$184,224.00			Principal Cedros HR
PD	Summer Institute for Federal SLC Cohort 8 teacher of ELA, Math, Science & Social Science	Summer 2010, 2011, 2012			Federal Grant	Principal Cedros
PD, SD	Contract – Transformation by Design - Provide professional development on Data Wise strategies	SY 2010 SY 2011 SY 2012	$70,931.60			Chief Acct. Officer Principal Cedros
OF, PD	Provide Principal support through principal coaching	SY 2010 SY 2011	$11,499.99			Chief Acct. Officer

	meetings with Steve Hall	SY 2012				Principal Cedros
PD, SD	Provide weekly common planning time for teachers to collaborate, plan and engage in professional development within and across grades and subjects	SY 2010 SY 2011 SY 2012				Chief Acct. Officer HR
PD	Provide opportunities for teachers to engage in leadership roles using their own expertise	SY 2010 SY 2011 SY 2012				Chief Acct. Officer Principal Cedros
SD	School Quality Reviews will be conducted annually.	SY 2010 SY 2011 SY 2012				Chief Acct. Officer Principal Cedros SQR Team
SD	Single Plan for Student Achievement will be revised by October 2010	Fall 2010				Principal Cedros Leadership Team
FCE	Fully utilize the Healthy Start programs (coordinating and expanding)	SY 2010 SY 2011 SY 2012				Chief Acct. Officer Integrated Services
FCE	Hire parent advisor	August 2010	$121,932.00			Chief Acct.

	to support family and community engagement					Officer HR Multilingual Dept
	Provide benefit payments for classified employees (parent advisors, library media tech)	SY 2010-11 SY 2011-12 SY 2012-13	$28,702.79			Chief Acct. Officer Budget
FCE	Provide parent education through district supported workshop programs	SY 2010 SY 2011 SY 2012				Chief Acct. Officer Principal Cedros Parent Engagement
FCE	Provide parent satisfaction surveys at the beginning of the year and at the end of the year to inform school of parent needs	SY 2010 SY 2011 SY 2012			Title 1	Chief Acct. Officer Principal Cedros AR&E Parent Engagement
FCE	Create website for school if not currently available	Sept 2010				Principal Cedros Technology Services

FCE	Educate and use Zangle (student information system) Parent Connect to enable parent to see student grades, test scores, homework, etc	Fall 2010 Fall 2011 Fall 2012				Principal Cedros Technology Services
FCE	Ensure a well functioning School Site Council with parents and community	Fall 2010 ongoing				Principal Cedros State and Federal Programs
FCE	Provide attendance program/procedures for students with chronic absences (beyond SARBs and SARTs)	SY 2010-11 SY 2011-12 SY 2012-13				Principal Cedros Student Behavior Office
OF	Staffing – provide principals with ability to hire Leadership Team, work with HR to establish salary differentiation for Leadership Team	Completed				Chief Acct. Officer HR
ILT	Calendars/time – set longer work day with compensation for teachers. Support from HR with union contract is necessary	Summer 2010				Chief Acct. Officer HR
OF, TA	Budget – Principals are actively involved in all aspects of budget related	SY 2010-11 SY 2011-12 SY 2012-13				Chief Acct. Officer

	to this grant. Ongoing flexibility of general and categorical funding will be provided by the Budget Department					Principal Cedros Budget
TA	Establish a Priority Schools Office • Chief Acct. Officer • Assoc. of Curriculum and Instruction • Management Information Tech	July-August 2010		$18,739.25 $18,739.25 $20,500.00		Chief Acct. Officer
TA	Provide support for Priority Schools Office through Transformation by Design	SY 2010-11 SY 2011-12 SY 2012-13		$14,000.00		Chief Acct. Officer
TA	Purchase materials and supplies as necessary for the Priority Schools Office (3 yr.)	SY 2010-11 SY 2011-12 SY 2012-13		$6,000.00		Chief Acct. Officer
TA	Provide reimbursement for District personnel travel to Priority Schools (3 yr.)	SY 2010-11 SY 2011-12 SY 2012-13		$75.00		Chief Acct. Officer
	Provide Hospitality for meeting and trainings	SY 2010-11 SY 2011-12 SY 2012-13		$4,000.00		Chief Acct. Officer
	Beautification projects at site – paint, landscaping, repairs, deep cleaning	Summer 2010				Chief of Operations
TS	Establish a Priority Schools Team with representation of all departments to assist with	August 2010				Chief Acct. Officer

