SIG Application Checklist

Required Components

The following components must be included as part of the application. Check or initial by each component, and include this form in the application package. These forms can be downloaded at http://.cde.ca.gov/sp/sw/t1/sig10rfa.asp. Please compile the application packet in the order provided below.

Include this completed checklist in the application packet

✓ Form 1 Application Cover Sheet
(Must be signed in **blue ink** by the LEA Superintendent or Designee)

✓ Form 2 Collaborative Signatures
(Must be signed in **blue ink** by the appropriate personnel at each school selected for participation and by the LEA Superintendent or Designee)

✓ Form 3 Narrative Response

✓ Form 4 Projected Budget

✓ Form 5 Budget Narrative

✓ Form 6 General Assurances Download, obtain appropriate signature, and retain at the LEA

✓ Drug Free Workplace Certification

✓ Lobbying Certification

✓ Debarment and Suspension Certification

✓ Form 7 Sub-grant Conditions and Assurances (three pages)

✓ Form 8 Waivers Requested

✓ Form 9 Schools to Be Served Chart

✓ Form 10 Implementation Chart for a Tier I or Tier II School

✓ Form 11 Implementation Chart for a Tier III School, (if applicable)

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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: San Francisco County Office of Education		**County/District Code:** 3868478
Local Educational Agency (LEA) Name San Francisco Unified School District		**LEA NCES Number:** 0634410
LEA Address 555 Franklin		**Total Grant Amount Requested** Yr I – III: $49,495,602
City San Francisco	**Zip Code** 94102	
Name of Primary Grant Coordinator Jorge Cuevas Antillón	**Grant Coordinator Title** Director, State & Federally-Funded Programs	
Telephone Number 415.378.7618	**Fax Number** 415.750.8683	**E-mail Address** cuevasantillonj@sfusd.edu
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 Richard Carranza, Deputy Superintendent		**Telephone Number** 415.241.6121
Superintendent or Designee Signature		**Date** 6/29/10

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, has been removed due to privacy concerns. Each school's SIG Form 2 is on file with the CDE. See the CDE's Public Access Web page at http://www.cde.ca.gov/re/lr/cl/pa.asp for information about obtaining access to these forms.

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
3864878	San Francisco Unified School District	Carlos García	
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:	**San Francisco Unified School District**
Authorized Executive:	**Richard Carranza, Deputy Superintendent**
Signature of Authorized Executive	

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I. NEEDS ANALYSIS

Solving the Problem of Persistent Low Performance: The Case for a Systematic Approach

The San Francisco Unified School District (SFUSD) serves more than 55,000, K-12 students in 112 schools, all within San Francisco, California, as a single city school district/county office of education. SFUSD has ten persistently low performing schools under its charge. While this SIG application is made on behalf of individual school communities, and identifies some individualized school improvement efforts to ensure student academic success, the high number of schools eligible for the School Improvement Grant within SFUSD suggests that the problem of low performance is a systemic one, requiring a systemic solution.

Thus, the premise of the district's application is that it is the responsibility of the district—in collaboration with school communities—to remedy the problem of persistent low-performance in the ten schools identified. SFUSD's plan for systemic change is critical, and cannot be implemented fully without the funds available through the School Improvement Grant.

THE CALL TO ACTION

Although SFUSD is the highest performing urban district in California, it also has the largest gap between its lowest and highest performing student groups. Recognizing this problem, SFUSD has completed important steps in the last two years to make social justice and equity the district's top priority, laying the groundwork for the difficult improvement work ahead. The SFUSD Strategic Plan "Beyond the Talk" is a call to action and has become the centerpiece of district improvement efforts. During the 2008-09 school year all schools engaged in a strategic planning process to align their actions with the district's three goals: Access and Equity, Achievement and Accountability. To develop their "Balanced Scorecards," a strategic management system that translates vision into specific metrics, schools uniformly engaged their communities—parents, Community-based Organizations (CBOs) and students—in "hard conversations" about shifting the discourse of school improvement from "Discourse I" to "Discourse II" a

strategy advocated by our university research partners.[1] In some communities (though not all), the conversations had a dramatic impact; in the persistently low performing schools, most teachers engaged in this difficult work and they should be acknowledged for this effort and its promise for improved student outcomes. Ongoing partnerships with organizations such as the San Francisco and Bay Area Coalitions for Equitable Schools help retain and develop teachers with a commitment to equity and support others in transforming their beliefs and practices, or have them reconsider their profession.

SFUSD strives for innovation in curriculum and assessment—the district's vision of student success portrays an exciting portrait of a critical thinker with aesthetic and environmental sensibilities who can use technology in new and innovative ways. Unfortunately there is a large gap between this vision and the current reality, particularly for the lowest performing schools. Recently, leaders have acknowledged that to reach this goal, the district must follow the path of other California districts that have shown success in closing the achievement gap and increasing high school graduation rates. Districts like San Jose, Long Beach, and National have focused on system-wide teacher professional development, and devoted resources to the development of assessment and data systems, and built cultures of data-driven improvement. The path these districts have taken is slow and steady and focuses on the core aspects of teaching and learning, rather than the latest fad. To significantly improve student performance, this is the path SFUSD must also take.

The lack of a systemic approach has been felt most, perhaps, by the district's English learners. Of the ten persistently low-performing schools in SFUSD, six serve high percentages of English Learners: Bryant Elementary School (61%), Chavez Elementary School (60%), Everett Middle School (49%), Mission High School (46%), and John O'Connell High School (44%) (in 2008-09 as reported in the School Accountability Report Card).

In 2007, the Lau Consent Decree determined that SFUSD was in violation of the Lau Decision-- specific practices in the district that limited access for English Learners. The new Lau Action Plan, developed in 2008, establishes specific actions to ensure that

[1]See "Changing the Discourse of Schools" by Eugene Eubanks, Ralph Paris and Dianne Smith, Chapter 6 in *Race, Ethnicity, and Multiculturalism Policy and Practice.*

all SFUSD students become proficient in English. More than any other activity described in this grant, full implementation of the Lau Action Plan will have the most significant impact on the achievement of English Learners. Thus, this plan is the focused strategy for supporting the English learners. The Executive Summary of this plan can be found in the Appendix.

BACK TO BASICS: STARTING WITH A FOUNDATION OF ESSENTIAL ORGANIZATIONAL SUPPORTS

To better understand the needs and challenges of our schools and district, SFUSD leaders worked in partnership with university colleagues to understand how schools and districts have beat the odds for low performing students. The new study, "Organizing Schools for Improvement: Lessons from Chicago" (2010) particularly shaped the Needs Assessment of this grant. In this study, researchers Tony Bryk and colleagues look longitudinally at the improvement efforts in Chicago public schools and identify specific factors in place at the schools that made dramatic improvements in reading and mathematics as compared to schools that languished or performed worse over time. These schools shared five characteristics:

(1) **Clear instructional guidance**: Schools that made dramatic gains in improvement all had a clear, organized curriculum content map and sequence that specified high expectations for student performance, and provided effective pacing to ensure student mastery. All programs, materials and resources were clearly linked to the curriculum content.

(2) **A focus on assessing and building professional capacity**: To beat the odds, schools must have capable teachers with subject-matter knowledge, an orientation toward continuous improvement, and a sense of urgency for improving their practice and student outcomes. To build teacher capacity, schools that experienced consistent growth institutionalized data-driven continuous improvement processes and had teachers collaborating regularly to improve their practice. Finally, the schools invested in high-quality professional development, and ensured that the professional development was linked to teachers' inquiry practices and embedded within their everyday work.

(3) **A student-centered learning climate**: Schools that beat the odds begin by creating an environment of order and safety for students. Then, teachers work to provide engaging, rigorous learning within the classroom. By combining a strong "academic press" with supports for achievement, all students eventually master high standards. Classroom teaching required the balance between developing students' basic skills with the importance of tasks that push higher-order thinking. In Chicago, the schools that improved the most emphasized the development of students' critical thinking and analysis skills, engaged students in solving real-world problems, and assessed student learning with complex tasks, writing, and projects.

(4) **Parent-community tie**s: Low performing schools cannot improve without strengthening the ties to families and the surrounding community. In Chicago, schools that beat the odds made parent involvement the highest priority. They made sure all school personnel went above and beyond to know students, their families and home lives. Additionally, schools that raised achievement did so by making links with community organizations, integrating community issues into the curriculum, and helping to coordinate the services offered by local agencies.

(5) **School leadership**: Fundamentally, all of these strategic actions are driven by competent, visionary school leaders. In the Chicago schools that beat the odds, principals established a clear course of action, specified high expectations for teachers and students, and built relationships with the community.

The research is clear: These are the essential supports necessary to improve persistently low-performing schools. A school lacking any one of these elements is likely to suffer from chronic failure. Indeed, it is not enough to be moderately proficient on these elements—to make dramatic gains in improvement, low performing schools must quickly redress specific challenges in each of these domains, comprehensively, intensively and with full implementation.

SFUSD approached the school Needs Assessment using these domains as a guiding framework. The Needs Assessment was designed to pinpoint the specific areas

for development within each of the ten schools. As the assessment process unfolded, it became clear that although each school had particular strengths and challenges, the narrative for all schools was very similar. This analysis provided further evidence of a systemic problem.

INSTRUCTIONAL GUIDANCE

Key finding: *All of San Francisco's lowest performing schools share an incoherent, fragmented approach to curriculum, assessment and programming, due in part to insufficient instructional guidance from central office.*

All persistently low-performing schools have adopted SBE approved curriculum in language arts and mathematics. The needs assessment for all schools shows that the availability of these materials did not always set a rigorous standard of expectations. For example, in English/Language Arts, teachers have decreased the amount of time students spend engaged in authentic reading and writing tasks. Additionally, the current materials do not adequately specify the scope and sequence of instruction that is most responsive to high needs students. Lacking a common core curriculum, teachers have been left to their own unsupported devices, in both curriculum and assessment.

At the district level, programs to improve teaching and learning have been piecemeal and ad-hoc and have lacked sufficient resources to keep them tightly aligned and focused. When asked about the nature of innovations in the district, particularly whether they were ever taken to scale, one administrator said, "We have never taken anything to scale because nothing has been sustained more than two or three years. " This has had a particularly significant impact on the lowest performing schools. To address this problem, the district has developed the following critically important solutions. If supported by the resources specified in this grant application, these solutions will immediately begin to produce results in the ten lowest-performing schools with the intensive resources and support provided by the district.

- **A common core curriculum** that clearly specifies what students should know and be able to do and sets high standards for rigor and instructional quality has been developed in the spring of 2010 to address this problem. The curriculum, currently available in grades K-12 for English/Language Arts and Mathematics, integrates the new National Core Standards with the California State Standards to provide a rigorous, robust content scope and

sequence, model lessons for differentiation, and high quality materials for implementation, including SBE adopted texts. Where they once lacked instructional guidance, teachers at the ten persistently low-performing schools will now have a clear roadmap to follow.

- **Common Interim Assessments** that track students' progress in meeting the standards set forth by the curriculum. These assessments will be given four times per year and be followed with intensive coaching in data-driven instructional planning.

PROFESSIONAL CAPACITY: ENSURING TEACHER EFFECTIVENESS

Key finding: *Professional development has reflected the lack of instructional guidance, and schools have had to broker for resources and support. Many teachers in the lowest performing schools are doing the best they can with limited guidance.*

A common core curriculum will do much to solve the incoherence problem. However, professional development resources must be aligned accordingly. The SFUSD needs assessment recognized the need for **professional development on proven instructional strategies** that is job-embedded, and features one-on-one coaching. Not surprisingly, given the lack of instructional guidance specified above, the Needs Assessment revealed common weaknesses in the schools, particularly in implementing a rigorous, high-quality literacy program in the elementary grades, and building students' ability to comprehend complex texts in the upper grades. Additionally, professional development resources must support the district's commitment that all students—and especially those in persistently low performing schools—are proficient in Algebra by the end of 8th grade. Specifically, this proposal includes the following to build teacher capacity:

- **Creating an effective balanced-literacy program K-5**
  - ***Teachers College Reading and Writing Project:*** K-5 teachers will have professional development from Teachers College Reading and Writing Project (a nationally proven literacy training program from Teacher's College, Columbia University, New York), including access to summer institutes (for literacy coaches and leadership teams in the 1st year, and all teachers in the second and third years)

- ***WRITE Institute:*** All schools will have teams of teachers trained across three years by the WRITE Institute, a National Academic Excellence model for sustained professional development in model, proven to be effective for writing improvement, especially for English Learners needing to master academic language

- **Focus on adolescent literacy needs in secondary schools**
  - ***Strategic Literacy Initiative (Reading Apprenticeship):*** West Ed's Reading Apprenticeship program is one of the few programs for adolescent literacy approved by the Institute for Education Sciences "What Works Clearinghouse." All secondary teachers who teach an academic subject will receive training from SLI to ensure students can access grade-appropriate texts in every academic subject. This program is also designed to increase student engagement in academic subjects by developing their identities as discipline-specific consumers of texts (i.e., teaches students how to read like scientists). This program will be implemented intensively for two years with specific attention to sustainability and building internal district capacity.

- **English mastery for English-Learners and Standard-English learners**
  - ***Full implementation of the Lau Action Plan.*** Implementing this carefully designed plan is the core strategy for supporting English Learners. Please see the Executive Summary of the Lau Plan provided in the Appendix.
  - ***Structured review of all programs serving English Learners.*** As part of the Lau Action Plan, SFUSD's English Learner Support Services department has created a sophisticated tool for assessing schools' ability to serve English Learners (see Appendix for the sample Observation Protocol for Elementary Schools). This tool will be used beginning in Fall, 2010 to regularly monitor all schools with high percentages of English learners and provide guidance to address challenges.

- **A common core curriculum for English Language Development (ELD)** In 2009-10, SFUSD's English Language Support Services department (ELSS), in collaboration with national experts, developed a core curriculum for ELD. This curriculum is ready for implementation in 2010-11.
- ***On-site ELD Specialists:*** To support implementation of the ELD curriculum and ensure effective use of ELD strategies, a ll schools will have an ELD/SEL Specialist/Coach delivering in-class professional development, peer coaching & lesson development, linguistic interventions to newcomer students and organizational support for the analysis of CELDT and other language development data.
- ***Academic English Mastery Program (AEMP):*** Schools with high percentages of standard-English learners (Carver, Muir, Revere and Mann) will have groups of teachers trained in AEMP (Academic English Mastery Program) across the first and second year to learn a groundbreaking approach to ensuring the language and literacy acquisition of speakers of non-standard English, such as speakers of African American English, and other Standard English Learners, such as speakers of Chicano English, or speakers of Pacific Islander English.

o **Providing the foundations for mathematic excellence in elementary school**

- ***Project Seed:*** all elementary schools will have access to materials and training in the third year from Project SEED, a National Staff Development Council touted staff development program which makes mathematics exciting for students and teachers, and also raises students' test scores by building algebraic and critical thinking and reinforcing basic skills.

o **Ensuring that all students can access algebra in middle school**

- ***Algebraic Thinking:*** All middle school math instructors and high school Algebra teachers will have training and resources during the second and third years from Algebraic Thinking (a nationally

recognized effective teacher training program focused on student development of mathematical thinking and the study of fundamental algebraic ideas) proven to be effective pedagogy with struggling math students.

- **Job-embedded coaching that integrates all strategies:**
  - Literacy: all five elementary schools will have two literacy specialist/academic coaches delivering in-class professional development, peer coaching & lesson development, literacy interventions to far below and below basic students and organizational support for the analysis of the common interim assessments and other language arts data for student differentiation during language arts instruction. Secondary schools will also have access to district literacy coaches who will support the implementation of Strategic Literacy Initiative strategies and the Reading Apprenticeship program.
  - Mathematics: all five schools with elementary students & John O'Connell High School will have a math specialist/academic coach delivering in-class professional development, peer coaching & lesson development, math interventions to far below and below basic students and organizational support for the analysis of the common interim assessments and other math data for student differentiation during mathematics instruction.

In addition to high quality professional development, professional capacity must be developed through a professional **performance management system** that ensures a **data-driven approach** to instruction and professional learning that uses common interim assessments and other evidence of student learning as well as research-based strategies to improve teacher practice. Although the school Balanced Scorecards were designed to push evidence use in schools, the district quickly realized that absent a culture of evidence use or professional development in strategic planning, the Scorecards proved far too complex and sophisticated for schools to use reliably as a data-driven improvement tool. Through monitoring BSC implementation it became evident that the lowest performing schools need training and follow-up coaching in using

data for instructional improvement. Realizing that the district does not have sufficient man-power to build schools' capacity for using data, this application asks for resources to support schools' enculturation toward data-based inquiry, peer collaboration for lesson planning, tighter school organization for student academic needs analysis, restructuring for literacy/math/ELD foci, and professional learning communities. External partners for this work include:

- ***Partners in School Innovation:*** the seven elementary & middle schools/classrooms will have assistance from Partners for School Innovation for the first two years (presumed to be managed internally by the schools by the third year).
- ***Pivot Learning Partners:*** both high schools will have assistance of Pivot for the first two years.

Finally, SFUSD is committed to **ensuring that 100% of teachers in our persistently low-performing schools are effective.** To do so, we will continue work already begun with our union partners to define standards of effectiveness, and an evaluation system that is fair and reliable and includes student growth as a factor. This will involve challenging but culture-shifting conversations about good instruction, acceptable and unacceptable practices in the classroom, and the very best practices that support different groups of students. We believe teachers at our persistently low-performing schools should meet the standards of National Board Certification, and if they engage in all of the professional development opportunities provided in this grant, we will help them through the process. The district has partnered with **Pivot Learning Partners** to support the collaboration between United Educators of San Francisco and district leaders in developing this evaluation system.

Additionally, SFUSD has partnered with the **New Teacher Project**, a nationally-recognized program designed to recruit and place highly effective teachers in the schools that need them most. The New Teacher Project has already increased the percentage of effective teachers serving in the persistently low performing schools, and its high quality selection process will be used to screen candidates for the schools identified in this grant.

A STUDENT-CENTERED LEARNING CLIMATE

Key Finding: *All schools, with the exception of Willie Brown, were found to provide attractive, safe environments for student learning. However, all elementary school classrooms lacked sufficient classroom libraries with leveled texts and texts reflective of students' family lives and culture. The lack of robust classroom libraries especially inhibits independent reading. Teachers had varying levels of capacity with respect to implementing the Houghton-Mifflin Reading program and the Everyday Mathematics program, and in particular need both support and accountability for ensuring rigorous, engaging lessons. The middle and high schools struggled with low levels of student engagement, as shown by relatively high rates of chronic truancy. Some schools have begun to address these problems by focusing on classroom management procedures or teaching strategies to support African American students. No schools have a comprehensive way to target students for interventions and track their progress.*

Across all persistently low-performing schools, there is a clear need for (1) A **system of interventions and supports**, including an early-warning monitoring system that will flag students for intervention and a system for diagnosing student needs, placing students in interventions and tracking their progress over time, and (2) innovative solutions to the problem of persistent low-engagement (evidenced by high truancy rates) in the middle and high schools.

- **Response to Intervention:** All identified schools will adopt a "Response to Intervention" (RtI) approach to ensure all students have access to high quality, differentiated instruction and interventions where appropriate, as well as reduce the number of students inappropriately identified for Special Education services. O'Connell, Carver and Chavez will have a Director of Instruction made responsible for the Response to Intervention (RTI) services, student study team organization and securing of academic interventions.
    - ***Appropriate diagnostic and formative assessments*** in K-12, including the Fountas & Pinnell benchmark assessment system in elementary school and the RISE (Reading Inventory & Student Evaluation) for secondary schools. The RISE is an innovative and highly researched diagnostic assessment for literacy co-developed by multi-university members of the Strategic Educational Research Partnership (SERP) & Educational Testing Services (ETS).
    - ***Advanced monitoring of student progress*** through Common Interim Assessments and other formative assessments currently

available in the district data system “Data Director” and an “early warning” system that will quickly identify students in need of additional supports.

- ***High quality interventions*** including one-on-one tutoring with literacy specialists, research-based independent tutorial programs and extended day learning. Specific interventions will include:
    - *EPGY* (Educational Program for Gifted Youth at Stanford University), a multimedia on-line course & academic intervention program for English and math known to be successful even for struggling learners;
    - *Read I80:* Research-based reading intervention for middle and high school students;
    - *ALEKS:* Research-based mathematics intervention for middle and high school students.

In addition to a RtI model of interventions, the grant focuses on supporting the **development of engaging, academic learning environments**, particularly in the middle and high schools.

- **Creating an environment conducive for learning:**
    - ***Tools for Schools:*** To enable teachers and administrators to concentrate on instruction rather that student misbehavior, all schools will have access for all three years to Noah Salzman’s Tools for Schools, a classroom/behavior management program known to effectively reduce office referrals, tardies, absences and suspensions
- **Supporting high engagement among middle and high school students*:***
    - One middle school and two high schools will receive support from the San Francisco Coalition for Essential Small Schools (SFCESS) to specifically increase student engagement. As described in a recent study by MDRC (June, 2010), the personalized environment exemplified by the small schools approach is showing dramatic success in turning around low performing schools in New York City. Although the schools working with SFCESS are already small in size,

they need support in implementing the strategies that make small effective, including project-based learning, equity-centered instruction and student advisories.

- **Creating a College-Going Culture in all Secondary Schools**
  - ***A.V.I.D:*** All secondary schools will focus on effective implementation of A.V.I.D (Advancement Via Individual Determination), a research-confirmed program designed to help students in the middle prepare for and succeed in colleges and universities by committing themselves to improvement and preparation for post-secondary learning (A.V.I.D is a rigorous program of instruction in academic "survival skills" and college level entry skills, such as teaching students how to study, read for content, take notes, and manage time).

EXTENDING LEARNING TIME FOR STUDENTS:

Research suggests that students who are far below grade level need additional hours of learning to catch up. The SIG grant includes extended learning time as a requirement of the application.

- ***Kindergarten transition program:*** All elementary schools will have a summer transition program to prepare incoming Kindergarten students for the routines of school, familiarization of site classrooms, early diagnostic assessments of students with high academic needs, and parent indoctrination for a college-going expectation.
- ***Summer School:*** All schools will have enough funding to hire summer school teachers for up to 25 days for students with high academic needs (for all incoming grades, such as graduated 5th graders entering middle school); all high schools will be able to offer courses for up to 10 credits of credit recovery; all summer programs will take place in the school of origin; all elementary summer programs will have an afterschool program for enrichment for additional hours of support to students beyond the formal classroom day.

- ***High quality after-school learning opportunities:*** After school learning opportunities will be seamlessly connected to school-day instruction and topics in the elementary schools, but feature engaging, hands-on projects and activities designed to increase use of academic speaking, reading and writing and mathematics. All schools will have increased numbers of students served in the afterschool programs during the school year; afterschool staff will have additional hours to provide in-class support during the last hours of the school day in high needs classrooms and more instructional resources (e.g., curricular materials, academic intervention programs, supplies) for assisting high needs students.

PARENT AND COMMUNITY ENGAGEMENT

Key Finding: *All of the ten persistently low performing schools in the SIG have shown a strong commitment to family engagement, but have lacked the resources to effectively engage all families, particularly those struggling financially. Standard approaches, such as regular "coffee chats" or parent workshops have sometimes been successful, but have not comprehensively addressed the needs of the community.*

Instead of attempting piecemeal solutions like more parent workshops, all ten schools will be driven by a **community-schools approach** that builds family involvement by integrating and coordinating the many services San Francisco community based organizations can provide to students and their families that have so far been fragmented, misaligned and/or unnecessarily duplicated.

SCHOOL LEADERSHIP

Key Finding: *The district conducted a careful analysis of principal effectiveness, based on the Chicago dimensions of inclusive-facilitative and instructional leadership. All principals demonstrated strengths, especially in the ability to connect with parents and students. However, some principals did not have sufficient expertise in instructional leadership necessary to dramatically turnaround student performance*.

The School Improvement Grant insists upon the removal of principals who have been at each low performing school for more than two years. As described in more detail in the grant narrative, there will be new principals at these sites. Principals that had less than two years experience at the school, demonstrated potential for growth, and had taken significant strides in improving their schools were retained. The district will establish strict expectations for principal performance, and evaluate principals based on their knowledge of data-driven school improvement, teaching and learning and the communities they serve.

Careful attention to principal support, mentorship and evaluation is a key component of the SFUSD district reorganization to support the lowest performing schools. Assistant Superintendents and other area-level administrators will be trained in cutting-edge supervision practices so principals will have clearly defined performance objectives, regular and specific feedback, and mentoring where necessary. SFUSD is fortunate to have a cadre of committed principals who will flourish under this new performance management system.

District Reorganization to Support Management, Oversight and School Operational Flexibility

- **Creation of the Superintendent's Zone.** In recognition of the systemic problems described thus far, San Francisco Unified School District has undergone a massive reorganization, starting in the spring of 2010. To ensure effective management and continuous support to schools, as well as alignment and coordination of services and supports, such as professional development, departments have been restructured, and each Assistant Superintendent will have a nimble team of instructional coaches and operational experts. The restructuring is also designed to focus more intensive services on the needs of the district's lowest performing schools. Most schools within SFUSD will be supervised by an Assistant Superintendent responsible for approximately 15 to 20 school sites; however, a special "Superintendent's Zone" has been created for the district's lowest performing schools, including the schools participating in a Transformation or Turnaround process. These schools will be supervised by an Assistant Superintendent responsible for only a small cohort of schools. Assistant Superintendent Guadalupe Guerrero will supervise the improvement efforts at Bryant Elementary School, Chavez Elementary School, Muir Elementary School, Horace Mann Middle School, Everett Middle School, John O'Connell High School of Technology, and Mission High School. Assistant Superintendent Patricia Gray will supervise the improvement efforts at Carver Elementary School and Paul Revere, K-8 school as well as the closure and reassignment process at Willie Brown Academy.

The Superintendent's Zone will provide a greater degree of operational flexibility for teams working under the Assistant Superintendents and the schools themselves. District level decisions that impact on schools in the "Zone" will be more carefully

scrutinized, this includes a more careful analysis of whether there exists an equitable distribution of educational programming and resources, as well as looking more closely at how student assignment and teacher placement policies exacerbate the challenges faced at low-performing school sites. Teachers working in the Zone will continue to receive special compensation, as per existing district policy negotiated with our labor partners. Additionally, the Superintendent will also work closely with university researchers, the United Educators of San Francisco, the Department of Human Resources, principals and teachers in schools in the Superintendent's Zone, and other district leadership to develop and implement a system of teacher evaluation that includes student achievement as a factor. This group will also develop appropriate incentives for teachers and school leaders making exceptional progress in increasing student achievement.

- **Mentoring and Networking for Schools Working in Isolation**

Low performing schools working in isolation must have access to the expertise and mentorship of schools that are improving. Although SFUSD has many low-performing schools, the district also has some of the most high performing and innovative schools in the state, including high achieving Title I schools with similar populations as the SIG schools. SFUSD is home to San Francisco International, a newcomer high school housed at Mission High School. Already successful in New York, this model enables newcomer immigrant to read and write in English by the end of one school year. Rather than reinventing the wheel, our lowest performing schools deserve the chance to learn from their neighbors.

In the past, SFUSD has provided schools with insufficient tools for cross-site communication and collaboration, which has exacerbated schools' feeling of isolation among teachers and school communities. There has been no system for central office administrators to communicate regularly with all teachers, other than an online newsletter of announcements. Our Information Technology Department has acquired new tools for online learning environments and our district administrators will be working with these schools to arrange for opportunities to release teachers for site visits and shared meeting opportunities.

A FULL-COURT PRESS

The improvement of the lowest performing schools will depend on the district's ability to transform the current state of disjointed and misaligned school improvement practices and take the most promising innovations to scale. To this end, we have ordered a "full court press" of resources and support. This approach will produce results different from those seen in the past due to community-based oversight and accountability. Under the leadership of Deputy Superintendent Richard Carranza, the implementation of the strategies specified in this grant will be guided and monitored by the following:

- **Improvement Partners Council:** Each of the providers named in the SIG proposal will be accountable to specific student achievement outcomes and deliverables, as the DRAFT Scope of Work provided by Pivot Learning Partners begins to define. Partners will convene regularly to inform the district-wide improvement approach as well as report on individual schools' progress in improving teaching and learning. This two-way accountability system will ensure the district delivers on its commitment to high quality curriculum, coaching, and data systems, and that the district's partners are held responsible for measurable results.
- **Innovators' Council:** To ensure that persistently low-performing schools do not remain mired in practices that produce mediocre results, they must be given access to innovative mentors. The Innovators' Advisory Council will be comprised of innovative leaders within the district, and turnaround teachers and principals from within and outside the district. This body will ensure that school improvement efforts have a high level of rigor, innovation, quality and support. Principals and teachers will be held to high standards described by partner organizations such as New Leaders for New Schools, and the New Teacher Project. The Innovators' Council will thus provide mentoring and collegial accountability.
- **Community Council:** An oversight body similar to an individual schools' SSC, the Community Council will provide more thorough oversight with a greater pool of possible participants. A Community Council for all schools in the Mission and

Bayview-Hunter's Point neighborhoods will ensure higher levels of involvement and representation.

- **Board of Advisors:** This group will be comprised of representatives of the councils above, university researchers, Superintendents from turnaround districts (i.e., Jerry Weast from Montgomery County Public Schools), the SFUSD DAIT provider, and the Mayor's Office will provide general oversight and guidance. The following partners will be invited and others will be recruited to represent a well rounded perspective:
- Suzanne Donovan, Executive Director of SERP
- Milbrey McLaughlin, Professor Emeritus at Stanford University and Founder of the John W. Gardner Center for Youth and Communities
- Judith Warren-Little, Dean, UC Berkeley School of Education
- Phil Daro, Senior Fellow, America's Choice and Director of San Francisco SERP
- Terry Bergeson, Executive Director, SF School Alliance
- Barry Kaufman, SFUSD DAIT provider

These groups will work closely with the Research, Planning and Accountability department to ensure that implementation is carefully monitored and evaluated, and that results are regularly reported to the governing bodies as well as the CDE.

Under the leadership of Superintendent Carlos Garcia, Deputy Superintendent Carranza and the School Board, San Francisco Unified School District (SFUSD) has a renewed fervent commitment and increased capacity for reforming schools with low achievement. Because the district has gained confidence that the trends of deteriorating achievement can be reversed by significant and complete school reform through federal grant support, SFUSD submits this School Improvement Grant (SIG) under Section 1003(g) of the Elementary and Secondary Education Act (ESEA) and the 2009-10 American Recovery and Reinvestment Act (ARRA) to implement one of the four intervention models to restructure ten eligible district schools.

The ten schools included in this proposal are each identified by the California Department of Education (SEA) as persistently low-achieving schools and all are

classified as Tier I and Tier II. *SFUSD has no eligible Tier III schools and thus does not propose to provide any services under this proposal to Tier III schools.*

Tier I Schools (all are proposed)	
<u>Turnaround</u> • Everett Middle School • Bryant Elementary School • Dr. George Washington Carver Elementary • John Muir Elementary	<u>Transformation</u> • César Chávez Elementary School • Paul Revere College Preparatory • Horace Mann Middle School <u>Closure</u> • Willie L. Brown Jr. Academy College Preparatory School
Tier II Schools (all are proposed)	
<u>Transformation</u> • John O'Connell High School of Technology • Mission High School	

LEA and School Personnel Involved

SFUSD conducted a comprehensive planning process to ensure that the model for reform chosen for each site is the best choice and that it will produce the desired improvements in teaching and learning.

Executive leadership for the grant application planning has been provided by the Superintendent, the Deputy Superintendent, and Assistant Superintendents Veronica Chavez, NurJehan Khalique, Margaret Chiu, Jeannie Pon, and Executive Director Mary Richards, as well as members of the district's Strategic Design for Quality Schools Steering Committee. The Superintendent and curriculum leaders have provided in-kind funding, input for ideas, and final directives to Jorge Cuevas-Antillón, Director of State and Federally-Funded Programs, who was assigned by SFUSD to lead the SIG planning process and to organize preparation of the district proposal.

Mr. Cuevas-Antillón organized and facilitated several critical phases of the SIG work over the eight weeks given for the SIG application. Upon release of the RFA, three initial meetings with the assistant superintendents were conducted to review the SIG application, ascertain data collection needs, and debrief progress of the application. A

core team of two assistant superintendents, Mr. Guadalupe Guerrero and Dr. Patricia Gray (who would each be made responsible for SIG schools next year), came to lead the SIG efforts with Mr. Cuevas-Antillón. Support was provided by Ms. Aurora Wood from the Research, Planning and Accountability office. Ms. Margaret Brodkin (Director of San Francisco New Day for Learning) and a staff member, Ms. Jamie Harris, volunteered to work with school community leaders to collect data on the school-as-community-center aspects of the needs analysis, including interviewing principals, school staff, parents, and community-based organizations. Many other district staff volunteered their time and expertise to complete the grant application.

The core SIG workgroup met a total of 15 times over a period of two months with several key departments (Human Resources, Labor Relations, Legal, the Budget Office, etc.) to ascertain the best proposals for improving school outcomes. Deputy Superintendent Carranza took responsibility for executive decision-making for the SIG application and presented on the topic during a School Board briefing on May 25, 2010.

Even before the SIG RFA was announced, SFUSD had already engaged every school site and department in a strategic planning process “Beyond the Talk” during the 2008-2009 school year. Each school site convened a group of stakeholders and key communicators to analyze curriculum and instruction, set goals, and develop site-specific action plans for improving student achievement. This advanced planning laid the groundwork for the SIG planning process.

Upon the release of the state SIG RFA, the district recognized entering into the SIG process that there are mandated limitations to the number of schools that may be assigned a “Transformation Model”, meaning that no more than five (50%) of SFUSD’s ten schools could be reformed using this model. Although disappointed in the lack of flexibility for choosing among each model, SFUSD went forward with all of its eligible schools. With this in mind, it was critical to not only select among the mandated transformation models, but it was also necessary to select the best remaining option among the schools involved.

District Process for Analyzing the Findings and Determining the Appropriate Intervention Model

Academic Program Review

The SFUSD Essential Supports evaluation tool was developed to focus the SIG planning process around the elements of research-based reform principles. The rubric was designed according to the five domains of the Chicago Consortium Surveys, "Organizing Schools for Improvement", the SFUSD parent engagement rubric, and various other research resources.

The SFUSD Essential Supports rubric consists of assessment statements within the five domains and nine sub-domains and 596 individual indicators as outlined in the tables on the following page.

Organizing Schools for Improvement: Five Essential Supports	
1-School Leadership	Focusing on leadership is the driver for change and continuous improvement including managerial, instructional, and facilitative – inclusive components of leadership.
2-Parent-Community Ties	Encouraging new relations with parents and local communities to repair long-standing disconnect between urban schools and the children and families they are intended to serve. Through active outreach efforts, staff members seek to make the school a more hospitable and welcoming environments for parents and strengthen the connections to other local institutions concerned with the care and well-being of children and their families.
3-Professional Capacity	Enhancing the faculty's professional capabilities through deliberate focus on the quality of new staff, strengthening the processes supporting faculty learning and promoting a continuous improvement ethos across a school-based professional community.
4-Student-Centered Learning Climate	Nurturing an overall normative environment where all students feel safe and are pressed and supported to engage and succeed in more ambitious intellectual activity. Such an environment is central to making school reform work for children.
5-Instructional Guidance	Cultivating the school wide supports concerning curriculum and instruction in order to promote more ambitious academic achievement for every child.

SFUSD Essential Supports Framework		
Domains	**Sub-Domains**	**Number of Indicators**
1. Student-Centered Learning Environment	Order & Safety	58
	Academic Press	82
2. Parent-Community Ties	Teacher's Ties to Community	49
	Parent Involvement	61
3. Instructional Guidance	Curriculum Alignment	34
	Basic Skills and Application Emphasis	67
4. Leadership	Instructional Leadership	70
	Inclusive, Facilitative Leadership	39
5. Professional Capacity	Quality of Human Resources	32
	Professional Development	24
	Professional Dispositions and Professional Community	80

Final scoring of the schools in SFUSD was accomplished by calibration among the Assistant Superintendents with input from the principals of the school site. Feedback from all available sources discussed further below was considered in completing the rubric scoring.

The table below shows the rankings for each school. Scores range from 1 – 4. All discrete domain scores were averaged through an arithmetic mean, and an aggregate score was determined for each school. Higher scoring schools were assigned a *Transformation* model, while the next lowest four schools were assigned a *Turnaround* model, and the lowest scoring school was assigned a *Closure* model.

Ranking of SFUSD Schools According to the Essential Supports Evaluation Tool

School	Student-Centered Learning Environment	Parent-Community Ties	Instructional Guidance	Leadership	Professional Capacity	AVG
Horace Mann Middle	2	3	2	3	2	2.4
O'Connell HS	3	3	2	2	2	2.4
Mission HS	3	3	2	2	2	2.4
Chavez Elementary	3	4	2	3	3	3
Paul Revere (Pre-K-8)	2	3	2	3	2	2.4
Everett Middle	2	2	2	2	2	2
Carver Elementary	2	2	1	2	1	1.6
Bryant Elementary	1	2	1	1	1	1.2
Muir Elementary	2	2	1	1	2	1.6
Willie Brown	1	1	1	1	1	1

Key		
average=1	**CLOSURE**	1= does not meet expectations
1<average≤2	**TURNAROUND**	2= approaching expectations
2<average≤3	**TRANSFORMATION**	3= meets expectations
average>3	**no change**	4= exceeds expectations

A broad array of processes, documents, and assessments were considered and contributed to the informed completion of the SIG Rubric, and most importantly, the ultimate selection of the reform model and program design for each site.

Processes:

- Parent/Community Forums
- Essential Supports Evaluation Tool (validity and inter-rater reliability check among the Assistant Superintendents, Principals and central district staff)
- Forums, Meetings and Conferences with Teachers and Staff (district strategic planning process Balanced Scorecard; and Human Resources Analysis of staffing conditions)
- *New Day for Learning* assessment of extended learning programs (first hand visitations and interviews at school sites)
- DAIT – District Needs Assessment (external report of the District Academic & Intervention Team)
- School Walk-through Observations (principal, assistant superintendent, DAIT consultants)

Documents & Data Reviewed:

- Academic Performance Survey (APS)
- School Accountability Report Card (SARC)
- Balanced Scorecards (SFUSD's Single Plan for Student Achievement)
- Truancy/Dropout data (CDE, Data Quest)

- Teacher experience data (CDE, Data Quest)
- Parent Involvement Records
- Professional Development Records
- SFUSD DAIT report
- School Attendance Data (SFUSD & CDE Data Quest)

Standardized Assessment Results:

- STAR Testing – California Standards Test Results in ELA and Math
- CELDT Testing

District Level Assessments and Results

Strategic Planning

As mentioned above, SFUSD engaged in a major reform process during the 2008-2009 school year. A new strategic plan was developed to promote the concept that closing the achievement gap for underserved students should become the highest priority to ensure social justice. With this basic tenet as the guiding principle, all school sites and district departments were charged with developing a Balanced Scorecard (BSC) to align all district elements to serve students and support school-level decision making.

The Balanced Scorecards (BSC) serve as the strategic plan for each school site (the schools' Single Plan for Student Achievement). More than a traditional SPSA, the BSC intends to tightly couple measures of local progress with the larger systemic goals, using common definitions of success set from organizational data: "The balanced scorecard is a strategic planning and management system that is used extensively in business and industry, government, and nonprofit organizations worldwide to align business activities to the vision and strategy of the organization, improve internal and external communications, and monitor organization performance against strategic goals.[2]"

For the Tier 1 and Tier 2 schools, the BSC was used as the foundation for discussion and planning and (where effectively implemented by schools) will also be useful in evaluating the power of intervention models implemented. For SIG, SFUSD recognized that in order to achieve the district vision as expressed in each BSC,

[2] http://www.balancedscorecard.org/bscresources/aboutthebalancedscorecard/tabid/55/default.aspx (accessed 5/20/10)

adequate structures must be put into place according to the five domains of the Chicago Reform Model; in other words, go “Beyond the Talk” in schools where academic failure has been the norm.

District Needs Assessment

From December 2008 – March 2009, SFUSD employed Education Consultants (EC) as the DAIT provider and to lead the needs assessment process. This extensive process involved analysis of data in seven areas. The major recommendations of the DAIT report have informed the SIG planning process and applicable highlights of the report are provided below.

- *Curriculum, Instruction and Assessment* – Implement district-wide curriculum in mathematics and English language arts, and implement a secondary curriculum in English language development. Enhance instruction through implementation of a benchmark assessment program and conduct quarterly academic conferences among staff to review student achievement. The final recommendation in this area is to extend learning times for students.
- *Governance and Leadership* – Enhance the secondary program to increase the numbers of students who are college-ready. Continue to focus on equity and social justice, and culturally responsible pedagogy. Establish standards-based professional development in support of the new math and ELA curricula.
- *Human Resources* – Establish collaboration time for teachers in support of the implementation of new math and ELA curriculum materials. Provide training for principals to increase their effectiveness as instructional leaders. Establish a structured program to train principals as academic coaches.
- *Fiscal Resources* – Ensure alignment of expenditures with reform efforts.
- *Professional Development* – Ensure that all teachers have completed training to support excellent instruction in math and ELA. Provide administrators with training to support their roles as instructional leaders and teacher coaches. Develop a plan for monitoring and delivering necessary professional development.
- *Data Systems* – Provide training for all teachers in the use of district data systems in support of instruction and student assessment. Implement an English Learner (EL)

monitoring system. Provide training for principals and teachers on use of the district benchmark assessment system.

- *Parent and Community* – Develop a system to distribute the results of benchmark assessments to parents in appropriate languages. Enhance preschool-to-kindergarten transition programs.

Principal Quality Assessments

The district's leadership team conducted assessments of each site principal to determine whether replacement was the best option. Each supervising Assistant Superintendent led the assessment process for their Tier 1 and Tier 2 site principals. Principal leadership was assessed using achievement results including STAR tests, progress in achieving API and AYP benchmarks, student attendance levels, and considered parental involvement factors including School Site Council (SSC) and English Learner Advisory Committee (ELAC) functioning.

School Level Process and Assessments Summary

The process for identifying needed reforms included gathering of input from representative stakeholder groups that included a variety of school staff, parents, and community members. The SIG assistant superintendents and the advisory group met with all principals to explain the grant's requirements and the potential implications in terms of selecting a reform model. It is a credit to the professional dedication of the principals who dedicated themselves to the process and engaged actively in spite of the potential negative impact on their position.

Each school principal and their supervising assistant superintendent was charged with providing data to inform the model selection process including:

- Reviewing Academic Performance Surveys
- Assisting with conducting two or more public parent/community forums
- Consulting with teaching staff to gather input about the reform models
- Meet with the supervising Assistant Superintendent to complete the Chicago Reform Model Rubric

External Partners

Assessment of supplemental program needs was conducted by an SFUSD partnership organization with the Mott Foundation and the City of San Francisco, "New

Day for Learning" (NDFL), as part of the assessment process at each site. Representatives of NDFL met with school community stakeholders of each site to conduct a series of focus group interviews and surveys that assessed the need for and availability of extended day programs and other student and family supports. This data informed the planning process of the workgroup in planning appropriately targeted intervention for each site.

Additional input was sought from Partners in School Innovation (PSI) and SERP (Strategic Education Research Partnership).

Public School Community Meetings

As per the RFA requirements, SFUSD held twenty-nine public meetings, exceeding the requirement of two public meetings per site. A schedule of the meetings held, and a summary of the feedback from these meetings is provided below.

- Everett: April 6th; April 8th; May 25th
- Mann: April 20th; April 21st; May 4th; May 18th
- Revere: March 24th; March 12th
- O'Connell: May 6th; May 25th
- Mission: May 4th; May 25th
- Bryant: March 24th; April 21st; May 5th; May 12; May 26th
- Carver: April 15th; April 26th; May 25th
- Chavez: April 15th; April 21st; May 5th; May 6th
- Muir: April 22nd; April 23rd;
- Brown: April 19th; April 28th

Summary of Input

Each school site conducted multiple meetings to ensure that parents and community members were given ample opportunities to learn about SIG and to give feedback and input on the process that would be used to select the model chosen. The attendance at all of these meetings is estimated to be over 1,000. Attendee numbers at each meeting ranged from a dozen to over fifty.

The process of the meetings was to present information about the school's performance, about how the achievement levels led to the SEA ranking of that school

as persistently low achieving, and what the forthcoming SIG grant application might mean for each site.

Parents, community members and students posed questions about school improvement options, the SIG program and the SEA ranking system during an open commentary period. There was general concern about the Closure Model and few attendees indicated they were in favor of closing a school. Similar concern was expressed for the jobs of teachers and the fact that the Turnaround model would require a rehire process in which 50% or more of the teachers would be new to the site.

Some attendees expressed support for the staff and for the principals and recommended that changes should be made at the district level to better support the school sites. In fact, SFUSD was already engaged in a central office redesign and had determined that a change of district central staff for a SIG central team would be in the best interest of the schools.

Some parents, particularly from schools with an active bilingual education program and a commitment to multi-literacy, felt it was inappropriate to judge student performance on tests taken in English, and unfair and misguided to rank schools as Tier 1 accordingly. SFUSD conceded with the concern that the state currently has no mechanism for counting academic performance in any other language than English for API or AYP.

Despite feeling that the rankings did not accurately measure their students' proficiency levels, most parents were in favor of reforms and hoped to see improvements in student achievement. Some parents expressed an interest in being involved in the hiring process and made some concrete suggestions about desired characteristics of the new teachers and principals. Some statements indicated that the SIG grant application was a good opportunity because it would bring additional resources to hire more teachers and support for students.

Common feedback from parents included a desire for more materials in multiple languages, setting college-going expectations, and increasing the school's interaction with community based organizations.

In summary, the mood of the meetings was generally positive toward the idea of bringing significant resources to the schools despite any trepidation about the major

reform needed. SFUSD went forward based on the conviction of the school communities and the board.

School Climate Study

Research has identified several protective factors that promote resilience for at-risk children and youth. These include the presence of caring relationships with adults, high expectations, and meaningful opportunities for participation. In 2007-2008, SFUSD commissioned Education Training Research (ETR) Associates to conduct a school climate survey in which students in grade 5, 7, 11 completed surveys that assess these protective factors. Nearly 25,000 students participated and submitted survey responses for the study. Site specific findings are provided in the school summaries provided below.

School Summaries

The needs assessment summaries for all ten sites are provided on the following pages. Each section is organized according to the five domains of the SFUSD Chicago Reform Model Rubric and the information given is an aggregate of all the information gathered for consideration by the SIG Workgroup. The Rubric ranking for each of the five domains is also provided, however a summary of the Rubric rankings by site is provided in the table on page 23 above.

TURNAROUND MODELS

Everett Middle School	Bryant Elementary School
Carver Elementary School	John Muir Elementary School

BRYANT ELEMENTARY

Domain: Student-Centered Learning Environment, Ranking = 1

Bryant Elementary School (K-5, Enrollment - 230) is a Title I School Wide Program (SWP) and has been designated in Program Improvement Status (PI) status for six years. Bryant Elementary is located in the Mission District of San Francisco and serves primarily the children of Spanish-speaking immigrants who have limited English proficiency.

	Bryant
Enrollment:	230
ELL	70%
SED	87%
Disabled Students	11%
Ethnicity:	
African American	5%
American Indian	2%
Asian	1%
Filipino	1%
Hispanic	88%
Pacific Islander	0%
White	0%
Other/Multiple/No Resp.	3%

The table at right displays the demographic characteristics of Bryant's student population. As the data show, there is a high percentage of English Language Learner (ELL) students (primarily Spanish-speaking) and nearly all students are living in households with incomes that meet federal guidelines for free and reduced price lunch participation (socioeconomically disadvantaged [SED]).

Academic Achievement Findings

Bryant Elementary School has struggled to radically transform student achievement. Results in mathematics and ELA show stagnant levels of proficiency. The table below illustrates the percentage of students taking the CST who scored below proficient in ELA and math in each of the past three years. Not only does the data show that a high percentage of students are below proficient in achievement of standards, the percentages have gotten worse in math achievement and improved only slightly in ELA achievement.

	English Language Arts			Mathematics		
	2008-09	2007-08	2006-07	2008-09	2007-08	2006-07
Bryant	71.4	76.2	77.8	72.8	70.7	70.8

A closer analysis shows that most students remain at the same proficiency level from year to year, and while some students (e.g., 24 from 2007-08 to 08-09) gain a proficiency level from one year to the next, an equal number of students lose a proficiency level. These results suggest uneven teacher capacity, with some teachers able to accelerate student achievement and others struggling to help students make progress.

In terms of school climate and safety, SFUSD commissioned ETR Associates to conduct an independent comprehensive study of school safety and climate in 2007-2008. Students were surveyed in grades 5 – 12 on a number of issues relative to the learning environment. Additionally, data from the California Healthy Kids Survey were integrated into the outcome data of the study producing a thorough overview of the district schools.

Among the students who responded to the survey only 22% of these students feel safe at school “all the time” while 20% of the students indicated that they feel safe at school either “never” or “some of the time”. Nearly 60% of the students indicated that they had either been hit or pushed or had mean rumors spread about them describing a dangerous and threatening school environment. Twenty-one percent of the students reported having witnessed a student in possession of a gun or a knife at school. Two thirds of the students indicated that they had a high level caring relationship with an adult at the school but only 22% of students felt they had meaningful participation in the school. Truancy is a major concern at Bryant where 113 (49.13%) of the 230 students were classified as truant (3 days or more of unexcused absence) in 2008-2009 (CDE, Data Quest).

Domain: Instructional Guidance, Ranking = 1

Teachers do not evaluate their practice in light of the curriculum standards and goals and there is little coherence among grade level or course teams about content to be taught.

Scaffolding of instruction is not a common practice and only some of the teachers provide differentiation of instruction according to student needs.

The table below outlines the results of the most recent APS conducted at Bryant.

Bryant Elementary School				
Components	**ELA**	**ELA Intervention**	**Math**	**Math Intervention**
1. Instructional Program	1	1	~	~
2. Instructional Time	3	3	2	2
3. Principals' Instructional Leadership	3	~	3	~
4. Teachers' Professional Development Opportunities	2	~	2	~
5. Student Achievement Monitoring Systems (s)	2	~	2	~
6. Ongoing Instructional Assistance and Support for Teachers	2	~	2	~
7. Monthly Teacher Collaboration by Grade/Content Level	2	~	2	~
8. Lesson Pacing Schedule (K-8) / Intervention (9-12)	2	~	2	~
9. Fiscal Support	2	~	2	~
**** Rating Scale** 3-Fully, 2-Substantially, 1-Partially, 0-Minimally** ~ = NA				

The APS highlights the weakness of the instructional program especially with respect to inconsistent use of state adopted curriculum and instruction materials. The lack of curricular focus makes it difficult to have focused professional development and teacher support. A dizzying array of programs and training creates a disconnected and haphazard approach that needs to be refocused and trimmed down to the core content areas around a core district-adopted set of performance assessments and common scope and sequence.

Students at Bryant lack access to a rigorous curriculum that differentiates according to proficiency and language status. The curriculum does not include a 21st Century skills focus. Teachers primarily use a didactic methodology in a whole class configuration contributing to the lack of student engagement (e.g., 22% indicating meaningful participation in the ETR study). Assessment is inconsistent and not conducted to track student progress or for planning instructional objectives.