	needs of the school/staff					
	Pay Indirect Costs for school site budget	SY 2010-11 SY 2011-12 SY 2012-13	$113,896.42			Budget
	Pay 1/6 Indirect Costs for district site budget	SY 2010-11 SY 2011-12 SY 2012-13		$5,937.26		Budget
	Site travel to District for required meetings	SY 2010-11 SY 2011-12 SY 2012-13	$150.00			Principal Cedros
FCE	Offer classes, courses and workshops that enable families to help their children succeed in school	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office
FCE	Create welcoming school environments that encourage parent and community engagement	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office
FCE	Expand the Parent/Teacher Home Visit Project	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office
FCE	Establish a family resource center at every school to connect families to resources that will help them support their child's learning	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office
FCE	Train administrators and teachers on developing school/family partnerships that focus on student learning	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office

FCE	Partner to open facilities on nights, weekends and holidays	SY 2010-11 SY 2011-12 SY 2012-13				Parent Engagement Office

Appendix A

Developing and Increasing Teacher and School Leader Effectiveness

Year 1 **Developing and increasing teacher and school leader effectiveness.**	
Timeline	**Activity**
April – August 2010	Principals hired for each priority school with incentive pay Leadership Teams developed (assistant principals, literacy training specialist, math training specialist, etc.) with incentive pay. Hire support personnel (intervention specialist, behavior specialist, social workers, school psychologist, parent advisors, technology teacher, librarian, etc.) Coaching and training (professional development) with consultant partners (Transformation by Design, Steve Hall, Dr. Hollie, Write Tools, etc.) Summer Institutes (professional development) for staff for focused school targets and instructional practice New school calendar set for extended instructional time
Fall 2010	In-depth data analysis of 2010 student results – Data Wise and AR&E Each school staff is notified that bonus pay will occur for school-wide student increases in ELA and Math (payout Sept 2011) Meetings – Bargaining Units, principals, teachers, district re: evaluation system and incentives. Mathematica will educate stakeholders regarding the value-added model for linking teacher and student performance Professional development and training (coaching) embedded into weekly common planning time (data analysis, benchmark results, academic conferencing, academic writing, etc.) Identify teachers who are on or ones who need improvement plans
Spring 2011	Pilot and continue to refine principal evaluations. Build incentive program with input from teams. • Student growth – school-wide • Multiple observations • Professional practice reflective of student achievement • Professional development participation/implementation • Leadership roles Continue meetings with key stakeholders on progress toward completing value-added model. Provide staffs at priority school their value-added score from previous year as a benchmark. Refine and adjust process to ensure fair, equitable, and transparent evaluation system is in place.

	Professional development and training (coaching) embedded into weekly common planning time (data analysis, benchmark results, academic conferencing, academic writing, etc.) Focus on improvement plan on teachers who are not making significant change or those who wish to be surplussed out of the school Analyze hiring needs for Year 2 or school year 2011-12. **PROVIDE ADDITIONAL COMPENSATION TO ATTRACT AND RETAIN STAFF FOR NEEDED POSITIONS,** especially math, science, English Learner and special education teachers/specialists.
April through August 2011	Coaching and training (professional development) with consultant partners (Transformation by Design, Steve Hall, Culturally Responsive Pedagogy, Academic writing through Write Tools, etc.) Review/revise school calendar for extended instructional time Summer Institutes for staff on focused school targets and instructional practice Hire new staff as necessary – focus on highly effective teachers

Year 2 **All of the Year 1 activities will be applied. The activities listed below are only the NEW activities.**	
Timeline	**Activity**
Fall 2011	Review school targets for improvement once results have been posted. **INCENTIVE PAYMENTS FOR SCHOOLWIDE IMPROVEMENTS IN ELA AND MATH for all staff.** In-depth data analysis of 2011 student results – Data Wise, AR&E **Implement new multiple measure principal evaluations.** Continue work on value-added model. Provide new (2010-11) data to teachers. Compare with baseline before first year of implementation. Identify teachers who are on or ones who need improvement plans. Closely monitor and evaluate using new evaluation tool.
Spring 2012	Refine and adjust process to ensure fair, equitable, and transparent evaluation system is in place. Analyze hiring needs for Year 2 or school year 2011-12. **PROVIDE ADDITIONAL COMPENSATION TO ATTRACT AND RETAIN STAFF FOR NEEDED POSITIONS**, especially math, science, English Learner and special education teachers/specialists
April through August 2012	Coaching and training (professional development) with consultant partners (Transformation by Design, Steve Hall, Dr. Hollie, etc.) Review/revise school calendar for extended instructional time

	Summer Institutes for staff for focused school targets and instructional practice Hire new staff as necessary – focus on highly effective teachers

Year 3 **All of the Year 2 activities will be applied. The activities listed below are only the NEW activities.**	
Timeline	**Activity**
Fall 2011	Review school targets for improvement once results have been posted. **INCENTIVE PAYMENTS FOR TEACHERS AND CLASSIFIED STAFF USING THE NEW INCENTIVE SYSTEM. VALUE-ADDED MEASURES WILL BE PROVIDED FOR TEACHERS. HIGHLY EFFECTIVE TEACHERS WILL BE RECRUITED FOR PRIORITY SCHOOLS.** Implement new multiple measure principal and teacher evaluations
Spring 2012	ADD NEW SCHOOLS (3) TO THE SUPERINTENDENT'S PRIORITY SCHOOLS. IDENTIFY SCHOOLS AND BEGIN PROCESS ABOVE. Refine and adjust process to ensure fair, equitable, and transparent evaluation system is in place. Focus on improvement plan on teachers who are not making significant change or those who wish to be surplussed out of the school Professional development and coaching embedded into weekly common planning time (data analysis, benchmark results, academic conferencing, academic writing, etc.) Analyze hiring needs for Year 2 or school year 2011-12. **PROVIDE ADDITIONAL COMPENSATION TO ATTRACT AND RETAIN STAFF FOR NEEDED POSITIONS**, especially math, science, English Learner and special education teachers/specialists
April through September 2012	PROVIDE COACHING FOR NEW PRIORITY SCHOOLS PRINCIPALS Coaching and training (professional development) with consultant partners (Transformation by Design, Steve Hall, Dr. Hollie, etc.) Review/revise school calendar for extended instructional time Summer Institutes for staff for focused school targets and instructional practice Hire new staff as necessary – focus on highly effective teachers

Appendix B

Putting Children First...
DATA DASHBOARD
Self-Evaluation/
Alignment of Resources
School Improvement
Plans
Collaborative Culture
SCUSD Cycle
of Continuous
School Improvement
for Building and Supporting a
Professional Learning Community
(PLC)
Focus on Results
Focus on Learning
Data Inquiry
School
Quality
Review
COLLECTIVE INQUIRY
SCHOOL PROGRESS REPORTS
Student
Achievement
Modify Improvement
Plans & Realign
Resources
District Support
& Coaching
DATA DIRECTOR
Strategic Plan 2010
Board of Education Vision, Mission,
Core Beliefs & Commitments, Theory of Action

Appendix C

SCUSD Strategic Plan Framework

Putting Children First

PILLARS

Pillar I
Career & College Ready Students

A. Provide students with a relevant, rigorous and well-rounded education that includes 21st Century career exploration, visual and performing arts and that meets four-year college and university requirements.

B. Create professional development opportunities that are practical and have high impact on student learning.

C. Develop rigorous, holistic assessments to measure ongoing student progress.

Pillar II
Family & Community Engagement

A. Develop meaningful opportunities that will empower parents to participate in their children's education.

B. Ensure that every school will become an integral hub of community life to provide open space and access to resources.

C. Increase opportunities for strategic partnerships that expose students to career pathways through internships and service learning.