A core curriculum and common interim assessments will go far in improving instruction at Bryant, but most important to Bryant's success will be a performance

management system to ensure that all teachers are supported to accelerate student performance.

Domain: Leadership, Ranking = 1

The primary challenge for Bryant Elementary School's leadership is to create a cohesive group of teachers with a common vision for student achievement and a willingness to do whatever it takes to boost student achievement. The principal has had success engaging some teachers in leading the school, but not others. Teacher input on reform was sought through the strategic planning process conducted at Bryant to produce the BSC as part of the "Beyond the Talk" initiative. As part of this process, Bryant's leadership team met for three full days to review the Academic Program Survey (APS) to identify barriers to learning. Because not all staff participated in the process, some may not have had full buy-in for the approaches to improvement detailed in the plan.

Domain: Professional Capacity, Ranking = 1

The average experience level of Bryant staff is 7.6 years, well below the district average of 10.9 years (CDE, Data Quest). Bryant staff members are, however, qualified to teach English Learners. Each certificated teacher is also certified CLAD, and 24 of 28 teachers are bilingual in English/Spanish. In spite of being fully certified, the teaching at Bryant is classified as low-performing.

A key challenge facing Bryant Elementary School is the homogeneity of the teaching staff and student population. Although the teaching staff reflects the culture and language of students served, it does not reflect the diversity of San Francisco. Bryant is able to provide focused Spanish language/Latino bilingual/bicultural support, but is not able to provide students and families with an experience that includes a diversity of students/families. Staff believes this lack of diversity affects the school's ability to expose students to the skills necessary to thrive in the 21st Century. Proficiency rates on the Standards-based Test in Spanish suggest that students are making progress in their native language, but this knowledge is not transferring as rapidly into English as necessary. Some teachers at Bryant may not have sufficient expertise to support the complexities of a robust bilingual program.

Some but not all teachers implement technology and not all teachers are setting objectives that align with a standards-based curriculum, no pacing guides are utilized, and few teachers are using performance assessments to measure student achievement and plan instruction.

Evidence suggests that some teachers want to improve their practices but the professional culture does not support all teachers in doing so.

Domain: Parent-Community Ties, Ranking = 2

Parent-teacher conferences are held semi-annually. Teachers make an effort to communicate with parents during conferences and when sending home a report card, but there are no structures to support additional communication. There are few resources to support additional engagement.

In preparation for this application, five public school/community meetings were held at Bryant due to high community interest in the reform process. Translated materials were produced and distributed and translators were provided at all meetings. Parent input was also gathered by the Principal and the Instructional Reform Facilitator in meetings with the School Site Council (SSC).

CARVER ELEMENTARY

Domain: Student-Centered Learning Environment, Ranking = 2

George W. Carver Elementary serves 266 students the majority of whom are from families with low incomes as indicated by the high percentage of students who qualify for free and reduced price lunch programs. Carver Elementary is located in the Bayview District of San Francisco where students are exposed to high levels of crime and gang activity.

The table at right provides a demographic overview of the student population at Carver. The students are predominantly African American, socio-economically disadvantaged (SED) and there is a low number of English Language Learners (ELL) at Carver.

	Carver
Enrollment:	266
ELL	5%
SED[3]	84%
Disabled Students	6%
Ethnicity:	
African American	70%
American Indian	2%
Asian	3%
Filipino	1%
Hispanic	4%
Pacific Islander	15%
White	1%
Other/Multiple/No Resp.	0%

Carver is located in San Francisco's Bayview/Hunter's Point neighborhood, which has the highest crime rate in San Francisco. Violent incidents in the neighborhood sometimes result in school lockdowns.

Truancy is a significant problem at Carver. Of the 266 students at Carver in 2008-2009, 66.54% (177) were classified as truant (3 or more days of unexcused absence). A total of twelve suspensions were recorded in that year (CDE, Data Quest).

School decisions are not clearly related to improvement of instruction at Carver and learning expectations are not clearly defined for all students. The level of instructional rigor is generally low and a sense of urgency to achieve standards is not consistently expressed across the school.

Student achievement at Carver is showing a trend toward improvement in spite of deficiencies in the instructional program. The table below illustrates that Carver has plenty of room for improvement with two thirds or better of the students scoring below a proficient level in ELA and Math on the California Standards Test (CST).

[3] SED = Socioeconomically Disadvantaged

	English Language Arts			Mathematics		
	2008-09	2007-08	2006-07	2008-09	2007-08	2006-07
Carver	68	77.3	78.1	65.8	68.5	74.8

Students are provided with an after school enrichment program “EXCEL” which focuses on improving reading skills using the L2 program. The after school program coordinator also works with the Instructional Reform Facilitator (IRF) to align after school activities and create continuity with the school program and some teachers work in the EXCEL program.

Domain: Instructional Guidance, Ranking = 1

Carver employs a set of standards-aligned curriculum materials but there is a lack of coherence and rigor. Curriculum scope and sequences are not developed or are inadequate and unused. No curriculum pacing is employed at Carver beyond teachers working in eight week cycles of instruction.

Resources are allocated to identified needs but more effective use of performance assessments and data analysis could assist with targeting these intervention supports n a more strategic and targeted fashion.

Some teachers at Carver do not effectively scaffold instruction and few students are achieving mastery of basic skills according to standardized test data. The need for basic skill development may lead to reduced academic rigor and expectations.

A key weakness among the Carver instructional staff is the lack of training and resources to analyze data. Not only is there a lack of performance data to use for timely and regular assessment of student achievement, the existing data is not being utilized to its full potential by most teachers due to lack of training in using district data systems and in translating results from existing assessments into action.

Domain: Leadership, Ranking = 2

Carver’s leadership has been heavily focused on supporting the affective social and emotional needs of students, but as a result has not lent an equal level of attention on developing instructional capacity at the school. Clear and high expectations for student learning have not been clearly established, and accelerating student academic performance has not been established as the standard for all teachers.

Teachers at Carver tend to work in isolation, have not been sufficiently supported to work collaboratively, and do not yet demonstrate the characteristics of a high performing professional learning community. Some teachers do express a sense of ownership for the Balanced Scorecard (BSC) strategic plan, but the strategies specified in the Balanced Scorecard, for example “establishing clear procedures and routines” lack specificity and focus.

As part of the BSC planning process, extensive teacher input was solicited and received in a variety of groups over the course of the 2008-2009 academic year. Teachers met to discuss and plan for needed reforms in grade level meetings four times, in faculty meetings eight times, and as part of the School Leadership Team five times. A set of engagement prompts were designed to elicit meaningful feedback, input, ideas, and solutions. Staff members were also provided with articles and training about reforms and the reform process.

Input about the reform process was also gathered from paraprofessionals and students. Paraprofessionals were asked to respond to a set of engagement questions and their responses were recorded and integrated into the planning process. Student feedback and input was also gathered in a meeting of key student representatives and with the Carver student council members in two separate meetings.

Domain: Professional Capacity, Ranking = 1

All but one of the teachers at Carver is fully certified, the un-credentialed staff member is a District intern. Teacher experience at Carver is well below the district average (7.4 years compared with 10.9 years). Five teachers are in their first (4) or second (1) year of teaching and this represents almost one third of the staff. A few teachers at Carver are exceptionally effective in accelerating the achievement of African American students. However, there has not been a systematic effort to ensure that these teachers’ practices are widely known and spread throughout the school.

Carver staff efficacy and instructional capacity is also hampered by the lack of district-level provided common standards-based curriculum, performance assessments, technical assistance in using data to plan instruction, and robust instructional coaching and teacher feedback.

Carver staff has participated in district-provided professional development, specifically the Academic English Mastery Program. However, not all teachers have implemented all components of the program due to insufficient coaching resources.

A lack of resources and dependable substitute teachers has limited opportunities for teacher coaching, peer observations and opportunities for collaboration among teachers. Carver's professional community is limited by teacher isolation that is created by a lack of instructional leadership from administration. However, many teachers are eager to improve their professional practice.

Domain: Parent-Community Ties, Ranking = 2

A Parent Liaison is employed at Carver to maintain communication with families. Some teachers on staff are aware of community issues and assets and teachers are aware of extreme situations of need among the students. Although some Community Based Organizations (CBO) partners provide on-site services they are not all well coordinated.

Carver staff communicates by phone with families when a student is absent or when there is a discipline issue. Parent meetings are planned for times when the majority of parents are able to attend and parents are asked to provide input on decision-making processes. Three public school/community meetings were held at Carver reflecting high community interest in the reform process. Parent input was also gathered by the Principal and the Instructional Reform Facilitator in meetings with the School Site Council (SSC). Additionally, feedback from parents received during the strategic planning year (08-09) during a series of four parent/community meetings about the reform process was considered and integrated as part of this proposal.

EVERETT MIDDLE SCHOOL

Domain: Student-Centered Learning Environment, Ranking = 2

Everett Middle School serves 427 students in grades 6 – 8. Everett is located in the Mission District of San Francisco and serves a diverse student population, predominantly Hispanic. A majority of these students are English Language Learners (ELL). Many students are from families that qualify for free/reduced price lunches (socioeconomically disadvantaged [SED]) which includes 65% of the students. More details of the demographic makeup of Everett are outlined in the table above right.

	Everett
Enrollment:	427
ELL	51%
SED	65%
Disabled Students	14%
Ethnicity:	
African American	18%
American Indian	1%
Asian	10%
Filipino	6%
Hispanic	59%
Pacific Islander	1%
White	4%
Other/Multiple/No Resp.	0%

During the 2009-10 school year, Everett staff focused their attention on developing consistent classroom management routines. Yet still, a small number of students who have brought knives or other dangerous objects to school have disrupted the collectively enforced tone of safety and order. The commitment to reducing dangerous behaviors at Everett has meant that suspensions have increased in recent years. In 2008-09, there were 79 suspensions and 1 expulsion (CDE, Data Quest).

Everett School is housed in one of the largest school facilities in the district which makes it difficult to adequately supervise students throughout the day. The time the principal should spend on instructional improvement is often spent dealing with discipline challenges or managing the campus. Truancy at Everett is a serious concern. In 2008-2009, 182 of the 427 students (42.62%) were identified as truant (3 or more days of unexcused absence). Students at Everett have a high need for social and emotional supports. Students at Everett were the subject of 42 Child Protective Services (CPS) reports in the current school year. Each day, over 100 students seek out the services of the school's Learning Support Professional (LSP), who provides mental health services to support academic success and social/emotional well-being.

The majority of school decisions are focused on goals for student learning; however, there is little evidence that improvements in achievement are being made.

Expectations for learners are not clearly defined on a consistent basis across the campus. A significant proportion of the classrooms demonstrate low expectations and routines of instruction are not consistently implemented. There is a general lack of rigor in instruction and there are wide variations in student engagement. Students are generally cooperative which could indicate teachers are (perhaps not consciously) trading cooperation for low demands. It is noted that a significant percentage of students share the expectation that homework and effort in class are important.

The overall lack of instructional rigor and low expectations are evident in the achievement scores displayed below. These numbers represent the percentage of students whose scores on the California Standards Test (CST) rank below the *Proficient* level. While there has been some improvement from the first to the third year, trends from year-to-year improvement are inconsistent.

	English Language Arts			Mathematics		
	2008-09	2007-08	2006-07	2008-09	2007-08	2006-07
Everett	74.6	79.4	77.6	80.1	83.6	83.5

Domain: Instructional Guidance, Ranking = 2

Curriculum only partially addresses a 21st Century Focus and the curriculum is not rigorous across all academic areas. There is little coherence among grade levels about the content to be taught and teachers are found to rarely evaluate their practice in light of the curriculum.

Students come to Everett needing development of basic skills in English/Language Arts and Mathematics, and teachers tend to focus on this need rather than providing differentiated, rigorous instruction that would allow students to develop basic skills while also building the critical thinking and comprehension skills necessary to succeed in middle school. Few teachers are tracking individual student progress toward mastery of essential skills and more complex application of knowledge. The majority of teachers deliver instruction using a didactic, whole classroom methodology. Scaffolding of instruction is not a common practice at Everett and teachers struggle to differentiate instruction according to the complex needs of students, and ensure student understanding before moving on in the curriculum. Teachers require training in these

areas. Students are rarely given opportunities to demonstrate their knowledge with authentic assessments, and the forms of assessments that are used are inconsistent.

Advancement Via Individual Determination (AVID) is offered as an elective class to raise student goals and achievement in their other classes, but this program is not well integrated into other classes, as intended by the program design.

Domain: Leadership, Ranking = 2

The principal recognizes teacher strengths and weaknesses, yet needs support in communicating expectations for changes in teacher behavior as a result of his assessment. The principal needs additional support from the district in providing meaningful feedback based on classroom observations and holding teachers accountable for follow-through. The leadership is committed to shared decision-making and works to create a sense of community. Efforts are made to include parents in decision-making including translation of notices and providing translators at meetings.

Teachers report feeling comfortable sharing their opinions with the leadership and they are asked to provide input about professional development and setting standards for student achievement. During the 2009-10 school year, the leadership team and staff began to coalesce around a common set of actions including focusing on consistency in classroom procedures and discipline, and developing a school-wide writing assessment. Movement in these areas reflects the beginnings of a cultural shift.

Domain: Professional Capacity, Ranking = 2

Lack of instructional leadership is contributing to poor choices in the use of materials within the classroom. While some teachers have expert knowledge of their content areas, others do not, and this group requires more guidance and the benefit of greater support.

Not all teachers effectively motivate students to work hard and master objectives. Some teachers are exceptionally motivated and work to improve their practice, but they do so out of their own motivation and are not encouraged by the school community. Professional development is always planned in support of the BSC; however, the plan is neither informed by in-depth, observed knowledge of instruction on the part of the leadership, nor is there ownership of the plan by all teachers.

A lack of clear, focused instructional leadership leads to some teachers making poor decisions about which interventions to try. Some staff seem disengaged from the work of school improvement; a new system of teacher evaluation will ensure that all teachers are committed to improving their practice. The needs assessment suggested that teachers often work in isolation; time for common planning is provided, but teachers need support in developing the norms and routines to support effective use of the time. Although teachers worked hard to develop a common writing assessment, they need additional resources and support for data analysis.

Domain: Parent-Community Ties, Ranking = 2

Not all teachers have initiated communication with all families of students in their classrooms, and teachers generally only communicate student progress using report cards. Parent involvement is low at Everett. Less than twenty percent of the parents volunteer at the school. The only notification of student progress given to parents is report cards. District data on student progress is made available to parents and parent information is translated into appropriate languages. Parents are offered opportunities to participate and parent input is sought about school-wide decisions. Meetings and events are held at times when it is more convenient for the majority of parents to attend. The school partners with community-based organizations (CBOs) to help address identified needs of families, but these services have been largely uncoordinated.

Three public-community meetings were held to gather parent and community feedback on reforms at Everett. The feedback from these sessions is summarized in the district portion of the needs section above.

JOHN MUIR ELEMENTARY

Domain: Student-Centered Learning Environment, Ranking = 2

	Muir
Enrollment:	243
ELL	41%
SED	86%
Disabled Students	11%
Ethnicity:	
African American	38%
American Indian	0%
Asian	2%
Filipino	6%
Hispanic	43%
Pacific Islander	0%
White	7%
Other/Multiple/No Resp.	0%

John Muir Elementary School is located in the Western Addition neighborhood and serves a widely diverse population of 243 students in grades K-5. Unlike many schools in San Francisco, which may serve an ethnic population that has concentrated in one neighborhood, Muir's student population is uniquely diverse. However, the vast majority of students are socioeconomically disadvantaged and many students at Muir live in nearby public housing. Nearly all of the Hispanic students are designated as English Language Learners (ELL).

Muir Elementary School is in the midst of a complete remodeling and is an attractive learning environment and facility, with brightly painted murals throughout the hallways. Students report feeling well cared for by adults on campus (the survey data from the comprehensive School Safety and Climate study conducted on 2008-2009 by ETR Associates revealed that all fifth grade students responding to the survey indicated they had either a high or a moderate level caring relationship with an adult at the school. Most students (88%) also expressed a sense of belonging at school. However relationships among students are not as strong. 92% of students reported being bullied, compared to 79% of the district. Over half of the students (52%) responded that they had seen another student with a knife or gun on campus, more than double the percentage for the district (21%). When asked if they had been hit or pushed 72% responded "Yes" and 68% indicated that they had been the victims of rumors or lies.

While a policy to address student absence is in place, truancy is another serious concern at Muir with 163 (67.08%) of the 243 students identified as truant (CDE, Data Quest).

Academic achievement results are among the lowest of the district at Muir. The table below shows the percentage of students scoring below proficient on the California

Standards Test (CST) over the past three years. Percentages of students scoring below proficient has worsened over the past three years although the year-to-year percentages are somewhat mixed. The percentages for math have improved slightly over the past three years, but nearly ¾ of the students still score below proficient. The results present a picture of academic crisis for students at Muir.

	English Language Arts			Mathematics		
	2008-09	2007-08	2006-07	2008-09	2007-08	2006-07
Muir	82.9	79.5	80.4	74	75.2	81

Expectations for learners are not found to be consistent across the campus and routines of instruction are likewise inconsistently implemented. The level of rigor found in instruction is generally low and the level of engagement with students varies among classrooms.

Domain: Instructional Guidance, Ranking = 1

Muir teachers have been expected to implement Houghton-Mifflin reading program with fidelity, with an additional 30 minutes of focused English Language Development for ELs and Mainstream English Development for standard-English learners. Teachers' relative inexperience makes it difficult for them to adapt the curriculum to best meet students' needs or use the materials creatively to reach standards.

The instructional program for basic skills reveals some key weaknesses including lack of rigor in tasks and assignments. Observations of classrooms noted that few are providing students with opportunities to reflect and revise their work even though students are writing in most classrooms.

Domain: Leadership, Ranking = 1

The principal of Muir Elementary School (who is being replaced) had difficulty translating her expectations for teacher performance into concrete changes in teacher practice. In part, this was due to being overwhelmed by a cadre of brand new teachers. The principal pushed teachers to use data to inform their instruction, but had difficulty helping teachers translate assessment results into specific action steps. Teachers reported feeling pressured to perform, and a constant sense of fear that what they are

doing does not meet expectations, but lack sufficient guidance from the principal about what to do differently.

Constant pressure to perform coupled with insufficient resources to assist new teachers contributed to low morale across the school. Veteran teachers have tended to work in isolation, while new teachers attempt to get involved in leadership activities. However, a deficiency in shared decision-making results in programs being poorly implemented, without support, then abandoned quickly.

Domain: Professional Capacity, Ranking = 1

The average years of experience (10.8 yrs) of the staff at Muir nearly mirror the district average of 10.9 years. However, 40% of the staff have less than two years of teaching experience, including 3 District interns. New teachers lack the experience in classroom management and knowledge of reading instruction and mathematics that is necessary to dramatically accelerate achievement. The assignment of new, inexperienced teachers to Muir, and high rates of teacher turnover has contributed to the persistent low performance at Muir.

Professional development has focused primarily on the district-provided Academic English Mastery Program; the needs assessment indicates that this program should be sustained in the coming years with additional coaching and support.

Some teachers at Muir are eager to improve their practice, however because many are so inexperienced, the advanced professional development offerings provided by the district do not match teachers' need for support in classroom management and literacy instruction.

Domain: Parent-Community Ties, Ranking = 2

Many teachers make an effort to communicate with parents and work hard to build a relationship with each student. This effort is substantiated by the school climate study data cited above. Teachers are also noted to actively invite the participation of parents in classroom activities.

In spite of staff efforts to involve parents, less than 20% of the parents volunteer at the school. Many students at Muir come from families living in poverty, and the school has found that paying parents to volunteer at the school has increased involvement. The school offers 3-4 annual workshops for parents about home learning activities and

information is sent on a consistent basis and translated into appropriate languages. Translators are provided at meetings and events and parents are openly invited to participate in shared decision-making.

TRANSFORMATION MODELS

Chavez Elementary School	Revere Elementary School
Mann Middle School	Mission High School
O'Connell High School	

CESAR CHAVEZ ELEMENTARY

Domain: Student-Centered Learning Environment, Ranking = 3

Cesar Chavez Elementary (K-5, Enrollment - 461) is a Title I School Wide Program (SWP) school and has been in Program Improvement Status (PI) status for six years. Chavez Elementary is located in the Mission District of San Francisco. Chavez serves primarily the children of Spanish-speaking immigrants identified as English Language Learners (ELL) and nearly 80% of Chavez students come from families which are socioeconomically disadvantaged (SED).

The table at right displays the demographic characteristics of the Chavez student population.

	Chavez
Enrollment:	461
ELL	72%
SED	78%
Disabled Students	14%
Ethnicity:	
African American	2%
American Indian	2%
Asian	2%
Filipino	1%
Hispanic	87%
Pacific Islander	0%
White	1%
Other/Multiple/No Resp.	0%

Research has identified several protective factors that promote resilience for at-risk youth. These include the presence of caring relationships with adults, high expectations, and meaningful opportunities for participation.

In order to measure these and other factors, Chavez fifth grade students participated the *School Climate Study* conducted by ETR Associates commissioned by SFUSD on 2008-2009. Student participation at Chavez was high with 72% of students responding to the survey compared to 53% of fifth grade students district-wide.

The results of the student responses at Chavez reveal a school climate where 81% of the students feel safe "all of the time" (67%) or "most of the time" (14%) and only 2% reported "never" feeling safe at school. Levels of bullying at Chavez were high but

significantly lower than SFUSD results as a whole for fifth grade. 10% of students reported having witnessed a student in possession of a knife or gun at school.

The majority of students at Chavez (52%) indicated they have a “high” level caring relationship with an adult at the school while 7% rated this area as “low”. 95% of Chavez students indicated a high or moderate level of expectations.

While many of the ETR data indicate a healthy school climate, only 12% of students indicated they have a high level of meaningful participation in school possibly indicating that while discipline is good, students are not necessarily connected to instruction.

Student attendance remains a concern at Chavez. Forty percent (40%) of the 461 students were classified as truant (188) in 2008-2009. Discipline at Chavez is generally good with few disruptions in the classrooms and as a result suspensions are low with only six suspensions reported in 2008-09 (CDE, Data Quest).

Staff at Chavez set clear learning objectives for students, and track students’ progress in meeting those objectives. Most classrooms feature engaging lessons with high levels of student participation. However, the level of rigor in Chavez classrooms may not be high enough to accelerate student achievement. Chavez teachers, like those other low performing schools in San Francisco, would benefit from connections with high performing schools to learn what proficient and advanced grade-level work looks like in other contexts.

A system of support for student success is in place and decisions about which students are given support are based on diagnostic testing. Student work and effort are recognized and rewarded in Chavez on a consistent basis and students express the feeling that teachers are responsive.

Still, Chavez ranks among the lowest in California with an Academic Performance Index (API) ranking of 1 (bottom 10%) among all schools and a ranking of 1 when compared to similar schools.

The table below shows the percentage of students at Chavez that scored <u>below</u> a level of “Proficient” on the California Standards test. The numbers show slight improvement over the three year period however the percentage of students who score below proficient is still extremely high.

	English Language Arts			Mathematics		
	2008-09	2007-08	2006-07	2008-09	2007-08	2006-07
Chavez	72.8	79.9	79.6	67.1	69.7	73.7

Domain: Instructional Guidance, Ranking = 2

As with all SFUSD low-performing schools, the lack of a core curriculum scope and sequence has meant that Chavez teachers have devoted a large percentage of their time with standards mapping and curriculum planning. This time might be better spent discussing specific instructional strategies. Further, although this work has been done with most teachers, not all teachers plan and deliver instruction accordingly.

A lack of a district core curriculum scope and sequence has contributed significantly to these weaknesses. This combined with a lack of performance assessments leads to a lack of focus in professional development and hinders teachers' ability to assess student achievement and use results for planning instruction.

The table below outlines the results of the most recent APS conducted at Chavez (2007-08). The APS highlights the weakness of the instructional program relative to the effectiveness of the ELA and mathematics programs.

Cesar Chavez Elementary School				
Components	**ELA**	**ELA Intervention**	**Math**	**Math Intervention**
1. Instructional Program	3	2	2	1
2. Instructional Time	3	2	3	2
3. Principals' Instructional Leadership	3	~	3	~
4. Teachers' Professional Development Opportunities	3	~	2	~
5. Student Achievement Monitoring Systems (s)	3	~	2	~
6. Ongoing Instructional Assistance and Support for Teachers	2	~	2	~
7. Monthly Teacher Collaboration by Grade/Content Level	3	~	2	~
8. Lesson Pacing Schedule	3	~	2	~
9. Fiscal Support	3	~	2	~
****Rating Scale** 3-Fully, 2-Substantially, 1-Partially, 0-Minimally**				

The relatively high APS ratings do not align with the student achievement levels in ELA which show that 72% of students score below a proficient level.

Like the other schools serving a high percentage of English Learners, Chavez requires close and careful monitoring of its English Language Development program and curriculum. At the beginning of the 2010-11 school year, Chavez will receive a thorough evaluation based on the Lau Observation Protocol developed by SFUSD to ensure the effectiveness and quality of the district's ELD and bilingual/biliteracy programs.

Teachers need additional support to effectively differentiate instruction, particularly in classrooms with multiple levels of language proficiency. The level of instruction provided is found to be inconsistent from classroom to classroom and some teachers are tracking individual student progress toward mastery of class objectives while others are not. There is evidence that alternative forms of assessment are being used regularly by some teachers.

Lessons were found to frequently include opportunities for collaboration, reflection and revision and teachers were making an effort to develop lessons that incorporated experiments, observations, debates and open-ended projects.

Lacking performance assessments provided by the district, Chavez teachers began developing their own system of assessments and piloted the Acuity performance assessment system in 2009-10. Chavez teachers need ongoing support in ensuring that the assessments used meet the quality standards of the new district Common Interim Assessments and that they are used to drive instructional improvement.

SFUSD has a data maintenance system and all teachers are provided training and access to the system. But training is minimal and teachers need more training and technical support. Additionally, the district purchased a data analysis tool, Data Director, for teachers to use in data analysis. Again, teachers need additional training and technical support in order to use the tool effectively for instructional planning.

Domain: Leadership, Ranking = 3

A clear vision with specific measureable goals is in place at Chavez. Leadership is effective in developing a plan to guide the instructional program toward the goals and progress toward achievement of the strategic plan is measured and evaluated

throughout the school year. Chavez leadership is strongly committed to shared decision-making and provides ample opportunities for staff and community to participate in the decision-making process. Leadership creates a sense of community and has a plan for building it.

Success is celebrated at Chavez and all staff are involved in analyzing data to evaluate progress toward instructional goals. Teachers are expected to use data to inform instruction; however, the lack of district performance assessments makes this a difficult expectation to achieve.

Domain: Professional Capacity, Ranking = 3

All teachers are fully credentialed although two were mis-assigned based on their teaching assignments according to the School Accountability Report Card (SARC). Two of the teachers at Chavez are in their first year of service but the average number of years of experience among the staff at Chavez is 10.5 which approximates the district average of 10.9 years (CDE, Data Quest)

Among the persistently low performing schools, Chavez has the most advanced professional learning community; professional development is focused on using data for instructional improvement. However, lack of fiscal resources at the school and district level has hampered Chavez' progress, and the school will benefit from an infusion of content expertise, specifically in teaching a balanced literacy program to English learners. Additionally, Chavez needs ongoing implementation support of literacy coaches and reform facilitators to ensure that recent improvement efforts become institutionalized.

Domain: Parent-Community Ties, Ranking = 4

Staff receives training on effective parent communication and the majority of Chavez teachers are aware of community issues. Teachers make an effort to communicate with all families and to build relationships with their students. Local community leaders visit the school at least once per year and the Chavez staff has completed a community assessment to identify needs and assets. A Parent Liaison is employed to improve home-school-community connections.

In spite of staff efforts to communicate with parents, parent involvement at Chavez is low with less than twenty percent of the parents volunteering. The staff at

Chavez has not achieved greater success at increasing the number of parent volunteers in the school. Workshops are provided for parents about home learning activities and training is provided for parents about how to access and interpret assessment data about their child's progress.

Materials sent home are translated and translation services are provided for meetings and events as appropriate, these are held at times when parents are likely to attend. Parents are invited to participate in decision-making processes and governance structures at the school.

Four public school/community meetings were held at Chavez and each was well-attended reflecting high community involvement and interest in the reform process. Additionally, in development of the Balanced Scorecard (BSC), the Chavez Principal held monthly meetings with parents titled, Café con Leché. There were also bi-monthly *conviviencas* (mini-conferences) held in collaboration with a community partner during which parent feedback was sought and received.

HORACE MANN MIDDLE SCHOOL

Domain: Student-Centered Learning Environment, Ranking = 2

Horace Mann Middle School serves 330 students in grades 6 – 8 and is located in the Mission District of San Francisco. The majority of the Mann students are from Hispanic families that have income levels qualifying them for the federal free and reduced price lunch program (SED). A complete demographic profile of the students at Mann is provided in the table at right.

	Mann
Enrollment:	330
ELL	47%
SED	75%
Disabled Students	16%
Ethnicity:	
African American	14%
American Indian	1%
Asian	6%
Filipino	3%
Hispanic	71%
Pacific Islander	1%
White	2%
Other/Multiple/No Resp.	0

Mann School is generally a safe place for learning, however, conflict among students seems high. The *School Climate Study* (Study) conducted by ETR Associates commissioned by SFUSD in 2008-2009. The study results indicate that only 53% of students reported feeling “safe” or “very safe” while 41% reported feeling neutral about safety at Mann.

The Study results point to a significant level of fear among students at Mann which found that 24% of students feared being beaten up at Mann, 30% witnessed other students carrying a weapon at school, and 34% reported being bullied. Vandalism and theft also appear to be a significant issue at Mann as 34% of the students reported that their property had been damaged or stolen.

On a positive note, 82% of the students indicate that they feel they have a moderate or a high level caring relationship, indicating that staff are for the most part connecting well with the students.

Truancy is a concern at Mann. Of the 330 students, 155 (46.97%) are identified as truants with three or more days of unexcused absence. Discipline issues at Mann are also severe with 237 suspensions in 2008-2009 (CDE, ‘08-‘09, Data Quest).

Routines of instruction exist but are not consistently implemented, which is predictable given the high level of disruptive behavior represented by high truancy and suspension rates. Not all teachers set clearly defined expectations for students possibly

indicating that some teachers may be “bartering” low demands for improved classroom discipline.

The general level of instructional rigor is low and wide variations are noted between classrooms in the engagement of students. Struggling students are supported by school and district support services. A significant proportion of the students do not believe that homework and effort in class are important.

The low level of rigor and uneven expectations set across classrooms is contributing to low academic achievement. This is clearly evident in the student results on the California Standards Test (CST) shown in the table below. The numbers represent the percentage of students scoring below proficient in ELA and math. Some improvement is noted in the three year trends in both subject areas; however, the percentage of students below proficient levels is dramatically high.

	English Language Arts			Mathematics		
	2008-09	2007-08	2006-07	2008-09	2007-08	2006-07
Mann	70.1	78.1	79.7	83.2	90.2	89.1

Domain: Instructional Guidance, Ranking = 2

A key weakness in the Mann instructional program is found in the alignment of curriculum to the instructional goals for students. There is a lack of rigor in some subject areas and little coherence among grade levels in terms of content. Not all teachers identify main concepts and skills for units and the scope and sequence is either incomplete or missing entirely for some content areas. Curriculum alignment issues are compounded by a lack of district scope and sequence, pacing guides, and lack of a system of performance assessments.

Some, but not all teachers at Mann scaffold instruction and provide for differentiation. While training is provided in these areas, teachers are held accountable for implementing them. There are large inconsistencies in practice across classrooms in terms of measuring student progress toward mastery of skills. Some teachers track progress and plan accordingly and others do not; some teachers utilize alternative forms of assessment and others do not. Teachers and the principal agree that students

need rigorous, engaging curriculum and believe that a project-based approach with longer blocks of time will support it.

Domain: Professional Capacity, Ranking = 2

The teaching staff at Mann is relatively inexperienced compared with the district average years of experience. Mann teachers have an average of 7.3 years compared to the district average of 10.9 years. Three of Mann's teachers are in their first year of teaching and one staff member is a district intern.

Some teachers are not willing to try new ideas and it is evident that they need assistance and direction in selecting among options. Historically, teacher collaboration has been limited at Mann, and the school needs additional support to ensure that collaboration time is well-used. Important school-wide decisions are made based on what is best for student learning, conflict among staff is handled in a constructive way, and faculty meetings are used to solve problems.

Domain: Leadership, Ranking = 3

The principal of Horace Mann is developing as an instructional leader and has a clear vision for engaging, rigorous instruction. However, he needs additional support to ensure that his vision for engaging, project-based learning will be implemented in a way that ensures improved student learning. The principal includes staff voice in decision-making and teachers have a strong sense of ownership for the school improvement plan.

Domain: Parent-Community Ties, Ranking = 3

Teachers are generally aware of the community assets and issues and they use the community in their lessons through field trips and community service. The school has made a concerted effort to increase parent involvement. Parent workshops are provided 1-2 times per school year to help parents learn methods for helping their children at home. Student progress is reported to parents on a regular basis and is not limited to report card periods. Parents are also phoned whenever a child is absent and when there is a discipline issue. A Parent Liaison is employed by the school to enhance home-school communication and to encourage parents to participate in decision-making

processes. Parent input is sought on all major school wide issues and materials for parents are translated and translators are provided for meetings and events.

Four public parent-community meetings were held to receive feedback on reform of the Mann instructional program. This reflects high interest in the school and a significant community commitment. It also indicates that there may be higher interest in community involvement than the percentage of parent volunteers would seem to suggest.

MISSION HIGH SCHOOL

Domain: Student-Centered Learning Environment, Rating = 3

Mission High School is located in the Mission District of San Francisco and serves 854 students in grades 9-12. Mission students are characterized by high levels of limited English proficiency (ELL) and high levels of socio-economic disadvantage (SED). The Mission student population is diverse as illustrated by the table below.

	Mission
Enrollment:	854
ELL	47%
SED[4]	61%
Disabled Students	14%
Ethnicity:	
African American	18%
American Indian	0%
Asian	21%
Filipino	4%
Hispanic	49%
Pacific Islander	1%
White	5%
Other/Multiple/No Resp.	0%

The environment at Mission is fairly free of disruptive incidents and behaviors, but staff are largely unsurprised when they occur, indicating some level of understanding that the neighborhood is a troubled place. Even so, staff and students generally report feeling free from threats to their physical safety. Students are well supervised overall, but there are areas of campus where students and others may be unsupervised. The campus is clean and uncluttered, and students are well supervised within the campus as well as at bus stops by crossing guards.

The truancy rate at Mission is extremely high with nearly 52% of students identified as truants (with 3 or more days of unexcused absences). Three students were expelled and there were 219 suspensions including 161 for drugs/violence in 2008-09 (Data Quest). This data somewhat contradicts the data above that indicates the campus is “fairly free” of disruptive incidents and behaviors.

Academic achievement at Mission is extremely low and has not improved over the past three years of standardized testing. The table below illustrates the achievement of students in ELA and math on the California Standards Test (CST). Specifically, the table presents the percentage of students who scored below proficient. The percentage of students scoring below proficient in ELA has gotten worse over three years while results for math have remained virtually unchanged.

[4] SED = Socioeconomically Disadvantaged

	English Language Arts			Mathematics		
	2008-09	2007-08	2006-07	2008-09	2007-08	2006-07
Mission	73.8	77.4	69.3	64	72.2	64.8

The table below offers further evidence that Academic Press is a key weakness at Mission. The table provides a five year overview of three key indicators of student success - California High School Exit exam results in math and ELA, the graduation rate, and the 4-year derived dropout rates. The most recent two year results for the last two indicators are not provided because these numbers have not been finalized and published by the CDE to date. The percentages of students passing both sections of the CAHSEE is declining, the graduation rate is declining and, predictably, the dropout rate is increasing.

	% of Mission High School students			
	Percent Passing			
	CAHSEE Mathematics	CAHSEE ELA	Graduation Rate	4yr Dropout (Derived Rate)
2005-06	39	44	82.7	16.7
2006-07	47	32	75.6	19.2
2007-08	48	36	60.3	30.6
2008-09	43	39	~ ~ ~	~ ~ ~
2009-10	43	24	~ ~ ~	~ ~ ~

Observations conducted for this plan reveal concerns with Academic Press that are contributing to poor academic achievement. Not all teachers were found to have clearly defined expectations for learners, not all teachers are consistently implementing routines of instruction, and learners exhibited low levels of engagement in a significant portion of the classrooms.

Positive observations included the fact that struggling students are supported by school and district support services and that student work and effort are recognized and rewarded on a consistent basis.

Domain: Instructional Guidance, Rating = 2

Curriculum alignment is another instructional weakness at Mission. A number of key factors contribute to this weakness and result in the persistently low academic achievement, including a poor match between the curriculum and 21st Century goals

and standards, incomplete or inadequate scope and sequences for many classes, and poor alignment of daily lessons with the course and/or grade level in many classes.

Lack of a cohesive instructional program is evident in the needs assessment data. Teachers attempt to scaffold instruction to help students achieve objectives. Training is provided but there is little accountability for implementing differentiated instruction. Teacher tracking of student mastery of objectives is inconsistent and there is a lack of coaching on data analysis. Implementation of project-based learning, collaborative lessons and opportunities for reflection and revision are implemented inconsistently across classes. While the majority of lessons were observed to be in alignment with the lesson objectives, the lack of scope and sequences means that objectives may or may not be well targeted. The majority of teachers use a didactic methodology in most lessons.

Domain: Leadership, Rating = 2

The leadership of Mission High School is committed to improving the academic achievement of students, and needs additional resources and support to do so.

Mission leadership demonstrates openness to shared decision-making, and the staff expresses comfort in sharing their opinions; yet, data undermines the notion that shared decision-making is effective in spite of good intentions. Fewer than 20% of parents volunteer at school and opportunities to participate in decision-making are not well-publicized. In addition, shared decision-making is compromised when it is based on inadequate insight as to what is actually happening within the classroom, due to lack of observation time and assessment data. Decisions made on limited assessment of achievement and/or limited understanding of data so the potential for misdirected efforts is high.

Domain: Professional Capacity, Rating = 2

Mission's teaching staff of 63 teachers is relatively inexperienced with an average district service of 7 years, well below the district average of 10.9 years. The staff includes 12 teachers in their first or second year of service, 1 district intern, and 2 teachers with emergency credentials. The staff varied in performance but was rated overall as low performing.

Most teachers at Mission High are committed to improving their practice. Some teachers started an anti-racist teaching initiative designed to help teachers learn strategies for engaging students of color. The leadership team needs additional support to provide adequate instructional coaching to teachers due to the need to improve instruction and provide effective supervision. Mission High school would benefit from an infusion of outside expertise.

Domain: Parent-Community Ties, Rating = 3

Generally, teacher connection to the community is low. Although staff members are given training on working with parents, teachers do not invite parents to assist in the classroom and teachers are not held accountable for communicating with parents. A parent liaison is employed to coordinate activities to promote parent involvement.

As noted above, parent involvement at Mission is low with less than 20% of the parents volunteering at any time during the school year. Volunteers are provided with training. School leadership is generally proactive in communicating with parents by using an auto-dialer, publishing newsletters, and making phone calls for absences and discipline issues. Student progress is communicated to parents on regular intervals.

Two public community meetings were held as part of the needs assessment process at Mission. This is in addition to the three parent meetings held in 2008-2009 as part of the BSC strategic planning process. An effort was made across these five meetings to elicit input and feedback from parents and community members about the direction of Mission and about specific ideas related to reforms. A variety of meeting times were offered in order to ensure that all parents, regardless of their schedules, would be able to attend, and translators were provided to ensure equal access to all.

JOHN A. O'CONNELL HIGH SCHOOL

Domain: Student-Centered Learning Environment, Rating = 3

John A. O'Connell High School is an Alternative High School that enrolls 662 students in grades 9-12 located in the Mission District of San Francisco. The school serves a high number of students from Spanish-speaking immigrant families and nearly 50% of the students are identified as English language learners (ELL). Over 60% of students come from socio economically disadvantaged (SED) families as measured by free/reduced lunch statistics, but it is likely that the actual number is much higher because many high school students choose not to complete an application for free/reduced price lunch. Student demographics are provided in the table above right.

	O'Connell
Enrollment:	662
ELL	47%
SED	63%
Disabled Students	14%
Ethnicity:	
African American	10%
American Indian	1%
Asian	6%
Filipino	5%
Hispanic	75%
Pacific Islander	1%
White	2%
Other/Multiple/No Resp.	0%

A concerted effort to keep students and staff safe at O'Connell is undertaken including security staff, security cameras, parents and CBO support in supervision, and by the Mission Police Station. In spite of all these precautions, O'Connell is located in what is considered a dangerous part of San Francisco where criminal activity is prevalent. Students frequently encounter dangerous situations en route to school and dangerous behaviors occur with some regularity on campus. In spite of security challenges, students and parents report that they generally feel safe on campus and in most areas of the campus.

A significant percentage of students (62%) at O'Connell completed surveys for the SFUSD School Climate Study administered by ETR Associates to fifth through twelfth grade students. The results of these surveys showed 7% of students felt "unsafe" or "very unsafe" at school. The rest of the students either indicated they felt neutral about safety or that they did feel a level of safety while at school. Thirteen percent (13%) of respondents indicated they were in fear of violence over the previous year. Another major concern is the fact that 27% of students reported seeing another

student carrying a weapon or gun at school and 5% of students indicated they had in fact carried a gun to school.

There were 159 suspensions in 2008-2009, and 82 of these were for violent or drug-related offenses. Nearly 62% of O'Connell students are classified as truant (3 or more days of unexcused absences) and two students were expelled from O'Connell in 2008-2009 (Data Quest). Student attendance rates have declined at O'Connell for the past three years dropping from 92% average daily attendance (ADA) to 89% (BSC).

The weaknesses in the academic program produce extremely low levels of student achievement. The table below shows the percentage of students who are scoring below proficient level on the California Standards Test (CST) in ELA and math. The three year trends are flat indicating that transformation of the instructional program is necessary.

	English Language Arts			Mathematics		
	2008-09	2007-08	2006-07	2008-09	2007-08	2006-07
O'Connell	75.7	78.8	75.7	77	80.3	78.4

The table below offers further evidence that Academic Press is a key weakness at O'Connell. The table provides a five year overview of three key indicators of student success, including the California High School Exit Exam (CAHSEE) results in math and ELA, the graduation rate, and the 4 year derived dropout rates. The most recent two year results for the last two indicators are not provided because these numbers have not been finalized and published by the CDE to date. (These data demonstrate that O'Connell students are in fact graduating and dropout rates are generally low.)

	Percentage of John A. O'Connell Alt. HS students			
	Percent Passing			
	CAHSEE Mathematics	CAHSEE ELA	Graduation Rate	4yr Dropout (Derived Rate)
2005-06	39	43	91.7	5.3
2006-07	37	34	81.8	20.5
2007-08	38	39	86.2	1.6
2008-09	37	41	~ ~ ~	~ ~ ~
2009-10	37	28	~ ~ ~	~ ~ ~

Weaknesses in the academic program include that routines of instruction are inconsistently implemented by teachers and that a significant number of classrooms demonstrate low student engagement. Some but not all teachers differentiate instruction, and level of instructional rigor is low in most classrooms.

O'Connell implemented several key initiatives in the past year to raise academic achievement including AVID at grades 9-10, a seventh period enabling students to take additional academic courses, increased periods of AP courses, and an AP support class.

Additions to the elective offerings are being implemented in collaboration with City College, City Build, and the Academy of Art to provide articulated pathways from electives to certification programs in the main career elective areas: Construction, Cisco Networking, Computer Art and Animation, BioTech, and Culinary Arts.

Domain: Instructional Guidance, Rating = 2

Curriculum is a key weakness in the instructional program at O'Connell according to the needs assessment indicators. The curriculum lacks rigor and connection to 21st Century skills, some grade levels and courses lack a scope and sequence altogether, and there is little coherence among grade levels. Daily lessons do not always align with the curriculum for the course or grade level and not all teachers have identified main concepts and skills to be taught for units.

Most teachers actively scaffold instruction to help students master objectives. However, the level of differentiation in instruction is inconsistent and the level of accountability to applying this to planning and instructional delivery is lacking.

While some students are achieving mastery of objectives, many fail to do so. Only some teachers are actively assessing individual student mastery of objectives and therefore not all teachers are using data to plan and deliver instruction that is differentiated.

Some teachers rely on didactic teaching methods, limiting opportunities for students to engage in reflection and revision, real world assessments, and open-ended projects as forms of assessment.

Domain: Leadership, Rating = 2

The principal of John O'Connell High School has a clear vision for the school. However, there is an opportunity to significantly increase the degree of classroom observation of instructional practice within the school. This indicates that the strategic plan is based less on observation of instruction than on school wide climate issues and outcome data that may lead to misdirected efforts to impact instruction. Leadership adequately focuses on student data but is limited to standardized test data due to the fact that few teachers are tracking student mastery of objectives. School leaders indicate that they make efforts to involve parents in shared decision-making, but with the volunteer rate listed as below 20%, it is unlikely that their efforts are sufficient.

Not all programs being implemented at O'Connell are clearly linked either to each other or to the BSC indicating a need for instructional leadership training, and better monitoring of instructional programs and results.

Domain: Parent-Community Ties, Rating = 3

Community connection to the classroom is weak, and parents are not actively invited by teachers to be involved in the classroom. While the needs assessment indicates that teachers have communicated with each parent, teachers are not held accountable for communication with parents so it is unclear how leadership knows teachers have followed through. Limited teacher communication with parents is a key weakness because most teacher communication with parents about student progress is conducted only when report cards go home.

Parent involvement at O'Connell is a weakness. Fewer than 20% of the parents volunteer and the few who do volunteer are provided with training.

Staff communicates with parents about absences, discipline issues, and student achievement data, and training is conducted to help parents understand these data. Communication is conducted using a variety of tools including School Loop and an auto dialer, and communications and meetings are translated to ensure equal opportunity for participation. Communication to parents includes information about opportunities to become involved in decision-making processes. All parent meetings are planned to accommodate parent needs as much as possible.

Two public community meetings were held at O'Connell to receive input and feedback on reform. This is in addition to the BSC strategic planning process undertaken in the prior school year in which a variety of processes and school governance activities included reform as a key agenda item for discussion and feedback. Gathering feedback was an integral part of data gathering for the WASC (reflection process), and this input was integrated with the Balanced Scorecard development processes undertaken in 2008-2009.

Domain: Professional Capacity, Rating = 2

O'Connell has one of the least experienced high school staffs by years of district experience in SFUSD. The average number of years of district experience is 6, nearly 5 years lower than the district average of 10.9. One staff member is a district intern and there are ten teachers with one or two years of experience, representing 21% of the teaching staff. The lack of experience accounts in part for the inconsistency of curriculum implementation noted above, but also highlights the need for more consistency in instructional leadership and instructional coaching.

The needs assessment data indicate that there is a need to increase the content expertise and knowledge of differentiation of instruction for various learning styles and student needs. Leadership encourages teachers to take advantage of professional development to enhance their content knowledge and data indicate teachers are generally seeking out these opportunities.

Professional development is generally aligned with the strategic plan; however, the accuracy of the targeting is in question given the lack of direct classroom observation and the potential lack of staff involvement in development of the strategic plan noted in the needs assessment.

A culture of professional improvement is noted and teachers are encouraged to improve their practice. Staff members have not yet coalesced into a high performing professional learning community. There is not a wide-spread consistency with all staff members taking responsibility for helping others professionally, taking responsibility for the success of all students, or accepting responsibility for discipline beyond their classroom. While professional interaction is encouraged, peer observations are limited and inconsistently conducted. A less than ideal collaborative professional culture is

symbolized by limited discussions about instructional practice except at specified times allocated for that purpose.

PAUL REVERE ELEMENTARY SCHOOL

Domain: Student-Centered Learning Environment, Ranking = 2

Paul Revere Elementary School is located in the Bayview District of San Francisco and serves 409 K-8 elementary students. Revere also hosts a preschool program onsite. The students attending Revere are predominantly from families that are socioeconomically disadvantaged (SED), and nearly half are limited in their English proficiency (English Language Learners, ELL). The table below provides an overview of the demographics of the Revere student population.

	Revere
Enrollment:	409
ELL	44%
SED	74%
Disabled Students	10%
Ethnicity:	
African American	21%
American Indian	1%
Asian	2%
Filipino	10%
Hispanic	57%
Pacific Islander	2%
White	2%
Other/Multiple/No Resp.	0%

Revere fifth grade students participated in an independent comprehensive study of school safety and climate conducted in 2007-2008 by ETR Associates. Student participation at Revere was extremely low with 13% of students (8 out of 60) responding to the survey compared to 53% of fifth grade students district-wide.

Results of the study reveal a school climate in which 48% of the respondents feel safe “all of the time”. Levels of bullying at Revere were high with nearly 60% of the respondents reporting being the victim of bullying behaviors. 25% of students reported having witnessed a student in possession of a knife or gun at school.

The majority of respondents at Revere (75%) indicated they have a “high” level caring relationship with an adult at the school while 0% rated this area as “low”. 38% of Revere students indicated a high level of expectations and only 13% of students indicated they have a high level of meaningful participation in school.

Community feedback about school safety was generally positive with many parents reporting that they feel their children are free from physical threats.

School data indicates that there are a minimal number of disruptive incidents in classes and few incidents involving safety issues each semester. Two suspensions and no expulsions were reported for the most recently completed school year 2008-2009

(Data Quest). Truancy is a serious issue at Revere with 83.86% of the students identified by the California Department of Education (CDE) as truants (3 days or more of unexcused absence) in 2008-2009 (CDE, Data Quest).

The table below provides three years of achievement data in ELA and math for students at Revere. The numbers represent the percentage of students scoring below proficient. This percentage has improved slightly in ELA, and worsened in math. The percentages show that the portion of students who are not achieving standards is extremely high.

	English Language Arts			Mathematics		
	2008-09	2007-08	2006-07	2008-09	2007-08	2006-07
Revere	76	78.8	81.8	74.9	77.7	72.3

Domain: Instructional Guidance, Ranking = 2

Revere teachers spent the 2009-10 school year assessing the alignment between SBE adopted curriculum materials in ELA and mathematics and the California standards, and found that relying solely on the texts meant that some standards were not being covered. The lack of a curricular scope and sequence has affected the level of instructional rigor, alignment of curriculum with 21st Century Skills focus, and coherence among grade level teams.

Teachers generally implement instruction designed to support student mastery objectives, and objectives for lessons align with a scope and sequence where there is one. Teachers are trained in differentiated instruction and most are found to be using this training in their instruction.

A key weakness in the instructional program is the lack of a cohesive assessment program. Assessments of mastery objectives vary from classroom to classroom and not all students are assessed using standardized tests. Alternative assessments are also inconsistently used and assessments that include reflection and revision are found in some classes and not in others. Project-based lessons are used by some teachers but not by all and some activities are not aligned with objectives for the lesson.

A full time literacy specialist provides small group student instruction using the Houghton Mifflin Universal Access curriculum. Several other support personnel assist

with various student interventions including a Learning Support Consultant, a Nurse, and an Elementary Advisor.

Domain: Leadership, Ranking = 3

The principal of Revere (who will be replaced) worked to build a collaborative group of teachers who are committed to equitable student achievement.