Pillar III
Organizational Transformation

A. Create a "no-excuses" culture that is focused on results and continuous improvement.

B. Recruit, train, retain and support a motivated, capable and diverse workforce.

C. Focus every department, team and individual in the organization to support teaching and learning.

Appendix D

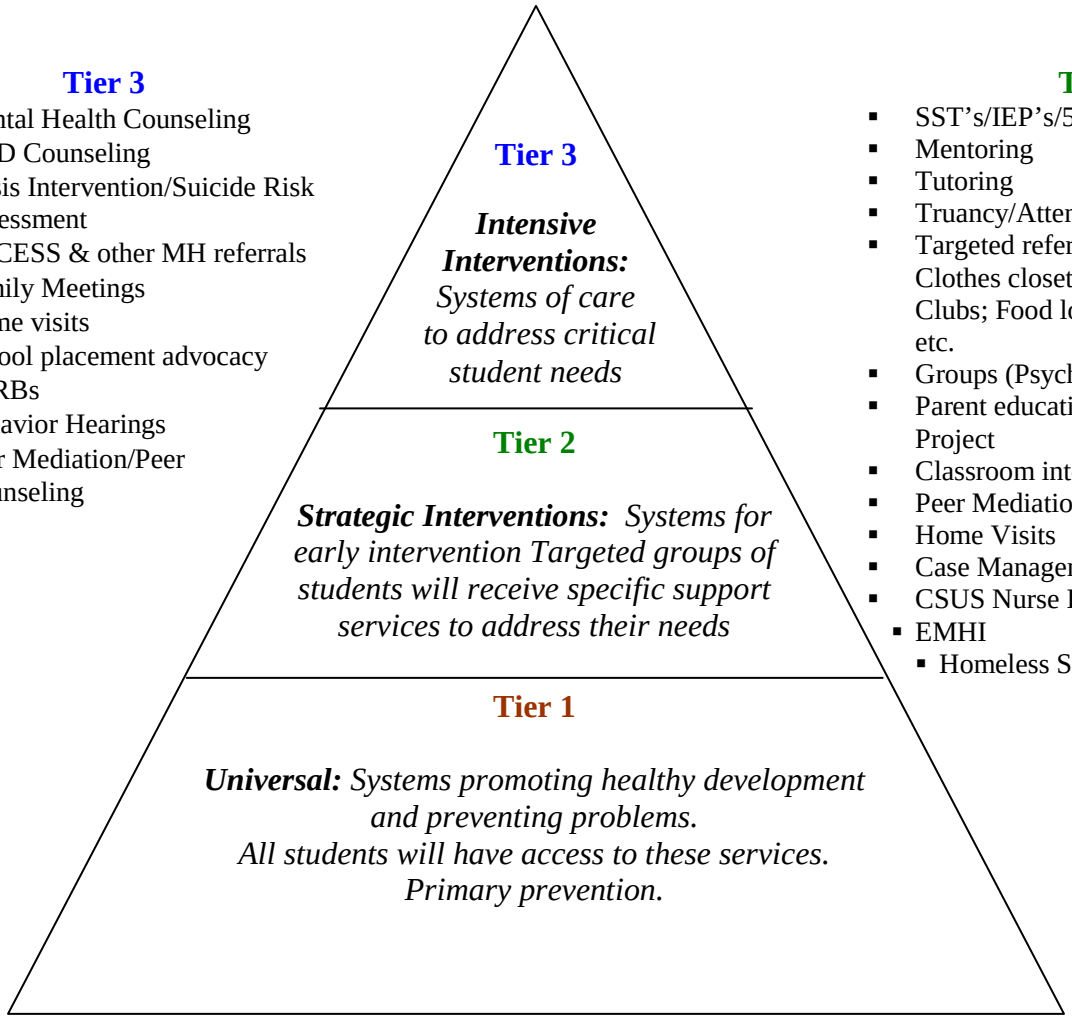
HEALTHY START FAMILY RESOURCE CENTERS
Menu of Services
Current as of 2/12/09

SERVICES OFFERED AT HEALTHY START FAMILY RESOURCE CENTERS	EARL WARREN	JOSEPH BONNHEIM	W.C. WOOD	HIRAM JOHNSON	PACIFIC	BRET HARTE	A.M. WINN	ABRAHAM LINCOLN	FTR. K.B. KENNY	TAHOE	MARK TWAIN	JOHN BIDWELL	CAROLINE WENZEL	C.M. GOETHE	MARK HOPKINS	C.K. McCLATCHY	MAPLE	OAK RIDGE	FREEPORT
After School Programs		x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x
Attendance Services/Follow up	x		x	x	x	x	x	x	x	x				x		x	x	x	
Basic Needs (food, clothing, etc.)	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x
Behavior Management	x	x	x	X	x	x	x	x	x	x	x			x	x	x	x	x	
CalWorks Services	x	x					x	x											
Case Management	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Citizenship Classes			x							x									
Classroom Interventions	x	x				x	x	x		x		x	x	x	x	x	x	x	
Community and School Safety	x	x	x	x	x	x	x	x	x	x						x			x
Conflict Resolution Program	x	x	x		x					x						x	x	x	x
Counseling Group	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Counseling Individual	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Crisis Intervention	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	
Dental follow up	x	x					x	x	x			x	x				x	x	
Dental Screening	x						x	x	x	x		x	x				x	x	
Dental Sealants	x							x		x							x	x	
ESL for Adults	x	x			x		x											x	x
Groups for 4-12: *Why Try?*			x	x	x	x	x	x	x			x	x	x					
Groups for K-12: *Skills for Living*	x	x	x	x		x	x	x		x	x					x		x	
Groups for K-3: *Dinosaur School*	x	x					x	x				x	x				x	x	
Home Visits	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Immunization Clinics																	x		x
Linkage to Community Resources	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x
Linkage to Health insurance	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Linkage to job/career	x	x		x	x	x	x	x	x	x	x	x	x			x			
Linkage to public assistance	x	x	x	x		x	x	x				x	x	x	x	x			x
Mentoring Navigators	x		x											x	x				
Mentoring Other	x	x	x	x		x	x	x		x	x	x	x	x	x	x	x	x	
Multicultural Outreach & Competency	x	x	x	x		x	x	x		x	x			x		x			
Parenting Classes (CBET or Parent University)					x	x				x								x	
Parenting Classes (Incredible Years)						x											x		
Parenting Classes (Parent Project)			x	x											x				
Parent Leadership										x	x					x			
Peer Mediation Program	x	x		x	x							x	x			x	x	x	
Primary Intervention Program (K-3)		x			x	x		x							x				x
Recreational Activities (i.e., noontime)			x			x				x	x					x			
SART participation	x	x	x	x	x	x	x	x		x	x	x		x		x	x	x	
School Supplies	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x
Student Study Team	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Suicide Risk Assessment	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Systems Advocacy (school, health, welfare, etc.)	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x	
Translation Services	x		x	x		x					x			x		x	x	x	x
Tutoring	x	x	x	x	x	x				x	x	x	x			x	x	x	x
Youth Development Activities (clubs, etc.)	x	x	x	x	x	x		x		x	x	x	x			x	x	x	x

Intervention Support Triangle
Healthy Start /Youth & Family Resource Center Services

Tier 3

- Mental Health Counseling
- AOD Counseling
- Crisis Intervention/Suicide Risk Assessment
- ACCESS & other MH referrals
- Family Meetings
- Home visits
- School placement advocacy
- SARBs
- Behavior Hearings
- Peer Mediation/Peer Counseling



Tier 2

- SST's/IEP's/504's/SART's
- Mentoring
- Tutoring
- Truancy/Attendance Support
- Targeted referrals:
  Clothes closets; Health– related; Clubs; Food lockers; Eye glasses, etc.
- Groups (Psycho-ed)
- Parent education (focused)/Parent Project
- Classroom interventions
- Peer Mediation Training
- Home Visits
- Case Management
- CSUS Nurse Intern Referrals
- EMHI
  - Homeless Services

Tier 1

- School system advocacy
- Big events (assemblies, science fairs, health fairs, dental screenings, multi-cultural events, "diversity days", etc.)
- Clubs w/open membership
- Classroom interventions
- Health education
- Child abuse training
- Support for transitions
- Healthy Start after school programs
- Suicide Prevention Programs
- Prof. Dev.: Education (Soc/Emo. Issues)
- Healthy families insurance outreach
- Parent Engagement (Coffee chats)
- Second Step
- Yard duty
- Resource material to school staff/staff development
- Youth-voice/youth -led /youth based activities (e.g. Kid Connection)
- Backpack, school supply , hygiene kit distribution
- Literacy Programs: Family Reading Events