A focus for improvement has been identified and resources have been aligned to support achievement of the focus area. Leadership reviews progress toward achieving the BSC objectives on a regular basis, and assets of current instructional practice are celebrated. Leaders are noted to regularly observe classroom instruction for extended periods of time; however, this presence is not producing significant improvements in levels instruction or in student achievement.

Teachers are being provided training on use of data for instructional purposes and are expected to use data for planning instruction and monitoring student achievement. Leadership has largely been unsuccessful in developing a culture in which all staff members hold each other accountable for these areas.

Professional development is planned that focuses on instruction and supports achievement of the focus area and strategic plan goals and objectives. The leadership works to improve their expertise as instructional leaders by attending professional development opportunities.

School leaders demonstrate commitment to shared decision-making and there are regular opportunities for staff, parents, and community members to participate in decision-making processes. Teachers are provided ample opportunity to participate in the governance and management of the school and they feel comfortable about sharing their opinions.

A key weakness at Revere is a lack of coherence across all school programs. While some programs clearly connect to the strategic plan, for others there is no clear link. This indicates that while there may be a clear focus for improvement, there are times when leadership expends time, energy, and resources on efforts that do not support the BSC goals and objectives: these disconnected efforts frequently lose staff support over time and eventually fail.

Domain: Professional Capacity, Ranking = 2

A largely inexperienced teaching staff limits instructional effectiveness at Revere Elementary. The average level of SFUSD experience among teachers at Revere is 5.0 years, less than half of the district average of 10.9 years. Eight (25%) of the thirty two teachers at Revere are in their first or second year of teaching, one is working on an Emergency Credential, one is a district intern, and two are “pre-interns”.

Not all teachers are experts in their content area(s). Teachers often do seek training opportunities to improve their instruction, enabled by the leadership. Not all teachers were familiar with different learning styles or applying that knowledge to planning and delivering instruction. Not all professional development is focused on the BSC, and some training time is focused on operational issues. Teachers are encouraged to experiment; however, some teachers are in need of guidance to select among new ideas.

Methods of instruction are inconsistent at Revere, evidenced by a lack of clearly defined expectations, inconsistent routines of instruction, wide variations among classrooms in terms of student engagement, low levels of rigor, and inconsistent recognition of student effort.

Due to the lack of direction in terms of clear BSC goals and objectives, lack of benchmark assessments and use of data for planning instruction, it has been difficult to plan appropriately targeted professional development based on clearly identified instructional needs. Professional development is haphazard, and the ability of leadership to provide coaching to ensure implementation of new skills is weak. Teachers attend professional development that is offered, but there is not a system for assessing the implementation the new knowledge into the daily instructional program.

There is a general climate of professional growth that encourages teachers to continuously improve their practice. Some teachers explicitly express a commitment to the school’s efforts at school improvement.

Domain: Parent-Community Ties, Ranking = 3

Professional development is provided to teachers about working effectively with parents as partners. Most teachers know and have made contact with the family of each child in their classroom, and the majority of teachers on staff are broadly aware of the

issues within the community. The school has conducted a needs assessment of the community to gather information to assist families in accessing services. The school provides a local CBO directory to parents as part or working to meet the needs of families. Revere employs a Parent Liaison to coordinate parent and community activities.

Parent involvement at Revere is moderate. Some parents are active at the school site serving as classroom volunteers and helpers at special events. Revere staff provides parents with several workshops each year about how to access, understand, and utilize assessment data, and how to support their child's learning at home.

Staff members report student progress to parents regularly, and parents are contacted by telephone when absences or discipline issues occur. Home and school communication is regular and information is translated as needed.

School wide decisions always include parental input and translation services are provided at meetings and events to ensure equal access. Parents are part of governance at the school and the opportunity to become involved in governance is well-publicized and the process is open to all parents.

In preparation for this application, two public/community meetings were held at Revere to share information about reform and to receive feedback.

CLOSURE MODEL

Willie L. Brown Jr. Elementary School

Domain: Student-Centered Learning Environment, Rating = 1

Brown Elementary School serves 221 students in grades 4 – 8 in the Bayview District of San Francisco. The **Closure Model** has been recommended for Brown Elementary School and all students currently enrolled at Brown will be offered enrollment at other neighborhood schools and Brown Elementary will be closed, rebuilt, restructured, and re-opened at a future date.

	Brown
Enrollment:	221
ELL	12%
SED	77%
Disabled Students	18%
Ethnicity:	
African American	71%
American Indian	1%
Asian	6%
Filipino	0%
Hispanic	4%
Pacific Islander	10%
White	2%
Other/Multiple/No Resp.	0

The current student population at Brown is characterized by high levels of poverty (socioeconomically disadvantaged, SED), and the majority of the children are African American.

Overall, Brown Elementary School has become an unsafe environment for students and staff. Both parents and students report feeling unsafe at the school and, sadly, few people on campus are surprised when dangerous behaviors occur. The neighborhood is also a dangerous place and students frequently encounter dangerous situations en route to school. The general atmosphere of danger has crept into the classroom where there are significant disruptive incidents and behaviors on a daily basis. The physical plant itself is unsafe as there are areas where students and others may hide unseen by supervisors.

The results of the school climate study conducted by ETR Associates in 2007-2008 indicated that only 48% of the students indicated feeling safe at school all of the time, 71% of the students said that they do not feel safe in the bathrooms and nearly 40% of students did not feel safe on the playground. Almost 90% of students indicated they had been hit or pushed and over 70% of students indicated that they had been the victim of mean rumors or lies about them.

Discipline and attendance statistics are predictably indicative of the grim climate at Brown. Seventy five percent of the students (166/221) are classified as truant (3 days or more unexcused absences) and there were 144 suspensions in 2008-09 (Data Quest).

When children and adults feel unsafe, it's impossible to concentrate on anything but safety, and the truth of this statement is evident in the academic achievement results for Brown students shown in the table below. The students at Brown Elementary are not achieving proficiency in standards, and the percentage of students failing to achieve them is growing. The table shows the percentage of students who have failed to score at the Proficient level on the California Standards Test (CST) in ELA and Math.

	English Language Arts			Mathematics		
	2008-09	2007-08	2006-07	2008-09	2007-08	2006-07
Brown	91.5	88.8	--	91.4	88.7	--

The academic program is characterized by wide variations in instructional practices, and a lack of consistent routines; both of these indicators are predictable given the extreme level of disciplinary disruption. Classroom observations conducted for this application noted that some teachers have clear expectations while others do not. There is a lack of consistency in the level of urgency communicated to students about achievement. The level of rigor is observed to be generally low and half of the students do not share the expectation that homework and effort are important.

Domain: Instructional Guidance, Rating = 1

There is little coherence among grade levels and some grade levels lack a scope and sequence. Teachers do not commonly evaluate their practice in light of curriculum standards and goals, and this can be attributed to a lack of benchmark assessments, a lack of coaching in the use of data, and lack of a standardized district scope and sequence in ELA and math.

Teachers are required by leadership to differentiate instruction; however, many of them have not been provided training or support. There is not a system to support the practice or for shared accountability for implementation. Likewise, some teachers are scaffolding instruction while others are not and the general level of accountability for instructional practices is low.

Lesson planning varies widely among classes; some teachers plan lessons based on objectives while others plan lessons based on activities. All classes were found to be implementing activities that generally aligned with the lesson objective where one was identified.

Few opportunities for student reflection on their work or progress were observed at Brown during observations. Some teachers plan lessons that incorporate collaborative learning, experiments, observations, debates, and open-ended project based lessons but few teachers provide this type of instruction on a regular basis.

Domain: Leadership, Rating = 1

A key gap in the educational program at Brown is found in instructional leadership. Lack of leadership is evident in day-to-day practices and in overall strategies and instructional program implementation. While a “Balanced Scorecard” (BSC) strategic plan was developed for Brown, it failed to address all of the areas of improvement and the plan is not being used for process evaluation, only for outcome evaluation at the end of each year.

While the leadership set high expectations, evidence suggests that no clear pathways to achieve those expectations were designed and put into action. Staff members often do not feel they can openly express dissenting opinions to leadership indicating a concerning gap in professional collegiality.

Classroom observations are conducted only sporadically, and feedback is not provided to teachers on a consistent basis. Data is not being used to plan improvement of the instructional program on a consistent basis and teachers are rarely supported or held accountable for using data to plan instruction.

Evidence suggests that Leadership is not unaware of the need to increase their knowledge and has made an attempt to track student progress using assessment data from standardized tests. There is a need for more training in using multiple data points to make instructional leadership decisions.

In general, the instructional programs at Brown are disconnected and clear connections between programs with the BSC are not always in evidence.

School leadership is well-intentioned and is committed to sharing decision-making but lacks a plan to make this intentional; this ties back to inadequate application of the BSC as a process evaluation tool.

Leadership has not been effective at making mid-year adjustments, at advising parents about needed supports, and at directing stakeholders toward activities that would support increased student achievement. While parents are invited to participate in governance structures, participation is low.

Domain: Professional Capacity, Rating = 1

The experience level of many teachers is strikingly low at Brown, especially in light of the difficult climate and low achievement levels of the students. The average district experience level of the teachers at Brown is 6.5 years, well below the district average of 10.9 years. The Brown teaching staff includes four (19%) first year teachers, three district interns, and one teacher working on an emergency credential. This is not representative of the need of students at Brown for a fully certified, highly experienced staff of teachers.

Teachers often lack training in effective pedagogies and do not have expert content knowledge, and although some teachers are in need of improvement they do not always seek opportunities to learn and grow. Some evidence of knowledge of learning styles was observed being implemented in some classrooms. Teachers in general were observed to be ineffective at motivating the students, and the staff exhibited low performance overall.

Domain: Parent-Community Ties, Rating = 1

This is another weak area at Brown Elementary School. Parent/teacher conferences are held semi-annually but aside from this contact, the only teacher contact with parents about student progress is when a report card is sent home. Some teachers are aware of community issues and assets, but the perceived level of danger in the neighborhood causes most teachers not to venture out beyond the school walls.

Efforts to involve parents in the school in a meaningful way have been largely unsuccessful. Less than 20% of the parents volunteer at any point during the school year. School safety and communication of high expectations in the classroom are likely contributors to the low parent involvement. Parents are provided opportunities for input,

provided with communication about standards, and all communications are translated as appropriate. SFUSD has provided tools enabling enhanced communication with parents, including an auto dialing system.

II. SELECTION OF INTERVENTION MODELS

The outcome of the extensive needs analysis undertaken by SFUSD to select appropriate reform models for each site is summarized in the chart on page 23 of the Needs Section above. The results reflect the needs analysis integrated with the guidance from the CDE about limiting the percentage of schools implementing a Transformation model. The end result is that five of the ten schools will implement a Transformation Model (50%), four schools will implement a Turnaround Model (40%), and one school will implement a Closure Model (10%).

Closure is the most distinct model of the three models to be implemented and it obviously represents a radical answer to a school site where there are issues that SFUSD deemed too severe to reverse.

In considering which of the two models to implement at our Tier I and Tier II schools, particular attention was paid to the quality and experience of the instructional staff and whether successful reform hinged on the infusion of highly motivated, experienced staff members.

The final decisions were based on all of the data collected and analyzed including the School Climate Survey results, the Balanced Scorecard development process, the direct observations of each classroom and school, feedback from the Principal and supervising Assistant Superintendent, and public meetings.

A School-by-School Rationale for Reform Model Selection

HORACE MANN MIDDLE

Mann shall be reformed using a Transformation Model. This model is deemed most appropriate for a number of reasons including the fact that the staff appears to be making a strong effort to connect with their students. 82% of the students in the School Climate Survey indicated they have a high or a moderate level caring relationship with the staff. This would indicate that in spite of the need to continue improving the instructional rigor present at Mann, the staff, as a first step, is successfully connecting with students and developing positive relationships and increasing overall levels of student engagement. These recent efforts open the possibility that with an equally high

emphasis on implementing project-based learning and extended learning time, that teachers and students will experience an increased level of efficacy.

Lack of instructional leadership at Mann has been addressed with the employment of a new principal who is already taking significant steps to lead Mann in a new direction. In addition, a newly appointed and experienced Assistant Principal, familiar to many of the students and families of the school, will bring an increased ability to provide instructional feedback and coherence to the larger school's efforts. The staff in general has been responsive to these changes and in fact, the improvements in the CST results from 07-08 to 08-09 reflect the fact that these changes are already having a positive impact.

In the end, neither a Closure or a Turnaround Model were chosen for Mann due to the overall emerging instructional reform strategy of the school, combined with a whole school commitment to partner with an outside organization in this work, the demonstration of community commitment (reflected in 4 public meetings about reform), the willingness of the majority of staff members to collectively reflect on their instruction, and the clarity offered via forthcoming district curriculum, benchmark assessments and a common scope and sequence for ELA and math.

O'CONNELL HS

O'Connell High School will be reformed using a Transformation Model. This model was chosen due to the fact that transformation at O'Connell is already underway with a new principal and an already recent turnover of at least ten teachers at the school site. This infusion of new talent has begun to establish a culture at O'Connell open to instructional improvement and collaborative work.

The connection between staff and students is generally positive according to the results of the School Climate Survey. Eighty-four percent of the students indicated that they have a medium or high level caring relationship with an adult at the school. This factor combined with the positive professional climate among staff indicates that a Turnaround-level changeover in staff is not necessary at O'Connell at this time.

MISSION HS

Mission High School will be reformed using a Transformation Model. The principal at Mission has been recently changed and the new leadership has begun the work of transformation and assessing areas of improvement. While there is a need to raise the instructional rigor, support a deeper level of content knowledge and investment in the expertise of the teachers at Mission, in general, the attitude toward making necessary improvement changes is positive. Aside from a handful of teachers who have not fully engaged in the school's renewed improvement efforts, the majority of the staff is ready to reflect much more deeply about the educational programming at Mission and at collaborating towards improved outcomes for students.

Neither the Turnaround Model nor the Closure model were chosen for Mission due to the fact that Transformation is already underway via new leadership, a cadre of recently placed teachers, and a commitment to work with an external partner organization to support continuous improvement.

CHAVEZ ELEMENTARY

Chavez Elementary will be reformed using a Transformation model. This model was chosen primarily based on the strength of the teaching staff and the professional learning community at Chavez. The staff has a depth of experience and a commitment to improvement that SFUSD will build on to raise achievement. They are actively collaborating to refine their instructional planning for the coming school year. The transformation model was also chosen because of a visibly high parental and community commitment to the school, as evidenced by the four public meetings held to discuss the requirements and implications of the SIG. The larger community, in particular some longstanding stakeholders, continue to express a high interest in being involved in shaping the overall reform efforts.

The Transformation Model was selected over the Turnaround and Closure Models at Chavez due to the evident and increasing strength of the staff and the apparent bond between staff and students (93% of students indicating they have a high or medium level caring relationship and 92% indicated they felt teachers had high expectations of them). SFUSD believes that the Transformation Model, under new administrative leadership, continued reform facilitation and collaboration with an external provider to support results-oriented continuous improvement, and the propsed

enhanced supports for students and teachers under a community-schools model, will result in positive margins of improvement for students at Chavez.

PAUL REVERE (PRE-K-8)

The Transformation Mode will be implemented to reform the instructional program at Revere Elementary School. This model was chosen due to the overall positive professional climate among teachers at Revere. Teachers in general were eager for reform and committed to staying at Revere. There is a positive bond between teachers and students that SFUSD wants to build upon to raise achievement. A key need at Revere is the lack of leadership so the principal is being replaced. The new principal will be supported through a variety of new program elements at the site and district level and it is anticipated that not only will the SIG program provide direction to leadership, it will invigorate the professional culture and community involvement.

The Transformation Model was chosen over the Turnaround and Closure Models due to the high level of commitment and relative strength among the teaching staff. While it is true that the staff is on average young, this is seen as a strength because of their demonstrated commitment to reform and to professional development.

EVERETT MIDDLE

Everett Middle School will be transformed using the Turnaround Model. This more rigorous reform model was chosen due to a number of factors related to the professional culture at Everett. This includes the fact that the principal at Everett was changed recently and will be retained.

The professional culture at Everett has not in recent years demonstrated characteristics of a high functioning professional learning community. SFUSD made a decision to implement a Turnaround Model in order to encourage teachers to collectively adopt and fully commit to the necessary reform activities that will result in positive outcomes for students. Everett has continued work to accomplish that will result in significantly increased family and community engagement.

A Closure Model was not considered for Everett due to the combination of a new administrative leadership team, a recently emerged core of teacher leaders, and a willingness to engage more fully with external partners towards implementing continuous improvement systems and structures.

CARVER ELEMENTARY

Carver Elementary School will be reformed using the Turnaround Model. The instructional program requires the benefit of a well-implemented instructional framework that incorporates clear learning expectations for students and that communicates these to parents so that they can better monitor their children's academic progress. Teachers will have access to increased instructional support and targeted professional development. An external partner will help to guide and facilitate results-oriented continuous improvement and lead teacher into a deeper inquiry and reflection of practice. The district has identified a new principal to serve as instructional leader for the Carver village and the community has expressed a renewed commitment to supporting the school's efforts at making the necessary changes to improve.

Students and families at Carver demonstrate many nonacademic needs and therefore the school hopes to implement a more full service/ community schools approach. This includes a greater coordination of student support services and parent engagement.

Community commitment is high at Carver. This was evidenced by the multiple meetings that parents and community members attended to discuss needed reforms. They are optimistic about a new chapter at Carver, one focused on transformation and increased student achievement.

BRYANT ELEMENTARY

Bryant Elementary School will be reformed using a Turnaround Model. The key reason is that there is a need to employ a much more intensive intervention strategy within the school. The school needs support in developing more robust systems and structures for continuous improvement and reflection of instructional practice. Teachers require access to instructional coaching to better meet the needs of English language learners and would benefit from an articulated framework for literacy instruction. A partnership with an outside provider to help guide and facilitate a high-degree of results-oriented continuous improvement activities would be critical.

In addition, the historically underserved students at Bryant would benefit from access to quality academic intervention supports and services. This includes literacy specialists, targeted academic tutoring, and extended learning opportunities. Given the elevated needs of the student population and their families, a community schools

approach would positively impact on the readiness to learn of students and address the substantial nonacademic barriers. It would also bring a greater alignment and approach to meeting students' and parents' myriad of needs.

A Closure Model was not considered at Bryant due to the high level of parent interest in reforming the school. Five parent-community meetings were held at Bryant, more than at any of the other nine SIG schools, demonstrating the level of commitment the community feels toward the school and their children's education. Parents spoke clearly and strongly about their desire to gain a greater understanding of learning standards, grade level expectations, and expressed a desire for an increased sense of empowerment towards supporting their sons and daughters and recognizing what effective teaching and learning. The reform model at Bryant would propose to include increased parent education and leadership opportunities.

SFUSD knows that with strategic support, skillful leadership, investment in teachers, and an infusion of other interventions, Bryant students will ultimately experience both access and equity of opportunity and outcomes.

MUIR ELEMENTARY

Muir Elementary School will be reformed using a Turnaround Model. This model was chosen as most appropriate due to the need to increase overall instructional capacity and leadership at the school. The principal has been replaced at Muir along with a significant turnover of the teaching staff. The newly appointed "turnaround principal" has already begun to recruit and identify experienced practitioners and support personnel with proven track records.

The decision to implement a Turnaround Model at Muir was also reinforced by data indicating that parents and community members need to have greater opportunities to be more fully engaged in their children's education. This is demonstrated by the fact that nearly 70% of the students are classified as truant and less than 20% of the parents volunteer at the school. The school needs to employ more effective communication strategies and shared decision-making in order to employ Muir's stakeholders to be more actively engaged in the school's reform efforts.

The school will place a primary emphasis on effective reading instruction and on meeting the needs of English language learners. Teachers will have clear expectations

for their instruction and direct and constructive feedback about their performance from the school's principal.

The Turnaround Model was selected because the Transformation Model was considered inadequate to more intensively create and raise the improvement capacity at Muir. The Closure Model was dismissed as an option because the school community expressed a high level of commitment to embrace significant changes and reform that will bring accelerated margins of improvement in student achievement.

WILLIE BROWN

Willie Brown Elementary School will be closed at the end of the 2010-2011 school year. This model was selected for a variety of reasons over the Transformation and the Turnaround Models. SFUSD has acquired funding to rebuild the campus so that it is a more conducive teaching and learning environment; the current facility is inadequate to supporting the 21st century learning to which our district believes all students deserve access and equity. The campus will be closed and the students moved to other elementary schools while the campus is rebuilt with an intentional design that exemplifies a community school and a state of the art facility these historically underserved students in this neighborhood deserve.

Other reasons for selecting a Closure Model are that the school demonstrates significantly limited capacity for improvement. In addition, the significant needs of students, which the school is ill-equipped to address, affect the teaching and learning environment. As one indicator, parents and students report feeling unsafe at Brown. Teachers report high levels of classroom disruptions that make it difficult to teach. For these reasons, a wholesale change will support student and teacher success. The future Willie Brown College Preparatory Academy will be built from the ground up, starting with a new facility, a new principal, and new staff. that is better equipped and supported to ensure student academic achievement.

III. DEMONSTRATION OF CAPACITY TO IMPLEMENT SELECTED INTERVENTION MODELS.

Support for the school-based reforms will be supported at the district level in many ways. First, all Tier I and Tier II schools have been grouped into a new supervision structure known as the Superintendent's Zone. District restructuring and the creation of the Superintendent's Zone will ensure that each of the schools identified in this grant have extensive LEA implementation support. Normally, 15 schools are supervised by a single assistant superintendent in SFUSD, however in the Superintendent's Zone, two assistant superintendents have been assigned to supervise only 8 schools each. This cohort of 16 schools with enhanced supervision include all of the SIG schools and an additional 6 underperforming schools in need of intensive intervention due to their Title I Program Improvement status. Not only will the schools in the Superintendent's Zone receive a higher level of administrative supervision and support, but the resources of the district (fiscal resources as well as human resources) will be prioritized toward the needs of these sites. The plans on the following pages all include elements of district support.

Implementation support for developing a performance management system

In addition to high quality professional development, professional capacity must be developed through a professional **performance management system** that ensures a **data-driven approach** to instruction and professional learning that uses common interim assessments and other evidence of student learning as well as research-based strategies to improve teacher practice. Although the school Balanced Scorecards were designed to push evidence use in schools, the district quickly realized that absent a culture of evidence use or professional development in strategic planning, the Scorecards proved far too complex and sophisticated for schools to use reliably as a data-driven improvement tool. Through monitoring BSC implementation it became evident that the lowest performing schools need training and follow-up coaching in using data for instructional improvement. Realizing that the district does not have sufficient man-power to build schools' capacity for using data, this application asks for resources to support schools' enculturation toward data-based inquiry, peer collaboration for

lesson planning, tighter school organization for student academic needs analysis, restructuring for literacy/math/ELD foci, and professional learning communities. External partners for this work include:

- ***Partners in School Innovation:*** the seven elementary & middle schools/classrooms will have assistance from Partners for School Innovation for the first two years (presumed to be managed internally by the schools by the third year).
- ***Pivot Learning Partners:*** both high schools will have assistance of Pivot for the first two years (presumed to be managed internally by the schools by the third year.

Ensuring the recruitment, selection and retention of effective teachers

SFUSD has had a partnership with The New Teacher Project, a nationally recognized organization that helps districts increase the number of highly effective teachers in high-need schools. Since the partnership with TNTP began in 2006 and the local parcel tax to increase teacher compensation and accountability took effect, the district has seen dramatic decreases in the number of vacancies on the first day of school and the percent of separations due to resignations, leaves and retirements at the district's 25 hardest to staff schools. The average number of applicants per hire has also increased dramatically since 2006 in every subject area, including hard to staff subjects such as Special Education, Math and Science. Furthermore, the new hires are more diverse than existing staff and the percent of new hires with advanced degrees has grown from 39% to 47%.

Finally, SFUSD is committed to **ensuring that 100% of teachers in our persistently low-performing schools are effective.** To do so, we will continue work already begun with our union partners to define standards of effectiveness, and an evaluation system that is fair and reliable and includes student growth as a factor. This will involve challenging but culture-shifting conversations about good instruction, acceptable and unacceptable practices in the classroom, and the very best practices that support different groups of students. We believe teachers at our persistently low-performing schools should meet the standards of National Board Certification, and if they engage in all of the professional development opportunities provided in this grant,

we will help them through the process. The district has partnered with **Pivot Learning Partners** to support the collaboration between United Educators of San Francisco and district leaders in developing this evaluation system.

Partnerships to Support Implementation

SFUSD leaders recognize that the district cannot do this work on its own. A number of strategic partnerships with foundations, non-profit organizations and university researchers will bolster the areas of capacity where SFUSD has identified weaknesses. In addition to the partners described above, who will help the district with teacher recruitment, selection, retention and evaluation, district partnerships to support implementation include:

Strategic Education Research Partnership- SERP is a national organization that brings together university researchers and district practitioners in a collaborative relationship designed to solve practitioner-defined problems. SERP will provide technical assistance for the development of SFUSD's assessment system (including implementation of the RISE adolescent literacy diagnostic) and for effective mathematics instruction.

Stanford University- In addition to the SERP partnership, SFUSD has a unique relationship with Stanford University. This partnership provides SFUSD with high quality research, leadership guidance (through the Leadership, Equity, Accountability in Districts and Schools or LEADS network), and other services. A full-time "Director of Partnerships" ensures that Stanford researchers meet SFUSD's technical assistance and research needs. An example of this partnership is the Youth Data Archive which allows SFUSD to understand indicators factors predictive of student success in order to develop intervention strategies. The Youth Data Archive will help SFUSD develop its early-warning indicator system.

New Day for Learning- Funded by the C.S. Mott Foundation, New Day for Learning partners with the district to develop, implement and evaluate innovative solutions for a range of challenges named in this grant, including community building, increasing student engagement in the classroom. More than just offering technical assistance and advice, New Day for Learning works side by side with the district and

school communities. NDFL will be a key partner in implementing the community-schools approach at all sites.

Overview of Implementation Plan

The assessment described in the needs assessment section was used to identify the current status of each target school in each area and guide the selection of the most appropriate school intervention model for each site. The following pages contain a summary (in table form) of the required elements of the intervention plans for each school site. The four schools implementing the *Turnaround Model* (Everett Middle School, Bryant Elementary, John Muir Elementary, and Dr. George Washington Carver Elementary) are described first below, followed by the five schools implementing the *Transformation Model* (Horace Mann Middle School, John O'Connell High School of Technology, Mission High School, Chavez Elementary School, and Paul Revere Elementary School), and the school planned for *Closure* (Willie L. Brown Jr. Academy College Preparatory School). It is important to note that most of the five schools implementing the *Transformation Model* of intervention have already begun the process of transformation with school principals who have been in place for less than two years, plans for those schools include transformational components already being implemented, as well as new components to be implemented as a result of SIG requirements.

The table summary of required elements is followed by a more detailed description of the plans for each school *with activities organized according to the five essential supports of the Chicago framework.* Whenever possible, schools have been clustered to described common elements of their Turnaround and Transformation plans. Unique plan components for each school that are to be implemented in addition to the common elements are described at the end of each turnaround or transformation plan section.

The attached implementation charts (Form 10) for each site provide detail about resources allocated for each intervention activity.

Table of Required Activities for Turnaround Schools and SFUSD Responses

Required Activity	Everett Middle	Bryant Elementary	Carver Elementary	Muir Elementary
a) Replace principal	• Principal is already new at site, selected for ability to reform and improve student achievement.		• Principal replaced for start of 2010-11 school year.	
b) Use locally-adopted competencies to measure effectiveness of staff and screen all staff, rehire no more than 50%.	• Nine-step selection process adopted that includes a rubric for assessing current staff and candidate based on four selection model competencies. • At least 50% o f staff at each site will be new to site in 2010-11.			
c) Implement strategies designed to recruit, place, and retain effective staff.	• Hiring and retention bonuses provided by local parcel tax initiative, the Quality Teacher and Education Act (QTEA) for teachers who teach in hard to staff schools and hard to staff subject areas. • Partnership with the New Teacher Project • Teacher effectiveness evaluation based on the standards of the California Teaching Profession and student growth (in development)			
d) Provide ongoing, high-quality professional development	• Partners in School Innovation • Salzman *Tools for Schools* • ELD Specialist/Coach • WRITE Institute			
		• Math Specialist/Coach • Literary Specialist/Coach • Project SEED • Teachers College Balanced Literacy		
	• SLI-Reading Apprenticeship • Algebraic Thinking • SERP		• AEMP • Director of Instruction	• AEMP

Table of Required Activities for Turnaround Schools and SFUSD Responses				
Required Activity	Everett Middle	Bryant Elementary	Carver Elementary	Muir Elementary
e) Adopt a new governance structure.	• Supervision at district level restructured through Superintendent's Zone. • Superintendent Zone schools protected from negative impact of district policies.			
f) Use data to identify and implement a research-based instructional program.	• Ongoing cycle of inquiry approach facilitated by change agents from Partners in School Innovation. • Development and implementation of Common Interim Assessments in ELA and Math. • Focus on evidence-based programs in work with Partners in School Innovation. • Evidence of effectiveness considered for all plan elements			
g) Promote continuous use of student data to differentiate instruction.	• Ongoing cycle of inquiry approach facilitated by change agents from Partners in School Innovation. • Laptops for all teachers to promote use of data. • Development and implementation of Common Interim Assessments in ELA and Math. • Weekly review of student work/data during teacher collaboration time. • Use of student data through coaching (Literacy, math and ELD coaches) and training • Implementation of Data Director and School Loop.			
	• Use of data through coaching provided by SLI/Reading Apprenticeship Program • Expanded weekly teacher collaborative time	• Expanded teacher training and collaboration time (daily through release time).		
h) Increased learning time.	• Expansion to 7th period for all students (release at 3:30 pm)	• Expanded day for all students to 3:30 release tim (from current 2:30), made possible through teacher release time for training, collaboration and planning during the school day. • Incoming kinder summer transition.		
	• ASES afterschool program – Closer coordination with school day, including extended hours for afterschool staff to participate in training and collaboration with classroom teachers.			

Table of Required Activities for Turnaround Schools and SFUSD Responses				
Required Activity	Everett Middle	Bryant Elementary	Carver Elementary	Muir Elementary
	• Summer program—25 days, full day program (9:30-3:30) for student scoring below *Proficient* in ELA and math.			
i) Provide appropriate social-emotional and community-oriented services and supports for students.	• Learning Support Specialist on each campus to provide counseling and other social-emotional support services. • Contracts with external providers for additional mental and physical health support services. • Parent Resource Center • Community School Coordinator • Course and workshops for parents • Expanded two-way parent-school communication strategies.			
		• Playworks—Social development training and support during recess/lunch/break periods.		

Table of Required Activities for Transformation Schools and SFUSD Responses					
Required Activity	Chavez Elementary	Revere Elementary	Mann Middle	O'Connell High	Mission High
a) Developing & Increasing Teacher and School Leader Effectiveness					
1) Replace Principal	• New principal for 2010-11		• No Principal replacement – The principal has been at each of these schools for 2 years or less and each was hired to lead the school reform transformation process.		
2) Evaluation Systems for teachers and principals (including student growth as a factor in performance and designed with teacher and parent involvement).	• Evaluation system based on the state's Teacher Performance Assessment to be developed and finalized by Superintendent, Assistant Superintendents, site principals, teachers, and union representatives in 2010-11, and implemented by 2011-12. • In 2010-11, Assistant Superintendents will routinely analyze performance on formative assessments with both site principals and teach professional learning communities.				
3) Indentify and reward staff who have increased student achievement and remove those who haven't.	• Assistant Superintendent and site principals will be responsible for evaluating and removing staff who have not increased student achievement. Assistant Superintendent will be responsible for principal's evaluation. Determination of student growth will include CST scores. • All staff at Transformation sites will receive a laptop to use for data management, instructional planning, and classroom instruction. • District leadership, with teacher and principal input, will develop a menu of incentives for staff who improve student achievement (by 6/11).				
4) Provide high-quality, job-embedded professional development.	• WRITE Institute. • Salzman *Tools for Schools.* • ELD Coach				
	• Literacy Coach • Math Coach • Collaboration Time for Teachers		• Strategic Learning Initiative/Reading Apprenticeship Program (WestEd) • Partnership with SFCESS		

Table of Required Activities for Transformation Schools and SFUSD Responses					
Required Activity	Chavez Elementary	Revere Elementary	Mann Middle	O'Connell High	Mission High
	• Partners in School Innovation/School Transformation Framework			• PIVOT	
	• Director of Instruction		• Algebra Project training for math teachers • Dual Immersion training • Expanded weekly collaboration time for teachers • Training in project-based learning	• Professional Development (PD) – Kagen (Smaller Learning Communities) • Common Prep time for SLCs • PD for all teachers in effective instructional strategies for English Language Learners	• PD in Complex Instruction • PD in Equity-Centered classrooms • Teacher collaboration planning time before school starts in August • Weekly teacher planning and collaboration time.
5) Implement strategies designed to recruit, place, and retain high quality staff.	• Partnership with the New Teacher Project (TNTP) including implementation of its recruitment, selection and retention strategies tailored to SFUSD context. The New Teacher Project is housed within SFUSD's human resources to ensure seamless collaboration.				
b) Comprehensive Instructional Reform Strategies					
1) Use of data to identify and implement research based instructional programs.	• Ongoing cycle of inquiry approach facilitated by change agents from Partners in School Innovation/Transformation Framework and/or SFCESS. • Development and implementation of Common Interim Assessments in ELA and math. • Focus on evidence-based programs in School Transformation Framework, PIVOT, and SFCESS work.				

Table of Required Activities for Transformation Schools and SFUSD Responses					
Required Activity	Chavez Elementary	Revere Elementary	Mann Middle	O'Connell High	Mission High
	• Oversight of school programs by Assistant Superintendent in Superintendent's Zone to ensure implementation of evidence-based programs. • Research documenting effectiveness of programs and strategies cited throughout plan.				
2) Promote continuous use of student data.	• Ongoing cycle of inquiry approach facilitated by change agents from Partners in School Innovation applied through the School Transformation Framework, PIVOT, and SFCESS work. • Laptops for all teachers to promote use of data. • Development and implementation of Common Interim Assessments in ELA and math. • Weekly review of student work/data during teacher collaboration time. • Use of student data through coaching and training provided through Strategic Literacy Initiative/Reading Apprenticeship program. • Implementation of Data Director and School Loop.				
	• Teacher collaboration time.		• Expanded weekly teacher collaboration time	• Smaller Learning Communities – teachers meet for collaboration time within SLCs	Teacher collaboration time.
c) Increasing Learning Time and Creating Community-Oriented Schools					
1) Increased learning time.	• ASSETs After School Program – Closer coordination with regular school day. • Extended day from 2:30-3:30. • Summer program for 220 students performing below proficient in ELA and/or math; 25 days; 9:30-3:30.		• ASSETs After School Program – Closer coordination with regular school day. • Expansion to 7th period for all students	• ASSETs After School Program- Closer coordination with regular school day. • Expanded school day for 125 students –	• ASSETs After School Program- Closer coordination with regular school day • Expanded school day – from 6 periods and advisory to

Table of Required Activities for Transformation Schools and SFUSD Responses					
Required Activity	Chavez Elementary	Revere Elementary	Mann Middle	O'Connell High	Mission High
			(extended day from 2:30-3:30). • Summer program for 220 students performing below proficient in ELA and/or math; 25 days; 9:30-3:30.	credit recovery courses. • Expanded day for all students – 7th period (began in 2009-10).	7 periods and advisory (began in 2009-10). • Summer program (new) – Credit recovery and ELD for 300 students; 25 days; 9:30-3:30.
2) Family and community engagement.	• Community School Coordinator • District support of parent engagement and community activities • Development of Parent Resource Center • Courses and workshops for parents • Bi-annual Parent Engagement Planning process • Expanded two-way parent-school communication strategies • Parent Liaison				
d) Providing Operational Flexibility and Sustained Support					
1) Operational flexibility	• Operational flexibility granted to all Transformation schools regarding daily schedule and budget, supervised by the same Assistant Superintendent. • Principals report directly to Superintendent Zone Assistant Superintendent for approval of transformational changes/ • Limitation of other district, non-transformational requirements imposed on Transformation sites.				
2) Ongoing, intensive technical assistance from L.E.A. or an external partner organization.	• Creation of Superintendent's Zone (8 schools per Assistant Superintendent) for intensive supervision and support. • Technical assistance for transformation from external providers – Partners in School Innovation, PIVOT, SFCESS, WestEd (Strategic Literacy Initiative/Reading Apprenticeship Program). • Instructional Reform Facilitator placed at sites to provide ongoing, on-site support.				

Essential Elements: (1) School Leadership; (2) Parent Community Ties; (3) Professional Capacity; (4) Student-Centered Learning; (5) Instructional Guidance	Bryant K-5th	Carver K-5th	Chavez K-5th	Muir K-5th	Revere K-8th	Everett 6th-8th	Mann 6th-8th	Mission 9th-12th	O'Connell 9th-12th
External Partnerships for Organizational Reform & Coherence (Elements: 1, 2, 3, 4, 5)									
Partners in S.I. (data-based inquiry, peer collaboration, school organiz., literacy support)	Yrs: 1-2	Yrs: 1-2	Yrs: 1-2	Yrs:1-2	Yrs: 1-2 E	Yrs: 1-2	Yrs: 1-2		
Pivot (data-based inquiry, peer collaboration, school organization								Yrs: 1-2	Yrs: 1-2
SFCESS (Mann: Project-based learning; Mission: "anti-racist teaching"; O'Con: Small Lrng Comm.)					Yrs: 1-2 M		Yrs: 1-2	Yrs: 1-2	Yrs: 1-2
External Partnerships for Professional Development (Elements: 1, 3, 4, 5)									
SLI-Reading Apprenticeship (successfully accessing the text in every subject)						Yrs: 1-2	Yrs: 1-2	Yrs: 1-2	Yrs: 1-2
Teacher's College (balanced literacy instruction: reading)	Yrs: 2-3	Yrs: 2-3	Yrs: 2-3	Yrs: 2-3	Yrs: 2-3 E				
WRITE Institute (balanced literacy instruction: writing + ELD)	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3
Algebraic Thinking & The Algebra Project (algebra course access & intervention)					Yrs: 2 M	Yrs: 2	Yrs: 2	Yrs: 2	Yrs: 2
Project SEED (mathematics intervention & professional development)	Yrs: 3	Yrs: 3	Yrs: 3	Yrs: 3	Yrs: 3				
SERP (innovative literacy diagnostic assessment & consultations)						Yrs: 1-3	Yrs: 1-3		
EPGY (Education Program for Gifted Youth: computer courses for enrichment)	Yrs: 3	Yrs: 3	Yrs: 3	Yrs: 3	Yrs: 3				
AEMP (effective pedagogy for standard English learners)		Yrs: 1-2		Yrs: 1-2	Yrs: 1-2		Yrs: 1-2		
AVID (Advancement via Individual Determination: student college-prep enculturation)					Yrs: 1-3	In-kind	Yrs: 1-3	In-kind	In-kind
Noah Salzman: Tools for Schools (positive classroom management for new teachers)	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3
Extended Learning Programs (Elements: 2, 4)									
Summer School (20-25 days for struggling students)	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3
Extended day program (one additional hour for all students)	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3
Increas. After School Academic Programs (Project-based learning integrated w/ core curric)	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3
Incoming Kindergartners Summer Transition (orientation & diagnostic assessment)	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3
Coaching & Academic Interventions (Elements: 3, 4, 5)									
Directors of Instruction (responsible for RTI standardization & intervention programming)		1.0	1.0						1.0
Literacy Specialist/Coach (student interventions/in-class prof. dev.)	2.0	2.0	2.0	2.0	2.0				
Math Specialist/Coach (student interventions/in-class prof. dev.)	1.0	1.0	1.0	1.0	1.0				1.0
ELD Specialist/Coach (student interventions/in-class prof. dev.)	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Core Specialist Teachers (grade level common planning & data analysis meetings)	2.0	3.0	4.0	3.0	3.0				
Resources for Improved Instructional Planning & Delivery (Elements: 3, 4, 5)									
Balanced Literacy Materials (level readers & supplemental texts, fiction/nonfiction)	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3				
New Media Instructional Tools (computers, docu-cameras, LCD projs., audio texts, etc.)	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3
Access to Extracurricular Enrichment (museums, science centers, college visits, etc.)	In-kind	In-kind	In-kind	In-kind	In-kind	In-kind	In-kind	In-kind	In-kind
Community-Oriented Schools (Elements: 1, 2, 3, 4)									
Community School Coordinator (integration and alignment of all student/family supports)	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3
Learning Support Prof./Wellness Cntr. (behavioral counseling & social services access)	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3
Comprehensive Behavioral/Health Services(physical/mental/vision services for students)	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3
Parent Resource Centers & Programs (workshops, training, ELD programs, etc.)	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3	Yrs: 1-3

As of 6/12/10

TURNAROUND PLAN

Bryant Elementary School	Carver Elementary School
Muir Elementary School	Everett Middle School

COMMON ESSENTIAL SUPPORTS FOR ALL TURNAROUND SCHOOLS

The four schools implementing the Turnaround Model are in need of dramatic reform to improve student achievement. All have already replaced instructional staff, and two will be replacing the school principal. At Bryant Elementary School and Everett Middle School the principals are already new and selected for their abilities to facilitate school change. All of these schools will be working with external support providers and implementing intensive and sustained professional development (including a coaching component) to dramatically improve classroom instruction and use of SBE-adopted curricular materials in English language arts and mathematics as well as SBE-adopted intervention programs. A primary focus of the turnaround for these schools will also be on the use of student data to differentiate classroom instruction to meet students' needs and to provide appropriate intervention services for students. Parent and community engagement services and processes will also be recreated as each site builds on the strengths of its community.

The figure below summarizes **the common strategies to be implemented by all of these schools**[5] as part of the turnaround process, organized by the 5 Essential Supports. It is followed by a detailed description of each strategy. After the common strategies are described, a summary of the unique elements of each school's plan is provided.

Summary of Common Essential Supports for All Four Turnaround Schools *Bryant Elementary, Dr. George Washington Carver Elementary, John Muir Elementary, Everett Middle School*		
Essential Support # 1 School Leadership	**Essential Support #2 Parent-Community Ties**	**Essential Support #3 Professional Capacity**
• Inclusion in Superintendent's zone – Targeted administrative supervision and support including modified evaluation systems for teachers (designed with principal and teacher input)	• Community School Coordinator (1.0 FTE) • Parent Resource Center • Bi-annual Parent Engagement Planning Process • Expanded two-way parent-	• Partners in School Innovation – School Transformation Framework • Replace 50% of teachers • Professional development- Teachers College/literacy

[5] Because three of the four Turnaround schools are elementary schools and one is a middle school, elementary-only strategies are noted in the common strategies.

• New Principal (Carver and Muir) • Instructional Reform Facilitator	school communication strategies • Parent Liaison	collaborative (elementary schools only) • 2.0 FTE Literacy Coach/Specialist (elementary schools only) • 1.0 FTE Math Coach/Specialist (elementary schools only) • Core Specialist Teachers (elementary schools only) • 1.0 FTE ELD Specialist/Coach • Professional Development – Salzman *Tools for Schools* • Daily grade level teacher collaboration and professional development time • Professional development-WRITE Institute • Provide laptops for teachers.
Essential Support #4 Student-Centered Learning Climate		
• Learning Support Professional • Comprehensive Behavioral Health Services • Salzman *Tools for Schools*		
Essential Support #5 Instructional Guidance		
• SBE – adopted core materials in ELA (Houghton-Mifflin) and math (Everyday Math) • SBE – adopted intervention programs (Read 180; High Point) • Common core curriculum with scope and sequence • Common Interim Assessments • Response to Intervention (RtI) • Extended day • Extended year – summer program • Incoming Kinder Summer Transition		

➢ *Essential Support #1: School Leadership*

- **Inclusion in the Superintendent's Zone – Targeted administrative supervision and support –** School supervision within SFUSD has been restructured as of May 2010 to maximize supervision resources and support services and focus more intensive services on the needs of the district's lowest performing schools. Most schools within SFUSD will be supervised by an Assistant Superintendent responsible for approximately 15 school sites; however, a special "**Superintendent's Zone**" has been created for the district's lowest performing schools, including the schools participating in a Transformation or Turnaround process. These schools will be supervised by an Assistant Superintendent responsible for only 8 schools. Three of the Turnaround schools (Bryant, Muir, and Everett) will be supervised by Assistant Superintendent Guadalupe Guerrero, who will also be responsible for supervising

three of the Transformation sites also located within the Mission District of San Francisco. The remaining Turnaround site (Carver) will be supervised by Assistant Superintendent Patricia Gray. Through inclusion in the Superintendent's Zone, the turnaround sites will receive additional focused support from the district in all of the essential support areas.

The Assistant Superintendents will also work closely with SFUSD Human Resources, principals, and teachers in schools in the Superintendent's Zone and other district leadership to develop and implement a **system of teacher evaluation** that uses the California Standards for the Teaching Profession and includes student growth as a factor. To begin this work, SFUSD has met with representatives from UESF to develop a rubric of evaluation based on the California Standards for the Teaching Profession (see Appendix x. This group will also develop appropriate incentives for teachers and school leaders making exceptional progress in increasing student achievement.

Currently within the district site administrators and teachers use student performance data maintained in Data Director to review the effect of instructional practices as well as coach on teaching strengths and areas for improvement.

At schools sites conversations about student growth are already integrated into the pre-observation evaluation conferences where teachers and principal's review student assessment data as a part of the standards-based evaluation process.

For 2010-2011, SFUSD assistant superintendents will be routinely analyzing the performance of student achievement on the formative assessments (common interim assessments) with both principal and teacher professional learning communities. Moreover, the district will be supporting, via in-kind resources, the performance of teachers and principals will be formally reviewed by examining students' achievement data through the facilitation of data coaches.

Over the next year or so, after field-testing is completed on the state's Teacher Performance Assessment is completed, SFUSD intends to apply the tool for teacher evaluation in the district. Per SFUSD understanding, the Center for Future of Teaching and Learning in Santa Cruz has been working on rubrics for district implementation of

an evaluation system using California Standards for the Teaching Profession and the California Teaching Performance Expectations. (See attachments.

There are six teaching procession standards, each of which align with the practices SFUSD expects teachers should be able to demonstrate and deepen over their career:

1. Engaging and supporting all students in learning
2. Creating and maintaining effective environments for student learning
3. Understanding and organizing subject matter for student learning
4. Planning instruction and designing learning experiences for all students
5. Assessing student learning
6. Developing as a professional educator

SFUSD is ready to implement the state-wide evaluation tools being developed to align to the CSTPs and CTPEs.

- **New School Principal** – A new principal has been appointed for Carver and Muir. These new administrators have been selected because of their experience turning around troubled schools, and they will receive a significant amount of support from the district office. The principals at the other sites are already new. All four Turnaround principals will be evaluated based on the three core components of the School Leadership Essential Support element of the Essential Supports framework. The table below illustrates key leadership indicators from the framework.

Leadership Indicators		
Managerial	**Instructional**	**Facilitative-Inclusive**
• Well-run office • Adequate supplies • Starting/stopping on time • Good communication with parents and staff • Adequate support for implementing new programs	• Knowledgeable about tenets of learning theory and curriculum • Able to analyze instruction and provide effective, formative feedback to teachers • Able to articulate high standards for student learning • Support teachers; innovations to reach student standards • Work is guided routinely by constant focus on evidence of student learning, both through regular data reports and classroom visits • Constantly asking: What is working and what is not (and why not)?	• Ability to inspire teachers, parents, school community leaders, students around a common vision of reform • Exploit opportunities in formal and informal social encounters to advance sense of conquest (look what we've done; we can do even more) • Catalyze an orientation akin to a moral imperative – we can and MUST do this • Bring parents and teachers into new leadership roles enlarging the capacity to support a more productive and continuously improving school organization

	• Thoughtfulness in selecting among potentially competing initiatives • Eliminating initiatives that take attention away from core improvement priorities. • Use role authority to "make things happen"	

- **Instructional Reform Facilitators (IRF) –** a full time **Instructional Reform Facilitator** (IRF) has been assigned to the Turnaround sites **to assist with the full implementation of all Turnaround activities**. The IRF is funded through a district in-kind contribution and is an administrative position capable of assisting the site principal with leading the reform process, as well as taking over some of the site principal duties, freeing the principal up to work closely with teachers on the implementation of Turnaround strategies.

➢ *Essential Support #2: Parent-Community Ties*

- **Community School Coordinator** – A full-time **Community School Coordinator will be responsible for the coordination of all student and family services that address the non-academic barriers to student success**. The coordinator will work with internal and external providers to reduce fragmentation and duplication of services and ensure the supports are integrated with each other and with the school's core instructional programs to ensure that everyone on campus is working toward shared goals. The Community School Coordinator will also reduce the burden of management on the principal, freeing the principal to focus on his role as instructional leader and catalyst for change. Specifically, the Community School Coordinator will serve on the school leadership team, COST/SAP and other school leadership committees, serve as the point person for new/potential community partnerships, coordinate/administer the annual school climate survey, and convene an advisory committee of partners and community members to provide ongoing input on school support services and the Turnaround model.

At the district level, a **Community School Coordinator Manager** will oversee and coordinate the work of all the site Community School Coordinators (including those for both Turnaround and Transformation sites). This manager will provide

training and supervision for all Community School Coordinators and ensure that best practices in community school development are followed.

- **Parent Resource Center (PRC)** – A Parent Resource Center will be established at each of the Turnaround sites as a central hub for family outreach and engagement in a welcoming, dedicated space. The Center will provide computer access for parents to enable them to access School Loop to monitor their children's academic progress and a place to network and connect with other parents and staff. The Parent Resource Center will also provide information about after school programs, intervention services, and current education opportunities. **Parent liaisons** at each site will work with the Community School Coordinator to assist parents in accessing the PRC. *Parents for Public Schools* will provide training at each site for parents in school governance and how to be involved with school reform. These workshops will be held in English, Spanish, and Chinese.

  The Community School Coordinator will also work closely with th site principal to organize a **Parent Advisory Committee** consisting of parent School Site Council and ELAC members as well as other parents in the school community to oversee and advise on all school parent-and-community engagement activities. The Advisory Committee will include *at least* three parent representatives (non-school employees) from each grade level (total minimum 21 members). The Parent Advisory Committee will meet monthly during the regular school year.

  At the district level, a Parent Resource & Programs Program Manager and two Parent Resource Regional Organizers will be hired to assist the Community School Coordinators and site principals with coordinating PRC activities with district parent education and involvement initiatives. The district Parent Resources & Programs staff will also provide training and coaching for site staff and teachers on effective communication with parents, increasing parent involvement, and implementing evidence-based parent involvement programs.
- **Bi-annual Parent Engagement Process –** Led by the Community School Coordinator, school staff, and the community Advisory Committee (see above) will work through a **facilitated process to identify goals, short and long terms**

outcomes, priority stakeholders and strategies to increase parent engagement at each school, and monitor effectiveness of engagement efforts. Assistance will be provided by the district Parent Resources & Programs staff and a community organizer hired to promote parent participation district-wide.

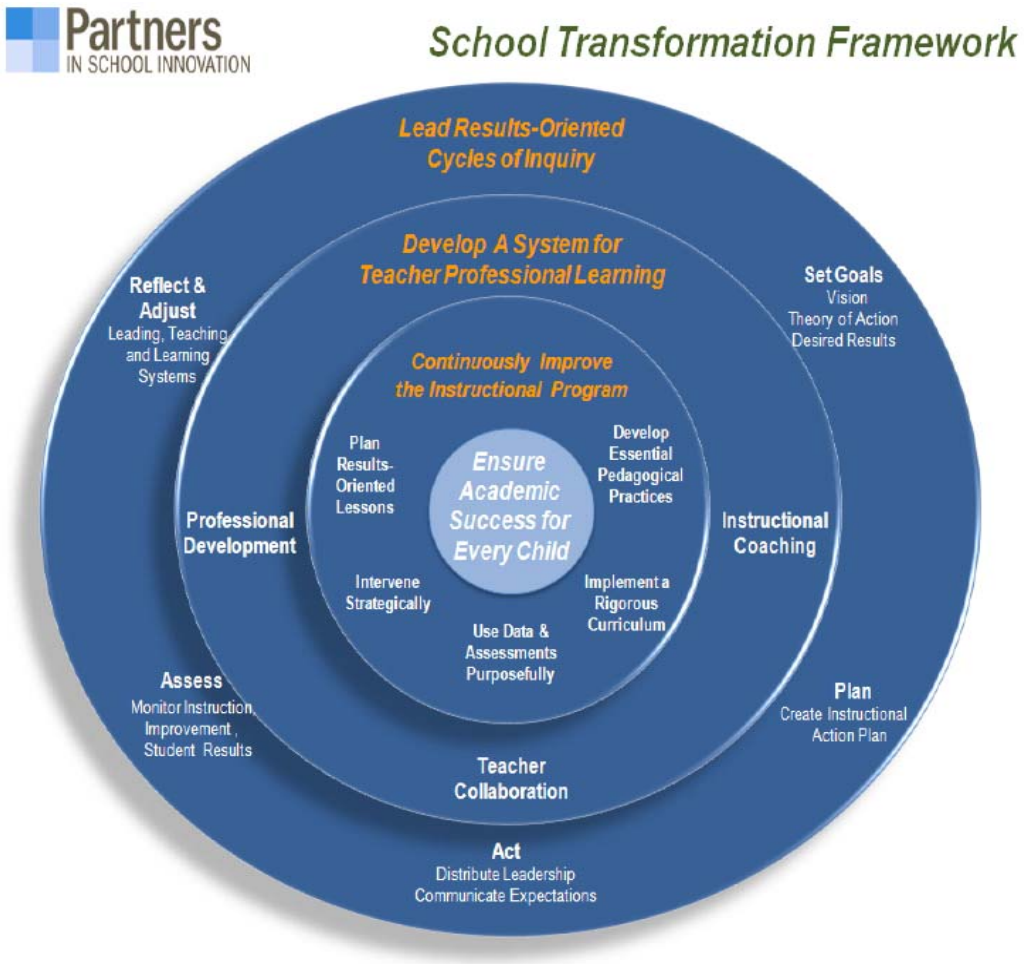
- **Expanded Two-Way Parent-School Communication Strategies** – The Community School Coordinator will work closely with the school principal, teachers, and parent liaisons **to improve communication from each school to parents and from parents to the school**. Strategies will include regular newsletters, regular parent meetings with the principal (i.e. principal breakfasts, coffees, etc.), home visits, outreach in the community, and more. Additional strategies will be determined through the parent engagement process described above. Assistance with this component will be provided by the community organizer and district Parent Resources & Programs staff.
- **Parent Liaison** – A parent liaison will be added to each Turnaround school staff to assist with linking parents to the school. The parent liaison will make contact with parents of students with inconsistent attendance and students needing additional academic intervention services to ensure parents are aware of the importance of regular school attendance and available academic support services. The liaison will also refer parents to social and parent education services available in the local community and through the Parent Resource Center that can help overcome the barriers that prevent them from providing appropriate learning support to the children.

➢ *Essential Support #3: Professional Capacity*

The plan to increase professional capacity focuses on the implementation of high-quality, job-embedded professional development provided by external support providers that leads to a significant transformation in classroom instruction supported by the assistance of instructional coaches and teacher collaboration time.

- **Implement the School Transformation Framework in collaboration with Partners in School Innovation** – Turnaround sites will work with **Partners in School Innovation** to fully implement the **School Transformation Framework** which focuses on three of the most important contributors to student learning: the quality of teaching,

the systems for professional learning, and the strength of leadership. By engaging teachers and principals in intensive results-oriented cycles of inquiry and continuous improvement, the framework supports school instructional staff in learning how to improve teaching until every child succeeds at a higher and higher level. The graphic below illustrates the core components of the Partners in School Innovation School Transformation Framework.



Through this transformational process, **change agents** from Partners in School Innovation assist the site in a variety of activities including a) conduct a school transformation review (STR) to assess the current state of the school and capacity of teachers and leaders (much of this work has already been completed), b) use the findings of the STRs to work with the staff to set goals, create a vision, and develop a detailed action plan, building on and fine tuning the SIG plan, c) coach and strengthen leaders to develop a results-oriented mindset in implementing Turnaround activities, d)

work with grade-level teams each week during grade-level team meetings to guide teachers through a process of analyzing student learning outcomes, reflecting on their individual and group practice, and planning standards-based lessons that combines evidence of what works in the classrooms with best practices from the field, e) integrate a results-oriented cycle of inquiry process throughout teacher planning processes, f) assist site leaders with integrating all professional development and support services for teachers including teacher collaboration time, professional development training, and instructional coaching services, and g) assist school and district leaders in implementing an ongoing system of school monitoring. More detail on the Partners in School Innovations School Transformation Framework and the activities included within the framework are available upon request, in the full scope of work that has been developed for SFUSD by Partners in School Innovation. While all of the Turnaround sites will be using the School Transformation Framework, the process is highly individualized for each site.

The entire reform process developed and led by Partners in School Innovation is research-based and designed to guide school personnel in using student data to inform the selection and implementation of research-based instructional strategies and programs. The chart below provides a summary of the research on which the Partners in School Innovation reform process is built.

The Results-Oriented Cycle of Inquiry
Partners in School Innovation (PSI) guides district and school leaders as well as teachers through a continuous improvement process that involves defining a desired result, planning toward that result, putting the plans into action, and assessing the effectiveness of those actions in order to make adjustments that will enable districts to get closer and closer to achieving a larger vision. The following resources guide the approach to continuous improvement and detail best practices in setting goals, planning, and using assessment to reflect and adjust. Richardson, J. (2007). Work smarter not harder. *Tools for Schools*, 11(2), 1-7. Stiggins, R. & DuFour, R. (2009). Maximizing the power of formative assessments. *Phi Delta Kappan* 90(9), 640-644 Wiggins, G. & McTigue, J. (2005). *Understanding by Design.* Alexandria, VA: Association for *Supervision* and Curriculum Development

Commitment to Social Justice
In pursuit of a system of education that prepares all students for a rigorous college education, and equips them with the necessary life skills to become thriving members of a democratic society, PSI actively seeks to disrupt patterns of inequity in education by developing systems and structures that work effectively to close persistent achievement gaps based on race, class, and culture. To do this work effectively, PSI strives to develop cultural competence by seeking to understand how race, culture, class, and gender impact how we understand and respond to the world around us. Eubanks, E., Parish, R., & Smith, D. (1997). Changing the discourse in schools. In P. Hall (Ed.), *Race, Ethnicity, and Multiculturalism: Vol. 1. Missouri Symposium on Research and Educational Policy Series* (pp.151-168). New York: Garland Press. Scheurich, J.J. & Skrla, L. (2003) *Leadership for Equity and Excellence: Creating High-Achievement Classrooms, Schools, and Districts.* Thousand Oaks, CA: Corwin Press Inc. Singleton, G.E. & Linton, C. (2005). Courageous Conversations About Race. Thousand Oaks, CA: Corwin Press Inc. The Aspen Institute Roundtable on Community Change (2005). Structural racism and youth development: Issues, challenges and implications.
The Core Instructional Program
PSI supports schools to build a core instructional program in literacy and English language development that ensures that all students learn at high levels. The following research selections demonstrate that in order to deliver a high-quality instructional program, teachers must learn to implement a rigorous curriculum, develop a repertoire of researched-based pedagogical practices, purposefully use assessments and data, engage in results-oriented planning, and strategically intervene when students may be behind. Goldenberg, C. (2008). Teaching English learners: What the research does and does not say. *American Educator* 2 (2), 8-23, 42-44. Hirsch, E.D. (2003). Reading comprehension requires knowledge of words and the world. *American Educator*, 27(1), 10-13,16-22,28-29,48. Brown-Chidsey, R. (2007). No more waiting to fail. *Educational Leadership*, 65(2), 40-46.
Integrated Systems for Professional Learning
PSI builds the capacity of school leaders to develop and strengthen the systems that support teachers' professional learning to ensure sustained student-achievement results. Research on teacher professional learning has demonstrated that when teachers receive high-quality professional development, have regular opportunities to collaborate, and are supported by a skilled instructional coach, the quality and effectiveness of their instruction improves. Darling Hammond, L. & Richardson, N. (2009). Teacher Learning: What Matters? *Educational Leadership* 66(5), 46-53 DuFour, R. (2004). What is a professional learning community? *Educational Leadership* 61(8), 6-*11*. Schmoker, M. (2006). Results Now. Alexandria, VA: Association for Supervision and Curriculum Development. Joyce B. & Showers B. (2002). *Student Achievement through staff development.* Alexandria, VA: Association for Supervision and Curriculum Development.

Fullan, Michael (2006) *Breakthrough.* Thousand Oaks, CA: Corwin Press Inc.
Results-Oriented Leadership
PSI develops the capacity of school leaders to perform the practices necessary for transforming instruction and sustaining results, working with leaders to focus on supporting their efforts to lead whole school improvement and create a school environment where high quality teaching and learning can take place. The PSI approach is grounded in the research in effective school leadership, the dynamics of change, and leadership necessary for large scale instructional improvement.
Elmore, Richard F., (2000). *Building a New Structure for School Leadership.* Washington, D.C.: Albert Shanker Institute. Fullan, Michael (2001) *Leading in a Culture of Change.* San Francisco, CA: Jossey-Bass. Marzano,Robert J., Waters, Timothy, & McNulty, Brian A. (2005). *School Leadership That Works: From Research to Results.* Aurora, CO: Mid-Continent Research for Education and Learning.
Coaching
PSI defines coaching as the practice of partnering with school leaders to transform individual and organizational capacity to maximize student achievement. PSI works with school leaders and teachers to help them articulate their vision for teaching and learning, to support them to learn the practices and skills needed to achieve that vision, and to learn to work collaboratively and with accountability to one another. Because this is complex work, the approach draws not only from the leadership coaching literature, but also from organizational change, social interaction and adult learning theories.
Block, Peter (1981) *Flawless Consulting.* San Francisco, CA: Pfeiffer. Kegan, R. & Lahey, L.L. (2002). *How the Way We Talk Can Change the Way We Work: Seven Languages for Transformation.* San Francisco, CA:Jossey-Bass. Bloom, G.S., Castagna, C.L., Moir, E.R., Warrant, B. ((2005). *Blended Coaching: Skills and Strategies to Support Principal Development*. Thousand Oaks, CA: Corwin University Press. Heifetz, Ronald A. & Linsky, Marty (2002). *Leadership on the Line: Staying Alive Through the Dangers of Leading.* Boston, MA: Harvard Business School Publishing. Senge, Peter (1995). *The Fifth Discipline: The Art and Practice of a Learning Organization.* New York, NY: Currency Doubleday.

- **Selection of New Teachers (Replacement of at least 50% of instructional staff)** – Having an effective teacher in every classroom is a priority to SFUSD. This means both a strong recruitment and retention strategy to keep the best teachers as well as strong accountability systems to help struggling teachers improve or move out of the classroom. As part of a focused effort to improve recruitment and retention of effective teachers, the San Francisco Unified School District is partnering with the N**ew Teacher Project (TNTP)** to improve student outcomes by increasing teacher quality.

School leaders receive training in making better hiring decisions, including effective interview techniques, school marketing and candidate cultivation.

- It is the intent of SFUSD to work closely with our labor partners to build upon our negotiated agreements in defining the process for staff transition.
- SFUSD has developed a 9 step selection process to ensure the highest possible quality of teaching for the Turnaround sites. Candidates for certificated positions will be rated across four main competencies which are demonstrated as contributors to classroom success in urban schools. Multiple selection activities will be conducted to collect evidence of each competency and each candidate will be evaluated using a rubric aligned to the competencies prior to an offer of employment being made. The steps in the selection process include: 1) Meet with current staff to discuss expectations for turnaround process and introduce commitment letter; 2) Review applications in SearchSoft (current staff, voluntary transfers, and external candidates when possible); 3) Review student growth data; 4) Conduct personal interviews; 5) Request writing sample (for bilingual positions); 6) Observe demo lesson or actual classroom lesson; 7) Evaluate all candidates using the four competencies in the selection model; 8) Make offer to the highest qualified candidates; and 9) Ask candidates to sign commitment letter.

The table below and on the next page summarizes the four selection model competencies and corresponding competency indicators.

Competency #1: Urban Commitment

Believes that all students can achieve at high levels and embraces the potential challenges of urban schools

- Believes that all students should be held to high expectations and can achieve
- Values students as individuals; motivate students by making connections to their lives
- Describes positive experiences working with high-need schools/students and actively engaging in the community
- Recognizes and embraces potential challenges face by teachers in urban schools

Competency #2: Teaching & Management

Prepared with strategies to manage a classroom and raise student achievement

- Conveys ideas and information clearly
- Provides reasonable examples of effective lesson-planning, instructional strategies, and/or student assessment
- Makes content meaningful to students in the district
- Sets concrete, ambitious goals for student achievement
- Sets high standards for all students
- Assumes accountability for classroom management and culture
- Conveys reasonable understanding of potential challenges involved in teaching in a high-need school
- Demonstrates ability to deal effectively with negative student behavior
- Have strategies to make content accessible and challenging to al students
- Use objective-0driven strategies to engage students as active learners
- Ensure students make significant academic gains
- Maintain high expectations for student behavior and use management techniques to

Competency #3: Personal Responsibility

Views self as fully accountable for student learning and prioritizes professional growth

- Assumes accountability for reaching outcomes despite obstacles
- Persists in offering viable and realistic strategies to deal with challenges
- Conveys willingness to try multiple strategies or something new when things change or when confronted with challenges
- View the teacher as being ultimately accountable for student achievement, regardless of external factors
- Constantly changes and invents new strategies to improve outcomes
- Perseveres despite obstacles, and offers multiple solutions to challenges
- Analyzes success of their strategies and adapts them when necessary
- Focuses on capacity to affect situations rather than on external barriers
- Takes initiative to solve own problems

Competency #4: Professional Qualities

Displays positivity, reliability, and a willingness to work as part of a team

- Clearly articulates logical, applicable strategies when presented with a problem
- Provides evidence of a solid work history and explains any gaps in employment
- Expresses a desire to become an active participant in the school community beyond the classroom
- Describes self as flexible and willing to adapt
- Respects others and is sensitive to professional norms of interaction in different situations
- Understands and assumes the role and tone appropriate for new settings
- Listens openly to differing opinions
- Understands and is aware of how one's own background and assumptions can influence interactions with others
- Remains positive and professional throughout interview

The evaluation rubric identified in step 7 of the selection process is summarized on the next page.

Selection Process Step 7: Evaluate candidates on each competency

Competency	Highly Recommend	Recommend	Recommend with Reservations	Do not Recommend
Urban Commitment	Clearly expressed belief that all students should be held to high expectations and has a desire to work in a goal-driven public school despite challenges	Expressed belief that all students should be held to high expectations and has a desire to work in a public school setting; some understanding of challenges	Express a desire to work in a public school setting but with limited understanding of challenges or focus on student achievement	Fail to provide evidence of a desire to work in an urban school setting and does not understand challenges involved
Teaching & Management	Strategies for impacting student learning and managing and urban classroom based on prior success	Clear strategies for impacting student learning and managing an urban classroom	Some strategies for impacting student learning or managing a classroom	Unclear or limited strategies for impacting student learning or managing a classroom
Personal Responsibility	Holds themselves fully accountable for student outcomes and constantly reassesses and invents strategies to improve those outcomes	Holds themselves mostly accountable for student outcomes and works to improve their practice	Holds themselves only partially accountable for student outcomes but mentions own ability to impact outside factors as well	Feels little accountability for and/or cannot offer strategies to impact student outcomes.
Professional Qualities	Presents compelling argument for candidacy via strong comm. skills, a history of achievement, and enthusiasm for our schools	Presents a reasonable argument for candidacy via solid comm. skills, some history of achievement and interest in our schools	Employs acceptable communication skills and provides a clear history of experiences relevant to an urban teaching position	Convoluted or unclear argument for their candidacy; limited or unclear details about experiences and strategies

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- **Retention of Quality Teachers-** The district has a local parcel tax initiative called the Quality Teacher and Education Act (QTEA) which provides teacher retention bonuses as well as bonuses for teachers who teach in hard to staff schools and hard to staff subject areas. The QTEA also provides additional resources for coaching through the Peer Assisted Review (PAR) program, a key part of the district's teacher accountability strategy.
- **Professional Development-Teachers College/Literacy Collaborative** – The three Turnaround elementary schools will also be working with Teachers College at Columbia University receiving professional development through the Teachers College reading and writing project. Teachers College has provided **research-based professional development in the area of literacy instruction** across the nation for almost 30 years. Through the Turnaround Plan all elementary school teachers at Bryant, Carver, and Muir will participate in a one week summer institute (years 2 and 3) and 10 days of grade level release time for ongoing training and coaching in literacy instruction, effective assessment strategies, and literacy development. Grade level training days will include coaching, model lessons, and review of student work provided by experienced literacy specialists from Teachers College.
- **Professional Development-WRITE Institute –** All four Turnaround schools will implement WRITE Institute instructional strategies and program activities for improving writing instruction for all students with an emphasis on English learners. The **WRITE (Writing Reform Instruction for Teaching Excellence) Institute** model operates out of the San Diego County Office of Education. Its **research-based model for writing instruction and professional development** has been recognized as an academic excellence model program by the California Department of Education (CDE) and the U.S. Department of Education. It has also received the California School Board Association's Golden Bell Award for Professional Development and has been recognized by the California County Boards of Education as an exemplary program. The California Association for Bilingual Education has also recognized WRITE as an exemplary program for English learners, and the CDE has recognized WRITE's standards-based writing rubric as an appropriate measure for assessing writing for English learners. Currently WRITE partnerships serve sixteen county offices of

education in California, over 150 school districts in 25 counties, over 500 schools, over 2,000 teachers, and over 50,000 students, and *it is one of the only professional development programs in the nation to focus on (and lead to improvement in) academic writing for English learners*.

WRITE is an articulated K-12 writing program that addresses the multi-faceted variables (literacy development, language proficiency, critical thinking, appropriate equitable assessment) associated with writing acquisition. WRITE curriculum instruction and assessment activities are integrated and aligned with California content standards and are designed to improve standards-based academic performance for English learners at all developmental levels of English proficiency. WRITE classroom activities take students through the writing process in several genres each year (in 8-12 week modules) providing scaffolding for academic language development and meta-cognitive strategies that teach students to *think* as writers.

In addition to evidence documenting its effectiveness at increasing students' ELA standard performance (WRITE Institute 2008), components that make up the WRITE model are built on a firm foundation of research.

- Each WRITE program exposes students to multiple genres that correlate to grade level standards and state writing assessments (Fink-Chorzempa, 2005; Krashen, 1984; Tolchinsky, 2006; Donovan & Smolkin (2006).
- WRITE's curriculum promotes understanding of genres that students need to be successful in K-12 and higher education. It helps students make connections between academic writing and workplace writing (Baker, Gersten, Graham, 2003; Kern, Andre, Schilke, Barton, McGuire, 2003).
- WRITE embeds critical thinking skills and comparative analysis of genres and texts (Esmaeili, 2002; National Council on Teachers of English, 2005; McCutchen, et al, 1997).
- WRITE's curriculum provides students opportunities to acquire the academic language and structures critical to the specific genre addressed (DeGraff, 1997; Isaacson, 2004; Tolchinsky, 2006).
- The Academic Language Learning section of each unit addresses the academic language forms and structures specific to the genre addressed,

which are scaffolded to allow English learners access at all ELD proficiency levels (Conteh-Morgan, 2002; Echevarria & Graves, 2003; Colombo, 2002; Hart & Okhee, 2003).

- WRITE's curriculum builds on students' prior knowledge and experience as it affirms their identity and culture (Colombo, 2002; Cummins, 1989; Huang, 2004; Roman-Perez, 2003; Wright & Pu, 2005).
- WRITE begins writing instruction at the very beginning of ELD proficiency. Through proven strategies and rigorous yet carefully scaffolded activities, beginners are provided access to writing (Gersten, 1996; Hadaway & Young, 2002).
- Through each writing unit, students experience activities that engage them in all modalities and address a variety of learning styles (Colombo, 2002).

Through the Turnaround Plan two lead teachers will be trained from each school site to become trainers in the WRITE model. These teachers will then be responsible for training other teachers at the school site and working with the site principal and instructional reform facilitator to fully implement WRITE across the grade levels. The lead teachers will receive training in each of the three years of the program, and the lead teachers will begin implementation in their own classrooms in year one; however, full implementation at all of the grade levels will begin in year two.

- **Professional Development-Salzman *Tools for Schools* –** The ***Tools for Schools* Effective Behavior Management** program is based on the premise that in order for learning to take place the school must have a **safe, orderly, and academically strong environment** and that all staff members must understand: A) basic behavior management strategies, B) techniques for raising teachers' expectations of students, C) the importance of positive reinforcement in teaching students responsibility, D) how to be successful with difficult, unmotivated, or challenging students, E) the need to be proactive with safety issues such as fighting, etc, F) how to turn all parents into partners, and G) the importance of administrative leadership. Through the Turnaround Plan *Tools for Schools* staff will train leadership teams from each site (two day training) in the Effective Behavior Management program. They will develop their administrative support system and school-wide plan for program implementation

during this training and learn solutions for attendance issues using a discipline card, alternatives to suspension, and other special techniques for working successfully with the most difficult students and parents. In addition, all school staff will participate in a one day Effective Behavior Management workshop to develop classroom plans. The emphasis is on establishing a safe and orderly environment that stops negative behavior, increases learning time, develops positive relationships, and teaches student responsibility. The staff will learn how to develop and implement an individual classroom behavioral management plan and work with colleagues on the school-wide behavioral management plan.

Tools for Schools staff will provide four days per year of follow up coaching at each of the elementary schools and six days of follow up coaching at Everett Middle School each year. Coaching will include: A) meeting with the discipline/safety committee to review concepts of the program, B) meeting with administrators to work on implementation of the plan, C) visiting classrooms for the purpose of monitoring and coaching teachers, D) meeting with teachers during prep/planning time, E) meeting with and training support personnel on various aspects of the program, and F) providing staff with feedback throughout each coaching day.

Salzman Associates has been providing this program successfully in schools throughout the bay area including many in SFUSD. However, none of the Turnaround elementary schools have participated in the program and Everett Middle School has begun participation but needs additional support for full implementation.

- **2.0 FTE Literacy Coach/Specialist –** Each elementary Turnaround school will benefit from the services of **two full-time literacy coach/specialists**. These specialists will spend half of their time providing in-class coaching services for teachers and half of their time providing targeted intervention services for students. In-class coaching services will target assistance with implementation of SBE adopted reading materials, formative assessments and use of assessment data, Teachers College literacy strategies, and WRITE Institute writing strategies.
- **Math Coach/Specialist** – Each elementary school will benefit from the services of a **full-time math coach/specialist** who will devote at least half-time to providing in-class coaching services for teachers and half-time to providing intensive intervention

services for students needing additional support to meet and exceed core content standards.

- **ELD Coach/Specialist** – Each Turnaround school (elementary and middle) will benefit from the services of a **full-time ELD coach/specialist** who will devote at least half-time to providing in-class coaching services for teachers and half-time to providing intensive intervention services for students needing additional support to meet and exceed core content standards. The ELD coach will focus on helping teachers implement WRITE strategies, providing high quality ELD instruction using standards-based materials, and modifying instructional strategies as appropriate using formative assessment results as a guide. The ELD coach/specialist will also assist with the implementation of targeted intervention services for English Learners (*High Point*).

There is a strong base of research supporting classroom-based coaching activities (Black, et al, 2003); Herll and O'Drobinak, 2004; Poglineo and Bach, 2004; Darling-Hammond, 2006). This model will ensure the transfer of concepts learned during professional development activities to changes in classroom instruction, The use of coaches in the Turnaround plan, in particular, will be effective because of its intensity (3. Coaches on site every day PLUS change agents from Partners in School Innovation) and duration (at least for three full years.)

- **Core Specialist Teachers** – Each elementary Turnaround site will be assigned **between two and four core specialist teachers based on the size of each school and the number of teachers at each grade level** (two at Bryant, three at Carver, three at Muir). Core Specialist Teachers will push into the classroom to provide classroom instruction in the core content areas and some standards-based enrichment instruction, releasing all teachers from the same grade level at the same time on a daily basis to work together while receiving professional development training, analyzing student data, planning instruction and intervention services, and debriefing from coaching services.

The site principal and Instructional Reform Facilitator will work with the external support providers and the site coaches to develop the most appropriate core specialist/release time schedule for each site. Here is an example of how this release time schedule may work. On Mondays, 5th grade teachers will be released for the first

hour of the school day while the core specialist teachers each take over the 5th grade classrooms for core instruction. While the 5th grade teachers are released a schedule will be developed for each week for the use of that time. Sometimes the period will be scheduled for work with external support providers on cycles of inquiry, examination of student work, reviewing student assessment results, developing intervention recommendations, or planning differentiated instruction. The period may also be used as a time for the instructional coaches to meet with the teachers to review classroom observations and model lessons, and have discussions focused on instructional improvement. At the end of the first hour the 5th grade teachers will go back to class releasing the core specialist teachers to move on to the 4th grade classrooms while 4th grade teachers meet with the external support provider, professional development trainer, or coaches. This pattern of releasing a grade level for a period each day will continue until teachers at all grade levels have been released at least once during each day for professional development.

Unlike models that place substitutes in the classroom to provide release time for teachers, this model uses core specialist teachers, providing a high level of academic instruction for students while their regular classroom teachers are released and consistency of instruction. This promotes youth development principles, allowing the core specialist teachers to develop relationships with students over time so that they can provide additional support as needed.

This professional development model will provide approximately 180 hours of professional development and *targeted* planning time for each teacher over the course of the year *in addition to* any professional development provided before the school year or during the after school hours and that provide through full day release time (i.e., Teachers College). Because teachers can only be *required* to participate in professional development instruction that takes place during their contracted day, this ensures that *all* teachers will receive 180 hours of core professional development instruction.

In addition, this release time professional development plan also provides the structure for an **extended day for students**. For example, elementary teachers currently work until 3:30pm. The hour after student release is used for planning,

collaboration, and professional development time, but that time has not been coordinated or targeted toward improving student achievement in the past. Through the new plan, teachers will receive their planning and collaboration time during the day as grade level teams as described above, and they will teach until 3:30 each day. Students will be dismissed at 3:30pm, rather than 2:30pm, extending the learning day by an hour a day (5 hours per week).

- **Provide laptops for teachers –** Every teacher at each of the Turnaround sites will receive **a laptop computer for their professional use analyzing student data, planning instruction, and accessing instructional resources**. The laptops will be particularly helpful as teachers meet together in their grade level groupings for daily professional development activities that include analysis and review of student work and data. Each of the laptops will provide wireless access to the student data system so teachers can meet together anywhere on campus and still have access to the information they need to plan appropriate instruction for students.
- **Professional Development – Project SEED** Project SEED is a classroom instruction and professional development program aimed at increasing student engagement in the classroom, increasing math skills particularly in Algebra, and increasing the cultural relevance of math for students involved in the program. This evidence-based program employs mathematicians and master teachers who use the Socratic method of instruction to teach higher mathematics to entire classes of underperforming students while simultaneously providing teachers with professional development, Evaluation results documenting the success of the program are available upon request.

Through SIG, 20 hours of extra time for training and debriefing with master teachers will be funded in year 3, along with a math consultant.

➢ *Essential Support #4: Student-Centered Learning Climate*

- **Learning Support Professional –** Each Turnaround site will benefit from the services of at least one full-time **Learning Support Professional (LSP)**. LSPs provide behavioral counseling and access to social services that students need to help them overcome the barriers that prevent them from focusing on core classroom instruction.

Students enrolled at our Turnaround sites face the most significant personal challenges in the city, including domestic violence, violence in the community, intensive poverty, post-traumatic stress, absentee parents, and more. LSP support is absolutely critical to ensure that students are connected to the services that they need.

- **Effective Behavior Management Program** – The ***Tools for Schools*** **Effective Behavior Management system** will be implemented in all classrooms and school-wide at each of the Turnaround sites. The professional development described above (see Essential Support #3) will provide teachers with the training and ongoing support they need to implement the program effectively to create safe and positive student-centered learning environments. Because safety is a concern in and around so many of our schools, focusing on improving the learning environment is a critical component for improving student achievement and turning around the performance of these troubled schools.
- **Comprehensive Behavioral Health Services** – Providing a safe and productive learning environment is important, as is removing the barriers that prevent students from being able to focus on learning. The Learning Support Professional (above) will help with this by providing behavioral counseling and access to social services; however, our students also have many physical and behavioral health needs that are beyond the scope of the Learning Support Professional. To help with these needs, a **mental health services contract** will be developed with local agencies to provide on-site mental health services for students who've experienced trauma, domestic violence, or any other conditions that prevent them from focusing on learning. The Community School Coordinator and Parent Liaison will also work with local providers of physical health and vision services to provide on-site screenings and referrals for services (free or at low cost) for our students. All of these services will be integrated with Parent Resource Center programs at each site.

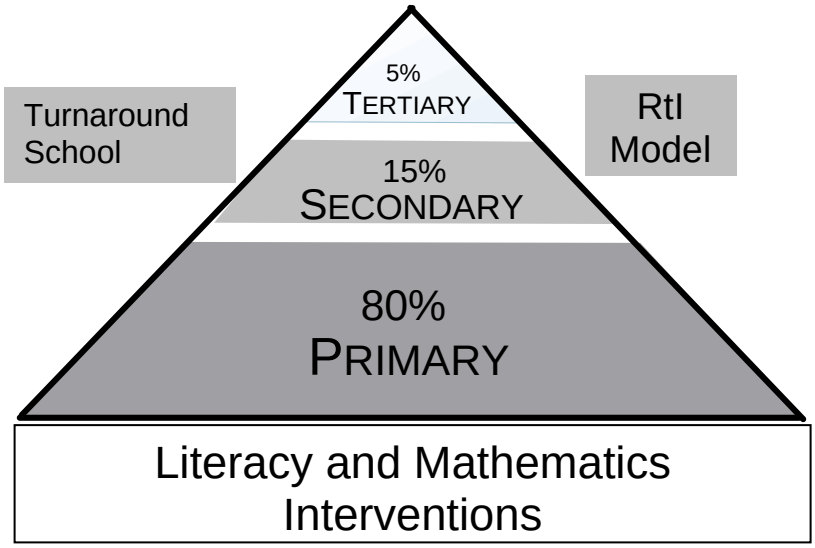
➢ *Essential Support #5: Instructional Guidance*

- **SBE-Adopted Core Materials in ELA and Math** – All classrooms will use SBE-adopted core materials in English language arts (Houghton Mifflin Reading) and mathematics (Everyday Math). Teachers will receive formal professional development

training in the use of these materials, and use of the standards-aligned materials will be monitored by the site principal through regular classroom observations.

- **SBE-Adopted Intervention programs (READ 180 and High Point)** – Students scoring Below Proficient in English language arts and needing additional intervention according to the school's Response to Intervention plan (see below) will receive highly targeted reading instruction using *READ 180*. English Learners in 4th grade and above, needing additional intervention, will receive services using *High Point*. Each of the Coach/Specialists (ELD, math, and literacy) will focus half-time on providing the intensive intervention to students who need it as measured by California Standards Test results and the results of Common Interim Assessments.
- **Common Core Curriculum with Scope and Sequence** – SFUSD will have completed a common core curriculum guide with scope and sequence in English language arts and mathematics for grades K-8 by the beginning of the 2010-11 school year. This curriculum guide (fully aligned to SBE-adopted standards-based core materials) will be implemented in all classrooms with implementation monitored by the site principal and an Instructional Reform Facilitator. These common interim assessments will be complemented by literacy and math assessments administered for the purpose of screening students for the need for additional intervention.
- **Common Interim Assessments** – SFUSD is in the process of developing common interim assessments at the elementary level in ELA and math to assess students' standards-based performance every 9 weeks throughout the school year. Teachers will be trained in the administration of these assessments and the use of data generated by the assessments to provide differentiated instruction and determine student need for intervention services. Assessments will be ready for implementation in 2010-11.
- **Response to Intervention (RtI) –** During 2010-11, with the assistance of Partners in School Innovation change agents and district officials, teachers and school leaders at each of the Turnaround sites will develop a comprehensive Response to Intervention (RtI) plan detailing all of the intervention resources available for students at each level of intervention (primary, secondary, and tertiary), as well as processes for determining which interventions are most appropriate for students based on student assessment

results. The development of this system is a core component of the School Transformation Framework described above. RtI plans will include primary interventions which will primarily take place within the context of regular classroom instruction, and will include differentiated instruction for students with a variety of learning needs. This **primary level of intervention** will meet the needs of approximately 80% of the student body. Restructuring of the core of classroom instruction incorporates project-based learning, in-class coaching for teachers, implementation of a balanced literacy program using state-board adopted core materials (Houghton-Mifflin *Reading and Everyday Mathematics*), monitoring of ongoing progress via common interim assessments, and the integration of technology.



Strategic interventions will be developed for approximately 15% of students in need of secondary interventions after it has been demonstrated that primary interventions are insufficient to ensure access to the core curriculum. These will include SBE-adopted intervention programs *READ 180* and *High Point* and small group instruction in the classroom and with literacy specialists (guided reading using Houghton-Mifflin leveled texts and other leveled books). In mathematics, it will include small group instruction with math specialists using *Everyday Mathematics* ancillary intervention materials.

For the approximately 5% of students who need **intensive intervention** (2 years or more below grade level), the Literacy and Math Coach/Specialists will provide individualized and small group intensive intervention.

Two levels of assessment will be used to identify student's needs. Each student's Brigance score, CST performance, and common interim assessment results will be combined with teacher recommendations to determine which students will succeed

with primary level interventions and which need additional assessment. Elementary grade students needing additional assessment will be assessed in literacy using the following: an Observation Survey (Clay), BPST-III (Beginning Phonics Skills Test), DIBELS, Fountas & Pinnell (English), ELD2 (Spanish). Middle school students in need of additional assessment will be assessed using RISE (provided by SERP). The ALEKS will be used to assess secondary & tertiary intervention needs in mathematics.

The SFUSD literacy assessment plan, including the newly developed common interim assessments, is based on the guidance provided in the *California Reading Language Arts Framework*. The following tables summarize the literacy assessment plan for grades K-8. Please note that this describes formal assessment processes that are *in addition* to classroom curriculum embedded assessments used by teachers on a regular basis.

PROGRESS MONITORING ASSESSMENT SCHEDULE FOR KINDERGARTEN THROUGH 3RD GRADE

Skill	Indicator	Grade			
		K	One	Two	Three
Phoneme awareness	Produce rhyming words. Count syllables. Distinguish/match initial, final, and medial sounds. Blend phonemes into words.	Spring (initial and final sounds)	Fall/Winter (initial, final, and medial sounds-diagnostic only)	Diagnostic only	Diagnostic only
Phoneme deletion and substitution	Initial sounds. Final sounds. First sound of a consonant blend. Embedded sound of a consonant blend.	Fall/Winter/ Spring	Fall/Winter (diagnostic only)	Diagnostic only	Diagnostic only
Phoneme segmentation	Segment sounds. Count phonemes.	Fall/Winter/ Spring	Fall/Winter (diagnostic only)	Diagnostic only	Diagnostic only
Beginning phonics	Name upper and lower-case letters. Know consonant and short vowel sounds.	Fall/Winter/ Spring	Fall (diagnostic only)	Diagnostic only	Diagnostic only
Phonics and word reading	Decoding. Sound-spelling correspondences. High-frequency words. Syllabication.	Fall/Winter/ Spring	Every 9 weeks until mastery	Ever 6 weeks until mastery	Ever 6 weeks until mastery
Oral reading (fluency)	Words correct per minute on grade-level text.	--	Optional in first 18 weeks, then every 6-8 weeks	6 times per year	6 times per year
Reading comprehension	Main idea and details. Author's point of view and purpose. Sequence. Classification and categorization. Inference. Analysis (compare and contrast, cause and effect).	--	Every 9 weeks	Every 9 weeks	Every 9 weeks
Vocabulary	Antonyms. Synonyms. Multiple meanings. Context meanings.	--	Every 9 weeks	Every 9 weeks	Every 9 weeks
Spelling	Orthographic rules. Regular/irregular words. Morphemes. Single and multisyllabic words.	--	Every 9 weeks	Every 9 weeks	Every 9 weeks
Usage/ Conventions	Sentence structure. Punctuation. Capitalization. Grammar. Penmanship.	--	Every 9 weeks	Every 9 weeks	Every 9 weeks
Writing	Organization/focus. Single paragraph. Topic sentence. Facts/details. Narratives (fictional and autobiographical). Expository descriptions. Friendly letter. Formal letter.	--	Every 6-8 weeks, WRITE	Every 6-8 weeks, WRITE	Every 6-8 weeks, WRITE

PROGRESS-MONITORING ASSESSMENT SCHEDULE FOR GRADES FOUR THROUGH EIGHT

Skill	Indicator	Grade				
		Four	Five	Six	Seven	Eight
Oral reading (fluency)	Words correct per minute on grade-level test	3 times per year	2 times per year	1 time per year	Diagnostic only	Diagnostic only
Reading comprehension	Main idea and details Author's point-of-view and purpose Sequence Classification and categorization Inference Analysis (compare and contrast, cause and effect) Critique/criticism Literary response and analysis	Every 9 weeks	Every 9 weeks	Every 9 weeks	Every 9 weeks	Every 9 weeks
Vocabulary	Multiple meanings Synonyms and antonyms Word origins and root word (Anglo-Saxon, Latin, Greek) Context meanings and shades of meanings Metaphors, similes, analogies, idioms Academic vocabulary	Every 9 weeks	Every 9 weeks	Every 9 weeks	Every 9 weeks	Every 9 weeks
Spelling	Orthographic rules Multisyllabic words Morphemes	Every 9 weeks	Every 9 weeks	Every 9 weeks	Every 9 weeks	Every 9 weeks
Usage/Conventions	Sentence structure Punctuation Capitalization Grammar	Every 9 weeks	Every 9 weeks	Every 9 weeks	Every 9 weeks	Every 9 weeks
Writing	Narratives Responses to literature Expository/information compositions Persuasive letters and compositions Summaries of readings Documents (business and technical)	Every 6-8 weeks WRITE	Every 6-8 weeks WRITE	Every 6-8 weeks WRITE	Every 6-8 weeks WRITE	Every 6-8 weeks WRITE

The RtI model is well-supported by research demonstrating that universal targeted intervention and intensive intervention strategies coupled with appropriated

assessment and monitoring of students are highly effective (Ardoin, et al, 2005; Bollman, et al, 2007; Fairbanks, et al, 2007; and Marston, et al, 2003).

- **Extended Day –** All of the Turnaround sites will be **extending the school day**. Everett Middle School has already extended the school day within the last year by a full period. The elementary schools will add one hour per day of instruction for all students, extending student dismissal to 3:30pm. This extension will be accomplished by providing teacher planning, collaboration, and professional development time during the school day (release time provided by specialist teachers).

  In addition, all Turnaround sites administer after school programs through the After School Education & Safety (ASES) program. The academic component of the program will be strengthened by closer coordination with school day instruction and integration with the RtI framework. Students will be placed in after school instructional groupings based on their assessed needs and instruction will be standards-based. After school program instructional staff will receive additional training provided by the reading, math, and ELD coaches. They will also participate in collaboration and planning sessions with teachers at least twice each month.
- **Extended Year-Summer Program** – A **summer program** will be offered for 25 days of the summer (full day; 9:30am-3:30pm) for students who are not *Proficient* in English language arts or mathematics. The summer program will focus on core academic instruction using fully qualified certificated classroom teachers and integrating standards-based materials, the use of technology and project-based learning.
- **Incoming Kinder Summer Transition** – All kindergarten students will receive 2 weeks of additional instruction prior to the start of the school year. This session will focus on orientation for students and their parents and the administration of diagnostic assessments.
- **Integration of Technology** – To further promote high quality, motivational instruction, a variety of new media instructional tools will be purchased for each of the Turnaround sites. These will include computers (for labs and classrooms), Promethean Smartboards for classrooms, and digital cameras and scanners, in addition to the teachers laptops mentioned earlier. Please refer to the attached budgets and budget narratives for details for each site, Training will be provided to help teachers use the

new technology in instruction, and the use of the new media instructional tools will be integrated throughout the coaching process.

Research supports the use of technology to strengthen standards based instruction and improve student achievement, including the use of computers in the classroom and more advanced technological tools such as Promethean Smartboards (Haystead and Marzano, 2005). Further research documents that when students use technology to help plan and implement projects related to specific subjects, learning opportunities increase (CARET, 2004). Technology is an important enabler of authentic tasks and project based learning. Means and Olson (1995) found that when technology is used in support of challenging projects, it in turn can contribute to students' sense of authenticity, and to the "real life quality of the task at hand." Another study showed that by introducing laptop computers into a school, project-based instruction increased (Rockman, et al, 2000).

BRYANT ELEMENTARY TURNAROUND PLAN- UNIQUE CHARACTERISTICS

➢ *Essential Support #1: School Leadership*

Bryant Elementary School will focus on the common Turnaround plan elements.

➢ *Essential Support #2: Parent-Community Ties*

Bryant Elementary School will focus on the common Turnaround plan elements.

➢ *Essential Support #3: Professional Capacity*

- **Mathematics Training —** Teachers will participate in SB472 Mathematics training for five days during 2010-11 to ensure that all teachers are trained in the use of state board-adopted mathematics materials.
- **GLAD training —** Teachers will participate in five days of training in **Guided Language Acquisition Design (GLAD)**, evidence-based instructional strategies for providing high-quality ELD instruction and content-based instruction to English learners. While several teachers at Bryant have been using GLAD strategies, no formal professional development has been held in the past. This activity will remedy that and all teachers, including those new to Bryant through the Turnaround process, will be trained in the same GLAD strategies. GLAD has been validated as a Program of Academic Excellence by the U.S. Department of Education and an Exemplary Program by the California Department of Education (CDE). It has also been highlighted as a "Best Practice" by the CDE for professional development for teachers of English Learners.

➢ *Essential Support #4: Student-Centered Learning Climate*

- **Playworks—**Playworks is a local community-based organization that provides a Playworks consultant on campus to provide conflict resolution and socialization activities for students. The Playworks coordinator works with the teachers in the classrooms to teach social games and then a Playworks coach participates in conflict resolution and games on the playground with students during recess and lunchtime, and during the after school program. This successful program has been very effective in reducing suspensions and playground citations and improving overall student behavior.

➢ *Essential Support #5: Instructional Guidance*

- **Bilingual Immersion Program —** Beginning in fall 2011, Bryant will begin the process of transitioning the unsuccessful Early Exit bilingual program to a 90-10 bilingual immersion program. The program will begin with kindergarten classes in 2011-12, adding a grade level each year, until the immersion strand is complete. There are adjacent schools with dual immersion programs with long waiting lists, particularly for English speaking students. Bryant will tap into that intensive interest in dual immersion programs and recruit English-speaking students to participate in the program. Bilingual immersion has been demonstrated by research as effective in improving English language acquisition for English Learners (Bae, 2007; Lindholm-Leary & Howard, 2008) and academic achievement for all students (Collier, 1992; Lindholm -Leary, 2001; Lindholm-Leary & Howard, 2008; Thomas and Collier, 2002).

MUIR ELEMENTARY SCHOOL TURNAROUND PLAN-UNIQUE CHARACTERISTICS

➢ *Essential Support #1: School Leadership*

Muir Elementary School will implement all of the common elements of the Turnaround schools in this essential support area.

➢ *Essential Support #2: Parent-Community Ties*

Muir Elementary School will implement all of the common elements of the Turnaround schools in this essential support area.

➢ *Essential Support #3: Professional Capacity*

Academic English Master Program (AEMP) **—** Muir teachers will receive training in AEMP strategies. AEMP is a research-based intervention model that supports standards-based instruction by building on the language, culture, and experience of standard English Learners in order to support English language acquisition, literacy development, and learning. Teachers will receive 28 hours of AEMP training in years 1 and 2.

➢ *Essential Support #4: Student-Centered Learning Climate*

- **Playworks —** Playworks is a local community-based organization that provides a Playworks consultant on campus to provide conflict resolution and socialization activities for students. The Playworks coordinator works with the teachers in the classrooms to teach social games and then a Playworks coach participates in conflict resolution and games on the playground with students during recess and lunchtime, and during the after school program. This successful program has been very effective in reducing suspensions and playground citations and improving overall student behavior.

➢ *Essential Support #5: Instructional Guidance*

Muir will implement the common elements of the Turnaround plan in this essential support area.

CARVER ELEMENTARY TURNAROUND PLAN-UNIQUE CHARACTERISTICS

➢ *Essential Support #1: School Leadership*

- **Director of Instruction** An administrator will be hired to be specifically responsible for curriculum and instruction. This administrator will focus on the use of standards-based SBE-adopted materials and appropriate implementation of formative assessments. This administrator will also be responsible for coordinating the work of all external support providers on the campus.

➢ *Essential Support #2: Parent-Community Ties*

- Carver Elementary School will implement all of the common elements of the Turnaround schools in this essential support area.

➢ *Essential Support #3: Professional Capacity*

- **Professional Development - Academic English Mastery Program (AEMP)** The Academic English Mastery Program developed by Los Angeles Unified School District is a comprehensive and research-based instructional model designed to serve the language needs of students who are not proficient in Standard American English (SAE). The purpose of the program is to increase students' general and academic use of Mainstream English Language (MEL). Implementation of AEMP has begun at three SFUSD Transformation sites (Chavez, Revere and Horace Mann) and one Turnaround site (Carver). Through SIG, teachers will receive 28 hours of training per year in AEMP strategies.

➢ *Essential Support #4: Student-Centered Learning Climate*

- **Playworks —** Playworks is a local community-based organization that provides a Playworks consultant on campus to provide conflict resolution and socialization activities for students. The Playworks coordinator works with the teachers in the classrooms to teach social games and then a Playworks coach participates in conflict resolution and games on the playground with students during recess and lunchtime, and during the after school program. This successful program has been very effective

in reducing suspensions and playground citations and improving overall student behavior.

➢ *Essential Support #5: Instructional Guidance*

- Carver Elementary School will implement all of the common elements of the Turnaround schools in this essential support area.

EVERETT MIDDLE SCHOOL TURNAROUND PLAN-UNIQUE CHARACTERISTICS

➢ *Essential Support #1: School Leadership*

- Everett will implement the common elements of the Turnaround plan in this essential support area (described previously).

➢ *Essential Support #2: Parent-Community Ties*

- Everett will implement the common elements of the Turnaround plan in this essential support area (described previously).

➢ *Essential Support #3: Professional Capacity*

- **Professional Development – WestEd-Strategic Literacy Initiative/Reading Apprenticeship Program** Everett Middle School, Horace Mann Middle School, John O'Connell High School and Mission High School will all work with WestEd to implement WestEd's Strategic Literacy Initiative for school improvement. The main program components include:
  1) Reading Apprenticeship professional development through cross-school networks;
  2) On-site coaching; meeting with teams of teachers to look at student work using Reading Apprenticeship protocols
  3) Leadership development through advanced Reading Apprenticeship by teachers and coaches in the first and second cohorts;
  4) 9th grade Reading Apprenticeship Academic Literacy (RAAL) course in years 2 and 3 at the high schools;
  5) Regular (quarterly or more) meetings of the WestEd/SLI staff with SFUSD staff for program updates and alignment with other district efforts

The professional development component of the program includes six days of professional development per year for teachers in the Reading Apprenticeship literacy development model. The Reading Apprenticeship model, which targets strategies for reading for understanding through an integrated model of instruction within a socio-cultural context, has been validated as effective in improving literacy scores for students in grades 6-9 in three different school districts across the nation. A full scope of work

and backup evidence of effectiveness has been provided by WestEd and is available upon request.

- **Professional Development – *Key Elements to Math Success* and *Key Elements to Algebra Success* (formerly known as *Algebraic Thinking*)** Key Elements to Math Success (KEMS) and Key Elements to Algebra Success (KEAS) are classroom instruction and staff development programs. KEMS is a new, enhance program to replace the Algebraic Thinking component of the program aimed at the 7th grade. Although KEMS is similar to Algebraic Thinking in methodology, teachers, administrators, and mathematics program administrators have reviewed KEMS materials and believe the program will complement the district's core curriculum and articulate with Algebra instruction in KEAS (Algebra) resulting in a more comprehensive program.

National Training Network provides staff development through workshops and follow-up coaching, and follow-up coaching support on the instructional methodology and materials. Lessons are strategically embedded into the district's pacing and are designed to be used with the adopted textbook and make the connections between mathematics concepts and the skills necessary for higher level math. The combination of KEMS and KEAS will contribute to student achievement in mathematics as the aim of the program is to: increase the number of students passing Algebra I, thereby providing greater opportunity for students to take advanced mathematics class for college readiness; build confidence and sustainability in the teaching of mathematics by strengthening teachers' content knowledge and increasing their access to innovative instructional tools; and increased student engagement, confidence and productivity in the mathematics classrooms. The staff development modules and coaching support will include strategies for problem solving, concrete and pictorial representations of pre-Algebra and Algebra concepts, guided discovery of rules, higher level questioning,. Cooperative grouping strategies, word wall activities, and strategies to reach the needs of traditionally underserved students. Math teachers at both Everett and Horace Mann Middle Schools have been utilizing National Training Network professional development coaching support and materials recently. Teachers have received ongoing professional development and coaching on the methodology and materials. In 2010-11, the National

Training Network will provide a professional development model designed to build capacity of the teachers at the school sites to enable the program to be sustained. National Training Network specialists will also provide initial training for new teachers and review sessions for teachers currently using the program.

Over the last three years, the National Training Network has documented the effectiveness of the Algebraic Thinking curriculum in increasing student proficiency in Mathematics and Algebra. Specifically, in Baltimore County schools, between 2006 and 2009, the percentage change for students who scored Advanced increased by over 40%; the percent change of students who scored Proficient increased by over 20%, and the percent of change for students who scored Basic decreased by over 29%. Similar results have been experienced in other school districts, including Prince Georges County Public Schools, Lancaster County Schools, Clarks County Public Schools, Detroit Public Schools, Miami-Dade Public Schools, San Ysidro Schools, Charlotte-Mecklenburg Schools, Davenport Public Schools, and several other school systems around the country.

- **Professional Development – Strategic Education Research Partnership (SERP)** Through a partnership with SERP, which operates through Stanford University, both Everett and Horace Mann Middle schools will receive training in authentic assessment in Literacy (through SERP's RISE project, a computerized literacy diagnostic assessment) and math and science. Researchers at SERP have been working on assessment development at the middle school level and will train teachers in the administration of those assessments as well as in the interpretation of results and how instruction can be modified based on assessment results.

➢ *Essential Support #4: Student-Centered Learning Climate*

- Everett will implement the common elements of the Turnaround plan in this essential support area (described previously).

➢ *Essential Support #5: Instructional Guidance*

- Everett will implement the common elements of the Turnaround plan.

TRANSFORMATION PLAN

Mission High School	John O'Connell High School of Technology

COMMON ESSENTIAL SUPPORTS -MISSION AND JOHN O'CONNELL HIGH SCHOOLS

While there are some definite differences between the plans for John O'Connell High School of Technology and Mission High School, there are also many similarities. Both will be working intensively with an external support provider, Pivot Learning Partners, to transform the environment for teaching and learning.

The Transformation plan for John O'Connell High School of Technology centers around the full implementation of Smaller Learning Communities (SLCs). Through this model there will be two small SLCs in 9th grade, each serving approximately 75 students, and SLCs for 10th, 11th, and 12th grades, each serving between 125 and 130 students. For each SLC, a core group of 4-6 teachers will serve a common group of students and teachers will meet daily for common planning time, moving away from departmental planning time to SLC planning time. Staff have already begun receiving professional development from SFCESS and full implementation of the SLC model will begin in 2010-11 school wide.

At both sites staff will ensure that the valuable common planning time focuses on student work and achievement data, and the differentiated instructional strategies and appropriate interventions students need to meet and exceed California content standards. The professional development plan includes training in continuous cycles of inquiry, appropriate strategies for English Language Learners, and the Reading Apprenticeship Program. Professional development will be further supported in the classroom through in-class coaching provided by an ELD Coach and WestEd consultants through the Reading Apprenticeship Program.

The table on the next page summarizes the essential supports to be implemented through the Transformation plan for John O'Connell High School of Technology and Mission High School. This is followed by a more detailed description of each element and then by a summary of the unique elements of the plan for O'Connell and Mission.

Summary of Essential Supports for Mission High and John O'Connell High		
Essential Support # 1 School Leadership	**Essential Support #2 Parent-Community Ties**	**Essential Support #3 Professional Capacity**
• Inclusion in Superintendent's Zone – targeted administrative supervision and support including modified evaluation systems for teachers (designed with principal and teacher input) • Principal (current) • Instructional Reform Facilitator (current)	• Community School Coordinator • 2.0 Parent Liaison • Parent Resource Center • Bi-annual Parent Engagement Planning Process • Expanded two-way parent-school communication strategies	• Professional development – ELL • Professional Development – Strategic Literacy Initiative/Reading Apprenticeship Program with WestEd • SFCESS • WRITE Institute • Professional Development-Key Elements to Algebra Success • Laptops for teachers
Essential Support #4 Student-Centered Learning Climate		
• Learning Support Specialist • Salzman *Tools for Schools*		
Essential Support #5 Instructional Support		
• Smaller Learning Communities (SLCs)– Integration of honors students into all classes • Strategic Literacy Initiative/Reading Apprenticeship Program • Extended day • Extended year – summer and Saturday • Response to Intervention (RtI) • Standards Aligned Adopted Core Materials in ELA and math • Standards Aligned Intervention Programs • ELD Coordinator • AVID Coordinator • AVID (expansion) • Instructional Materials – SSR books, upgrade SRI, CAHSEE prep materials, etc. • Expanded access to technology		

➢*Essential Support #1: School Leadership*

- **School Principal** – The school principals at O'Connell and Mission will not be replaced because they are new to the schools and began serving within the past two years. They were hired to serve as the school leader for the instructional reform Transformation process at their sites. The principals demonstrated the ability to implement effective school reform strategies leading to significant improvements in student achievement. They will be evaluated based on the three core components of the School Leadership Essential Support element of the framework (managerial, instructional, and facilitative-inclusive). The table below illustrates leadership indicators within these components.

Leadership Indicators		
Managerial	**Instructional**	**Facilitative-Inclusive**
• Well-run office • Adequate supplies • Starting/stopping on time • Good communication with parents and staff • Adequate support for implementing new programs	• Knowledgeable about tenets of learning theory and curriculum • Able to analyze instruction and provide effective, formative feedback to teachers • Able to articulate high standards for student learning • Support teachers; innovations to reach student standards • Work is guided routinely by constant focus on evidence of student learning, both through regular data reports and classroom visits • Constantly asking: What is working and what is not (and why not)? • Thoughtfulness in selecting among potentially competing initiatives • Eliminating initiatives that take attention away from core improvement priorities. • Use role authority to "make things happen"	• Ability to inspire teachers, parents, school community leaders, students around a common vision of reform • Exploit opportunities in formal and informal social encounters to advance sense of conquest (look what we've done; we can do even more) • Catalyze an orientation akin to a moral imperative – we can and MUST do this • Bring parents and teachers into new leadership roles enlarging the capacity to support a more productive and continuously improving school organization

- **Inclusion in the Superintendent's Zone – Targeted administrative supervision and support –** School supervision within SFUSD has been restructured as of May 2010 to maximize supervision resources and support services and focus more intensive services on the needs of the district's lowest performing schools. Most schools within SFUSD will be supervised by an Assistant Superintendent responsible for approximately 15 school sites; however, a special "Superintendent's Zone" has been created for the district's lowest performing schools, including the schools participating in a Transformation or Turnaround process. These schools will be supervised by an Assistant Superintendent responsible for only eight schools. All of SFUSD's Transformation model schools are included in the Superintendent's Zone. O'Connell and Mission will be supervised by Assistant Superintendent Guadalupe Guerrero, who will also be responsible for supervising three Turnaround elementary school sites and another Transformation site, also located within the Mission District of San Francisco. Through inclusion in the Superintendent's Zone, O'Connell and Mission High Schools will receive additional focused support from the district in all of the essential support areas.

  The Assistant Superintendent will also work closely with SFUSD Human Resources, principals, and teachers in schools in the Superintendent's Zone and other

district leadership to develop and implement a system of teacher evaluation that includes student growth as a factor. This group will also develop appropriate incentives for teachers and school leaders making exceptional progress in increasing student achievement.

- **Instructional Reform Facilitator (IRF) –** A full time Instructional Reform Facilitator (IRF) has been assigned to O'Connell High School to assist with the full implementation of all Transformation activities. The IRF is funded through district a in-kind contribution and is an administrative position capable of assisting the site principal with leading the reform process as well as taking over some of the site principal duties freeing the principal up to work closely with teachers on the implementation of Transformation strategies.

➢*Essential Support #2: Parent-Community Ties*

- **Community School Coordinator** – A full-time Community School Coordinator at each site will be responsible for the coordination of all student and family services that address the non-academic barriers to student success. The coordinator will work with internal and external providers to reduce fragmentation and duplication of services and ensure the supports are integrated with each other and with the school's core instructional programs to ensure that everyone on campus is working toward shared goals. The Community School Coordinator will also reduce the burden of management on the principal, freeing the principal to focus on his role as instructional leader and catalyst for change. Specifically, the Community School Coordinator will serve on the school leadership team, COST/SAP, and other school leadership committees, serve as the point person for new/potential community partnerships, coordinate/administer the annual school climate survey, and convene an advisory committee of partners and community members to provide ongoing input on school support services and the Transformational model.
- **Parent Liaisons** – The Parent Liaison will work with the Community School Coordinator to develop a Parent Resource Center (see below) and provide a full suite of parent programs and services at the school, including workshops, trainings, and resources to empower parents to be leaders and active partners in their school and their children's education, and direct services and or referrals to services (e.g. job

training/search, mental health services, legal services). Workshops will also include training in School Loop, so parents will know how they can track their children's academic progress online. Computers will be available for parents to use in the Parent Resource Center.

- **Parent Resource Center (PRC)** – A Parent Resource Center will be established at each of the Transformation sites as a central hub for family outreach and engagement in a welcoming, dedicated space. The Center will provide computer access for parents to enable them to access School Loop to monitor their children's academic progress and a place to network and connect with other parents and staff. The Parent Resource Center will also provide information about after school programs, intervention services, and current education opportunities. **Parent liaisons** at each site will work with the Community School Coordinator to assist parents in accessing the PRC. *Parents for Public Schools* will provide training at each site for parents in school governance and how to be involved with school reform. These workshops will be held in English, Spanish, and Chinese.

  The Community School Coordinator will also work closely with the site principal to organize a **Parent Advisory Committee** consisting of parents, School Site Council and ELAC members as well as other parents in the school community to oversee and advise on all school parent-and-community engagement activities. The Advisory Committee will include *at least* three parent representatives (non-school employees) from each grade level (total minimum 12 members). The Parent Advisory Committee will meet monthly during the regular school year.

  At the district level, a Parent Resource & Programs Program Manager and two Parent Resource Regional Organizers will be hired to assist the Community School Coordinators and site principals with coordinating PRC activities with district parent education and involvement initiatives. The district Parent Resources & Programs staff will also provide training and coaching for site staff and teachers on effective communication with parents, increasing parent involvement, and implementing evidence-based parent involvement programs.

- **Bi-annual Parent Engagement Process –** Led by the Community School Coordinator, school staff and the community Advisory Committee (see above) will

work through a facilitated process to identify goals, short and long terms outcomes, priority stakeholders and strategies to increase parent engagement at the school, and monitor effectiveness of engagement efforts.

- **Expanded Two-Way Communication Strategies** – The Community School Coordinator will work closely with the school principal, teachers, and parent liaisons to improve communication from the school to parents and from parents to the school. Strategies will include regular newsletters, regular parent meetings with the principal (i.e. principal breakfasts, coffees, etc.), home visits, outreach in the community, and more. Additional strategies will be determined through the parent engagement process described above.

➢*Essential Support #3: Professional Capacity*

The plan to increase professional capacity focuses on the implementation of high-quality, job-embedded professional development provided by external support providers that leads to a significant transformation in classroom instruction supported by the assistance of instructional coaches and teacher collaboration time.

- **Professional Development-Pivot Learning Partners** The key external support provider assisting O'Connell and Mission with their Transformation will be Pivot Learning Partners. Pivot works with education leaders in both schools and districts to develop, assess, and use the knowledge needed for schools to engage in a systematic and sustainable Transformation process. Through a combination of professional development, coaching, stakeholder engagement, and the use of appropriate tools and strategies, Pivot Learning establishes long term partnerships to build the capacity of both individuals and organizations to use cycles of inquiry, establish professional Learning Communities, implement best practices and build the capacity of leaders to create high performing organizations, improve the quality of teaching, raise student achievement, and narrow the achievement gap. Pivot Learning will provide technical assistance and guide each school community to design and implement:
    1) Teaching and learning environments that increase achievement, enhance learning experiences, and accelerate learning for students not on track to graduate, ready for life, college and/or careers;

2) Systems for gathering feedback on student progress from all stakeholders using benchmark data and other indicators to improve learning and mobilizing community resources to help students stay on track;
3) Development of a shared instructional core that is consistent with district goals but personalize to each school community's goals for its youth.

The facilitators from Pivot Learning will work with school leadership and stakeholder groups, teachers, and student leaders to develop a cycle of inquiry approach that is aligned with school and district priorities and leads to improvements in student achievement. Pivot Learning Partners has provided a detailed scope of work that is available for review upon request.

- **Professional Development-English Language Learner Strategies** – All teachers will receive training in effective instructional strategies for English language learners and the California English Language Development Standards.
- **Professional Development – WestEd Strategic Literacy Initiative/Reading Apprenticeship Program** Everett Middle School, Horace Mann Middle School, John O'Connell High School and Mission High School will all work with WestEd to implement WestEd's Strategic Literacy Initiative for school improvement. The main program components include:
  1) Reading Apprenticeship professional development through cross-school networks;
  2) On-site coaching- meeting with teams of teachers to look at student work using Reading Apprenticeship protocols
  3) Leadership development through advanced Reading Apprenticeship by teachers and coaches in the first and second cohorts;
  4) 9th grade Reading Apprenticeship Academic Literacy (RAAL) course in years 2 and 3 at the high schools;
  5) Regular (quarterly or more) meetings of the WestEd/SLI staff with SFUSD staff for program updates and alignment with other district efforts

The professional development component of the program includes six days of professional development per year for teachers in the Reading Apprenticeship literacy development model. The Reading Apprenticeship model, which targets strategies for

reading for understanding through an integrated model of instruction within a socio-cultural context, has been validated as effective in improving literacy scores for students in grades 6-9 in three different school districts across the nation. A full scope of work and backup evidence of effectiveness has been provided by WestEd and is available upon request.

- **Professional Development-WRITE Institute –**O'Connell and Mission will implement WRITE Institute instructional strategies and program activities for improving writing instruction for all students with an emphasis on English learners. The **WRITE (Writing Reform Instruction for Teaching Excellence) Institute** model operates out of the San Diego County Office of Education. Its **research-based model for writing instruction and professional development** has been recognized as an academic excellence model program by the California Department of Education (CDE) and the U.S. Department of Education. It has also received the California School Board Association's Golden Bell Award for Professional Development and has been recognized by the California County Boards of Education as an exemplary program. The California Association for Bilingual Education has also recognized WRITE as an exemplary program for English learners, and the CDE has recognized WRITE's standards-based writing rubric as an appropriate measure for assessing writing for English learners. Currently WRITE partnerships serve sixteen county offices of education in California, over 150 school districts in 25 counties, over 500 schools, over 2,000 teachers, and over 50,000 students, and *it is one of the only professional development programs in the nation to focus on (and lead to improvement in) academic writing for English learners*.

  WRITE is an articulated K-12 writing program that addresses the multi-faceted variables (literacy development, language proficiency, critical thinking, appropriate equitable assessment) associated with writing acquisition. WRITE curriculum instruction and assessment activities are integrated and aligned with California content standards and are designed to improve standards-based academic performance for English learners at all developmental levels of English proficiency. WRITE classroom activities take students through the writing process in several

genres each year (in 8-12 week modules) providing scaffolding for academic language development and meta-cognitive strategies that teach students to *think* as writers.

In addition to evidence documenting its effectiveness at increasing students' ELA standard performance (WRITE Institute 2008), components that make up the WRITE model are built on a firm foundation of research.

- Each WRITE program exposes students to multiple genres that correlate to grade level standards and state writing assessments (Fink-Chorzempa, 2005; Krashen, 1984; Tolchinsky, 2006; Donovan & Smolkin (2006).
- WRITE's curriculum promotes understanding of genres that students need to be successful in K-12 and higher education. It helps students make connections between academic writing and workplace writing (Baker, Gersten, Graham, 2003; Kern, Andre, Schilke, Barton, McGuire, 2003).
- WRITE embeds critical thinking skills and comparative analysis of genres and texts (Esmaeili, 2002; National Council on Teachers of English, 2005; McCutchen, et al, 1997).
- WRITE's curriculum provides students opportunities to acquire the academic language and structures critical to the specific genre addressed (DeGraff, 1997; Isaacson, 2004; Tolchinsky, 2006).
- The Academic Language Learning section of each unit addresses the academic language forms and structures specific to the genre addressed, which are scaffolded to allow English learners access at all ELD proficiency levels (Conteh-Morgan, 2002; Echevarria & Graves, 2003; Colombo, 2002; Hart & Okhee, 2003).
- WRITE's curriculum builds on students' prior knowledge and experience as it affirms their identity and culture (Colombo, 2002; Cummins, 1989; Huang, 2004; Roman-Perez, 2003; Wright & Pu, 2005).
- WRITE begins writing instruction at the very beginning of ELD proficiency. Through proven strategies and rigorous yet carefully scaffolded activities, beginners are provided access to writing (Gersten, 1996; Hadaway & Young, 2002).

- Through each writing unit, students experience activities that engage them in all modalities and address a variety of learning styles (Colombo, 2002).

Through the Transformation Plan two lead teachers will be trained from each school site to become trainers in the WRITE model. These teachers will then be responsible for training other teachers at the school site and working with the site principal and instructional reform facilitator to fully implement WRITE across the grade levels. The lead teachers will receive training in each of the three years of the program, and the lead teachers will begin implementation in their own classrooms in year one; however, full implementation at all of the grade levels will begin in year two.

- **Professional Development – *Key Elements to Math Success* and *Key Elements to Algebra Success* (formerly known as *Algebraic Thinking*)** Key Elements to Math Success (KEMS) and Key Elements to Algebra Success (KEAS) are classroom instruction and staff development programs. KEMS is a new, enhanced program to replace the Algebraic Thinking component of the program aimed at the 7th grade. Although KEMS is similar to Algebraic Thinking in methodology, teachers, administrators, and mathematics program administrators have reviewed KEMS materials and believe the program will complement the district's core curriculum and articulate with Algebra instruction in KEAS (Algebra) resulting in a more comprehensive program.

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the mathematics classrooms. The staff development modules and coaching support will include strategies for problem solving, concrete and pictorial representations of pre-Algebra and Algebra concepts, guided discovery of rules, higher level questioning. cooperative grouping strategies, word wall activities, and strategies to reach the needs of traditionally underserved students. Math teachers at both Everett and Horace Mann Middle Schools have been utilizing National Training Network professional development coaching support and materials recently. Teachers have received ongoing professional development and coaching on the methodology and materials. In 2010-11, the National Training Network will provide a professional development model designed to build capacity of the teachers at the school sites to enable the program to be sustained. National Training Network specialists will also provide initial training for new teachers and review sessions for teachers currently using the program.

Over the last three years, the National Training Network has documented the effectiveness of the Algebraic Thinking curriculum in increasing student proficiency in Mathematics and Algebra. Specifically, in Baltimore County schools, between 2006 and 2009, the percentage change for students who scored Advanced increased by over 40%; the percent change of students who scored Proficient increased by over 20%, and the percent of change for students who scored Basic decreased by over 29%. Similar results have been experienced in other school districts, including Prince Georges County Public Schools, Lancaster County Schools, Clarks County Public Schools, Detroit Public Schools, Miami-Dade Public Schools, San Ysidro Schools, Charlotte-Mecklenburg Schools, Davenport Public Schools, and several other school systems around the country.

- **Professional Development-Salzman *Tools for Schools* –** The ***Tools for Schools* Effective Behavior Management** program is based on the premise that in order for learning to take place the school must have a **safe, orderly, and academically strong environment** and that all staff members must understand: A) basic behavior management strategies, B) techniques for raising teachers' expectations of students, C) the importance of positive reinforcement in teaching students responsibility, D) how to be successful with difficult, unmotivated, or challenging students, E) the need to be proactive with safety issues such as fighting, etc, F) how to turn all parents into

partners, and G) the importance of administrative leadership. Through the Transformation Plan *Tools for Schools* staff will train leadership teams from each site (two day training) in the Effective Behavior Management program. They will develop their administrative support system and school-wide plan for program implementation during this training and learn solutions for attendance issues using a discipline card, alternatives to suspension, and other special techniques for working successfully with the most difficult students and parents. In addition, all school staff will participate in a one day Effective Behavior Management workshop to develop classroom plans. The emphasis is on establishing a safe and orderly environment that stops negative behavior, increases learning time, develops positive relationships, and teaches student responsibility. The staff will learn how to develop and implement an individual classroom behavioral management plan and work with colleagues on the school-wide behavioral management plan.

Tools for Schools staff will provide four days per year of follow up coaching at each of the elementary schools and six days of follow up coaching at Everett Middle School each year. Coaching will include: A) meeting with the discipline/safety committee to review concepts of the program, B) meeting with administrators to work on implementation of the plan, C) visiting classrooms for the purpose of monitoring and coaching teachers, D) meeting with teachers during prep/planning time, E) meeting with and training support personnel on various aspects of the program, and F) providing staff with feedback throughout each coaching day.

Salzman Associates has been providing this program successfully in schools throughout the bay area including many in SFUSD; however, O'Connell and Mission have not participated in the program.

- **SFCESS** Four Transformation sites in SFUSD (Mann, Mission, O'Connell and Revere) will work with SFCESS as an external support provider for professional development to assist with the development of small learning communities, project-based learning, and cycles of inquiry, integrating with the work of Partners in School Innovation (for Revere and Mann) and Pivot Learning Partners (for Mission and O'Connell). SFCESS will work specifically with the 7th and 8th grade teachers at Revere, and all of the teachers at Mann, Mission and O'Connell.

SFCESS supports schools to become better equipped to interrupt and transform patterns of inequitable achievement. The organization has a history of developing and facilitating multiple support groups for leaders within SFUSD and bringing the best strategies uncovered by research in effective small schools to leaders for implementation. Through SIG, a full-time SFCESS partner will work on campus at each of these secondary sites assisting with the change process, providing professional development for teachers (both in-class professional development and more traditional workshops) and developing, facilitating and supporting professional learning communities within and between the school sites.

- **Provide laptops for teachers –** Every teacher at O'Connell and Mission High Schools will have a laptop computer with wireless access to the school's internet and data system to allow them to access DataDirector and School Loop from anywhere in the school, and allow them to have access to their computers as they meet for common planning and collaboration time. The laptops for teachers will also promote ongoing teacher proficiency in the use of technology and ongoing use of technology with classroom instruction.

➢*Essential Support #4: Student-Centered Learning Climate*

- **Salzman *Tools for Schools* –** The ***Tools for Schools*** **Effective Behavior Management** program is based on the premise that in order for learning to take place the school must have a **safe, orderly, and academically strong environment** and that all staff members must understand: A) basic behavior management strategies, B) techniques for raising teachers' expectations of students, C) the importance of positive reinforcement in teaching students responsibility, D) how to be successful with difficult, unmotivated, or challenging students, E) the need to be proactive with safety issues such as fighting, etc, F) how to turn all parents into partners, and G) the importance of administrative leadership. Through the Transformation Plan *Tools for Schools* staff will train leadership teams from each site (two day training) in the Effective Behavior Management program. They will develop their administrative support system and school-wide plan for program implementation during this training and learn solutions for attendance issues using a discipline card, alternatives to suspension, and other special techniques for working successfully with the most difficult students and

parents. In addition, all school staff will participate in a one day Effective Behavior Management workshop to develop classroom plans. The emphasis is on establishing a safe and orderly environment that stops negative behavior, increases learning time, develops positive relationships, and teaches student responsibility. The staff will learn how to develop and implement an individual classroom behavioral management plan and work with colleagues on the school-wide behavioral management plan.

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Salzman Associates has been providing this program successfully in schools throughout the bay area including many in SFUSD; however, Mission and O'Connell have not participated in the program.

- **Learning Support Professional** –The Learning Support Professional (LSP) will assist students in dealing with trauma, family stress, domestic violence, parental incarceration, parental divorce, physical abuse, sexual abuse, parentification (care of younger siblings), anger and aggression, grief and loss, homelessness, sexuality, exposure to violence and homicide, immigration trauma, and a variety of other social-emotional issues. This level of support is absolutely critical to help students overcome the social and emotional barriers that prevent them from being able to focus on academic instruction.

➢*Essential Support #5: Instructional Guidance*

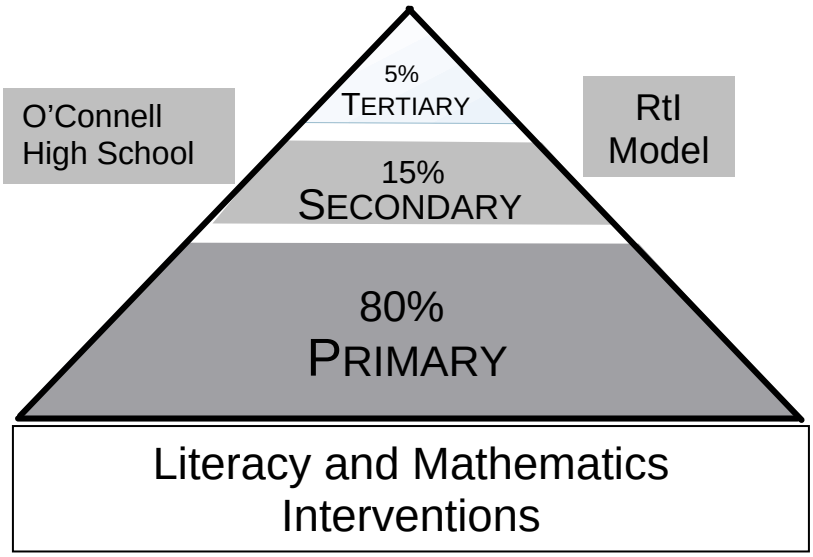
- **WestEd Strategic Literacy Initiative/Reading Apprenticeship Program** Everett Middle School, Horace Mann Middle School, John O'Connell High School of Technology and Mission High School will all work with WestEd to implement WestEd's Strategic Literacy Initiative for school improvement. The main program components include:

1) Reading Apprenticeship professional development through cross-school networks;
2) On-site coaching- meeting with teams of teachers to look at student work using Reading Apprenticeship protocols;
3) Leadership development through advanced Reading Apprenticeship by teachers and coaches in the first and second cohorts;
4) 9th grade Reading Apprenticeship Academic Literacy (RAAL) course in years 2 and 3 at the high schools;
5) Regular (quarterly or more) meetings of the WestEd/SLI staff with SFUSD staff for program updates and alignment with other district efforts

The professional development component of the program includes six days of professional development per year for teachers in the Reading Apprenticeship literacy development model. The Reading Apprenticeship model, which targets strategies for reading for understanding through an integrated model of instruction within a socio-cultural context, has been validated as effective in improving literacy scores for students in grades 6-9 in three different school districts across the nation. A full scope of work and backup evidence of effectiveness has been provided by WestEd and is available upon request.

- **Extended Day** – 125 students most in need of additional supports to meet content standards in English language arts and mathematics and in need of credit recovery will receive an additional hour of instruction each day, provided by credentialed teachers, using Accelerated Math. This represents an expansion of the current afterschool program (After School Safety and Enrichment for Teens-ASSETs).
- **Extended year –** A summer program will be implemented for 25 days over the summer, from 9:30am to 3:30pm (including a lunch period), serving approximately 220 students per day. This extended year program will target students not yet proficient in English language arts and mathematics standards. Credit recovery and CAHSEE preparation courses will be offered, as well as Accelerated Math and Read 180.

- **Response to Intervention (RtI) –** During 2010-11, with the assistance of Pivot Learning Partners and district officials, teachers and school leaders at O'Connell and Mission High Schools will develop a comprehensive response to intervention plan detailing all of the intervention resources available for students at each level of intervention (primary, secondary, and tertiary), as well as processes for determining which interventions are most appropriate for students based on student assessment results. O'Connell and Mission's RtI plans will include primary interventions which will primarily take place within the context of regular classroom instruction, and will include differentiated instruction for students with a variety of learning needs. This primary level of intervention will meet the needs of approximately 80% of the student body. The restructuring of the core of classroom instruction incorporates block scheduling, project-based learning, in-class coaching for teachers, implementation of state-board adopted core materials, and the integration of technology. Strategic interventions will be developed for approximately 15% of students in need of secondary interventions after it has been demonstrated that primary interventions are insufficient to ensure access to the core curriculum. For the approximately 5% of students who need intensive intervention, the literacy and math coach/specialist will provide individualized and small group intensive intervention.



- **ELD Coordinator –** Each Transformation School will benefit from the services of a **full-time ELD Coordinator** who will devote at least half-time to providing in-class coaching services for teachers and half-time to providing intensive intervention services for students needing additional support to meet and exceed core content standards. The ELD Coordinator will focus on helping teachers implement WRITE strategies, providing high quality ELD instruction using standards-based materials, and

modifying instructional strategies as appropriate using formative assessment results as a guide. The ELD Coordinator will also assist with the implementation of targeted intervention services for English Learners (*High Point*).

There is a strong base of research supporting classroom-based coaching activities (Black, et al, 2003); Herll and O'Drobinak, 2004; Poglineo and Bach, 2004; Darling-Hammond, 2006). This model will ensure the transfer of concepts learned during professional development activities to changes in classroom instruction. The use of coaches in the Transformation plan, in particular, will be effective because of its intensity (3. Coaches on site every day PLUS change agents from Partners in School Innovation) and duration (at least for three full years.)

- **Advancement Via Individual Determination (AVID) Expansion** – In 2010-11 the AVID program will be expanding to 12th grade at O'Connell High School. The school will provide a total of 6 AVID classes in grades 9-12. Training will be provided during the summer for AVID teachers through school-based funding.
- **Expanded Access to Technology** – At O'Connell, in addition to the purchase of a laptop for every teacher to enable enhanced anywhere access to DataDirector and School Loop, 35 new computers will be purchased to update one of the school's computer labs. Currently two of the school's three computer labs are new. This expenditure will update the third lab. A mobile computer lab (15 laptops with a printer) will be purchased each year for the next three years to be used by the 10th, 11th, and 12th grade SLCs. Laptops and projector carts will also be purchased for each department and SLC. Five additional Promethean smart boards and student response systems will be purchased in each of the next three years. Currently 10 classrooms have smart boards. The additional boards purchased through the transformation program will equip the ELD classrooms, and additional classrooms within each SLC. One document camera, one digital video camera, and one printer will be purchased for each classroom. Two scanners will be purchased for shared teacher use, and six additional Wi-Fi routers will be purchased to ensure school-wide wireless access. Finally, equipment locks will be purchased for teachers to assist with ensuring the security of the equipment.

At Mission, 140 computers will be purchased to upgrade computer labs and 10 computers will be purchased for the Parent Resources Center. As at all target sites, laptop computers will be purchased for teachers to support their professional development and use of data for instructional planning.

JOHN O'CONNELL HIGH SCHOOL TRANSFORMATION PLAN-UNIQUE CHARACTERISTICS

➢ *Essential Support #1: School Leadership*

O'Connell High School will implement all of the common elements of the Transformation plans in this essential support area.

➢ *Essential Support #2: Parent-Community Ties*

O'Connell High School will implement all of the common elements of the Transformation plans in this essential support area.

➢ *Essential Support #3: Professional Capacity*

- **Professional Development-Kagen Professional Development (Smaller Learning Community focus)** – All teachers at O'Connell will receive ongoing training in the implementation of smaller learning communities provided by Kagen Professional Development. This training began in 2009-10 and will continue throughout 2010-11 and 2011-12 as SLCs are fully implemented school-wide.
- **Literacy Coach/Specialist** – The literacy coach/specialist will provide in-class coaching to teachers half-time and will provide individualized intensive intervention instruction for students in need of intensive literacy instruction as identified by classroom assessments, the cycle of inquiry process, and the school's RtI plan (see above).
- **Math Coach/Specialist –** The math coach/specialist will provide in-class coaching to teachers half-time, and will provide individualized intensive intervention instruction for students in need of intensive math instruction as identified by classroom assessments, the cycle of inquiry process, and the school's RtI plan (see above).
- **Common Preparation and Collaboration Time for Teachers** – Teachers will participate daily in common planning and collaboration time, meeting in SLC groupings rather than departmental groupings. At least one common meeting time each week for each SLC group will be used by the representatives from SFCESS and WestEd to work with teachers in the development of ongoing cycles of inquiry, protocols

examining student work and assessment results, and determining necessary interventions for students according to the school's new Response to Intervention (RtI) plan. The structure and outcomes for common preparation and collaboration time will be monitored by the site principal and Instructional Reform Facilitator with the assistance of the change agents from partners in school innovation.

➢ *Essential Support #4: Student-Centered Learning Climate*

O'Connell High School will implement all of the common elements of the Transformation plans in this essential support area.

➢ *Essential Support #5: Instructional Guidance*

- **Smaller Learning Communities (SLCs)** – Beginning 2010-11 all students will be instructed within the context of smaller learning communities in which 4-6 core teachers provide instruction to a common group of students. There will be two 9th grade SLCs serving approximately 75 students each, and SLCs for 10th, 11th, and 12th grade serving between 125 and 130 students each.
- **Accelerated Math** – Renaissance Learning's Accelerated Math will be implemented in mathematics classrooms. Accelerated Math is an individualized standards-based mathematics program. It uses technology to create math assignments tailored to each student's current level, automatically scores all math practice, including assignments and tests, provides ongoing feedback on students' daily practice, and helps teachers differentiate math instruction addressing each student's individual needs. In total 82 research studies and reviews support the effectiveness of accelerated math for increasing student achievement in mathematics.
- **Grade Level/SLC Leaders** – A lead teacher will be selected from each SLC to serve as a liaison between teachers and administrators, and to assist with the implementation of the Transformation plan at the SLC level.
- **Literacy Coach/Specialist –** The literacy coach/specialist will provide in-class coaching to teachers half-time and will provide individualized intensive intervention instruction for students in need of intensive literacy instruction as identified by classroom assessments, the cycle of inquiry process, and the school's RtI plan (see above).

- **Math Coach/Specialist –** The math coach/specialist will provide in-class coaching to teachers half-time, and will provide individualized intensive intervention instruction for students in need of intensive math instruction as identified by classroom assessments, the cycle of inquiry process, and the school's RtI plan (see above).
- **Advancement Via Individual Determination (AVID) Coordinator** – The AVID Coordinator will assist with the expansion of the program, supervise tutors, coordinate program activities, and assist with the training of teachers.
- **Instructional Materials** – Funds will be expended to support the transformation of O'Connell's program for the purchase of sustained silent reading books for placement in each classroom, upgrades for the Scholastic Reading Inventory program, Read 180 resources for use in the afterschool intervention program, and CAHSEE prep materials.

MISSION HIGH SCHOOL TRANSFORMATION PLAN-UNIQUE CHARACTERISTICS

➢ *Essential Support #1: School Leadership*

Mission High School will implement the activities in this element described in the plan of common elements for O'Connell and Mission.

➢ *Essential Support #2: Parent-Community Ties*

- **African American Family Support Liaison** – Currently, Mission High School has an African American Family Support Liaison who will continue to provide services through the school Transformation process. The African American Family Support Liaison reaches out to African American students and their families providing referrals to community resources, promoting school attendance, and helping students access the support services they need.
- **Latino Family Support Liaison** – A full-time Latino Family Support Liaison will be added to the Mission High School staff (funded through SIG funds). The Latino Family Support Liaison will be bilingual and bi-literate in English and Spanish and will provide targeted support to Latino students and their families, much as the African American Family Support liaison provides such support to African American families. This position will focus on connecting students to interventions and support services, connecting families to parent education and family support services, and promoting school attendance.
- **Parent courses in ELD and computer skills** – The Parent Resource Center will include technology for parents to access School Loop as well as technology to be used for computer courses to improve parent skills and to help parents access resources to help their children succeed in school. Adult English Language Development (ELD) courses will also be provided through the new Parent Resource Center.
- **Childcare for Enhanced Parent Access** – Many parents would take advantage of existing and new adult education opportunities at Mission High School if they had access to childcare for their younger children. Through the Transformation plan, enhanced childcare services will be offered for parents participating in adult education

activities, school governance activities (such as School Site Council, ELAC, etc.) and any classroom volunteer activities.

➢ *Essential Support #3: Professional Capacity*

- **Targeted Support Counselor** – A new Targeted Support Counselor (1.0 FTE) will be hired to provide support for struggling and underserved students, particularly focusing on truancy. This counselor will support a caseload of students across all grade levels, rather than focusing on a single grade level, and will bring the counselor to student ratio at Mission High School down to 1:225.
- **Post-Secondary Success Counselor** – A full-time Post Secondary Success Counselor will work with students in grades 9-12 establishing goals for accessing post-secondary education and planning for college admissions and success. The Post Secondary Success Counselor will collaborate with other programs at the school, the district and in the community that provide support for students to attend college.

➢ *Essential Support #4: Student-Centered Learning Climate*

- Mission will implement the activities in this element described in the plan of common elements for O'Connell and Mission.

➢ *Essential Support #5: Instructional Guidance*

- **AVID Expansion** – Mission High School will expand the AVID program to include another grade level. Expenses will include training for teachers, 4 AVID tutors, travel to the AVID conference, and materials, supplies, and support services for AVID classes.

TRANSFORMATION PLAN

Horace Mann Middle School

ESSENTIAL SUPPORTS -HORACE MANN MIDDLE SCHOOL

The transformation of Horace Mann Middle School began in 2008-09 with the hiring of a new principal, planning for the restructuring of the daily schedule to include a two period core block, implementation of the Restorative Justice approach to discipline, ongoing efforts to provide coordinated support services to parents and families, as well as a variety of other evidence-based practices.

The plan for the ongoing transformation of the school over the next three years centers around implementation of the School Transformation Framework with Partners in School Innovation, Strategic Learning Initiative (SLI)/Reading Apprenticeship Program, project-based learning, a Response to Intervention (RtI) Plan to ensure that all students receive the academic support and intervention services they need, intensive professional development for instructional staff including a coaching component, and expanded parent and community outreach activities.

The table on the next page summarizes all of the activities for the Transformation plan for Horace Mann Middle School. The table is followed by a more detailed description of each activity. Resources supporting each activity are identified on Form 10 (attached).

Summary of Essential Supports for Horace Mann Middle School		
Essential Support # 1 School Leadership	**Essential Support #2 Parent-Community Ties**	**Essential Support #3 Professional Capacity**
• Inclusion in Superintendent's zone – targeted administrative supervision and support including modified evaluation systems for teachers (designed with principal and teacher input) • Principal (current) • Instructional Reform Facilitator (current)	• Community School Coordinator • Parent Liaison • Parent Resource Center • Bi-annual Parent Engagement Planning Process • Expanded two-way parent-school communication strategies	• Partners in School Innovation – School Transformation Framework • Professional development partnership with SFCESS – Project based learning. • Professional development with WestEd – Strategic Literacy Initiative/Reading Apprenticeship Program • Professional development-Dual Immersion Planning • Professional development-National Training Network Key Elements to Algebra Success • Extended common planning time (2.3 hours more per week; total 320 minutes per week) • Provide laptops for teachers. • WRITE Institute
Essential Support #4 Student-Centered Learning Climate		
• Learning Support Professionals • Restorative Justice Approach • College/Post-Secondary Counselor • Tools for Schools		
Essential Support #5 Instructional Support		
• Strategic Literacy Initiatives/Reading Apprenticeship Program • Common Interim Assessments • Response to Intervention (RtI) • SBE – adopted core materials in ELA and math • SBE – adopted intervention programs (Read 180; High Point) • AVID – expand to 6th grade (total - 3 classes grades 6,7, & 8) • Literacy Coach/Specialist • Math Coach/Specialist • ELD Coordinator • Extended day – 7th period • Extended year – summer • Project based learning • Block schedule – 2 block core and decreased class size in core. • Dual Immersion Program – Planning in 2010-11; Implement in 2011-12		

➢*Essential Support #1: School Leadership*

- **School Principal** – The school principal at Horace Mann will not be replaced because he is new to the school and began serving within the past two years. He was hired to serve as the school leader for the instructional reform transformation process. The

principal demonstrated the ability to implement effective school reform strategies leading to significant improvements in student achievement. He will be evaluated based on the 3 core components of the School Leadership Essential Support element of the Essential Supports framework (managerial, instructional, and facilitative-inclusive). The table below illustrates leadership indicators within these components

Leadership Indicators		
Managerial	**Instructional**	**Facilitative-Inclusive**
• Well-run office • Adequate supplies • Starting/stopping on time • Good communication with parents and staff • Adequate support for implementing new programs	• Knowledgeable about tenets of learning theory and curriculum • Able to analyze instruction and provide effective, formative feedback to teachers • Able to articulate high standards for student learning • Support teachers; innovations to reach student standards • Work is guided routinely by constant focus on evidence of student learning, both through regular data reports and classroom visits • Constantly asking: What is working and what is not (and why not)? • Thoughtfulness in selecting among potentially competing initiatives • Eliminating initiatives that take attention away from core improvement priorities. • Use role authority to "make things happen"	• Ability to inspire teachers, parents, school community leaders, students around a common vision of reform • Exploit opportunities in formal and informal social encounters to advance sense of conquest (look what we've done; we can do even more) • Catalyze an orientation akin to a moral imperative – we can and MUST do this • Bring parents and teachers into new leadership roles enlarging the capacity to support a more productive and continuously improving school organization

- **Inclusion in the Superintendent's Zone – targeted administrative supervision and support –** School supervision within SFUSD has been restructured as of May 2010 to maximize supervision resources and support services and focus more intensive services on the needs of the district's lowest performing schools. Most schools within SFUSD will be supervised by an Assistant Superintendent responsible for approximately 15 school sites; however, a special "Superintendent's Zone" has been created for the district's lowest performing schools, including the schools participating in a Transformation or Turnaround process. These schools will be supervised by an Assistant Superintendent responsible for only 8 schools. All four of SFUSD's Transformation model schools (Horace Mann Middle School, Everett Middle School, John O'Connell High School of Technology, and Mission High School) are included in the Superintendent's Zone and will be supervised by Assistant

Superintendent Guadalupe Guerrero, who will also be responsible for supervising three Turnaround elementary school sites (Bryant Elementary, César Chávez Elementary, and John Muir Elementary School), also located within the Mission District of San Francisco. Through inclusion in the Superintendent's Zone, Mann Middle School will receive additional focused support from the district in all of the essential support areas.

The Asst. Supt. will also work closely with SFUSD Human Resources, principals, and teachers in schools in the Superintendent's Zone and other district leadership to develop and implement a system of teacher evaluation that includes student growth as a factor. This group will also develop appropriate incentives for teachers and school leaders making exceptional progress in increasing student achievement.

- **Instructional Reform Facilitator (IRF) –** A full time Instructional Reform Facilitator (IRF) has been assigned to Horace Mann Middle School to assist with the full implementation of all Transformation activities. The IRF is funded through a district in-kind contribution and is an administrative position capable of assisting the site principal with leading the reform process, as well as taking over some of the site principal duties freeing the principal up to work closely with teachers on the implementation of Transformation strategies.

➢*Essential Support #2: Parent-Community Ties*

- **Community School Coordinator** – A full-time Community School Coordinator will be responsible for the coordination of all student and family services that address the non-academic barriers to student success. The coordinator will work with internal and external providers to reduce fragmentation and duplication of services and ensure the supports are integrated with each other and with the school's core instructional programs to ensure that everyone on campus is working toward shared goals. The Community School Coordinator will also reduce the burden of management on the principal, freeing the principal to focus on his role as instructional leader and catalyst for change. Specifically, the Community School Coordinator will serve on the school leadership team, COST/SAP, and other school leadership committees, serve as the point person for new/potential community partnerships, coordinate/administer the annual school climate survey, and convene an advisory committee of partners and

community members to provide ongoing input on school support services and the Transformation model.

- **Parent Liaisons** – Currently Mann employs a Latino Community Liaison who provides outreach services to Latino families connecting them with school services and necessary community services and promoting school attendance. As part of Mann's Transformation, an African American Liaison will be added. Both of the parent liaisons will work with the Community School Coordinator to develop a Parent Resource Center (see below) and provide a full suite of parent programs and services at the school including workshops, trainings, and resources to empower parents to be leaders and active partners in their school and their children's education, direct services and or referrals to services (e.g. job training/search, mental health services, legal services). Workshops will also include training in School Loop, so parents will know how they can track their children's academic progress online. Computers will be available for parents to use in the Parent Resource Center.
- **Parent Resource Center (PRC)** – A Parent Resource Center will be established at each of the Transformation sites as a central hub for family outreach and engagement in a welcoming, dedicated space. The Center will provide computer access for parents to enable them to access School Loop to monitor their children's academic progress and a place to network and connect with other parents and staff. The Parent Resource Center will also provide information about afterschool programs, intervention services, and current education opportunities. **Parent** L**iaisons** at each site will work with the Community School Coordinator to assist parents in accessing the PRC. *Parents for Public Schools* will provide training at each site for parents in school governance and how to be involved with school reform. These workshops will be held in English, Spanish, and Chinese.

The Community School Coordinator will also work closely with the site principal to organize a **Parent Advisory Committee** consisting of parents, School Site Council and ELAC members as well as other parents in the school community to oversee and advise on all school parent-and-community engagement activities. The Advisory Committee will include *at least* three parent representatives (non-school employees)

from each grade level (total minimum 12 members). The Parent Advisory Committee will meet monthly during the regular school year.

At the district level, a Parent Resource & Programs Program Manager and two Parent Resource Regional Organizers will be hired to assist the Community School Coordinators and site principals with coordinating PRC activities with district parent education and involvement initiatives. The district Parent Resources & Programs staff will also provide training and coaching for site staff and teachers on effective communication with parents, increasing parent involvement, and implementing evidence-based parent involvement programs.

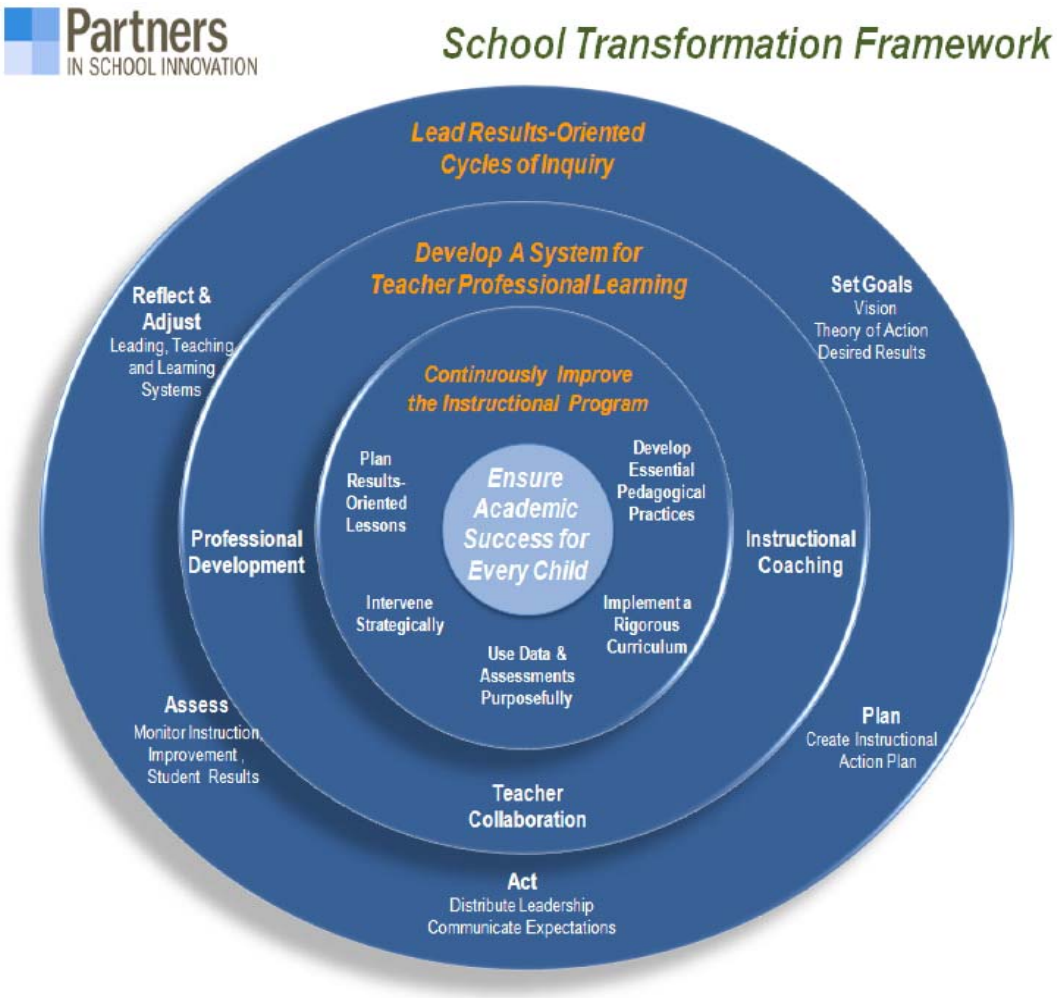
- **Bi-annual Parent Engagement Process –** Led by the Community School Coordinator, school staff, and the community Advisory Committee (see above) will work through a facilitated process to identify goals, short and long terms outcomes, priority stakeholders, and strategies to increase parent engagement at the school, and monitor effectiveness of engagement efforts.
- **Expanded Two-Way Communication Strategies** – The Community School Coordinator will work closely with the school principal, teachers, and parent liaisons to improve communication from the school to parents and from parents to the school. Strategies will include regular newsletters, regular parent meetings with the principal (i.e. principal breakfasts, coffees, etc.), home visits, and outreach in the community, and more. Additional strategies will be determined through the parent engagement process described above.

➢*Essential Support #3: Professional Capacity*

The plan to increase professional capacity focuses on the implementation of high-quality, job-embedded professional development provided by external support providers that leads to a significant transformation in classroom instruction supported by the assistance of instructional coaches and teacher collaboration time.

- **Implement the School Transformation Framework in collaboration with Partners in School Innovation** – Mann will work with Partners in School Innovation to fully implement the School Transformation Framework which focuses on three of the most important contributors to student learning: the quality of teaching, the systems for professional learning, and the strength of leadership. By engaging teachers and

principals in intensive results-oriented cycles of inquiry and continuous improvement, the framework supports school instructional staff in learning how to improve teaching until every child succeeds at a higher and higher level. The graphic below illustrates the core components of the Partners and School Innovations School Transformation Framework.



Through this transformational process, change agents from Partners in School Innovation assist the site in a variety of activities including a) conducting a school transformation review (STR) to assess the current state of the school and capacity of teachers and leaders, b) use the findings of the STRs to work with the staff to set goals, create a vision, and develop a detailed action plan, building on and fine tuning the SIG plan, c) coach and strengthen leaders to develop a results-oriented mindset in implementing Transformation activities, d) work with grade-level teams each week during grade-level team meetings to guide teachers through a process of analyzing

student learning outcomes, reflecting on their individual and group practice, and planning standards-based lessons that combines evidence of what works in the classrooms with best practices from the field, e) integrate a results-oriented cycle of inquiry process throughout teacher planning processes, f) assist site leaders with integrating all professional development and support services for teachers including teacher collaboration time, professional development training, and instructional coaching services, and g) assist school and district leaders in implementing an ongoing system of school monitoring. More detail on the Partners in School Innovations School Transformation Framework and the activities included within the framework are available upon request.

- **SFCESS** Four Transformation sites in SFUSD (Mann, Mission, O'Connell and Revere) will work with SFCESS as an external support provider for professional development to assist with the development of small learning communities, project-based learning, and cycles of inquiry, integrating with the work of Partners in School Innovation (for Revere and Mann) and Pivot Learning Partners (for Mission and O'Connell). SFCESS will work specifically with the 7th and 8th grade teachers at Revere, and all of the teachers at Mann, Mission and O'Connell.

SFCESS supports schools to become better equipped to interrupt and transform patterns of inequitable achievement. The organization has a history of developing and facilitating multiple support groups for leaders within SFUSD and bringing the best strategies uncovered by research in effective small schools to leaders for implementation. Through SIG, a full-time SFCESS partner will work on campus at each of these secondary sites assisting with the change process, providing professional development for teachers (both in-class professional development and more traditional workshops) and developing, facilitating and supporting professional learning communities within and between the school sites.

- **Professional Development - WestEd Strategic Literacy Initiative/Reading Apprenticeship Program** Everett Middle School, Horace Mann Middle School, John O'Connell High School and Mission High School will all work with WestEd to implement WestEd's Strategic Literacy Initiative for school improvement. The main program components include:

1) Reading Apprenticeship professional development through cross-school networks;
2) On-site coaching- meeting with teams of teachers to look at student work using Reading Apprenticeship protocols;
3) Leadership development through advanced Reading Apprenticeship by teachers and coaches in the first and second cohorts;
4) 9th grade Reading Apprenticeship Academic Literacy (RAAL) course in years 2 and 3 at the high schools;
5) Regular (quarterly or more) meetings of the WestEd/SLI staff with SFUSD staff for program updates and alignment with other district efforts

The professional development component of the program includes six days of professional development per year for teachers in the Reading Apprenticeship literacy development model. The Reading Apprenticeship model, which targets strategies for reading for understanding through an integrated model of instruction within a socio-cultural context, has been validated as effective in improving literacy scores for students in grades 6-9 in three different school districts across the nation. A full scope of work and backup evidence of effectiveness has been provided by WestEd and is available upon request.

- **Professional Development – *Key Elements to Math Success* and *Key Elements to Algebra Success* (formerly known as *Algebraic Thinking***) Key Elements to Math Success (KEMS) and Key Elements to Algebra Success (KEAS) are classroom instruction and staff development programs. KEMS is a new, enhance program to replace the Algebraic Thinking component of the program aimed at the 7th grade. Although KEMS is similar to Algebraic Thinking in methodology, teachers, administrators, and mathematics program administrators have reviewed KEMS materials and believe the program will complement the district's core curriculum and articulate with Algebra instruction in KEAS (Algebra) resulting in a more comprehensive program.

National Training Network provides staff development through workshops and follow-up coaching, and follow-up coaching support on the instructional methodology and materials. Lessons are strategically embedded into the district's pacing and are

designed to be used with the adopted textbook and make the connections between mathematics concepts and the skills necessary for higher level math. The combination of KEMS and KEAS will contribute to student achievement in mathematics as the aim of the program is to: increase the number of students passing Algebra I, thereby providing greater opportunity for students to take advanced mathematics class for college readiness; build confidence and sustainability in the teaching of mathematics by strengthening teachers' content knowledge and increasing their access to innovative instructional tools; and increased student engagement, confidence, and productivity in the mathematics classrooms. The staff development modules and coaching support will include strategies for problem solving, concrete and pictorial representations of pre-Algebra and Algebra concepts, guided discovery of rules, higher level questioning, cooperative grouping strategies, word wall activities, and strategies to reach the needs of traditionally underserved students. Math teachers at both Everett and Horace Mann Middle Schools have been utilizing National Training Network professional development coaching support and materials recently. Teachers have received ongoing professional development and coaching on the methodology and materials. In 2010-11, the National Training Network will provide a professional development model designed to build capacity of the teachers at the school sites to enable the program to be sustained. National Training Network specialists will also provide initial training for new teachers and review sessions for teachers currently using the program.

Over the last three years, the National Training Network has documented the effectiveness of the Algebraic Thinking curriculum in increasing student proficiency in Mathematics and Algebra. Specifically, in Baltimore County schools, between 2006 and 2009, the percentage change for students who scored Advanced increased by over 40%; the percentage change of students who scored Proficient increased by over 20%, and the percentage change for students who scored Basic decreased by over 29%. Similar results have been experienced in other school districts, including Prince Georges County Public Schools, Lancaster County Schools, Clarks County Public Schools, Detroit Public Schools, Miami-Dade Public Schools, San Ysidro Schools, Charlotte-Mecklenburg Schools, Davenport Public Schools, and several other school systems around the country.

- **Professional Development – Strategic Education Research Partnership (SERP)** Through a partnership with SERP, which operates through Stanford University, both Everett and Horace Mann Middle schools will receive training in authentic assessment in Literacy (through SERP's RISE project, a computerized literacy diagnostic assessment) and math and science. Researchers at SERP have been working on assessment development at the middle school level and will train teachers in the administration of those assessments as well as in the interpretation of results and how instruction can be modified based on assessment results.
- **Professional Development - Dual Immersion –** As the school prepares to implement a dual immersion language program in 2011-12, all staff will receive training in dual immersion program theory, pedagogy, and instructional strategies during the 2010-11 school year.
- **Provide laptops for teachers –** Every teacher at Horace Mann Middle School will have a laptop computer with wireless access to the school's internet and data system to allow them to access DataDirector and School Loop from anywhere in the school, and allow them to have access to their computers as they meet for common planning and collaboration time. The laptops for teachers will also promote ongoing teacher proficiency in the use of technology and ongoing use of technology with classroom instruction.
- **Extended Common Planning Time –** Teachers will have 320 minutes per week of common planning and collaboration time for working with teachers within their department and grade levels. This represents an increase of 2.3 hours per week of additional planning and collaboration time. This time will be organized and coordinated by the site principal, instructional reform facilitator, and partners in school renovation change agents, with input from classroom teachers to include weekly time for reviewing student work, analyzing students data, and working through an ongoing cycle of inquiry process leading to modifications in classroom instruction designed to increase student achievement.
- **Professional Development-WRITE Institute –**Mann will implement WRITE Institute instructional strategies and program activities for improving writing instruction for all students with an emphasis on English learners. The **WRITE (Writing Reform**

Instruction for Teaching Excellence) Institute model operates out of the San Diego County Office of Education. Its **research-based model for writing instruction and professional development** has been recognized as an academic excellence model program by the California Department of Education (CDE) and the U.S. Department of Education. It has also received the California School Board Association's Golden Bell Award for Professional Development and has been recognized by the California County Boards of Education as an exemplary program. The California Association for Bilingual Education has also recognized WRITE as an exemplary program for English learners, and the CDE has recognized WRITE's standards-based writing rubric as an appropriate measure for assessing writing for English learners. Currently WRITE partnerships serve sixteen county offices of education in California, over 150 school districts in 25 counties, over 500 schools, over 2,000 teachers, and over 50,000 students, and *it is one of the only professional development programs in the nation to focus on (and lead to improvement in) academic writing for English learners*.

WRITE is an articulated K-12 writing program that addresses the multi-faceted variables (literacy development, language proficiency, critical thinking, appropriate equitable assessment) associated with writing acquisition. WRITE curriculum instruction and assessment activities are integrated and aligned with California content standards and are designed to improve standards-based academic performance for English learners at all developmental levels of English proficiency. WRITE classroom activities take students through the writing process in several genres each year (in 8-12 week modules) providing scaffolding for academic language development and meta-cognitive strategies that teach students to *think* as writers.

In addition to evidence documenting its effectiveness at increasing students' ELA standard performance (WRITE Institute 2008), components that make up the WRITE model are built on a firm foundation of research.

- Each WRITE program exposes students to multiple genres that correlate to grade level standards and state writing assessments (Fink-Chorzempa, 2005; Krashen, 1984; Tolchinsky, 2006; Donovan & Smolkin (2006).
- WRITE's curriculum promotes understanding of genres that students need to be successful in K-12 and higher education. It helps students make

connections between academic writing and workplace writing (Baker, Gersten, Graham, 2003; Kern, Andre, Schilke, Barton, McGuire, 2003).

- WRITE embeds critical thinking skills and comparative analysis of genres and texts (Esmaeili, 2002; National Council on Teachers of English, 2005; McCutchen, et al, 1997).
- WRITE's curriculum provides students with opportunities to acquire the academic language and structures critical to the specific genre addressed (DeGraff, 1997; Isaacson, 2004; Tolchinsky, 2006).
- The Academic Language Learning section of each unit addresses the academic language forms and structures specific to the genre addressed, which are scaffolded to allow English learners access at all ELD proficiency levels (Conteh-Morgan, 2002; Echevarria & Graves, 2003; Colombo, 2002; Hart & Okhee, 2003).
- WRITE's curriculum builds on students' prior knowledge and experience as it affirms their identity and culture (Colombo, 2002; Cummins, 1989; Huang, 2004; Roman-Perez, 2003; Wright & Pu, 2005).
- WRITE begins writing instruction at the very beginning of ELD proficiency. Through proven strategies and rigorous yet carefully scaffolded activities, beginners are provided access to writing (Gersten, 1996; Hadaway & Young, 2002).
- Through each writing unit, students experience activities that engage them in all modalities and address a variety of learning styles (Colombo, 2002).

Through the Transformation Plan two lead teachers will be trained from each school site to become trainers in the WRITE model. These teachers will then be responsible for training other teachers at the school site and working with the site principal and Instructional Reform Facilitator to fully implement WRITE across the grade levels. The lead teachers will receive training in each of the three years of the program, and the lead teachers will begin implementation in their own classrooms in year one; however, full implementation at all of the grade levels will begin in year two.

- **Professional Development - Academic English Mastery Program (AEMP)** The Academic English Mastery Program developed by Los Angeles Unified School District is a comprehensive and research-based instructional model designed to serve the language needs of students who are not proficient in Standard American English (SAE). The purpose of the program is to increase students' general and academic use of Mainstream English Language (MEL). Implementation of AEMP has begun at three SFUSD Transformation sites (Chavez, Revere and Horace Mann) and one Turnaround site (Carver). Through SIG, teachers will receive 28 hours of training per year in AEMP strategies.

➢*Essential Support #4: Student-Centered Learning Climate*

- **Learning Support Professionals** – The emotional and mental health needs of students at Horace Mann Middle School are extensive. At the time this plan was developed, 30 students enrolled in the school were in foster care and there were 20 open CPS cases on file. Please refer to the needs assessment section for more information about the intensive needs of our students and families. Beginning in 2010-11 the needs of our students will be supported by 1.5 Learning Support Professionals (funded 1.0 FTE through SIG and .5 FTE locally). The Learning Support Professionals (LSPs) will assist students in dealing with trauma, family stress, domestic violence, parental incarceration, parental divorce, physical abuse, sexual abuse, parentification (care of younger siblings), anger and aggression, grief and loss, homelessness, sexuality, exposure to violence and homicide, immigration trauma, and a variety of other social-emotional issues. This level of support is absolutely critical to help students overcome the social and emotional barriers that prevent them from being able to focus on academic instruction.
- **Restorative Justice Approach to Discipline –** This is one of the ongoing transformative strategies that has already begun being implemented at Horace Mann Middle School. In addition to a solid research base documenting it's effectiveness in reducing suspensions, since the Restorative Justice approach has been implemented at Mann, suspensions have decreased from 278 (2008-09) to 75 (2009-10). Restorative Justice emphasizes repairing the harm caused by student misbehaviors rather than simply suspending students without intervention and then readmitting them

to school with no additional support. The Restorative Justice approach to discipline creates a structure to provide counseling, instruction, and social-emotional support to students as they return from suspension, helping them understand the consequences of their misbehavior so that when they are admitted back into the school they are fully restored back into the school community. This transition back from suspension and an emphasis on restoring their standing in the school community has been extremely successful in reducing student suspensions and building a healthier sense of community within the school.

- **College/Post-Secondary Counselor –** At the middle school level students often find it difficult to see the connection between the academic courses they take and post-secondary opportunities and career choices. A College/Post-Secondary Counselor will work with students to develop college and career goals and identify the academic hurdles that need to be overcome to achieve those goals.
- **Professional Development-Salzman *Tools for Schools* –** The ***Tools for Schools* Effective Behavior Management** program is based on the premise that in order for learning to take place the school must have a **safe, orderly, and academically strong environment** and that all staff members must understand: A) basic behavior management strategies, B) techniques for raising teachers' expectations of students, C) the importance of positive reinforcement in teaching students responsibility, D) how to be successful with difficult, unmotivated, or challenging students, E) the need to be proactive with safety issues such as fighting, etc, F) how to turn all parents into partners, and G) the importance of administrative leadership. Through the Transformation Plan *Tools for Schools* staff will train leadership teams from each site (two day training) in the Effective Behavior Management program. They will develop their administrative support system and school-wide plan for program implementation during this training and learn solutions for attendance issues using a discipline card, alternatives to suspension, and other special techniques for working successfully with the most difficult students and parents. In addition, all school staff will participate in a one day Effective Behavior Management workshop to develop classroom plans. The emphasis is on establishing a safe and orderly environment that stops negative behavior, increases learning time, develops positive relationships, and teaches student

responsibility. The staff will learn how to develop and implement an individual classroom behavioral management plan and work with colleagues on the school-wide behavioral management plan.

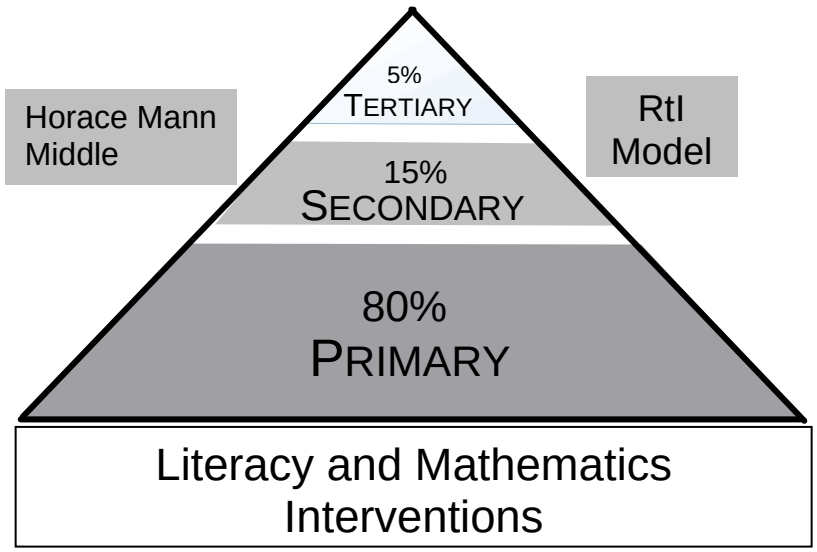
Tools for Schools staff will provide four days per year of follow up coaching at Mann Middle School each year. Coaching will include: A) meeting with the discipline/safety committee to review concepts of the program, B) meeting with administrators to work on implementation of the plan, C) visiting classrooms for the purpose of monitoring and coaching teachers, D) meeting with teachers during prep/planning time, E) meeting with and training support personnel on various aspects of the program, and F) providing staff with feedback throughout each coaching day.

Salzman Associates has been providing this program successfully in schools throughout the bay area including many in SFUSD; however, Mann has not participated in the program.

➢*Essential Support #5: Instructional Support*

- **Curriculum and Instructional Guides and Assessments –** The district will provide curriculum and instructional guides in English language arts (ELA) and mathematics that include scope and sequence charts and integrate State Board of Education (SBE)-adopted core curricular materials (to be completed and available in fall 2010). The district will also provide common interim assessments in English language arts and mathematics to be implemented in all SFUSD ELA and math classrooms every nine weeks to provide formative information to be used to differentiate instruction and determine additional intervention and support services needed for students. Middle school level common interim assessments will be available in 2010-11.
- **Strategic Literacy Initiatives/Reading Apprenticeship Program –** See description above in Common description for Mission and O'Connell.
- **Response to Intervention (RtI) –** During 2010-11, with the assistance of Partners in School Innovation change agents, and district officials, teachers and school leaders at Horace Mann Middle School will develop a comprehensive response to intervention plan detailing all of the intervention resources available for students at each level of intervention (primary, secondary, and tertiary), as well as processes for determining which interventions are most appropriate for students based on student assessment

results. The development of this system is a core component of the school Transformation framework described above. Mann's RtI plan will include primary interventions which will primarily take place within the context of regular classroom instruction, and will include differentiated instruction for students with a variety of learning needs. This primary level of intervention will meet the needs of approximately 80% of the student body. Restructuring of the core of classroom instruction incorporates block scheduling, project-based learning, in-class coaching for teachers, implementation of state-board adopted core materials, and the integration of technology. Strategic interventions will be developed for approximately 15% of Horace Mann students in need of secondary interventions after it has been demonstrated that primary interventions are insufficient to ensure access to the core curriculum. These will include SBE-adopted intervention programs READ 180 and High Point. For the approximately 5% of students who need intensive intervention, the literacy and math coach/specialist will provide individualized and small group intensive intervention.



- **Advancement Via Individual Determination (AVID) –** Currently Horace Mann provides two classes of AVID, one in 7th grade and one in 8th grade. Beginning in 2010-11 a third class of AVID will be added at the 6th grade level, providing AVID at all levels in the school. Horace Mann has been identified as an AVID school because of its exemplary AVID program, expanding it to provide a consistent program from 6th grade to 8th grade will provide the additional support AVID eligible students need to start off right in middle school and continue with success.
- **ELD Coordinator –** Each Transformation School will benefit from the services of a **full-time ELD Coordinator** who will devote at least half-time to providing in-class

coaching services for teachers and half-time to providing intensive intervention services for students needing additional support to meet and exceed core content standards. The ELD Coordinator will focus on helping teachers implement WRITE strategies, providing high quality ELD instruction using standards-based materials, and modifying instructional strategies as appropriate using formative assessment results as a guide. The ELD Coordinator will also assist with the implementation of targeted intervention services for English Learners (*High Point*).

There is a strong base of research supporting classroom-based coaching activities (Black, et al, 2003); Herll and O'Drobinak, 2004; Poglineo and Bach, 2004; Darling-Hammond, 2006). This model will ensure the transfer of concepts learned during professional development activities to changes in classroom instruction. The use of coaches in the Transformation plan, in particular, will be effective because of its intensity (3. Coaches on site every day PLUS change agents from Partners in School Innovation) and duration (at least for three full years.)

- **Extended day –** Currently, afterschool academic and enrichment instruction is provided for a small group of Mann's students through the district's afterschool education and safety (ASES) program. This program will continue and will be expanded through the support of the community school coordinator who will recruit additional community organizations to provide more enrichment opportunities for students through the afterschool hours. The Community School Coordinator will also serve as the bridge between school and afterschool staff. The joint school day and extended day staff development and planning activities will be established, creating an opportunity for staff to meet and work together to align their work with students. The extended day coordinator and group leader for a given grade level will attend a portion of each grade's grade level meetings to discuss what is being taught and where students need support, and professional development workshops on behavior management, literacy, and formative assessments will include both school day and extended day personnel. In addition, as a result of the schools SAIT plan, the school day for *all* students has been extended to include a 7th period. Students are dismissed at 3:30 pm rather than 2:30 pm four days per week, and this additional time allows for a seminar period for students to demonstrate their accomplishments and projects as

well as expanded time during the school day for the two period core within the block schedule.

- **Extended year –** A summer program will be implemented for 25 days over the summer, from 9:30am to 3:30pm (including a lunch period) serving approximately 220 students per day. This extended year program will target students not yet proficient in English language arts and mathematics standards, and will extend the project based learning focus of the school year providing enriched rather than remedial instruction in the core subject areas. Students will be grouped in class groupings ranging from 15 to 30 students depending on the content area and the level of intervention needed for each student.
- **Block schedule –** Horace Mann has implemented a block schedule, including 80 minute (two period) blocks for core content instruction serving 15 students in each core class. This restricting of the school day allows for project-based learning and smaller class sizes in core instruction, both of which maximize opportunities for differentiated instruction and higher levels of student engagement with core content. When combined with curriculum and instructional guides in assessment, the reading apprenticeship program, literacy and mathematics coaching, and the partners in school innovation and school transformation framework's cycle of inquiry process, this represents a truly transformational approach to instruction for middle school students.
- **Dual Immersion Program –** In 2010-11 staff at Horace Mann will receive training from WestED on the planning and implementation of a middle school level dual immersion program. All planning will take place during the 2010-11 school year and full implementation will begin school-wide in 2011-12.

TRANSFORMATION PLAN

Chavez Elementary School	Revere Elementary School

COMMON ESSENTIAL SUPPORTS FOR CHAVEZ AND REVERE ELEMENTARY SCHOOLS

The figure below summarizes **the common strategies to be implemented by both Revere and Chavez Elementary Schools** as part of the Transformation process, organized by the 5 Essential Supports. It is followed by a detailed description of each strategy. After the common strategies are described, a summary of the unique elements of each school's plan is provided.

Summary of Common Essential Supports for All Four Turnaround Schools *Bryant Elementary, Dr. George Washington Carver Elementary, John Muir Elementary, Everett Middle School*		
Essential Support # 1 School Leadership	**Essential Support #2 Parent-Community Ties**	**Essential Support #3 Professional Capacity**
• Inclusion in Superintendent's zone – Targeted administrative supervision and support including modified evaluation systems for teachers (designed with principal and teacher input) • New Principals • Instructional Reform Facilitator	• Community School Coordinator (1.0 FTE) • Parent Resource Center • Bi-annual Parent Engagement Planning Process • Expanded two-way parent-school communication strategies • Parent Liaison	• Partners in School Innovation – School Transformation Framework • Professional development-Teachers College/literacy collaborative (elementary schools only) • 2.0 FTE Literacy Coach/Specialist (elementary schools only) • 1.0 FTE Math Coach/Specialist (elementary schools only) • Core Specialist Teachers (elementary schools only) • 1.0 FTE ELD Specialist/Coach • Professional Development – Salzman *Tools for Schools* • Daily grade level teacher collaboration and professional development time • Professional development-WRITE Institute • Education Program for Gifted Youth (EPGY) • Professional Development- Project SEED • Provide laptops for teachers.
Essential Support #4 Student-Centered Learning Climate		
• Learning Support Professional • Comprehensive Behavioral Health Services • Salzman *Tools for Schools*		
Essential Support #5 Instructional Guidance		

- SBE – adopted core materials in ELA (Houghton-Mifflin) and math (Everyday Math)
- SBE – adopted intervention programs (Read 180; High Point)
- Common core curriculum with scope and sequence
- Common Interim Assessments
- Response to Intervention (RtI)
- Extended day
- Extended year – summer program
- Incoming Kinder Summer Transition

➢ *Essential Support #1: School Leadership*

- **Inclusion in the Superintendent's Zone – Targeted administrative supervision and support –** School supervision within SFUSD has been restructured as of May 2010 to maximize supervision resources and support services and focus more intensive services on the needs of the district's lowest performing schools. Most schools within SFUSD will be supervised by an Assistant Superintendent responsible for approximately 15 school sites; however, a special "**Superintendent's Zone**" has been created for the district's lowest performing schools, including the schools participating in a Transformation or Turnaround process. These schools will be supervised by an Assistant Superintendent responsible for only eight schools. Through inclusion in the Superintendent's Zone, the Transformation sites will receive additional focused support from the district in all of the essential support areas.

  The Assistant Superintendents will also work closely with SFUSD Human Resources, principals, and teachers in schools in the Superintendent's Zone and other district leadership to develop and implement a **system of teacher evaluation** that includes student growth as a factor. This group will also develop appropriate incentives for teachers and school leaders making exceptional progress in increasing student achievement.

  Currently within the district site administrators and teachers use student performance data maintained in Data Director to review the effect of instructional practices as well as coach on teaching strengths and areas for improvement.

  At schools sites conversations about student growth are already integrated into the pre-observation evaluation conferences where teachers and principal's review student assessment data as a part of the standards-based evaluation process.

For 2010-2011, SFUSD assistant superintendents will be routinely analyzing the performance of student achievement on the formative assessments (common interim assessments) with both principal and teacher professional learning communities. Moreover, the district will be supporting, via in-kind resources, the performance of teachers and principals will be formally reviewed by examining students' achievement data through the facilitation of data coaches.

Over the next year or so, after field-testing is completed on the state's Teacher Performance Assessment is completed, SFUSD intends to apply the tool for teacher evaluation in the district. Per SFUSD understanding, the Center for Future of Teaching and Learning in Santa Cruz has been working on rubrics for district implementation of an evaluation system using California Standards for the Teaching Profession and the California Teaching Performance Expectations. (See attachments.

There are six teaching procession standards, each of which align with the practices SFUSD expects teachers should be able to demonstrate and deepen over their career:

1. Engaging and supporting all students in learning
2. Creating and maintaining effective environments for student learning
3. Understanding and organizing subject matter for student learning
4. Planning instruction and designing learning experiences for all students
5. Assessing student learning
6. Developing as a professional educator

SFUSD is ready to implement the state-wide evaluation tools being developed to align to the CSTPs and CTPEs.

- **New School Principal** – A new principal has been appointed for Chavez and Revere. These new administrators have been selected because of their experience turning around troubled schools, and they will receive a significant amount of support from the district office. The principals at the other sites are already new. All five Transformation principals will be evaluated based on the three core components of the School Leadership Essential Support element of the Essential Supports framework. The table below illustrates leadership from the model.

Leadership Indicators		
Managerial	**Instructional**	**Facilitative-Inclusive**
• Well-run office • Adequate supplies • Starting/stopping on time • Good communication with parents and staff • Adequate support for implementing new programs	• Knowledgeable about tenets of learning theory and curriculum • Able to analyze instruction and provide effective, formative feedback to teachers • Able to articulate high standards for student learning • Support teachers; innovations to reach student standards • Work is guided routinely by constant focus on evidence of student learning, both through regular data reports and classroom visits • Constantly asking: What is working and what is not (and why not)? • Thoughtfulness in selecting among potentially competing initiatives • Eliminating initiatives that take attention away from core improvement priorities. • Use role authority to "make things happen"	• Ability to inspire teachers, parents, school community leaders, students around a common vision of reform • Exploit opportunities in formal and informal social encounters to advance sense of conquest (look what we've done; we can do even more) • Catalyze an orientation akin to a moral imperative – we can and MUST do this • Bring parents and teachers into new leadership roles enlarging the capacity to support a more productive and continuously improving school organization

- **Instructional Reform Facilitators (IRF) –** a full time **Instructional Reform Facilitator** (IRF) has been assigned to the Transformation sites **to assist with the full implementation of all Transformation activities**. The IRF is funded through a district in-kind contribution and is an administrative position capable of assisting the site principal with leading the reform process, as well as taking over some of the site principal duties, freeing the principal up to work closely with teachers on the implementation of Transformation strategies.

➢ *Essential Support #2: Parent-Community Ties*

- **Community School Coordinator** – A full-time **Community School Coordinator will be responsible for the coordination of all student and family services that address the non-academic barriers to student success**. The coordinator will work with internal and external providers to reduce fragmentation and duplication of

services and ensure the supports are integrated with each other and with the school's core instructional programs to ensure that everyone on campus is working toward shared goals. The Community School Coordinator will also reduce the burden of management on the principal, freeing the principal to focus on his role as instructional leader and catalyst for change. Specifically, the Community School Coordinator will serve on the school leadership team, COST/SAP and other school leadership committees, serve as the point person for new/potential community partnerships, coordinate/administer the annual school climate survey, and convene an advisory committee of partners and community members to provide ongoing input on school support services and the Transformation model.

At the district level, a **Community School Coordinator Manager** will oversee and coordinate the work of all the site Community School Coordinators (including those for both Turnaround and Transformation sites). This manager will provide training and supervision for all Community School Coordinators and ensure that best practices in community school development are followed.

- **Parent Resource Center (PRC)** – A Parent Resource Center will be established at each of the Transformation sites as a central hub for family outreach and engagement in a welcoming, dedicated space. The Center will provide computer access for parents to enable them to access School Loop to monitor their children's academic progress and a place to network and connect with other parents and staff. The Parent Resource Center will also provide information about after school programs, intervention services, and current education opportunities. **Parent liaisons** at each site will work with the Community School Coordinator to assist parents in accessing the PRC. *Parents for Public Schools* will provide training at each site for parents in school governance and how to be involved with school reform. These workshops will be held in English, Spanish, and Chinese.

The Community School Coordinator will also work closely with th site principal to organize a **Parent Advisory Committee** consisting of parent School Site Council and ELAC members as well as other parents in the school community to oversee and advise on all school parent-and-community engagement activities. The Advisory Committee will include *at least* three parent representatives (non-school employees)

from each grade level (total minimum 21 members). The Parent Advisory Committee will meet monthly during the regular school year.

At the district level, a Parent Resource & Programs Program Manager and two Parent Resource Regional Organizers will be hired to assist the Community School Coordinators and site principals with coordinating PRC activities with district parent education and involvement initiatives. The district Parent Resources & Programs staff will also provide training and coaching for site staff and teachers on effective communication with parents, increasing parent involvement, and implementing evidence-based parent involvement programs.

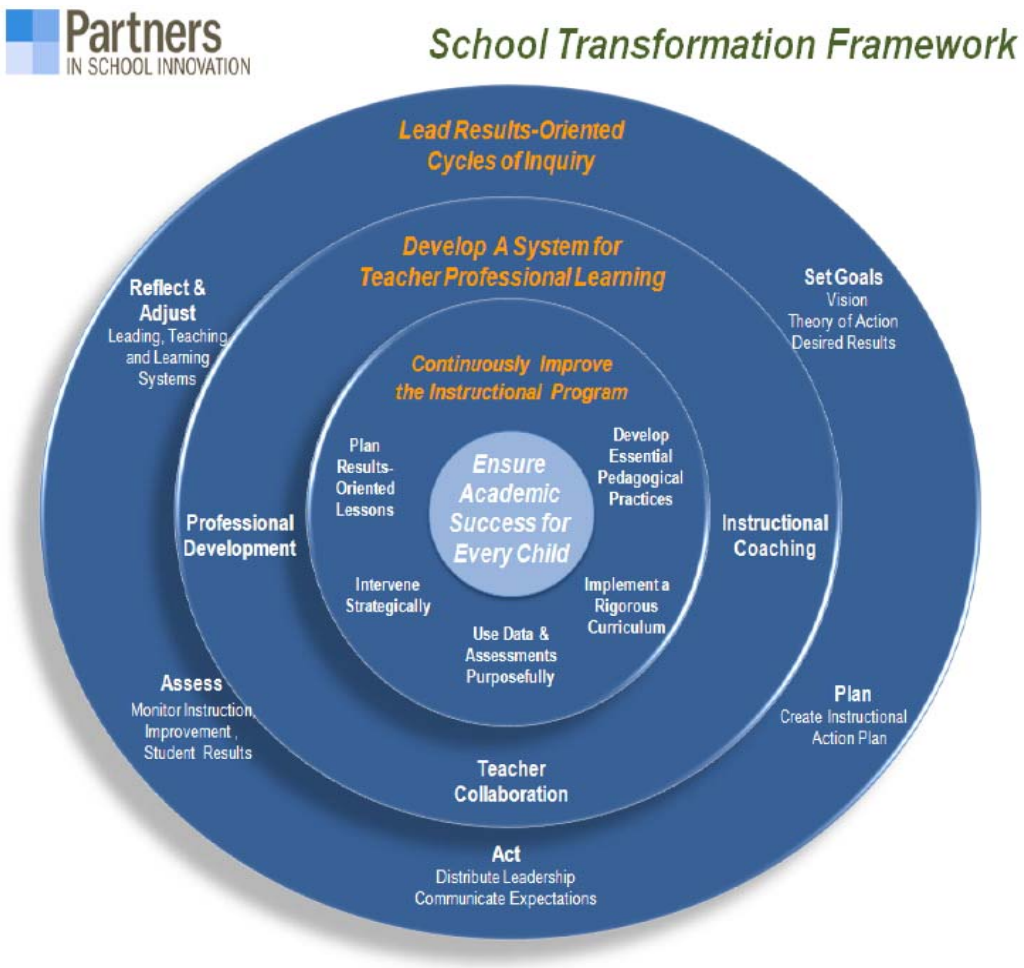
- **Bi-annual Parent Engagement Process –** Led by the Community School Coordinator, school staff, and the community Advisory Committee (see above) will work through a **facilitated process to identify goals, short and long terms outcomes, priority stakeholders and strategies to increase parent engagement at each school, and monitor effectiveness of engagement efforts**. Assistance will be provided by the district Parent Resources & Programs staff and a community organizer hired to promote parent participation district-wide.
- **Expanded Two-Way Parent-School Communication Strategies** – The Community School Coordinator will work closely with the school principal, teachers, and parent liaisons **to improve communication from each school to parents and from parents to the school**. Strategies will include regular newsletters, regular parent meetings with the principal (i.e. principal breakfasts, coffees, etc.), home visits, outreach in the community, and more. Additional strategies will be determined through the parent engagement process described above. Assistance with this component will be provided by the community organizer and district Parent Resources & Programs staff.
- **Parent Liaison** – A parent liaison will be added to each Transformation school staff to assist with linking parents to the school. The parent liaison will make contact with parents of students with inconsistent attendance and students needing additional academic intervention services to ensure parents are aware of the importantance of regular school attendance and available academic support services. The liaison will also refer parents to social and parent education services available in the local

community and through the Parent Resource Center that can help overcome the barriers that prevent them from providing appropriate learning support to the children.

➢ *Essential Support #3: Professional Capacity*

The plan to increase professional capacity focuses on the implementation of high-quality, job-embedded professional development provided by external support providers that leads to a significant transformation in classroom instruction supported by the assistance of instructional coaches and teacher collaboration time.

- **Implement the School Transformation Framework in collaboration with Partners in School Innovation** – Transformation sites will work with **Partners in School Innovation** to fully implement the **School Transformation Framework** which focuses on three of the most important contributors to student learning: the quality of teaching, the systems for professional learning, and the strength of leadership. By engaging teachers and principals in intensive results-oriented cycles of inquiry and continuous improvement, the framework supports school instructional staff in learning how to improve teaching until every child succeeds at a higher and higher level. The graphic below illustrates the core components of the Partners in School Innovation School Transformation Framework.



Through this transformational process, **change agents** from Partners in School Innovation assist the site in a variety of activities including a) conduct a school transformation review (STR) to assess the current state of the school and capacity of teachers and leaders (much of this work has already been completed), b) use the findings of the STRs to work with the staff to set goals, create a vision, and develop a detailed action plan, building on and fine tuning the SIG plan, c) coach and strengthen leaders to develop a results-oriented mindset in implementing Transformation activities, d) work with grade-level teams each week during grade-level team meetings to guide teachers through a process of analyzing student learning outcomes, reflecting on their individual and group practice, and planning standards-based lessons that combines evidence of what works in the classrooms with best practices from the field, e) integrate a results-oriented cycle of inquiry process throughout teacher planning processes, f) assist site leaders with integrating all professional development and support services for

teachers including teacher collaboration time, professional development training, and instructional coaching services, and g) assist school and district leaders in implementing an ongoing system of school monitoring. More detail on the Partners in School Innovations School Transformation Framework and the activities included within the framework are available upon request, in the full scope of work that has been developed for SFUSD by Partners in School Innovation. While all of the Transformation sites will be using the School Transformation Framework, the process is highly individualized for each site.

The entire reform process developed and led by Partners in School Innovation is research-based and designed to guide school personnel in using student data to inform the selection and implementation of research-based instructional strategies and programs. The chart below provides a summary of the research on which the Partners in School Innovation reform process is built.

The Results-Oriented Cycle of Inquiry
Partners in School Innovation (PSI) guides district and school leaders as well as teachers through a continuous improvement process that involves defining a desired result, planning toward that result, putting the plans into action, and assessing the effectiveness of those actions in order to make adjustments that will enable districts to get closer and closer to achieving a larger vision. The following resources guide the approach to continuous improvement and detail best practices in setting goals, planning, and using assessment to reflect and adjust. Richardson, J. (2007). Work smarter not harder. *Tools for Schools*, 11(2), 1-7. Stiggins, R. & DuFour, R. (2009). Maximizing the power of formative assessments. *Phi Delta Kappan* 90(9), 640-644 Wiggins, G. & McTigue, J. (2005). *Understanding by Design.* Alexandria, VA: Association for *Supervision* and Curriculum Development
Commitment to Social Justice
In pursuit of a system of education that prepares all students for a rigorous college education, and equips them with the necessary life skills to become thriving members of a democratic society, PSI actively seeks to disrupt patterns of inequity in education by developing systems and structures that work effectively to close persistent achievement gaps based on race, class, and culture. To do this work effectively, PSI strives to develop cultural competence by seeking to understand how race, culture, class, and gender impact how we understand and respond to the world around us. Eubanks, E., Parish, R., & Smith, D. (1997). Changing the discourse in schools. In P. Hall (Ed.), *Race, Ethnicity, and Multiculturalism: Vol. 1. Missouri Symposium on Research and Educational Policy Series* (pp.151-168). New

York: Garland Press.
Scheurich, J.J. & Skrla, L. (2003) *Leadership for Equity and Excellence: Creating High-Achievement Classrooms, Schools, and Districts.* Thousand Oaks, CA: Corwin Press Inc.
Singleton, G.E. & Linton, C. (2005). Courageous Conversations About Race. Thousand Oaks, CA: Corwin Press Inc.
The Aspen Institute Roundtable on Community Change (2005). Structural racism and youth development: Issues, challenges and implications.

The Core Instructional Program

PSI supports schools to build a core instructional program in literacy and English language development that ensures that all students learn at high levels. The following research selections demonstrate that in order to deliver a high-quality instructional program, teachers must learn to implement a rigorous curriculum, develop a repertoire of researched-based pedagogical practices, purposefully use assessments and data, engage in results-oriented planning, and strategically intervene when students may be behind.

Goldenberg, C. (2008). Teaching English learners: What the research does and does not say. *American Educator* 2 (2), 8-23, 42-44.
Hirsch, E.D. (2003). Reading comprehension requires knowledge of words and the world. *American Educator*, 27(1), 10-13,16-22,28-29,48.
Brown-Chidsey, R. (2007). No more waiting to fail. *Educational Leadership*, 65(2), 40-46.

Integrated Systems for Professional Learning

PSI builds the capacity of school leaders to develop and strengthen the systems that support teachers' professional learning to ensure sustained student-achievement results. Research on teacher professional learning has demonstrated that when teachers receive high-quality professional development, have regular opportunities to collaborate, and are supported by a skilled instructional coach, the quality and effectiveness of their instruction improves.

Darling Hammond, L. & Richardson, N. (2009). Teacher Learning: What Matters? *Educational Leadership* 66(5), 46-53
DuFour, R. (2004). What is a professional learning community? *Educational Leadership* 61(8), 6-*11*.
Schmoker, M. (2006). Results Now. Alexandria, VA: Association for Supervision and Curriculum Development.
Joyce B. & Showers B. (2002). *Student Achievement through staff development.* Alexandria, VA: Association for Supervision and Curriculum Development.
Fullan, Michael (2006) *Breakthrough.* Thousand Oaks, CA: Corwin Press Inc.

Results-Oriented Leadership

PSI develops the capacity of school leaders to perform the practices necessary for transforming instruction and sustaining results, working with leaders to focus on supporting their efforts to lead whole school improvement and create a school environment where high quality teaching and learning can take place. The PSI approach is grounded in the research in effective school leadership, the dynamics of change, and leadership necessary for large scale instructional improvement.

Elmore, Richard F., (2000). *Building a New Structure for School Leadership.* Washington, D.C.: Albert Shanker Institute.

Fullan, Michael (2001) *Leading in a Culture of Change.* San Francisco, CA: Jossey-Bass.

Marzano,Robert J., Waters, Timothy, & McNulty, Brian A. (2005). *School Leadership That Works: From Research to Results.* Aurora, CO: Mid-Continent Research for Education and Learning.

Coaching

PSI defines coaching as the practice of partnering with school leaders to transform individual and organizational capacity to maximize student achievement. PSI works with school leaders and teachers to help them articulate their vision for teaching and learning, to support them to learn the practices and skills needed to achieve that vision, and to learn to work collaboratively and with accountability to one another. Because this is complex work, the approach draws not only from the leadership coaching literature, but also from organizational change, social interaction and adult learning theories.

Block, Peter (1981) *Flawless Consulting.* San Francisco, CA: Pfeiffer.

Kegan, R. & Lahey, L.L. (2002). *How the Way We Talk Can Change the Way We Work: Seven Languages for Transformation.* San Francisco, CA:Jossey-Bass.

Bloom, G.S., Castagna, C.L., Moir, E.R., Warrant, B. ((2005). *Blended Coaching: Skills and Strategies to Support Principal Development*. Thousand Oaks, CA: Corwin University Press.

Heifetz, Ronald A. & Linsky, Marty (2002). *Leadership on the Line: Staying Alive Through the Dangers of Leading.* Boston, MA: Harvard Business School Publishing.

Senge, Peter (1995). *The Fifth Discipline: The Art and Practice of a Learning Organization.* New York, NY: Currency Doubleday.

- **Professional Development-Teachers College/Literacy Collaborative** – Both Transformation elementary schools will also be working with Teachers College at Columbia University receiving professional development through the Teachers College reading and writing project. Teachers College has provided **research-based professional development in the area of literacy instruction** across the nation for almost 30 years. Through the Transformation Plan all elementary school teachers at Chavez and Revere will participate in a one week summer institute (years 2 and 3) and 10 days of grade level release time for ongoing training and coaching in literacy instruction, effective assessment strategies, and literacy development. Grade level training days will include coaching, model lessons, and review of student work provided by experienced literacy specialists from Teachers College.

- **Professional Development-WRITE Institute –** All five Transformation schools will implement WRITE Institute instructional strategies and program activities for improving writing instruction for all students with an emphasis on English learners. The **WRITE (Writing Reform Instruction for Teaching Excellence) Institute** model operates out of the San Diego County Office of Education. Its **research-based model for writing instruction and professional development** has been recognized as an academic excellence model program by the California Department of Education (CDE) and the U.S. Department of Education. It has also received the California School Board Association's Golden Bell Award for Professional Development and has been recognized by the California County Boards of Education as an exemplary program. The California Association for Bilingual Education has also recognized WRITE as an exemplary program for English learners, and the CDE has recognized WRITE's standards-based writing rubric as an appropriate measure for assessing writing for English learners. Currently WRITE partnerships serve sixteen county offices of education in California, over 150 school districts in 25 counties, over 500 schools, over 2,000 teachers, and over 50,000 students, and *it is one of the only professional development programs in the nation to focus on (and lead to improvement in) academic writing for English learners*.

WRITE is an articulated K-12 writing program that addresses the multi-faceted variables (literacy development, language proficiency, critical thinking, appropriate equitable assessment) associated with writing acquisition. WRITE curriculum instruction and assessment activities are integrated and aligned with California content standards and are designed to improve standards-based academic performance for English learners at all developmental levels of English proficiency. WRITE classroom activities take students through the writing process in several genres each year (in 8-12 week modules) providing scaffolding for academic language development and meta-cognitive strategies that teach students to *think* as writers.

In addition to evidence documenting its effectiveness at increasing students' ELA standard performance (WRITE Institute 2008), components that make up the WRITE model are built on a firm foundation of research.

- Each WRITE program exposes students to multiple genres that correlate to grade level standards and state writing assessments (Fink-Chorzempa, 2005; Krashen, 1984; Tolchinsky, 2006; Donovan & Smolkin (2006).
- WRITE's curriculum promotes understanding of genres that students need to be successful in K-12 and higher education. It helps students make connections between academic writing and workplace writing (Baker, Gersten, Graham, 2003; Kern, Andre, Schilke, Barton, McGuire, 2003).
- WRITE embeds critical thinking skills and comparative analysis of genres and texts (Esmaeili, 2002; National Council on Teachers of English, 2005; McCutchen, et al, 1997).
- WRITE's curriculum provides students opportunities to acquire the academic language and structures critical to the specific genre addressed (DeGraff, 1997; Isaacson, 2004; Tolchinsky, 2006).
- The Academic Language Learning section of each unit addresses the academic language forms and structures specific to the genre addressed, which are scaffolded to allow English learners access at all ELD proficiency levels (Conteh-Morgan, 2002; Echevarria & Graves, 2003; Colombo, 2002; Hart & Okhee, 2003).

- WRITE's curriculum builds on students' prior knowledge and experience as it affirms their identity and culture (Colombo, 2002; Cummins, 1989; Huang, 2004; Roman-Perez, 2003; Wright & Pu, 2005).
- WRITE begins writing instruction at the very beginning of ELD proficiency. Through proven strategies and rigorous yet carefully scaffolded activities, beginners are provided access to writing (Gersten, 1996; Hadaway & Young, 2002).
- Through each writing unit, students experience activities that engage them in all modalities and address a variety of learning styles (Colombo, 2002).

Through the Transformation Plan two lead teachers will be trained from each school site to become trainers in the WRITE model. These teachers will then be responsible for training other teachers at the school site and working with the site principal and instructional reform facilitator to fully implement WRITE across the grade levels. The lead teachers will receive training in each of the three years of the program, and the lead teachers will begin implementation in their own classrooms in year one; however, full implementation at all of the grade levels will begin in year two.

- **Professional Development-Salzman *Tools for Schools* –** The ***Tools for Schools* Effective Behavior Management** program is based on the premise that in order for learning to take place the school must have a **safe, orderly, and academically strong environment** and that all staff members must understand: A) basic behavior management strategies, B) techniques for raising teachers' expectations of students, C) the importance of positive reinforcement in teaching students responsibility, D) how to be successful with difficult, unmotivated, or challenging students, E) the need to be proactive with safety issues such as fighting, etc, F) how to turn all parents into partners, and G) the importance of administrative leadership. Through the Transformation Plan *Tools for Schools* staff will train leadership teams from each site (two day training) in the Effective Behavior Management program. They will develop their administrative support system and school-wide plan for program implementation during this training and learn solutions for attendance issues using a discipline card, alternatives to suspension, and other special techniques for working successfully with

the most difficult students and parents. In addition, all school staff will participate in a one day Effective Behavior Management workshop to develop classroom plans. The emphasis is on establishing a safe and orderly environment that stops negative behavior, increases learning time, develops positive relationships, and teaches student responsibility. The staff will learn how to develop and implement an individual classroom behavioral management plan and work with colleagues on the school-wide behavioral management plan.

Tools for Schools staff will provide four days per year of follow up coaching at each of the schools. Coaching will include: A) meeting with the discipline/safety committee to review concepts of the program, B) meeting with administrators to work on implementation of the plan, C) visiting classrooms for the purpose of monitoring and coaching teachers, D) meeting with teachers during prep/planning time, E) meeting with and training support personnel on various aspects of the program, and F) providing staff with feedback throughout each coaching day.

Salzman Associates has been providing this program successfully in schools throughout the bay area including many in SFUSD. However, none of the Transformation elementary schools has participated in the program.

- **2.0 FTE Literacy Coach/Specialist –** Each elementary Transformation school will benefit from the services of **two full-time literacy coach/specialists**. These specialists will spend half of their time providing in-class coaching services for teachers and half of their time providing targeted intervention services for students. In-class coaching services will target assistance with implementation of SBE adopted reading materials, formative assessments and use of assessment data, Teachers College literacy strategies, and WRITE Institute writing strategies.
- **Math Coach/Specialist** – Each elementary school will benefit from the services of a **full-time math coach/specialist** who will devote at least half-time to providing in-class coaching services for teachers and half-time to providing intensive intervention services for students needing additional support to meet and exceed core content standards.
- **ELD Coach/Specialist** – Each Transformation school (elementary and middle) will benefit from the services of a **full-time ELD coach/specialist** who will devote at least

half-time to providing in-class coaching services for teachers and half-time to providing intensive intervention services for students needing additional support to meet and exceed core content standards. The ELD coach will focus on helping teachers implement WRITE strategies, providing high quality ELD instruction using standards-based materials, and modifying instructional strategies as appropriate using formative assessment results as a guide. The ELD coach/specialist will also assist with the implementation of targeted intervention services for English Learners (*High Point*).

There is a strong base of research supporting classroom-based coaching activities (Black, et al, 2003); Herll and O'Drobinak, 2004; Poglineo and Bach, 2004; Darling-Hammond, 2006). This model will ensure the transfer of concepts learned during professional development activities to changes in classroom instruction. The use of coaches in the Transformation plan, in particular, will be effective because of its intensity (three coaches on site every day PLUS change agents from Partners in School Innovation) and duration (at least for three full years.)

- **Core Specialist Teachers** – Each elementary Transformation site will be assigned **between two and four core specialist teachers based on the size of each school and the number of teachers at each grade level** (four at Chavez, three at Revere). Core Specialist Teachers will push into the classroom to provide classroom instruction in the core content areas and some standards-based enrichment instruction, releasing all teachers from the same grade level at the same time on a daily basis to work together while receiving professional development training, analyzing student data, planning instruction and intervention services, and debriefing from coaching services.

The site principal and Instructional Reform Facilitator will work with the external support providers and the site coaches to develop the most appropriate core specialist/release time schedule for each site. Here is an example of how this release time schedule may work. On Mondays, 5th grade teachers will be released for the first hour of the school day while the core specialist teachers each take over the 5th grade classrooms for core instruction. While the 5th grade teachers are released a schedule will be developed for each week for the use of that time. Sometimes the period will be scheduled for work with external support providers on cycles of inquiry, examination of student work, reviewing student assessment results, developing intervention

recommendations, or planning differentiated instruction. The period may also be used as a time for the instructional coaches to meet with the teachers to review classroom observations and model lessons, and have discussions focused on instructional improvement. At the end of the first hour the 5th grade teachers will go back to class releasing the core specialist teachers to move on to the 4th grade classrooms while 4th grade teachers meet with the external support provider, professional development trainer, or coaches. This pattern of releasing a grade level for a period each day will continue until teachers at all grade levels have been released at least once during each day for professional development.

Unlike models that place substitutes in the classroom to provide release time for teachers, this model uses core specialist teachers, providing a high level of academic instruction for students while their regular classroom teachers are released and consistency of instruction. This promotes youth development principles, allowing the core specialist teachers to develop relationships with students over time so that they can provide additional support as needed.

This professional development model will provide approximately 180 hours of professional development and *targeted* planning time for each teacher over the course of the year *in addition to* any professional development provided before the school year or during the after school hours and that provide through full day release time (i.e., Teachers College). Because teachers can only be *required* to participate in professional development instruction that takes place during their contracted day, this ensures that *all* teachers will receive 180 hours of core professional development instruction.

In addition, this release time professional development plan also provides the structure for an **extended day for students**. For example, elementary teachers currently work until 3:30pm. The hour after student release is used for planning, collaboration, and professional development time, but that time has not been coordinated or targeted toward improving student achievement in the past. Through the new plan, teachers will receive their planning and collaboration time during the day as grade level teams as described above, and they will teach until 3:30 each day.

Students will be dismissed at 3:30pm, rather than 2:30pm, extending the learning day by an hour a day (5 hours per week).

- **Professional Development – Project SEED** Project SEED is a classroom instruction and professional development program aimed at increasing student engagement in the classroom, increasing math skills particularly in Algebra, and increasing the cultural relevance of math for students involved in the program. This evidence-based program employs mathematicians and master teachers who use the Socratic method of instruction to teach higher mathematics to entire classes of underperforming students while simultaneously providing teachers with professional development, Evaluation results documenting the success of the program are available upon request.

Through SIG, 20 hours of extra time for training and debriefing with master teachers will be funded in year 3, along with a math consultant.

- **Provide laptops for teachers –** Every teacher at each of the Turnaround sites will receive **a laptop computer for their professional use analyzing student data, planning instruction, and accessing instructional resources**. The laptops will be particularly helpful as teachers meet together in their grade level groupings for daily professional development activities that include analysis and review of student work and data. Each of the laptops will provide wireless access to the student data system so teachers can meet together anywhere on campus and still have access to the information they need to plan appropriate instruction for students.

➢ *Essential Support #4: Student-Centered Learning Climate*

- **Learning Support Professional –** Each Transformation site will benefit from the services of at least one full-time **Learning Support Professional (LSP)**. LSPs provide behavioral counseling and access to social services that students need to help them overcome the barriers that prevent them from focusing on core classroom instruction. Students enrolled at our Transformation sites face the most significant personal challenges in the city, including domestic violence, violence in the community, intensive poverty, post-traumatic stress, absentee parents, and more. LSP support is absolutely critical to ensure that students are connected to the services that they need.

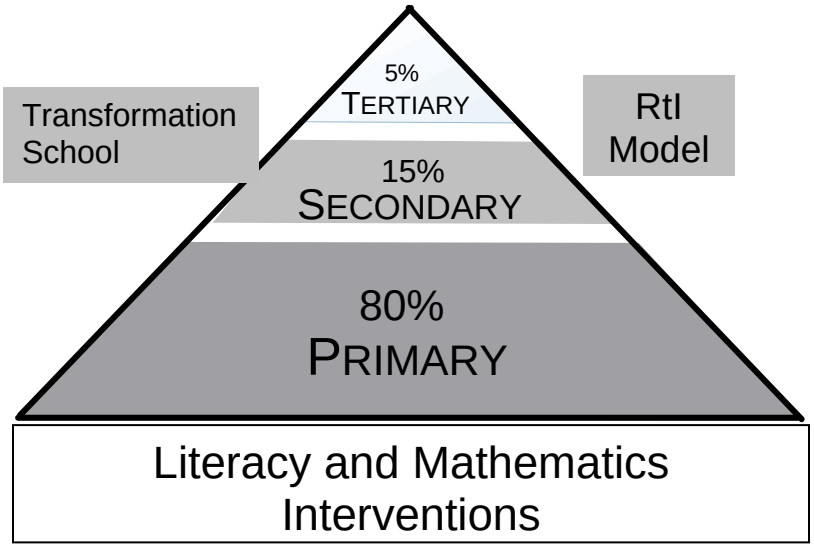
- **Effective Behavior Management Program** – The ***Tools for Schools*** **Effective Behavior Management system** will be implemented in all classrooms and school-wide at each of the Transformation sites. The professional development described above (see Essential Support #3) will provide teachers with the training and ongoing support they need to implement the program effectively to create safe and positive student-centered learning environments. Because safety is a concern in and around so many of our schools, focusing on improving the learning environment is a critical component for improving student achievement and turning around the performance of these troubled schools.
- **Comprehensive Behavioral Health Services** – Providing a safe and productive learning environment is important, as is removing the barriers that prevent students from being able to focus on learning. The Learning Support Professional (above) will help with this by providing behavioral counseling and access to social services; however, our students also have many physical and behavioral health needs that are beyond the scope of the Learning Support Professional. To help with these needs, a **mental health services contract** will be developed with local agencies to provide on-site mental health services for students who've experienced trauma, domestic violence, or any other conditions that prevent them from focusing on learning. The Community School Coordinator and Parent Liaison will also work with local providers of physical health and vision services to provide on-site screenings and referrals for services (free or at low cost) for our students. All of these services will be integrated with Parent Resource Center programs at each site.

➢ *Essential Support #5: Instructional Guidance*

- **SBE-Adopted Core Materials in ELA and Math** – All classrooms will use SBE-adopted core materials in English language arts (Houghton Mifflin Reading) and mathematics (Everyday Math). Teachers will receive formal professional development training in the use of these materials, and use of the standards-aligned materials will be monitored by the site principal through regular classroom observations.
- **SBE-Adopted Intervention programs (READ 180 and High Point)** – Students scoring Below Proficient in English language arts and needing additional intervention according to the school's Response to Intervention plan (see below) will receive highly

targeted reading instruction using *READ 180*. English Learners in 4th grade and above, needing additional intervention, will receive services using *High Point*. Each of the Coach/Specialists (ELD, math, and literacy) will focus half-time on providing the intensive intervention to students who need it as measured by California Standards Test results and the results of Common Interim Assessments.

- **Common Core Curriculum with Scope and Sequence** – SFUSD will have completed a common core curriculum guide with scope and sequence in English language arts and mathematics for grades K-8 by the beginning of the 2010-11 school year. This curriculum guide (fully aligned to SBE-adopted standards-based core materials) will be implemented in all classrooms with implementation monitored by the site principal and an Instructional Reform Facilitator. These common interim assessments will be complemented by literacy and math assessments administered for the purpose of screening students for the need for additional intervention.
- **Common Interim Assessments** – SFUSD is in the process of developing common interim assessments at the elementary level in ELA and math to assess students' standards-based performance every 9 weeks throughout the school year. Teachers will be trained in the administration of these assessments and the use of data generated by the assessments to provide differentiated instruction and determine student need for intervention services. Assessments will be ready for implementation in 2010-11.
- **Response to Intervention (RtI) –** During 2010-11, with the assistance of Partners in School Innovation change agents and district officials, teachers and school leaders at each of the Transformation sites will develop a comprehensive Response to Intervention



(RtI) plan detailing all of the intervention resources available for students at each level of intervention (primary, secondary, and tertiary), as well as processes for determining which interventions are most appropriate for students based on student assessment results. The development of this system is a core component of the School Transformation Framework described above. RtI plans will include primary interventions which will primarily take place within the context of regular classroom instruction, and will include differentiated instruction for students with a variety of learning needs. This **primary level of intervention** will meet the needs of approximately 80% of the student body. Restructuring of the core of classroom instruction incorporates project-based learning, in-class coaching for teachers, implementation of a balanced literacy program using state-board adopted core materials (Houghton-Mifflin *Reading and Everyday Mathematics*), monitoring of ongoing progress via common interim assessments, and the integration of technology.

Strategic interventions will be developed for approximately 15% of students in need of secondary interventions after it has been demonstrated that primary interventions are insufficient to ensure access to the core curriculum. These will include SBE-adopted intervention programs *READ 180* and *High Point* and small group instruction in the classroom and with literacy specialists (guided reading using Houghton-Mifflin leveled texts and other leveled books). In mathematics, it will include small group instruction with math specialists using *Everyday Mathematics* ancillary intervention materials.

For the approximately 5% of students who need **intensive intervention** (2 years or more below grade level), the Literacy and Math Coach/Specialists will provide individualized and small group intensive intervention.

Two levels of assessment will be used to identify student's needs. Each student's Brigance score, CST performance, and common interim assessment results will be combined with teacher recommendations to determine which students will succeed with primary level interventions and which need additional assessment. Elementary grade students needing additional assessment will be assessed in literacy using the following: an Observation Survey (Clay), BPST-III (Beginning Phonics Skills Test), DIBELS, Fountas & Pinnell (English), ELD2 (Spanish). Middle school students in need

of additional assessment will be assessed using RISE (provided by SERP). The ALEKS will be used to assess secondary & tertiary intervention needs in mathematics.

The SFUSD literacy assessment plan, including the newly developed common interim assessments, is based on the guidance provided in the *California Reading Language Arts Framework*. The tables below summarize the literacy assessment plan for grades K-8. Please note that this describes formal assessment processes that are *in addition* to classroom curriculum embedded assessments used by teachers on a regular basis.

PROGRESS MONITORING ASSESSMENT SCHEDULE FOR KINDERGARTEN THROUGH 3RD GRADE

Skill	Indicator	Grade			
		K	One	Two	Three
Phoneme awareness	Produce rhyming words. Count syllables. Distinguish/match initial, final, and medial sounds. Blend phonemes into words.	Spring (initial and final sounds)	Fall/Winter (initial, final, and medial sounds-diagnostic only)	Diagnostic only	Diagnostic only
Phoneme deletion and substitution	Initial sounds. Final sounds. First sound of a consonant blend. Embedded sound of a consonant blend.	Fall/Winter/ Spring	Fall/Winter (diagnostic only)	Diagnostic only	Diagnostic only
Phoneme segmentation	Segment sounds. Count phonemes.	Fall/Winter/ Spring	Fall/Winter (diagnostic only)	Diagnostic only	Diagnostic only
Beginning phonics	Name upper and lower-case letters. Know consonant and short vowel sounds.	Fall/Winter/ Spring	Fall (diagnostic only)	Diagnostic only	Diagnostic only
Phonics and word reading	Decoding. Sound-spelling correspondences. High-frequency words. Syllabication.	Fall/Winter/ Spring	Every 9 weeks until mastery	Ever 6 weeks until mastery	Ever 6 weeks until mastery
Oral reading (fluency)	Words correct per minute on grade-level text.	--	Optional in first 18 weeks, then every 6-8 weeks	6 times per year	6 times per year
Reading comprehension	Main idea and details. Author's point of view and purpose. Sequence. Classification and categorization. Inference. Analysis (compare and contrast, cause and effect).	--	Every 9 weeks	Every 9 weeks	Every 9 weeks
Vocabulary	Antonyms. Synonyms. Multiple meanings. Context meanings.	--	Every 9 weeks	Every 9 weeks	Every 9 weeks
Spelling	Orthographic rules. Regular/irregular words. Morphemes. Single and multisyllabic words.	--	Every 9 weeks	Every 9 weeks	Every 9 weeks
Usage/ Conventions	Sentence structure. Punctuation. Capitalization. Grammar. Penmanship.	--	Every 9 weeks	Every 9 weeks	Every 9 weeks
Writing	Organization/focus. Single paragraph. Topic sentence. Facts/details. Narratives (fictional and autobiographical). Expository descriptions. Friendly letter. Formal letter.	--	Every 6-8 weeks, WRITE	Every 6-8 weeks, WRITE	Every 6-8 weeks, WRITE

PROGRESS-MONITORING ASSESSMENT SCHEDULE FOR GRADES FOUR THROUGH EIGHT

Skill	Indicator	Grade				
		Four	Five	Six	Seven	Eight
Oral reading (fluency)	Words correct per minute on grade-level test	3 times per year	2 times per year	1 time per year	Diagnostic only	Diagnostic only
Reading comprehension	Main idea and details Author's point-of-view and purpose Sequence Classification and categorization Inference Analysis (compare and contrast, cause and effect) Critique/criticism Literary response and analysis	Every 9 weeks	Every 9 weeks	Every 9 weeks	Every 9 weeks	Every 9 weeks
Vocabulary	Multiple meanings Synonyms and antonyms Word origins and root word (Anglo-Saxon, Latin, Greek) Context meanings and shades of meanings Metaphors, similes, analogies, idioms Academic vocabulary	Every 9 weeks	Every 9 weeks	Every 9 weeks	Every 9 weeks	Every 9 weeks
Spelling	Orthographic rules Multisyllabic words Morphemes	Every 9 weeks	Every 9 weeks	Every 9 weeks	Every 9 weeks	Every 9 weeks
Usage/Conventions	Sentence structure Punctuation Capitalization Grammar	Every 9 weeks	Every 9 weeks	Every 9 weeks	Every 9 weeks	Every 9 weeks
Writing	Narratives Responses to literature Expository/information compositions Persuasive letters and compositions Summaries of readings Documents (business and technical)	Every 6-8 weeks WRITE	Every 6-8 weeks WRITE	Every 6-8 weeks WRITE	Every 6-8 weeks WRITE	Every 6-8 weeks WRITE

The RtI model is well-supported by research demonstrating that universal targeted intervention and intensive intervention strategies coupled with appropriated

assessment and monitoring of students are highly effective (Ardoin, et al, 2005; Bollman, et al, 2007; Fairbanks, et al, 2007; and Marston, et al, 2003).

- **Extended Day –** All of the Transformation sites will be **extending the school day**. The elementary schools will add one hour per day of instruction for all students, extending student dismissal to 3:30pm. This extension will be accomplished by providing teacher planning, collaboration, and professional development time during the school day (release time provided by specialist teachers).

  In addition, all Transformation sites administer after school programs through the After School Education & Safety (ASES) program. The academic component of the program will be strengthened by closer coordination with school day instruction and integration with the RtI framework. Students will be placed in after school instructional groupings based on their assessed needs and instruction will be standards-based. After school program instructional staff will receive additional training provided by the reading, math, and ELD coaches. They will also participate in collaboration and planning sessions with teachers at least twice each month.
- **Extended Year-Summer Program** – A **summer program** will be offered for 25 days of the summer (full day; 9:30am-3:30pm) for students who are not *Proficient* in English language arts or mathematics. The summer program will focus on core academic instruction using fully qualified certificated classroom teachers and integrating standards-based materials, the use of technology and project-based learning.
- **Incoming Kinder Summer Transition** – All kindergarten students will receive 2 weeks of additional instruction prior to the start of the school year. This session will focus on orientation for students and their parents and the administration of diagnostic assessments.
- **Integration of Technology** – To further promote high quality, motivational instruction, a variety of new media instructional tools will be purchased for each of the Transformation sites. These will include computers (for labs and classrooms), Promethean Smartboards for classrooms, and digital cameras and scanners, in addition to the teachers laptops mentioned earlier. Please refer to the attached budgets and budget narratives for details for each site. Training will be provided to

help teachers use the new technology in instruction, and the use of the new media instructional tools will be integrated throughout the coaching process.

Research supports the use of technology to strengthen standards based instruction and improve student achievement, including the use of computers in the classroom and more advanced technological tools such as Promethean Smartboards (Haystead and Marzano, 2005). Further research documents that when students use technology to help plan and implement projects related to specific subjects, learning opportunities increase (CARET, 2004). Technology is an important enabler of authentic tasks and project based learning. Means and Olson (1995) found that when technology is used in support of challenging projects, it in turn can contribute to students' sense of authenticity, and to the "real life quality of the task at hand." Another study showed that by introducing laptop computers into a school, project-based instruction increased (Rockman, et al, 2000).

CHAVEZ ELEMENTARY SCHOOL TRANSFORMATION PLAN-UNIQUE CHARACTERISTICS

➢ *Essential Support #1: School Leadership*

- **Director of Instruction** An administrator will be hired to be specifically responsible for curriculum and instruction. This administrator will focus on the use of standards-based SBE-adopted materials and appropriate implementation of formative assessments. This administrator will also be responsible for coordinating the work of all external support providers on the campus.

➢ *Essential Support #2: Parent-Community Ties*

Chavez Elementary School will implement all of the common elements of the Transformation schools in this essential support area.

➢ *Essential Support #3: Professional Capacity*

- **Professional Development - Academic English Mastery Program (AEMP)** The Academic English Mastery Program developed by Los Angeles Unified School District is a comprehensive and research-based instructional model designed to serve the language needs of students who are not proficient in Standard American English (SAE). The purpose of the program is to increase students' general and academic use of Mainstream English Language (MEL). Implementation of AEMP has begun at three SFUSD Transformation sites (Chavez, Revere and Horace Mann) and one Turnaround site (Carver). Through SIG, teachers will receive 28 hours of training per year in AEMP strategies.

➢ *Essential Support #4: Student-Centered Learning Climate*

Chavez Elementary School will implement all of the common elements of the Transformation schools in this essential support area.

➢ *Essential Support #5: Instructional Guidance*

Chavez Elementary School will implement all of the common elements of the Transformation schools in this essential support area.

REVERE ELEMENTARY SCHOOL TRANSFORMATION PLAN-UNIQUE CHARACTERISTICS

➢ *Essential Support #1: School Leadership*

Revere Elementary School will implement all of the common elements of the Transformation schools in this essential support area.

➢ *Essential Support #2: Parent-Community Ties*

Revere Elementary School will implement all of the common elements of the Transformation schools in this essential support area.

➢ *Essential Support #3: Professional Capacity*

- **Professional Development - Academic English Mastery Program (AEMP)** The Academic English Mastery Program developed by Los Angeles Unified School District is a comprehensive and research-based instructional model designed to serve the language needs of students who are not proficient in Standard American English (SAE). The purpose of the program is to increase students' general and academic use of Mainstream English Language (MEL). Implementation of AEMP has begun at three SFUSD Transformation sites (Chavez, Revere and Horace Mann) and one Turnaround site (Carver). Through SIG, teachers will receive 28 hours of training per year in AEMP strategies.
- **SFCESS** Four Transformation sites in SFUSD (Mann, Mission, O'Connell and Revere) will work with SFCESS as an external support provider for professional development to assist with the development of small learning communities, project-based learning, and cycles of inquiry, integrating with the work of Partners in School Innovation (for Revere and Mann) and Pivot Learning Partners (for Mission and O'Connell). SFCESS will work specifically with the 7th and 8th grade teachers at Revere, and all of the teachers at Mann, Mission and O'Connell.

SFCESS supports schools to become better equipped to interrupt and transform patterns of inequitable achievement. The organization has a history of developing and facilitating multiple support groups for leaders within SFUSD and bringing the best strategies uncovered by research in effective small schools to leaders for

implementation. Through SIG, a full-time SFCESS partner will work on campus at each of these secondary sites assisting with the change process, providing professional development for teachers (both in-class professional development and more traditional workshops) and developing, facilitating and supporting professional learning communities within and between the school sites.

- **Professional Development - WestEd Strategic Literacy Initiative/Reading Apprenticeship Program** The SLI/Reading Apprenticeship Program will be implemented for grades 7 and 8 at Revere. The main program components include:
  1) Reading Apprenticeship professional development through cross-school networks;
  2) On-site coaching; meeting with teams of teachers to look at student work using Reading Apprenticeship protocols
  3) Leadership development through advanced Reading Apprenticeship by teachers and coaches in the first and second cohorts;
  4) 9th grade Reading Apprenticeship Academic Literacy (RAAL) course in years 2 and 3 at the high schools;
  5) Regular (quarterly or more) meetings of the WestEd/SLI staff with SFUSD staff for program updates and alignment with other district efforts

The professional development component of the program includes six days of professional development per year for teachers in the Reading Apprenticeship literacy development model. The Reading Apprenticeship model, which targets strategies for reading for understanding through an integrated model of instruction within a socio-cultural context, has been validated as effective in improving literacy scores for students in grades 6-9 in three different school districts across the nation. A full scope of work and backup evidence of effectiveness has been provided by WestEd and is available upon request.

➢ *Essential Support #4: Student-Centered Learning Climate*

Revere Elementary School will implement all of the common elements of the Transformation schools in this essential support area.

➢ *Essential Support #5: Instructional Guidance*

- **Advancement Via Individual Determination (AVID)** Through SIG, Revere will implement AVID in the 7th and 8th graders. Four teachers will be trained in the AVID program and AVID instructional strategies, and four tutors will be hired to provide tutorial services during the afterschool hours for AVID students.

CLOSURE PLAN-WILLIE BROWN

Willie Brown Elementary School has selected the Closure option for the many reasons described in the Needs Analysis section of this document. The school will close at the end of the 2010-11 school year and students will be transferred to other locations in the district.

Here are the planned activities related to school closure that are planned for the 2010-11 school year:

1) **Hire Family Outreach Coordinator for Student Placement Assistance** – The Family Outreach Coordinator will coordinate parent meetings and assist with answering parent questions related to school choice and closure.

2) **Letters and conferences with all families about options for next school year** – Letters will be sent all parents explaining the closure and how parents can exercise their options for school choice. Several meetings will also be held to explain the procedures. Efforts will be made to reach every parent. The Family Outreach Coordinator will individually contact families that have not attended a meeting or responded to the written notice. Teachers will also briefly discuss choice options at academic parent-teacher conferences, directing parents with questions to contact the Family Outreach Coordinator or the site principal.

3) **Place students in new sites for 2011-12 school year (school of choice)** – The choice and placement process will take place in early spring 2011. Parent will be notified immediately of their children's new placement. Placement procedures will follow the SFUSD established procedures for open enrollment and school choice; however, Brown students will be given preference for placement.

4) **Placement of teachers** – Teachers will be notified of their placement for the 2011-12 school year by the end of May. Procedures for teacher placement will follow the terms of the negotiated agreement.

5) **Transfer of materials and supplies** – Materials and supplies in good condition will be transferred to the sites receiving children.

6) **Support for public transportation to any school of choice** – Funds have been allocated for the year after closure to provide transportation to students' new schools.

IV. RECRUITMENT, SCREENING, AND SELECTION OF EXTERNAL PROVIDERS

SFUSD has already selected several well established and data-proven external support providers to provide technical assistance with the implementation of the reform intervention plans at Turnaround and Transformation sites. In addition, a process has been developed for screening and selecting additional support providers (should that become necessary over the next three years) and a process for monitoring the effectiveness of the work of selected external support providers.

There are two main external support providers that will provide the core of technical assistance and support for our target sites: **Partners in School Innovation** (K-8 sites) and **Pivot Learning Partners** (high schools). The specific services to be provided by these partners have been described in Section iii in the detailed Transformation and Turnaround plans. In summary, these support providers will be providing a) the on-site support and guidance for schools to develop and complete ongoing cycles of inquiry using student data to make instructional decisions; b) assistance with implementing evidence-based instructional strategies designed to meet the needs of students at all levels of achievement; c) development of systems for gathering feedback on student progress from all stakeholders; and d) engaging teacher leaders in creating an effective teacher evaluation process and system that identifies and rewards high-performing teachers of high-needs students. A detailed scope of work has been provided by each of these external support providers (available upon request).

In addition to the two main external support providers, the schools have developed a variety of external partnerships for professional development. These include WestEd (Strategic Learning Initiative-Reading Apprenticeship Program); Columbia University Teacher's College, the WRITE Institute, Algebraic Thinking, Project SEED, SERP, Education Program for Gifted Youth (EPGY), AEMP, AVID, *Tools for Schools*, and SFCESS. The particular professional development to be provided by each of these partners has been described in section iii as part of the Transformation and Turnaround Plan descriptions.

The criteria for selection applied to these partners and to any future partners includes:

1) Previous evidence of success working with under-performing schools;

2) Experience working with schools in SFUSD or some evidence of understanding of the school communities within SFUSD;

3) Evidence of success working with culturally and linguistically diverse student populations;

4) Willingness to coordinate with the work of other support and professional development providers; and

5) Willingness to participate in an ongoing dialog about effectiveness and an annual effectiveness review process coordinated by SFUSD administrators.

The qualification and experience of support providers and the determination of the degree to which they meet the above criteria are reviewed by administrators and program managers within SFUSD's Academics and Professional Development division, the Research, Planning, and Assessment division, and the Assistant Superintendents responsible for supervising the school sites. Through the SIG process, the external support providers' qualifications and their progress will be continually reviewed by the two Assistant Superintendents responsible for Superintendent's Zone schools, the site principals at those schools, and administrators and the lead administrators in the APD and RPA offices. The support providers who have already been chosen have provided a response to the selection criteria. Any future support providers will be required to submit a written response to the selection criteria, which will be reviewed by the administrators identified above. References will be checked and research will be conducted to document claims of providing support leading to school improvement. As the Advisory Committees are developed at each school site over the next year, the Assistant Superintendents overseeing the Superintendent's Zone schools will work with the Community School Coordinators at each of the Transformation and Turnaround sites to ensure that parent input is incorporated into the selection process in a meaningful way,. This may include getting input from a district-wide committee made of Advisory Committee representatives for the sites, or developing a protocol for a school-based review of the external support providers prior to a decision by district administrators.

A rubric will be developed based on the selection criteria for scoring the responses provided by each potential external support provider and the evidence

documenting their claims of providing support leading to school improvement. The rubric will help standardize the process to ensure that the selection process stays focused on the criteria.

To ensure the monitoring of high-quality services, the Assistant Superintendent supervising each site, the site principal, and the Instructional Reform Facilitator at each school site will meet at least quarterly with external support providers providing service on each campus. At this quarterly review session, the support provider will provide documentation of the services provided, successes and challenges experienced through the process, and any evidence of positive or negative change. The group will discuss the effectiveness of the services and identify any necessary changes in services for the coming quarter.

Annually, a teacher survey administered to all teachers will include items relating to the effectiveness of the work of the external support providers. This information, along with evidence submitted by the support providers and objective student achievement data (CST scores, etc.) will be reviewed by the Assistant Superintendents responsible for the Superintendent's Zone and a committee consisting of site principals and one parent and one teacher representative from each school site. The review of this evidence will lead to one of the following determinations:

1) The support has led to improvements in teaching and learning and should be continued as planned;

2) The support has not yet led to expected improvements in student achievement but evidence documents changes in teacher practice that is reasonably expected to lead to improvements in student achievement within the next year;

3) The support has not yet led to improvements in student achievement and there is little evidence of change in teacher practice, but the committee determines that with closer monitoring and some revisions to the services provided it would be reasonable to expect change within the next year; or

4) There have not been improvements in student achievement or changes in teacher practice and the committee determines that even with modifications to the services provided, the support provider will not be effective at the school.

If the committee determines that the support provider cannot continue to provide service at the school site, the Assistant Superintendents of the Superintendent's Zone will put out an RFP through the SFUSD website and a variety of other professional channels to seek a support provider who can provide the necessary service effectively. The selection criteria described above will guide that selection process. If after two full years of services, there is no documentation of improvement in student achievement or significant positive change in teacher practice, the work of that support provider will be terminated within Transformation and Turnaround schools.

V. ALIGN OTHER RESOURCES WITH THE SELECTED INTERVENTION MODELS

Additional resources at each of the Turnaround and Transformation sites have been identified to support the SIG interventions. The tables below identify funding sources and activities/services identified to support the intervention along with the total three year cost of those identified activities/services for each school site. Detailed spreadsheets were developed identifying the exact costs for each of the next three years, and the total three year cost for each of the activities and services summarized in the tables below. This documentation is available for review upon request.

Turnaround Schools-Other Resources			
School	Funding Source	Activities/Services	Total 3-year cost
Bryant	Targeted Instructional Improvement Block Grant; Title I School-wide Programs; School and Library Funds; EIA-LEP; ASES	ELD Classroom teacher (.25); bilingual classroom teacher (1.0); Literacy Specialist (.5); Parent Liaison (.12); Instructional Aide-Spanish (.5); Reference and library books; classroom instructional materials; printing; some conferences; some consultant fees; student field trips; extended days and hours for certificated staff; other instructional supplies	$452,838
Carver	Targeted Instructional Improvement Block Grant; Title I School-wide Programs; School and Library Funds; EIA-LEP; Prop H-Arts; ASES	Teacher on Special Assignment for Class Size Reduction (1.0); regular classroom teacher (1.0); Counselor (.5); para-professionals (2.25); classroom instructional materials; student transportation for arts trips; extended hours for certificated staff for training and collaboration; tutoring for English Learners	$920,557
Muir	Targeted Instructional Improvement Block Grant; Title I School-wide Programs; Quality Education Investment Act; EIA-LEP; School and Library Improvement Block Grant; Prop-H Arts; ASES	Counselor (.5); ELD Classroom teacher (.4); Literacy Specialist (1.0); paraprofessional instructional assistants (2.0); day-to-day substitute for teacher training release time; reference and library books; classroom instructional materials; equipment and technology	$1,336,311
Everett	Targeted Instructional Improvement Block Grant; Title I School-wide Programs; Quality Education Investment Act; EIA-LEP; School and Library Improvement Block Grant; Prop-H Arts; Prop H-PE; ASES	Classroom Teachers; Music Teachers; ELD/ESL Teachers; Instructional Reform Facilitator; paraprofessionals; Parent Liaison; clerk specialists; instructional materials; reference and library books; printing; travel to conferences; afterschool program; equipment lease and repair	$934,075

Transformation Schools-Other Resources			
School	Funding Source	Activities/Services	Total 3-year cost
Chavez	Targeted Instructional Improvement Block Grant; Title I School-wide Programs; EIA-LEP; School and Library Improvement Block Grant; Prop H-Arts; ASES	Technology Integration Specialist (1.0); Literacy Specialist (.8); Librarian (.3) ESL/bilingual teacher (.5); Literacy Specialist (.5); bilingual classroom teacher (1.0); Instructional Aide/Spanish (1.1); Community Relation Specialist (.25); day-to-day substitute for teacher training release time; reference and library books; classroom instructional materials; printing; consulting fees for training; student field trips	$1,210,785
Revere	Targeted Instructional Improvement Block Grant; Title I School-wide Programs; Quality Education Investment Act; EIA-LEP; School and Library Improvement Block Grant; Prop H-Arts; Prop H-PE; ASES	Peer Resource teacher (1.0); Technology Integration Specialist (1.0); Literacy Specialist (2.2); bilingual classroom teacher (1.0); regular classroom teacher (2.0); Assistant Principal (1.0); paraprofessionals (4.0); reference and library books; classroom instructional materials; consultant fees; certificated day-to-day substitute for training and collaboration; certificated extended days for training, planning, and student services; temporary office clerk for data management	$2,455,819
Mann	Targeted Instructional Improvement Block Grant; Title I School-wide Programs; Quality Education Investment Act; EIA-LEP; School and Library Improvement Block Grant; ASES	Head Counselor (1.0); Librarian (.1); classroom teachers (6.43); para-professional mathematics (.53); parent liaison (.25)	$1,277,623
O'Connell	Targeted Instructional Improvement Block Grant; EIA-LEP; Prop H-Arts; Prop H-PE	Head Counselor (1.0); regular classroom teachers (7.0); counselors (2.0); Librarian (.7); reading recovery teacher (1.0); classroom instruction materials; equipment and technology; printing; postage; conferences; day-t-day substitutes for teacher training and collaboration	$2,538,163
Mission	Targeted Instructional Improvement Block Grant; Title I; Quality Education Investment Act; EIA-LEP; School and Library Improvement Block Grant; Prop-H Arts; Prop H-PE	Classroom Teachers; Music Teachers; ELD/ESL Teacher; Instructional Reform Facilitator; paraprofessionals; Peer Resource Teacher; Head Counselor; Parent Liaison; Community Relations Specialist; IS Administrator; substitutes for professional development; extended hours for teachers for collaboration; clerk specialists; instructional materials; reference and library books; printing; travel to conferences; afterschool program; equipment lease and repair	$1,288,131

VI. ALIGN PROPOSED SIG ACTIVITIES WITH CURRENT DAIT PROCESS

SIG activities directly support, extend, and enhance the DAIT Process being implemented in SFUSD. The detailed DAIT needs assessment process undertaken by the District adds significant depth to the SIG planning process that has informed the decisions made about reform models at each site and the site-specific program designs.

The District strategic plan is designed to address the gaps identified in the DAIT needs assessment. The Plan is organized to address three overarching goals, and each goal is supported by one key objective. The goals and objectives are actualized and further defined by a set of High Level Strategies (Strategy). Each Strategy serves to provide District direction to a site level decision-making process that resulted in production of a Balanced Scorecard (BSC) for each site which reflects site-specific plans for achieving the district level goals and objectives supported by the District strategies. At the District level, administrative leadership and support are assigned to each strategy as defined by specific activities and services.

The most recently conducted external review of the level of implementation of DAIT activities and services shows that all activities are either partially or fully implemented. The SIG program is especially focused on providing additional resources and support to those areas of the DAIT Strategies that are “partially” implemented. This grant proposal is especially focused on customized implementation according to site needs to effectively implement the reform model chosen for each of the Tier I and Tier II schools.

Specific SIG support activities for each of the DAIT High Level Strategies are discussed below.

High Level Strategy 1A:

Implement assets-based programs designed to yield high intellectual performance for historically underserved students

The District is rated as “fully” implementing this Strategy. The Key Initiatives are to provide National Urban Alliance support to administrators, teachers, and parents; Train the APD staff in the Academic English Mastery Program (AEMP); and, both Academic and Professional Development (APD) staff and site teams in the GLAD, and WRITE programs.

This proposal strengthens implementation of Strategy 1A by providing essential resources to support implementation of the selected programs. Turnaround sites will work with Partners in School Innovation to fully implement the School Transformation Framework. Successful implementation is supported by adding literacy coaching positions, content area specialists, and ELD specialist positions to support effective differentiation in instruction.

High Level Strategy 1B:

Implement innovative systems and practices that attract, develop, nurture, and retain highly prepared and effective teachers with a strong sense of self-efficacy.

The district is rated as "partially" achieving this Strategy in three of four Key Initiatives. DAIT is supporting the initiation of the Urban Teacher Residency program, a master/mentor program, enhancement of staff coaching skills, and training and coaching via EL networks and BCC support.

SIG activities supplement the DAIT activities to attract and retain high quality staff members in Tier I and Tier II schools. These activities include a high level of research-based professional development buttressed by a number of teacher coaches at each site. Teachers are provided extra resources such as laptop computers, and supports including extensive coaching and intensive training in behavior management.

High Level Strategy 1C:

Engage historically marginalized families and communities in leadership and partnership opportunities.

The district DAIT review rated three of the four Key Initiatives as partially implemented. This Strategy is focused on supporting parents in becoming more active participants in the educational process. Training and leadership development for staff and parents is mandated using the Project INSPIRE (a parent empowerment and training series) and AEMP (which has a parent training component). Successful expansion of parent involvement is to be supported with coaching and technical assistance.

As noted in the needs section, parent and community involvement at the SIG schools is inadequate at best. This indicates that more emphasis is necessitated so resources are allocated through this proposal to support successful implementation of the DAIT Strategy.

Training and support personnel are provided through this proposal to intensify training and technical assistance. A research-based parent leadership program will be implemented across all ten SIG schools supported by administrative training and community school coordinator and parent liaison positions, aided by the city-wide Parents for Public Schools organization. A structured timeline for increasing staff interaction with parents will also be implemented at all sites.

High Level Strategy 2A:

Ensure high levels of student learning through the implementation of challenging and relevant curriculum and empowering pedagogy, including grade-level reading, writing, and mathematics.

The District is rated at partially implemented in four of the five Key Initiatives under this Strategy. Key activities to be implemented by the District include intensive professional development in mathematics instruction for teachers at the elementary, middle school, and the high school level. Upgrades in curriculum K-12 are also specified.

This proposal supports full implementation of the strategy by providing extensive professional development for teachers supported by a high level of teacher coaching and additional content area specialists at the elementary level. Adoption of RtI will focus the staff on data-based instructional planning and teachers are provided extensive training and technical support to properly implement the model. SIG also provides resources to implement the Accelerated Math program and other state-approved academic interventions at all Tier I and Tier II schools.

High Level Strategy 2B:

Create a college-going culture that includes career readiness.

The District is rated at fully implementing on implementing AVID at all secondary sites, and as partially implementing career pathways at all high schools.

SIG is providing support for this Key Initiative in several areas including support of the full implementation of a Smaller Learning Communities program at O'Connell. Teachers are supported in implementation of SLC's through provision of laptops for data analysis, training, common planning and collaboration time, and consultation with external partners SFCESS and WestEd. Extended day and extended year for the highest need students is also supported through SIG resources.

High Level Strategy 2C:

Develop levels of multi-literacy.

The District is rated as partially implementing both of the Key Initiatives under this Strategy. A variety of multi-language models are proposed under this DAIT strategy including dual language immersion, one-way immersion, bi-literacy, FLES, and world languages and pathways. An RtI model is also proposed for this Strategy, featuring literacy.

This proposal supports effective implementation of multi-literacy programs through upgrading the instructional level of teachers, enhancing teacher content knowledge and content area expertise, providing instructional coaching for teachers, and by extending learning time for students. In addition, specific training is included in this proposal to support successful implementation of an RtI model that is supported by effective coaching and the provision of academic interventions.

High Level Strategy 3A:

*Create a culturally and linguistically responsive assessment to ensure access, equity, and achiev*ement.

The District is rated as fully implementing on two of the three Key Initiatives under this strategy and is partially implementing on the other. A data system has been fully implemented but as noted in the needs section, teacher expertise at the SIG sites in utilizing this system is limited and administrative support and coaching is inadequate.

The SIG proposal supports full implementation of this Strategy through extensive professional development, administrative training, and additional coaching support on the new SFUSD core curriculum in mathematics, language arts, ELD and the accompanying common interim assessments (district benchmark assessments) utilized of the data for improving instruction.

High Level Strategy 3B:

Intentionally seek alignment across central office departments, which builds SFUSD's capacity for leadership, coaching, and facilitation for equity.

The District is rated as fully implementing both of the Key Initiatives under this Strategy. In spite of these ratings, the need assessment information indicates that more needs to be done. The district must also offer strengthened coaching and technical support for teachers and that lack of accountability for effective instruction is pervasive.

In support of this Strategy, the District will implement restructured supervision and support services for underperforming schools and the overall framework through which instructional support services are implemented district-wide. All SIG Schools are now grouped into a “Superintendent’s Zone” giving appropriate high profile attention to raising achievement at Tier I and Tier II schools. SIG also strengthens the District’s efforts by providing substantial resources to the school sites to increase instructional accountability, expertise, and to give additional coaching support to teachers.

High Level Strategy 3C:

Create a culture of service and support to our schools and communities.

The District is rated as fully achieving in three of the six Key Initiatives under this Strategy, and received a rating of partially achieving the other three. Although the District is rated as fully achieving development and implementation of a cluster model for providing support to schools that include coaching and technical support, the level of need among the SIG schools demands more resources than the District can support. Success of the APD performance management systems has been limited by the lack of expertise among the site leadership, and by the lack of adequate staffing to provide coaching and technical support to the sites. Balanced Scorecards (BSC) are published for every site but not all of these are functional documents developed and supported by the staff. Lack of a functional strategic plan leaves some sites floundering without a BSC that is useful for planning and measuring progress. Evaluation of site program effectiveness has been limited by a lack of benchmark assessments and by a lack of expertise among administrative site leadership to assess instructional needs based on data.

SIG supports full implementation of this Strategy. Professional Development is intensified for teachers, administrators, and support staff to upgrade the level of rigor, accountability, and instructional expertise. Implementation of new skills is supported including effective use of curriculum, administration of benchmark assessments, data analysis and utilization of assessment data for planning instruction, is supported through expanded coaching and the addition of content area specialists.

VII. MODIFY LEA PRACTICES OR POLICIES

Use of Data for Decision-Making

A critical alteration of the culture of San Francisco public schools is the development of the core curriculum and the implementation of common interim assessments as benchmarks of progress. Currently, it is impossible to conduct classroom and school conversations about progress because of a lack of shared expectations across schools. When the standardized curriculum and assessments roll out this fall, the assistant superintendents, principals, and teachers of the SIG schools (like all of SFUSD) will have an expectation of a quarterly review of data to determine the efficacy of practices. The district will utilize this common set of tools to gauge the value of interventions and programs. The schools will use these new resources to place students quickly into academic interventions, to ascertain the impact of current instruction and to share resources for instruction by scope and sequence. By 2010-2011, SFUSD will finally have a method to ensure rigorous expectations across all classrooms, developed by teachers for teachers.

Special Education Student Placement

Currently SFUSD has a policy for the equitable distribution of special education programs across the city that needs better monitoring and follow-through. Despite the expectation of having key programs strategically available across schools, the SIG schools have a larger proportion of SPED programs while other schools seem to have fewer such classrooms and programs opened to SPED students.

Through the central office SIG school administration, the decisions about the placement of SPED will be more carefully considered to ensure that resources and students are equally shared across the city, with accountability of all students' progress as an expected responsibility at every school site. Moreover, the integration of SPED students into the main curricular program (e.g., inclusion into the core curriculum, measurement by the core curriculum, differentiation in every classroom, etc) will be assured by the central district staff through a major upcoming reorganization of the SPED division. SPED students are already a targeted population for massive assistance with the LEA and Board plans, but by this coming year SPED students will

be expected to be considered to be rightly in the care of the entire school and every classroom for all professional development and resources developed centrally.

Placement of Students Who Have Been Removed From Their School of Origin for Behavior

When students are returned to a school site after major behavior violation (e.g., youth delinquency), they often lose the ability to easily return to their school site of origin. At present, there has been no easy method for the district to ensure a school space for their reintegration into the community. (All such cases must be monitored by hand and investigated personally.) Additionally, the support for students needing counseling and assistance as they return has been uneven or insufficient.

With the advent of a new student data system (prompted by the state's new CALPADS requirements), the central office will have the ability to manage school site matriculation of students who face such challenges via a new system. Furthermore, the new district focus, and central office staff working on Restorative Justice will provide better means to have students successfully reintegrate to their school site and community.

Restorative Justice

Both the school board and the central district administration are committed to creating and supporting a culture shift in the way schools systematically develop solutions to the student discipline challenges by focusing on student strengths and abilities. Of primary concern to the Board of Education is the amount of suspensions and expulsions which disproportionately affect African-American, Latino, and Pacific Islander students thereby decreasing their opportunities to learn. Many schools are quick to utilize methods that eject students from school rather than consider alternative approaches. Although the school district would still follow the guidelines outlined in the California Education Code which mandates immediate suspension and expulsion referrals for specific offenses, this resolution calls for more alternatives to suspension, including Peer Courts, one of several Restorative Justice practices.

According to the National Youth Court Center, Restorative Justice focuses on repairing harm and rebuilding relationships through a process that involves victims, offenders, and the community in an active and respectful way. The district already

currently has several practices underway that are yielding decreases in suspensions in many of the schools where they are located. These include Tribes, and Safe Passages, and a myriad of other research based approaches that support youth leadership, positive peer relationships, and build off of youth assets. For the 2010-2011 year, Restorative Justice will have further staff and more training to schools to support its implementation, particularly in schools with high incidence of need such as the SIG schools.

Process for Aiding and Supporting School Budgeting and Balanced Scorecards

During the past two years, SFUSD has expected schools to engage the community in the development of the Balanced Score Cards and the alignment of the school budget. Although some schools are apt in doing so, the SIG schools deserve more assistance from the central district staff to engage their families and to refine their goals and fiscal planning to be in line to major needs. In the past, the district office has somewhat randomly assigned a BSC liaison to each school. Only some of those liaisons have expertise in budgeting, and others have a lack of direct school planning experience because they may some from offices such as the Facilities Department. Creating a plan that is data-based, community-authored, focused on the main educational needs, coordinated with a well-articulated budget is challenging when the school itself has many new staff, new principals, or major struggles in the neighborhood affecting family involvement.

Beginning July 2010, the Balanced Score Card will undergo a major overhaul in formatting and procedure. It will more closely resemble the state template for the Single Plan for Student Achievement, have refined measures that are standardized, easily reveal the connection between the budgetary items supporting the main goals, and be accompanied with data coaches and other key central staff at school sites that merit intensive assistance in refinement. The State & Federally Funded Programs office, the Research, Planning & Assessment department, the Budget Services Office and the Instructional Technology Office are partnering to develop a new BSC that is state-compliant, content-sound, and technologically seamless. The resulting format will allow for easy identification of federal requirements meant to stimulate change (e.g, the 1% Title I set-aside for parent involvement) and simple web-based access for this

substantial school wide plan. The assignment of additional central staff for BSC development at SIG schools who are experts in community organizing, school programming, and fiscal budgeting will ensure a more cohesive school organization that is inclusive of the entire school community. In addition, the Assistant Superintendents of the SIG schools will have a team of staff who will be intensively involved with each school's planning process beginning this school year.

Start and End Times of School Day

The start and end time of the school day has often been a matter of tradition at SIG school sites rather than a data-based decision. The time frame of a school day can have a significant impact on the possibility of academic interventions, parent involvement, and even adolescent development. So far, SIG schools lack a mechanism to weigh the appropriateness of the school day time frame that best serves their staff and students.

Through the provision of a before-school instructional program, and the expansion of after-school academic programs that are more fully integrated with school day, SIG schools will have greater ability of having the school function as a community center for students centered on learning and caring. Additionally, distributing surveys and conducting focus group interviews will enable to the school to consider alternatives that best fit the needs of the students and staff. SFUSD intends to provide flexibility in the consideration of school day schedules to allow for innovation.

Summer School Student Selection & Program Development

Typically summer school program development has been left up to each school site with little central assistance from the district offices. Summer school has been often an afterthought, leaving site principals without aid for the assignment of students and family contact. Although curricular materials have been identified and provided by the district for schools, they have not been measured for efficacy or evaluated for impact even by teachers. Compounding the loss of opportunity for intensive academic programming during the summer, the state of educational funding has left only scarce options available for SPED students and students needing course work to graduate.

Through SIG, the school district will have the opportunity to guarantee summer programs for all students shown to be academically struggling on the CST and the

common interim assessments. By the central office redesign and placement of district teams literally into the communities of schools with the highest needs, the school district will have the means to assist all SIG schools that are in the Superintendent's Zone in the Mission and Bayview neighborhoods. These schools will obtain aid in identifying all students needing summer intervention, contacting families for ensuring attendance, developing programs that have research-based interventions and fit with the RtI model. The programs will have pre and post- measures (common interim assessments) and qualitative data to measure implementation and impact.

VIII. SUSTAIN THE REFORMS AFTER THE FUNDING PERIOD ENDS

SFUSD intends to implement a waiver to extend funding through September 30, 2013.

Many of the activities funded through SIG have been designed to lead to a fundamental change in our Transformation and Turnaround sites over the next three years, having institutionalized effects that would not require the continuation of some of the expenditures after the three-year period. For example, the support provided by the key external support providers (Partners In School Innovation & Pivot) will train staff in the establishment of cycles of inquiry, professional collaboration, and modifying classroom instruction based on student needs. They will also train school administrators on providing leadership for the process in the future, making expenses for these external support providers not necessary beyond the three-year funding period. After the first two years, the data-driven culture at SIG schools will be firmly in place, requiring little support for external partners.

By the last two years of SIG, the schools can concentrate on improving the academic offerings through teacher training on interventions. Once purchased, the RtI resources, balanced literacy materials, and new tools for media instruction should require only a small amount of maintenance via categorical funding. As the staff stabilizes and the classroom teachers become expert in instruction, the need for ELD math will dissipate and the need for literacy coaches/specialists will be substantially reduced.

After the core of instruction in math, language arts, and English language development is mastered through the professional development of external partners

such as Reading Apprenticeship program, the investment in teacher training for the first three years will be less necessary as any new teachers become part of a stabilized professional culture. By year 3, Superintendents responsible for schools within the Superintendent's Zone will begin working with the administrators at the Turnaround and Transformation sites to reallocate existing categorical funding sources toward the key components of the intervention plans that must be sustained, such as the instructional specialist teachers at the elementary schools providing release time for teacher collaboration, literacy and math coaches, and necessary technology upgrades. SFUSD is expected to have sufficient categorical dollars to be re-allocated for the maintenance of any key expenses in the future, particularly from Title I, the Targeted Instructional Improvement Block Grant, and Economic Impact Aid funding.

IX. LEA'S ANNUAL GOALS FOR STUDENT ACHIEVEMENT

SFUSD has established fourteen **specific and measureable annual goals for student achievement** at the SIG schools. Specific achievement levels are established whereby success of the SIG program implementation can be accurately and comprehensively measured relative to increases in student achievement.

These goals measure student achievement using a variety of assessments including: achievement of standards using the California Standards Test in English Language Arts and mathematics; achievement of English proficiency for English Learners; achievement of basic skills in reading and mathematics among elementary students in interventions; and achievement on various assessments demonstrating that high school students are academically "college-ready."

Data for all assessments will be entered into the District's central data system and achievement will be monitored and reported by the Research, Planning, and Accountability Office. Additionally, teachers will be trained and coached in using, accessing, and analyzing this data for assessing student progress and planning instruction.

- *Goals for Achievement of Standards - California Standards Test*

  Goal 1 - Every individual with a score of “Far Below Basic” will increase at least one band of proficiency on the California Standards Test every year for three years (on language arts, on math, each examined separately)

  Goal 2 - Every individual with a score of “Below Basic” will increase at least two bands of proficiency on the California Standards within three years (on language arts, on math, each examined separately)

  Goal 3 - Every individual with a score of “Below Basic” will move to “Proficiency” within a year and stay at least at “Proficient” for two years (on language arts, on math, each examined separately)

  Goal 4 - All students with a score of “Proficient” and “Advanced” will maintain or raise their score to “Advanced” across three years (on language arts, on math, each examined separately)

- *English Learner Goals - California English Language Development Test (CELDT)*

  Goal 5 - Every “Beginning” and ““Early Intermediate” English Learner will increase one level of proficiency on the CELDT every year for three years (on the subtest for Speaking, and also on the subtest for Listening, each examined separately)

  Goal 6 - Every “Intermediate” English Learner will increase at least two levels of proficiency on the CELDT within three years (on the subtest for Speaking, and also on the subtest for Listening, each examined separately)

  Goal 7 - Every “Early Advanced” and “Advanced” English Learner will increase or stay at the “Advanced” level of proficiency on the CELDT within three years (on the subtest for Speaking, and also on the subtest for Listening, each examined separately)

- *District Interim Assessment Goals – Fountas & Pinnell assessment (ELA) & District-developed Mathematics Assessment*

  Goal 8 - Every student with reading comprehension ability two years below grade level or greater, will increase at least one and a half grade levels in ability every year across three years as measured by the Fountas & Pinnell assessment in the language of instruction

Goal 9 - Every student with reading comprehension ability one year below grade level will reach or exceed grade level ability within three years as measured by the Fountas & Pinnell assessment in the language of instruction

Goal 10 – Students in mathematics intervention classes scoring two years or greater below grade level at entry will demonstrate an increase of one grade level per year of service as measured by district-developed common interim assessments

Goal 11 – Students in mathematics intervention classes scoring one to two years below grade level at entry will demonstrate an increase of half a grade level per year of service as measured by district-developed common interim assessments

- *High School-specific Achievement Goals – California High School Exit Exam (CAHSEE), Advanced Placement (AP), Early Assessment Test*

Goal 12 - All students who have failed the CAHSEE in the 10th grade will pass by the 12th grade

Goal 13 - At least 50% of students in an AP class will pass their AP assessment

Goal 14 - At least 95% of the student population will take the Early Assessment Test in the 11th grade; 10% more of the 11th grade will score “college ready” on the early assessment program each year for three years (on English, on math, each examined separately)

X. SERVING TIER III SCHOOLS

Not applicable.

XI. CONSULTATION WITH RELEVANT STAKEHOLDERS.

A series of Parent/Community meetings were held at all ten school sites to discuss the SIG process. These meetings were publicized in a number of ways to ensure that the word got out to the community. Parents were also encouraged to bring their students to participate in the meetings to receive feedback. The goals of these meetings were to; 1) Build understanding of the five essential supports, 2) Gather

feedback and specific examples about what's working and not working in these areas, 3) Gather specific ideas to inform the SIG.

A prescribed process was developed including a set of prompts designed to generate discussion among the parents. A whole group process was utilized for groups under 15 and larger groups were broken down into what were referred to as "Café Conversations", smaller groups of less than 15 each with a facilitator. In this format, parents rotated through five tables and a facilitator led the discussion at each table.

The facilitator was asked to read a description for each element of the Essential Supports framework and present the examples of what a person might see at a school that is "beating the odds" for students. It was stressed that the examples are not given to limit their thinking and that creative thinking was encouraged.

The facilitator led the conversation about each of the five reform model areas with a series of open-ended questions. The facilitator was asked to prompt for specificity, using sample questions.

The prompts:

- What is the school currently doing in this area that is working?
- How can the school improve in this area?
- What, in this area, would make a difference for your child's learning?

Sample questions:

- What has this looked like in our school/classrooms/home?
- Can you share an example of a time when…

The Facilitator recorded notes on chart paper as the discussion progressed and all the notes were compiled into a summary report about the meeting. After all meetings were completed at a site, the notes from all meetings were aggregated into one summary report that was used to inform the SIG model selection process.

As mentioned in the Needs Section, there were a total of twenty seven Public/Community meetings held across the ten sites. Some sites held more than the required two meetings due to the high parent- and community-interest in the SIG process. The table below shows the meeting dates for all the meetings held by site.

School Site	Parent/Community Meeting Dates	# of Meetings
Bryant	March 24th; April 21st; May 5th; May 12th; May 26th	5
Carver	April 15th; April 26th; May 25th	3
Chavez	April 15th; April 21st; May 5th; May 6th	4
Muir	April 22nd; April 23rd	2
Everett	April 6th; April 8th; May 25th	3
Mann	April 20th; April 21st; May 4th; May 18th	4
Revere	March 24th; March 12th	2
O'Connell	May 6th; May 25th	2
Mission	May 4th; May 25th	2
Total		27

Student Input-Student feedback was obtained by Principals by meeting with their Student Council. Each meeting was conducted using the same format as that used in the public meetings. Student input was recorded and incorporated into the aggregated site feedback report.

Parent Governance-In addition to the public meetings, parent input was sought during a School Site Council meeting. The same prompts and process were used with the School Site Councils that were used in the public meetings and the feedback from these sessions was incorporated into the aggregated school reports.

Teacher Input-Teachers were offered a variety of opportunities to provide input on the form and substance of the reform model chosen for their school site. Teacher input was sought intensively during development of the BSC at each site during the '08-'09 school year. In addition, teachers are members of the SSC at each school site and participated in the input session held with those committees. Teachers were also invited to participate in the public-community forums with parents and community members, but few took the opportunity to provide input in that way.

Summary-A summary of the Public Community feedback was given in the Needs Section. Most of the feedback from the public meetings was able to be incorporated in some format into the SIG plan; however, there were a number of suggestions made about the reform process that were not incorporated into the design or the decision-making process. These comments primarily fell into two categories, 1) they were disconnected from research-based academic reform such as, "Hire more instructional aides", or 2) the suggestions were simply cost-prohibitive such as "Increase the school year to 11 months". Another of the suggestions not necessarily integrated into the

selection of models were comments from parents or community members in favor of closing a school. These recommendations were not implemented at sites where administration had reasons for implementing a model other than “Closure”.

Selection of a Turnaround Model would not have aligned with recommendations from all stakeholders made out of loyalty to the school staff. Some participants were fearful for the staff and were concerned that teachers would be left without a job, and that there would be a fair process if a teacher wanted to return to the school.

The selection of a reform model and the program plans were recommended by the site principal and the supervising Assistant Superintendent. Their recommendations were based on all needs assessment factors including feedback from stakeholders. The recommendations were reviewed and ratified by the Administrative leadership team and by the SFUSD Board of Education.

During the month of July 2010, SFUSD leaders will meet with the teachers’ bargaining unit (UESF) to begin the process of discussing how to best support the schools should the SIG be funded.

SIG Form 4a–LEA Projected Budget

LEA Projected Budget

Fiscal Year 2009–10

Name of LEA: **San Francisco Unified School District (SIG Office Budget Projected)**	
County/District (CD) Code: **3868478**	
County: San Francisco	
LEA Contact: Jorge Cuevas Antillión	Telephone Number: 415-379-7618
E-Mail: cuevasantillonj@sfusd.edu	Fax Number: 415-750-8683
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	$88,158.00	$92,565.90	$97,194.20
2000–2999	Classified Personnel Salaries	$175,000.00	$183,750.00	$192,937.50
3000–3999	Employee Benefits	$104,265.76	$107,711.05	$111,328.61
4000–4999	Books and Supplies	$73,250.00	$6,037.50	$6,339.38
5000–5999	Services and Other Operating Expenditures	$754,999.72	$686,964.09	$569,404.73
6000–6999	Capital Outlay			
7000-7999	*Indirect Costs - 7310*	$57,153.69	$51,482.42	$46,710.78
Total Amount Budgeted		**$1,252,827.17**	**$1,128,510.95**	**$1,023,915.18**

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2009–10

Name of School: **Paul Revere Elementary School**	
County/District/School (CDS) Code: 38 68478 6041487	
LEA: San Francisco Unified	
LEA Contact: Jorge Cuevas Antillión	Telephone Number: 415-379-7618
E-Mail: cuevasantillionj@sfusd.edu	Fax Number: 415-750-8683
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	$472,302.00	$558,843.10	$521,106.66
2000–2999	Classified Personnel Salaries	$54,990.01	$57,739.51	$60,626.49
3000–3999	Employee Benefits	$189,198.07	$210,023.60	$201,886.97
4000–4999	Books and Supplies	$443,802.00	$352,298.10	$328,476.01
5000–5999	Services and Other Operating Expenditures	$640,357.40	$729,147.99	$555,225.27
6000–6999	Capital Outlay			
7000-7999	*Indirect Costs - 7310*	$86,071.80	$91,205.70	$79,698.66
Total Amount Budgeted		**$1,886,721.28**	**$1,999,258.01**	**$1,747,020.05**

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2009–10

Name of School: **John O'Connell High School**	
County/District/School (CDS) Code: 38 68478 6041255	
LEA: San Francisco Unified	
LEA Contact: Jorge Cuevas Antillón	Telephone Number: 415-379-7618
E-Mail: cuevasantillonj@sfusd.edu	Fax Number: 415-750-8683
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	$336,024.80	$354,775.04	$264,970.09
2000–2999	Classified Personnel Salaries	$26,190.01	$27,499.51	$28,874.49
3000–3999	Employee Benefits	$113,152.91	$117,806.66	$97,148.45
4000–4999	Books and Supplies	$418,945.00	$251,633.25	$242,240.61
5000–5999	Services and Other Operating Expenditures	$695,524.71	$810,467.77	$402,362.72
6000–6999	Capital Outlay			
7000-7999	*Indirect Costs - 7310*	$75,994.90	$74,672.97	$49,501.94
Total Amount Budgeted		**$1,665,832.33**	**$1,636,855.20**	**$1,085,098.30**

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2009–10

Name of School: **John Muir Elementary School**	
County/District/School (CDS) Code: 38 68478 6041255	
LEA: San Francisco Unified	
LEA Contact: Jorge Cuevas Antillión	Telephone Number: 415-379-7618
E-Mail: cuevasantillionj@sfusd.edu	Fax Number: 415-750-8683
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	$441,642.00	$496,372.10	$504,704.91
2000–2999	Classified Personnel Salaries	$26,190.01	$27,499.51	$28,874.49
3000–3999	Employee Benefits	$174,921.41	$187,969.26	$190,206.58
4000–4999	Books and Supplies	$441,765.00	$336,419.25	$326,230.21
5000–5999	Services and Other Operating Expenditures	$680,962.40	$730,131.52	$708,450.72
6000–6999	Capital Outlay			
7000-7999	*Indirect Costs - 7310*	$84,390.72	$85,007.87	$84,055.45
Total Amount Budgeted		**$1,849,871.54**	**$1,863,399.50**	**$1,842,522.36**

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2009–10

Name of School: **Mission High School**	
County/District/School (CDS) Code: 38 68478 3834082	
LEA: San Francisco Unified	
LEA Contact: Jorge Cuevas Antillión	Telephone Number: 415-379-7618
E-Mail: cuevasantillionj@sfusd.edu	Fax Number: 415-750-8683
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	$316,086.49	$336,959.31	$312,598.98
2000–2999	Classified Personnel Salaries	$54,990.01	$57,739.51	$60,626.49
3000–3999	Employee Benefits	$117,392.99	$122,898.12	$117,882.13
4000–4999	Books and Supplies	$598,895.00	$503,355.75	$510,424.24
5000–5999	Services and Other Operating Expenditures	$697,556.09	$841,694.57	$435,540.86
6000–6999	Capital Outlay			
7000-7999	*Indirect Costs - 7310*	$85,319.95	$89,035.32	$68,692.68
Total Amount Budgeted		**$1,870,240.53**	**$1,951,682.58**	**$1,505,765.37**

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2009–10

Name of School: **Horace Mann Middle School**	
County/District/School (CDS) Code: 38 68478 6062046	
LEA: San Francisco Unified	
LEA Contact: Jorge Cuevas Antillión	Telephone Number: 415-379-7618
E-Mail: cuevasantillionj@sfusd.edu	Fax Number: 415-750-8683
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	$180,365.49	$191,132.76	$164,168.30
2000–2999	Classified Personnel Salaries	$26,190.01	$27,499.51	$28,874.49
3000–3999	Employee Benefits	$69,765.60	$72,556.92	$66,559.39
4000–4999	Books and Supplies	$324,495.00	$212,745.75	$207,898.24
5000–5999	Services and Other Operating Expenditures	$790,737.40	$843,015.96	$641,039.22
6000–6999	Capital Outlay			
7000-7999	*Indirect Costs - 7310*	$66,516.84	$64,384.82	$52,988.66
Total Amount Budgeted		**$1,458,070.34**	**$1,411,335.72**	**$1,161,528.30**

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2009–10

Name of School: **Everett Middle School**	
County/District/School (CDS) Code: 38 68478 6062038	
LEA: San Francisco Unified	
LEA Contact: Jorge Cuevas Antillión	Telephone Number: 415-379-7618
E-Mail: cuevasantillionj@sfusd.edu	Fax Number: 415-750-8683
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	$172,385.49	$191,024.76	$168,534.20
2000–2999	Classified Personnel Salaries	$26,190.01	$27,499.51	$28,874.49
3000–3999	Employee Benefits	$67,903.86	$72,531.72	$67,577.96
4000–4999	Books and Supplies	$324,495.00	$214,239.75	$207,898.24
5000–5999	Services and Other Operating Expenditures	$712,362.40	$775,708.42	$641,039.22
6000–6999	Capital Outlay			
7000–7999	*Indirect Costs - 7310*	$62,300.04	$61,232.54	$53,246.04
Total Amount Budgeted		**$1,365,636.81**	**$1,342,236.70**	**$1,167,170.14**

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2009–10

Name of School: **Chavez Elementary School**	
County/District/School (CDS) Code: 38 68478 6041149	
LEA: San Francisco Unified	
LEA Contact: Jorge Cuevas Antillión	Telephone Number: 415-379-7618
E-Mail: cuevasantillonj@sfusd.edu	Fax Number: 415-750-8683
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	$540,348.00	$556,645.40	$581,040.07
2000–2999	Classified Personnel Salaries	$26,190.01	$27,499.51	$28,874.49
3000–3999	Employee Benefits	$198,390.72	$210,871.02	$216,855.58
4000–4999	Books and Supplies	$444,917.00	$344,228.85	$329,705.29
5000–5999	Services and Other Operating Expenditures	$708,762.40	$756,381.52	$736,013.22
6000–6999	Capital Outlay			
7000-7999	*Indirect Costs - 7310*	$89,989,46	$90,611,73	$90,461.75
Total Amount Budgeted		**$1,972,597.58**	**$1,986,238.03**	**$1,982,950.40**

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2009–10

Name of School: **Carver Elementary School**	
County/District/School (CDS) Code: 38 68478 6093496	
LEA: San Francisco Unified	
LEA Contact: Jorge Cuevas Antillón	Telephone Number: 415-379-7618
E-Mail: cuevasantillonj@sfusd.edu	Fax Number: 415-750-8683
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	$442,962.00	$500,180.10	$507,985.21
2000–2999	Classified Personnel Salaries	$26,190.01	$27,499.51	$28,874.49
3000–3999	Employee Benefits	$175,229.36	$188,857.67	$190,971.88
4000–4999	Books and Supplies	$412,119.00	$309,790.95	$293,545.50
5000–5999	Services and Other Operating Expenditures	$680,962.40	$730,131.52	$708,450.72
6000–6999	Capital Outlay			
7000-7999	*Indirect Costs - 7310*	$83,051.45	$83,959.51	$82,686.49
Total Amount Budgeted		**$1,820,514.22**	**$1,840,419.26**	**$1,812,514.28**

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2009–10

Name of School: **Bryant Elementary School**	
County/District/School (CDS) Code: 3868478	
LEA: San Francisco Unified	
LEA Contact: Jorge Cuevas Antillón	Telephone Number: 415-379-7618
E-Mail: cuevasantillonj@sfusd.edu	Fax Number: 415-750-8683
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	$477,057.00	$531,723.85	$554,890.34
2000–2999	Classified Personnel Salaries	$25,190.01	$27,499.51	$28,874.49
3000–3999	Employee Benefits	$183,183.73	$196,216.82	$201,914.84
4000–4999	Books and Supplies	$424,518.80	$305,410.74	$298,396.28
5000–5999	Services and Other Operating Expenditures	$736,212.40	$788,144.02	$769,363.85
6000–6999	Capital Outlay			
7000-7999	*Indirect Costs - 7310*	$88,295.11	$88,382.73	$88,595.20
Total Amount Budgeted		**$1,935,457.05**	**$1,937,377.67**	**$1,942,035.00**

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2009–10

Name of School: **Brown Elementary School**	
County/District/School (CDS) Code: 38 68478 6041032	
LEA: San Francisco Unified	
LEA Contact: Jorge Cuevas Antillión	Telephone Number: 415-379-7618
E-Mail: cuevasantillionj@sfusd.edu	Fax Number: 415-750-8683
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			
2000–2999	Classified Personnel Salaries	$34,416.25		
3000–3999	Employee Benefits	$12,865.99		
4000–4999	Books and Supplies	$437.00		
5000–5999	Services and Other Operating Expenditures			
6000–6999	Capital Outlay			
7000–7999	*Indirect Costs - 7310*	$2,281.00		
Total Amount Budgeted		**$50,000.24**		

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.

Name: San Francisco Unified School District

Activity Description (See Instructions)	Subtotal (For each activity)			Object Code
	2010 - 2011	2011 - 2012	2012 - 2013	
Community Oriented Schools				
– Community School Coordination				
– Community School Coordinator: Overseer (1 FTE)	$150,000.00	$157,500.00	$165,375.00	5803
– Consultants: Experts in community school development, governance, etc to provide tech assistance & support: 100hrs x $100	$10,000.00	$10,500.00	$11,025.00	5803
– Resources: books and toolkits: 9 sites x $500/site + $1,250 for Central Office	$5,750.00	$6,037.50	$6,339.38	4310
– Travel & Conference Fees: 25 people @ $600 for travel + $350 registration	$23,750.00	$24,937.50	$26,184.38	5803
– Parent Resource Centers & Programs -Regional Parent Engagement Coordination				
– Parent Engagement Coordinator: supports and trains parent liaisons at SIG schools	$71,366.00	$74,934.30	$78,681.02	5803
– Parent Resources & Programs: District Level Program Manager				
– 1 District Level Program Manager (1 FTE)	$65,000.00	$68,250.00	$71,662.50	2301
– Parent Resources & Programs: Regional Organizer				
– 2 Regional Organizers (2 FTE)	$110,000.00	$115,500.00	$121,275.00	2910
– School Leadership Coach				
– School Leadership Coach (1 FTE)	$88,158.00	$92,565.90	$97,194.20	1309
Partnerships for Professional Development				
– AEMP (Academic English Mastery Program)				
– $5000 per training day x 4 days	$20,000.00	N/A	N/A	5202
– Classroom Materials: $45 per student x 20 students x 75 classrooms	$67,500.00	N/A	N/A	4310
– Community Organizer				
– Community Organizer	$67,500.00	$70,875.00	$74,418.75	5803
– Partners in School Innovation				
– 10% of Program Support Costs & Indirect Costs	$37,555.00	$28,166.25	$9,388.75	5803

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
– Director of PD & Network Design + 8.5% Payroll Tax + 12.5% Benefits	$20,836.20	$15,627.15	$5,209.05	5803
– OP Team (COPO, PM, DA) + 8.5% Payroll Tax + 12.5% Benefits	$26,090.02	$19,567.52	$6,522.51	5803
– Program Director for MS Reform + 8.5% Payroll Tax + 12.5% Benefits	$102,850.00	$77,137.50	$25,712.50	5803
– Sr. District Partnership Director + 8.5% Payroll Tax + 12.5% Benefits	$95,287.50	$71,465.63	$23,821.88	5803
– School Governance				
– Parents for Public Schools Contract: packaged price $50K for 8 workshops in English, Spanish, and Chinese (includes translation/interpreters, food, childcare, incentives, stipends, materials, program development, supervision, and management)	$50,000.00	$52,500.00	$55,125.00	5803
– Shared Leadership Coach	$71,365.00	$74,933.25	$78,679.91	5803
– Tools for Schools				
– Training: 3 sessions (2 for leadership and 1 for classroom plan) x $2800/session	$8,400.00	$8,820.00	$9,261.00	5803
Benefits for all above				3000

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: Paul Revere Elementary School

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
Coaching and Academic Intervention				
– Core specialist teacher: Core content specialist teacher for grade-level, common planning time, and data analysis meetings				
– Media/Technology Specialist Teacher: content intervention software (1 FTE)	$55,066.00	$57,819.30	$60,710.27	1901
– Performing Arts Specialist Teacher (1 FTE)	$55,066.00	$57,819.30	$60,710.27	1901
– Science Specialist Teacher (1 FTE)	$55,066.00	$57,819.30	$60,710.27	1901
– ELD Instructional coaches (1 bilingual - BCLAD)				
– 1 ELD coach/specialist teacher modeling ELD instruction and providing ELD intervention for newcomer students (1 FTE)	$55,066.00	$57,819.30	$60,710.27	1901
– Literacy Specialist/Coach				
– Literacy Specialist/Coach (2 FTE)	$110,132.00	$115,638.60	$121,420.53	1901
– Math Specialist Coach (BCLAD)				
– Math coach/teacher for lowest performing CST/benchmark students (1 FTE)	$55,066.00	$57,819.30	$60,710.27	1901
Community Oriented Schools				
– Community School Coordination				
– Contract for Community School Coordinator: salary + benefits	$112,884.40	$118,528.62	$124,455.05	5803
– Comprehensive Behavioral Health Services				
– Learning Support Professional	$41,000.00	$43,050.00	$45,202.50	5803
– Mental Health Services Contract	$28,000.00	$29,400.00	$30,870.00	5803
– Parent Resource Centers & Programs				
– Childcare: $25/hr x 10 events x 3 people x 2 hours	$1,500.00	$1,575.00	$1,653.75	5803
– Computer: 1 x $1000	$1,000.00	$1,050.00	$1,102.50	4490
– Instruction, classes, consultants: 20 workshop sessions @$100/session x 1 trainer + 1 whole day training @ $1K	$3,000.00	$3,150.00	$3,307.50	5803

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
– Instruction, classes, consultants: Bay Area Parent Conference for 10 parents (travel + registration)	$1,000.00	$1,050.00	$1,102.50	5202
– Other Supplies: Misc supplies for 50 parents + refreshments for workshops & parent meetings	$2,860.00	$3,003.00	$3,153.15	4313
– Parent Resource Centers & Programs: Parent Liaison				
– Parent Liaison (0.5 FTE)	$26,190.01	$27,499.51	$28,874.49	2910
– Parent Resources & Programs: Childcare for Parent Education Events				
– Childcare for 10 events and 9 workshops: $1760 per site	$1,760.00	$1,848.00	$1,940.40	5803
– Meals for 10 events and 9 workshops: $2900 per site	$2,900.00	$3,045.00	$3,197.25	5890
– Parent Resources & Programs: Home Visiting Stipends				
– Stipend of $660 for 8 visits of 2 hours length and 4 hrs of PD time Total: 22 teachers x $660/stipend	$14,520.00	$15,246.00	$16,008.30	1108
– Parent Resources & Programs: Materials for Parent Education, home activities, and instructional guides				
– Materials for Parent Education, home activities, and instructional guides: $1448 per site	$1,448.00	$1,520.40	$1,596.42	4310
– Parent Resources & Programs: Parent Room Resources				
– Books & Supplies for Parent Resource Room	$4,137.00	$4,343.85	$4,561.04	4313
Extended Learning Program				
– Extended Day				
– Extended Day Staff: 5 staff x 25 days x 6 hrs $18/hr + 16 hours	$14,940.00	$15,687.00	$16,471.35	5803
– Increased After School				
– Benefits at 30% of wage of core staff: 6 staff x 30% rate x $20/hr x 35 hrs/week x 38 weeks	$47,880.00	$50,274.00	$52,787.70	5803
– Increased hours for core staff: 6 staff x 12 hrs/week x 38 weeks x $18/hr	$49,248.00	$51,710.40	$54,295.92	5803
– Increased pay for core staff: 6 staff x $4/hr x 20 hrs/week x 38 weeks	$18,240.00	$19,152.00	$20,109.60	5803
– Materials: curriculum supplement at $500 for each grade level	$3,000.00	$3,150.00	$3,307.50	4310
– Materials: multimedia software and basic supplies at $1,000 per grade level	$1,000.00	$1,050.00	$1,102.50	4313
– Materials: project specific materials (e.g., digital cameras) at $500 per grade level	$500.00	$525.00	$551.25	4490

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
– Summer School				
– Administrator: 25 days * $400/day	$5,000.00	$5,250.00	$5,512.50	5803
– Coordinator: 25 days x 8 hrs x $25/hour	$5,000.00	$5,250.00	$5,512.50	1105
– Events: 2 events x $1500	$3,000.00	$3,150.00	$3,307.50	5890
– Field trips: 2 trips x $1000 admission	$2,000.00	$2,100.00	$2,205.00	5811
– Field trips: 2 trips x 2 buses x $800	$3,200.00	$3,360.00	$3,528.00	5810
– Miscellaneous Supplies for students: 100 students x $50	$5,000.00	$5,250.00	$5,512.50	4310
– Teachers: prep time: 5 teachers x 16hrs x $40/hr, summer school: 5 teacher x 5hrs x 25 days x $40	$28,200.00	$29,610.00	$31,090.50	1105
Partnerships for Professional Development				
– AEMP (Academic English Mastery Program)				
– Teacher Hours Spent in Training over Furlough: 28 teachers x $30/hr x 7hrs x 4 days	$23,520.00	$23,520.00	N/A	1105
– Algebraic Thinking				
– Algebra Intervention Materials: 5 teachers x $498/teacher	N/A	$2,490.00	N/A	4310
– Extended Hours for Classroom Teachers: 10 hours x 5 teachers x $30/hr	N/A	$1,500.00	N/A	1105
– Professional Development and Coaching Support	N/A	$33,500.00	N/A	5803
– AVID				
– Field Trips: $800/bus x 2 events x 2 buses	$3,200.00	$3,360.00	$3,528.00	5810
– Materials: $800/teacher x 22 teachers	$17,600.00	$18,480.00	$19,404.00	4310
– Meals: $22/day x 22 people	$484.00	$508.20	$533.61	5202
– Mileage: $18/day x 22 people	$396.00	$415.80	$436.59	5201
– Stipends for full staff, 1 day-training: $200 x 1 day x 22 people	$4,400.00	$4,620.00	$4,851.00	1108
– Stipends for summer training: $250 x 5 days x 4 people	$5,000.00	$5,250.00	$5,512.50	1108
– Supplies: $50/teach x 22 teachers	$1,100.00	$1,155.00	$1,212.75	4313
– Travel to AVID Conference for 4 teachers 4 nights x $150/hotel $250/airfare $43/meal x 5 days $670/registration	$6,940.00	$7,287.00	$7,651.35	5202
– Tutors: 4 tutors x $15/hr x 4 days x 2hrs x 30 weeks	$14,400.00	$15,120.00	$15,876.00	2902
– Education Program for Gifted Youth (EPGY)				
– EPGY Software Site License	N/A	N/A	$20,000.00	4313

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
– Extended Hours: 22 teachers x 6 hours x $30/hr	N/A	N/A	$3,960.00	1105
– Kindergarten in Transition				
– Kindergarten in Transition contract	$46,000.00	$48,300.00	$50,715.00	5803
– Partners in School Innovation				
– 10% of Program Support Costs & Indirect Costs	$37,555.00	$28,166.25	$9,388.75	5803
– Contract for 1 FTE School Innovation partner: $75K + 8.5% payroll taxes + 12.5% benefits	$90,375.00	$67,781.25	$22,593.75	5803
– SEED				
– Extended Hours for Classroom Teachers: 1 hr/week x 10 weeks x 2 teachers x $30/hr	N/A	N/A	$6,600.00	1105
– Project SEED Math Specialist/Consultant	N/A	N/A	$30,000.00	5803
– SFCESS				
– Contract for 1 FTE partner: $75K + 8.5% payroll taxes + 12.5% benefits	$90,375.00	$94,893.75	N/A	5803
– SLI Reading Apprenticeship				
– On-site coaching for 24 days/year	$4,000.00	N/A	N/A	5803
– On-site coaching for 24 days/year	N/A	$8,275.86	N/A	5803
– Per diem for 21 teachers x 2 days @ $294/day for summer	N/A	$12,348.00	N/A	1104
– Per diem for 4 teachers x 2 days @ $280/day for summer	$2,240.00	N/A	N/A	1104
– Professional development for 10 teachers x 6 days	N/A	$8,275.86	N/A	5803
– Professional development for 4 teachers x 6 days	$4,000.00	N/A	N/A	5803
– Substitutes for 21 teachers x 6 days @ $173/day	N/A	$21,798.00	N/A	1102
– Substitutes for 4 teachers x 6 days @ $165/day	$3,960.00	N/A	N/A	1102
– Teacher's College: Grade Level Release Time				
– Substitutes during training: 5 teachers x 10 days	N/A	$8,650.00	$4,325.00	1102
– Teacher's College: Summer Institute Travel				
– Travel for 10 staff members: 10 people x ($500/ticket + 5 nights * $200 + $500 food & incidentals)	N/A	$20,000.00	$20,000.00	5202
– Teacher's College: Summer Per Diem for Administrators				
– Per Diem for 5 days x $505/day for 2 administrators for yr 1 and 1 administrator for yr 2 (2 FTE)	N/A	$5,050.00	$2,525.00	1308

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
– Teacher's College: Summer Per Diem for Teachers – Per Diem for 5 days x $350/day for 8 teachers for yr 1 and 9 teachers for yr 2	N/A	$14,000.00	$15,750.00	1108
– Teacher's College: Trainer Travel Costs – Travel & Lodging for Consultant: 10 trips x 300/flight + 10*$200/night	N/A	$5,000.00	$2,500.00	5803
– Teacher's College: Trainers Days on School Sites – Professional Development: 10 days x $2850/day	N/A	$28,500.00	$14,250.00	5803
– Teachers's College: Materials – 15 books x $7.50/book x 20 students x 21 classrooms	N/A	$47,250.00	N/A	4310
– Teachers's College: Teacher Peer Observation – 21 teachers x 2 subs x $173/day	N/A	$7,266.00	N/A	1102
– Tools for Schools – Coaching: 4 sessions x $2200	$8,800.00	$9,240.00	$9,702.00	5803
– WRITE Institute – Contract to train 2 lead teachers for 4 units/yr	$10,480.00	$11,004.00	$11,554.20	5803
– Travel & Conference Fees for Trainers:2 lead trainers $50/meal x 5 days $150/night x 4 nights $250 transportation (air/land)	$2,200.00	$2,310.00	$2,425.50	5202
Resources for Improved Instructional Planning & Delivery – Balanced Literacy Materials – $1,575 per classroom x 21 classrooms per year (= 15 titles per student built across 3 years)	$33,075.00	$34,728.75	$36,465.19	4310
– Balanced Literacy Materials: Audiobooks – Audiobooks @ $306 per classroom x 13 classrooms	$3,978.00	$4,176.90	$4,385.75	4310
– Listening centers @ $253/classroom x 13 classrooms	$3,289.00	$3,453.45	$3,626.12	4490
– Leveled readers (culturally relevant books, fiction and non-fiction) – $1,126 per classroom x 21 classrooms per year (= 15 titles per student built across 3 years)	$23,646.00	$24,828.30	$26,069.72	4310
– Literature storage – Storage bins @ 20/classroom $108 each x 13 classrooms	$28,080.00	N/A	N/A	4313

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
– New Media Instructional Tools				
– Computer Labs Update: 35 computers x $1000	$35,000.00	$35,000.00	$35,000.00	4490
– Department & Building Laptop Carts: Laptop & LCD Project Carts @ $2,000 each	$16,000.00	$8,000.00	$8,000.00	4490
– Digital Camera	$900.00	N/A	N/A	4490
– Document cameras: $600/camera	$3,000.00	$3,000.00	$3,000.00	4490
– Equipment locks	$1,000.00	$500.00	$500.00	4490
– Mobile Computer Labs: 15 laptops w/printer each year	$17,000.00	$17,000.00	$17,000.00	4490
– Printers: $900/printer	$3,600.00	$3,600.00	$3,600.00	4490
– Promethian Boards: $5000/board	$25,000.00	$25,000.00	$25,000.00	4490
– Scanners: $250/scanner	$500.00	N/A	N/A	4490
– Teacher Computers 1/classroom	$48,000.00	N/A	N/A	4490
– Video Camera	$900.00	N/A	N/A	4490
– WiFi Routers: $100/router	$600.00	N/A	N/A	4490
– Reading assessments				
– $300 per classroom x 21 classrooms per year (= 15 titles per student built across 3 years)	$6,300.00	$6,615.00	$6,945.75	4490
Benefits for all above	$189,198.07	$210,023.60	$201,886.97	3000

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: John O'Connell High School

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
Coaching and Academic Intervention				
– ELD Specialist Coach				
– ELD Coordinator (0.6 FTE)	$33,039.60	$34,691.58	$36,426.16	1101
– Literacy Specialist/Coach for Language Arts Academic Interventions (CLAD/BCLAD)				
– Literacy Specialist/Coach (0.6 FTE)	$33,039.60	$34,691.58	$36,426.16	1901
– Math Specialist Coach (BCLAD)				
– Math coach/teacher for lowest performing CST/benchmark students (0.6 FTE)	$33,039.60	$34,691.58	$36,426.16	1901
– Personnel				
– 5 Grade-Level Leaders (Teachers)	$25,000.00	$25,000.00	$25,000.00	1108
– Bilingual Para (1 FTE)	$55,066.00	$57,819.30	$60,710.27	1901
Community Oriented Schools				
– Community School Coordination				
– Contract for Community School Coordinator: salary + benefits	$112,884.40	$118,528.62	$124,455.05	5803
– Comprehensive Behavioral Health Services				
– Mental Health Services Contract (0.5 FTE)	$42,000.00	$44,100.00	$46,305.00	5803

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
– Extended Day				
– After-School Classes Extended Hours for Teachers	$65,000.00	$65,000.00	N/A	1105
– Parent Resource Centers & Programs				
– Childcare: $25/hr x 10 events x 3 people x 2 hours	$1,500.00	$1,575.00	$1,653.75	5803
– Computer: 1 x $1000	$1,000.00	$1,050.00	$1,102.50	4490
– Instruction, classes, consultants: 20 workshop sessions @$100/session x 1 trainer + 1 whole day training @ $1K	$3,000.00	$3,150.00	$3,307.50	5803
– Instruction, classes, consultants: Bay Area Parent Conference for 10 parents (travel + registration)	$1,000.00	$1,050.00	$1,102.50	5202
– Other Supplies: Misc supplies for 50 parents + refreshments for workshops & parent meetings	$2,860.00	$3,003.00	$3,153.15	4313
– Parent Resource Centers & Programs: Parent Liaison				
– Parent Liaison (0.5 FTE)	$26,190.01	$27,499.51	$28,874.49	2910
– Parent Resources & Programs: Childcare for Parent Education Events				
– Childcare for 10 events and 9 workshops: $1760 per site	$1,760.00	$1,848.00	$1,940.40	5803
– Meals for 10 events and 9 workshops: $2900 per site	$2,900.00	$3,045.00	$3,197.25	5890
– Parent Resources & Programs: Home Visiting Stipends				
– Stipend of $660 for 8 visits of 2 hours length and 4 hrs of PD time Total: 39 teachers x $660/stipend	$25,740.00	$27,027.00	$28,378.35	1108
– Parent Resources & Programs: Materials for Parent Education, home activities, and instructional guides				
– Materials for Parent Education, home activities, and instructional guides: $1448 per site	$1,448.00	$1,520.40	$1,596.42	4310
– Parent Resources & Programs: Parent Room Resources				
– Books & Supplies for Parent Resource Room	$4,137.00	$4,343.85	$4,561.04	4313
– Personnel				
– Parent/Community Coordinator (1 FTE)	$55,906.24	$58,701.55	$61,636.63	1910
Extended Learning Program				
– Extended Day				
– Extended Day Staff: 5 staff x 25 days x 6 hrs $18/hr + 16 hours	$14,940.00	$15,687.00	$16,471.35	5803
– Increased After School				
– Benefits at 30% of wage of core staff: 6 staff x 30% rate x $20/hr x 35 hrs/week x 38 weeks	$47,880.00	$50,274.00	$52,787.70	5803
– Increased hours for core staff: 6 staff x 12 hrs/week x 38 weeks x $18/hr	$49,248.00	$51,710.40	$54,295.92	5803
– Increased pay for core staff: 6 staff x $4/hr x	$18,240.00	$19,152.00	$20,109.60	5803

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
20 hrs/week x 38 weeks				
– Materials: curriculum supplement at $500 for each grade level	$3,000.00	$3,150.00	$3,307.50	4310
– Materials: multimedia software and basic supplies at $1,000 per grade level	$1,000.00	$1,050.00	$1,102.50	4313
– Materials: project specific materials (e.g., digital cameras) at $500 per grade level	$500.00	$525.00	$551.25	4490
– Summer School				
– Administrator: 25 days * $400/day	$5,000.00	$5,250.00	$5,512.50	5803
– Coordinator: 25 days x 8 hrs x $25/hour	$5,000.00	$5,250.00	$5,512.50	1105
– Events: 2 events x $1500	$3,000.00	$3,150.00	$3,307.50	5890
– Field trips: 2 trips x $1000 admission	$2,000.00	$2,100.00	$2,205.00	5811
– Field trips: 2 trips x 2 buses x $800	$3,200.00	$3,360.00	$3,528.00	5810
– Miscellaneous Supplies for students: 100 students x $50	$5,000.00	$5,250.00	$5,512.50	4310
– Teachers: prep time: 5 teachers x 16hrs x $40/hr, summer school: 5 teacher x 5hrs x 25 days x $40	$28,200.00	$29,610.00	$31,090.50	1105
Partnerships for Professional Development				
– Algebraic Thinking				
– Algebra Intervention Materials: 17 teachers x $498/teacher	N/A	$8,466.00	N/A	4310
– Extended Hours for Classroom Teachers: 10 hours x 17 teachers x $30/hr	N/A	$5,100.00	N/A	1105
– Professional Development and Coaching Support	N/A	$33,500.00	N/A	5803
– Personnel				
– AVID Coordinator Stipend	$5,000.00	$5,000.00	$5,000.00	1108
– Pivot				
– Split among two schools: Contract for staff, travel, and materials Senior consultant: 40 days x $1575 Project Lead: 130 days x $1300 Community Coach: 130 days x $800 Research Assistant: 21 days x $800 Misc. Travel and Materials: $10K	$179,825.00	$235,500.00	N/A	5803
– Services & Other Operating Expenditures				
– Dance Consultant	$800.00	$800.00	$800.00	5803
– Kagan Professional Development	$40,000.00	$25,000.00	$25,000.00	5803
– Laurie Olsen, ELL PDD	$10,000.00	$5,000.00	N/A	5803
– Vocabulary Consultant	$5,000.00	N/A	N/A	5803
– Wellness Consultant	$3,000.00	$3,000.00	$3,000.00	5803
– SFCESS				
– Contract for 1 FTE partner: $75K + 8.5% payroll taxes + 12.5% benefits	$90,375.00	$94,893.75	N/A	5803
– SLI Reading Apprenticeship				
– On-site coaching for 24 days/year	$13,846.15	$28,500.00	N/A	5803
– Per diem for 18 teachers x 2 days @ $280/day for summer	$10,080.00	$11,172.00	N/A	1104
– Professional development for 18 teachers x 6 days	$13,846.15	$28,500.00	N/A	5803

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
– Substitutes for 18 teachers x 6 days @ $165/day	$17,820.00	$19,722.00	N/A	1102
– Tools for Schools				
– Coaching: 8 sessions x $2200	$17,600.00	$18,480.00	$19,404.00	5803
– WRITE Institute				
– Contract to train 2 lead teachers for 4 units/yr	$10,480.00	$11,004.00	$11,554.20	5803
– Travel & Conference Fees for Trainers:2 lead trainers $50/meal x 5 days $150/night x 4 nights $250 transportation (air/land)	$2,200.00	$2,310.00	$2,425.50	5202
Resources for Improved Instructional Planning & Delivery				
– Balanced Literacy Materials: School				
– 100 Longman's Dictionaries	$3,000.00	N/A	N/A	4310
– Accelerated Math	$9,500.00	$500.00	$500.00	4310
– CAHSEE Revolution Prep	$15,000.00	$15,000.00	$15,000.00	4310
– ELL Biology Text	$1,000.00	$500.00	N/A	4310
– Emergency Response Supplies	$2,500.00	$1,500.00	$1,000.00	4310
– Ethnic Studies Text	$500.00	$1,000.00	$1,000.00	4310
– History Alive: Government Text	$3,000.00	$3,000.00	$3,000.00	4310
– PE Equipment	$5,000.00	$5,000.00	$5,000.00	4310
– Read 180	$30,000.00	$5,000.00	$5,000.00	4310
– Science Library	$1,000.00	$1,000.00	$1,000.00	4310
– Science Safety & Field Equipment	$5,000.00	$2,500.00	$2,500.00	4310
– SSR Books	$4,000.00	$2,000.00	$1,000.00	4310
– Subscriptions & Resource Books	$1,000.00	$500.00	$500.00	4310
– Upgrade SRI Program	$15,000.00	N/A	N/A	4310
– New Media Instructional Tools				
– Computer Labs Update: 35 computers x $1000	$35,000.00	$35,000.00	$35,000.00	4490
– Department & Building Laptop Carts: Laptop & LCD Project Carts @ $2,000 each	$16,000.00	$8,000.00	$8,000.00	4490
– Digital Camera	$900.00	N/A	N/A	4490
– Document cameras: $600/camera	$3,000.00	$3,000.00	$3,000.00	4490
– Equipment locks	$1,000.00	$500.00	$500.00	4490
– Mobile Computer Labs: 15 laptops w/printer each year	$17,000.00	$17,000.00	$17,000.00	4490
– Printers: $900/printer	$3,600.00	$3,600.00	$3,600.00	4490
– Promethian Boards: $5000/board	$25,000.00	$25,000.00	$25,000.00	4490
– Scanners: $250/scanner	$500.00	N/A	N/A	4490
– Teacher Computers 1/classroom	$48,000.00	N/A	N/A	4490
– Video Camera	$900.00	N/A	N/A	4490
– WiFi Routers: $100/router	$600.00	N/A	N/A	4490
Benefits for all above	$113,152.91	$117,806.66	$97,148.45	3000

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: John Muir Elementary School

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
Coaching and Academic Intervention – Core specialist teacher: Core content specialist teacher for grade-level, common planning time, and data analysis meetings – Media/Technology Specialist Teacher: content intervention software (1 FTE)	$55,066.00	$57,819.30	$60,710.27	1901
– Performing Arts Specialist Teacher (1 FTE)	$55,066.00	$57,819.30	$60,710.27	1901
– Science Specialist Teacher (1 FTE)	$55,066.00	$57,819.30	$60,710.27	1901
– ELD Instructional coaches (1 bilingual - BCLAD) – 1 ELD coach/specialist teacher modeling ELD instruction and providing ELD intervention for newcomer students (1 FTE)	$55,066.00	$57,819.30	$60,710.27	1901
– Literacy Specialist/Coach for Language Arts Academic Interventions (CLAD/BCLAD) – Literacy Specialist/Coach (2 FTE)	$110,132.00	$115,638.60	$121,420.53	1901
– Math Specialist Coach (BCLAD) – Math coach/teacher for lowest performing CST/benchmark students (1 FTE)	$55,066.00	$57,819.30	$60,710.27	1901
Community Oriented Schools – Community School Coordination – Contract for Community School Coordinator: salary + benefits	$112,884.40	$118,528.62	$124,455.05	5803
– Comprehensive Behavioral Health Services – Learning Support Professional	$41,000.00	$43,050.00	$45,202.50	5803
– Mental Health Services Contract	$178,000.00	$186,900.00	$196,245.00	5803
– Parent Resource Centers & Programs – Childcare: $25/hr x 10 events x 3 people x 2 hours	$1,500.00	$1,575.00	$1,653.75	5803
– Computer: 1 x $1000	$1,000.00	$1,050.00	$1,102.50	4490

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
– Instruction, classes, consultants: 20 workshop sessions @$100/session x 1 trainer + 1 whole day training @ $1K	$3,000.00	$3,150.00	$3,307.50	5803
– Instruction, classes, consultants: Bay Area Parent Conference for 10 parents (travel + registration)	$1,000.00	$1,050.00	$1,102.50	5202
– Other Supplies: Misc supplies for 50 parents + refreshments for workshops & parent meetings	$2,860.00	$3,003.00	$3,153.15	4313
– Parent Resource Centers & Programs: Parent Liaison				
– Parent Liaison (0.5 FTE)	$26,190.01	$27,499.51	$28,874.49	2910
– Parent Resources & Programs: Childcare for Parent Education Events				
– Childcare for 10 events and 9 workshops: $1760 per site	$1,760.00	$1,848.00	$1,940.40	5803
– Meals for 10 events and 9 workshops: $2900 per site	$2,900.00	$3,045.00	$3,197.25	5890
– Parent Resources & Programs: Home Visiting Stipends				
– Stipend of $660 for 8 visits of 2 hours length and 4 hrs of PD time Total: 17 teachers x $660/stipend	$11,220.00	$11,781.00	$12,370.05	1108
– Parent Resources & Programs: Materials for Parent Education, home activities, and instructional guides				
– Materials for Parent Education, home activities, and instructional guides: $1448 per site	$1,448.00	$1,520.40	$1,596.42	4310
– Parent Resources & Programs: Parent Room Resources				
– Books & Supplies for Parent Resource Room	$4,137.00	$4,343.85	$4,561.04	4313
Extended Learning Program				
– Extended Day				
– Extended Day Staff: 5 staff x 25 days x 6 hrs $18/hr + 16 hours	$14,940.00	$15,687.00	$16,471.35	5803
– Increased After School				
– Benefits at 30% of wage of core staff: 6 staff x 30% rate x $20/hr x 35 hrs/week x 38 weeks	$47,880.00	$50,274.00	$52,787.70	5803
– Increased hours for core staff: 6 staff x 12 hrs/week x 38 weeks x $18/hr	$49,248.00	$51,710.40	$54,295.92	5803
– Increased pay for core staff: 6 staff x $4/hr x 20 hrs/week x 38 weeks	$18,240.00	$19,152.00	$20,109.60	5803
– Materials: curriculum supplement at $500 for each grade level	$3,000.00	$3,150.00	$3,307.50	4310

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
– Materials: multimedia software and basic supplies at $1,000 per grade level	$1,000.00	$1,050.00	$1,102.50	4313
– Materials: project specific materials (e.g., digital cameras) at $500 per grade level	$500.00	$525.00	$551.25	4490
– Summer School				
– Administrator: 25 days * $400/day	$5,000.00	$5,250.00	$5,512.50	5803
– Coordinator: 25 days x 8 hrs x $25/hour	$5,000.00	$5,250.00	$5,512.50	1105
– Events: 2 events x $1500	$3,000.00	$3,150.00	$3,307.50	5890
– Field trips: 2 trips x $1000 admission	$2,000.00	$2,100.00	$2,205.00	5811
– Field trips: 2 trips x 2 buses x $800	$3,200.00	$3,360.00	$3,528.00	5810
– Miscellaneous Supplies for students: 100 students x $50	$5,000.00	$5,250.00	$5,512.50	4310
– Teachers: prep time: 5 teachers x 16hrs x $40/hr, summer school: 5 teacher x 5hrs x 25 days x $40	$28,200.00	$29,610.00	$31,090.50	1105
Partnerships for Professional Development				
– AEMP (Academic English Mastery Program)				
– Teacher Hours Spent in Training over Furlough: 14 teachers x $30/hr x 7hrs x 4 days	$11,760.00	$11,760.00	N/A	1105
– Education Program for Gifted Youth (EPGY)				
– EPGY Software Site License	N/A	N/A	$20,000.00	4313
– Extended Hours: 17 teachers x 6 hours x $30/hr	N/A	N/A	$3,060.00	1105
– Kindergarten in Transition				
– Kindergarten in Transition contract	$46,000.00	$48,300.00	$50,715.00	5803
– Partners in School Innovation				
– 10% of Program Support Costs & Indirect Costs	$37,555.00	$28,166.25	$9,388.75	5803
– Contract for 1 FTE School Innovation partner: $75K + 8.5% payroll taxes + 12.5% benefits	$90,375.00	$67,781.25	$22,593.75	5803
– SEED				
– Extended Hours for Classroom Teachers: 1 hr/week x 10 weeks x 17 teachers x $30/hr	N/A	N/A	$5,100.00	1105
– Project SEED Math Specialist/Consultant	N/A	N/A	$30,000.00	5803
– Teacher's College: Grade Level Release Time				
– Substitutes during training: 5 teachers x 10 days	N/A	$8,650.00	$4,325.00	1102
– Teacher's College: Summer Institute Travel				
– Travel for 10 staff members: 10 people x ($500/ticket + 5 nights * $200 + $500 food & incidentals)	N/A	$20,000.00	$20,000.00	5202

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
– Teacher's College: Summer Per Diem for Administrators – Per Diem for 5 days x $505/day for 2 administrators for yr 1 and 1 administrator for yr 2 (2 FTE)	N/A	$5,050.00	$2,525.00	1308
– Teacher's College: Summer Per Diem for Teachers – Per Diem for 5 days x $350/day for 8 teachers for yr 1 and 9 teachers for yr 2	N/A	$14,000.00	$15,750.00	1108
– Teacher's College: Trainer Travel Costs – Travel & Lodging for Consultant: 10 trips x 300/flight + 10*$200/night	N/A	$5,000.00	$2,500.00	5803
– Teacher's College: Trainers Days on School Sites – Professional Development: 10 days x $2850/day	N/A	$28,500.00	$14,250.00	5803
– Teachers's College: Materials – 15 books x $7.50/book x 20 students x 16 classrooms	N/A	$36,000.00	N/A	4310
– Teachers's College: Teacher Peer Observation – 16 teachers x 2 subs x $173/day	N/A	$5,536.00	N/A	1102
– Tools for Schools – Coaching: 4 sessions x $2200	$8,800.00	$9,240.00	$9,702.00	5803
– WRITE Institute – Contract to train 2 lead teachers for 4 units/yr	$10,480.00	$11,004.00	$11,554.20	5803
– Travel & Conference Fees for Trainers:2 lead trainers $50/meal x 5 days $150/night x 4 nights $250 transportation (air/land)	$2,200.00	$2,310.00	$2,425.50	5202
Resources for Improved Instructional Planning & Delivery – Balanced Literacy Materials – $1,575 per classroom x 13 classrooms per year (= 15 titles per student built across 3 years)	$31,500.00	$33,075.00	$34,728.75	4310
– Balanced Literacy Materials: Audiobooks – Audiobooks @ $306 per classroom x 13 classrooms	$3,978.00	$4,176.90	$4,385.75	4310
– Listening centers @ $253/classroom x 13 classrooms	$3,289.00	$3,453.45	$3,626.12	4490
– Leveled readers – $1,126 per classroom x 20 classrooms per year (= 15 titles per student built across 3 years)	$23,646.00	$24,828.30	$26,069.72	4310

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
– Leveled readers (culturally relevant books, fiction and non-fiction) – $1,126 per classroom x 13 classrooms per year (= 15 titles per student built across 3 years)	$14,638.00	$15,369.90	$16,138.40	4310
– Literature storage – Storage bins @ 20/classroom $108 each x 13 classrooms	$28,080.00	N/A	N/A	4313
– New Media Instructional Tools – Computer Labs Update: 35 computers x $1000	$35,000.00	$35,000.00	$35,000.00	4490
– Department & Building Laptop Carts: Laptop & LCD Project Carts @ $2,000 each	$16,000.00	$8,000.00	$8,000.00	4490
– Digital Camera	$900.00	N/A	N/A	4490
– Document cameras: $600/camera	$3,000.00	$3,000.00	$3,000.00	4490
– Equipment locks	$1,000.00	$500.00	$500.00	4490
– Mobile Computer Labs: 15 laptops w/printer each year	$17,000.00	$17,000.00	$17,000.00	4490
– Printers: $900/printer	$3,600.00	$3,600.00	$3,600.00	4490
– Promethian Boards: $5000/board	$25,000.00	$25,000.00	$25,000.00	4490
– Scanners: $250/scanner	$500.00	N/A	N/A	4490
– Teacher Computers 1/classroom	$48,000.00	N/A	N/A	4490
– Video Camera	$900.00	N/A	N/A	4490
– WiFi Routers: $100/router	$600.00	N/A	N/A	4490
– Reading assessments – $300 per classroom x 13 classrooms per year (= 15 titles per student built across 3 years)	$3,900.00	$4,095.00	$4,299.75	4310
– $300 per classroom x 20 classrooms per year (= 15 titles per student built across 3 years)	$6,000.00	$6,300.00	$6,615.00	4310
Benefits for all above	$174,921.41	$187,969.26	$190,206.58	3000

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: Mission High School

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
Coaching and Academic Intervention				
– AB1802 Counselor				
– AB1802 Counselor (1 FTE)	$84,861.00	$89,104.05	$93,559.25	1901
– ELD Instructional coaches (1 bilingual - BCLAD)				
– 1 ELD coach/specialist teacher modeling ELD instruction and providing ELD intervention for newcomer students (1 FTE)	$55,066.00	$57,819.30	$60,710.27	1901
Community Oriented Schools				
– African-American and Latino student and family support positions				
– African-American and Latino student and family support positions (2 FTE)	$166,110.00	$174,415.50	$183,136.28	0807
– Community School Coordination				
– Contract for Community School Coordinator: salary + benefits	$112,884.40	$118,528.62	$124,455.05	5803
– Comprehensive Behavioral Health Services				
– Mental Health Services Contract	N/A	N/A	N/A	5803
– Parent Resource Centers & Programs				
– Childcare: $25/hr x 10 events x 3 people x 2 hours	$1,500.00	$1,575.00	$1,653.75	5803
– Computer: 1 x $1000	$1,000.00	$1,050.00	$1,102.50	4490
– Instruction, classes, consultants: 20 workshop sessions @$100/session x 1 trainer + 1 whole day training @ $1K	$3,000.00	$3,150.00	$3,307.50	5803
– Instruction, classes, consultants: Bay Area Parent Conference for 10 parents (travel + registration)	$1,000.00	$1,050.00	$1,102.50	5202
– Other Supplies: Misc supplies for 50 parents + refreshments for workshops & parent meetings	$2,860.00	$3,003.00	$3,153.15	4313

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
– Parent Resource Centers & Programs: Parent courses in ELD and computer skills after school and weekends – Contract	$84,861.00	$89,104.05	$93,559.25	5803
– Parent Resource Centers & Programs: Parent Liaison – Parent Liaison (0.5 FTE)	$26,190.01	$27,499.51	$28,874.49	2910
– Parent Resources & Programs: Childcare for Parent Education Events – Childcare for 10 events and 9 workshops: $1760 per site	$1,760.00	$1,848.00	$1,940.40	5803
– Meals for 10 events and 9 workshops: $2900 per site	$2,900.00	$3,045.00	$3,197.25	5890
– Parent Resources & Programs: Home Visiting Stipends – Stipend of $660 for 8 visits of 2 hours length and 4 hrs of PD time Total: 37 teachers x $660/stipend	$24,420.00	$25,641.00	$26,923.05	1108
– Parent Resources & Programs: Materials for Parent Education, home activities, and instructional guides – Materials for Parent Education, home activities, and instructional guides: $1448 per site	$1,448.00	$1,520.40	$1,596.42	4310
– Parent Resources & Programs: Parent Room Resources – Books & Supplies for Parent Resource Room	$4,137.00	$4,343.85	$4,561.04	4313
– Post-Secondary Success Coordinator – Post-Secondary Success Coordinator (1 FTE)	$72,339.49	$75,956.46	$79,754.29	1901
Extended Learning Program – Extended Day – Extended Day Staff: 5 staff x 25 days x 6 hrs $18/hr + 16 hours	$14,940.00	$15,687.00	$16,471.35	5803
– Increased After School – Benefits at 30% of wage of core staff: 6 staff x 30% rate x $20/hr x 35 hrs/week x 38 weeks	$47,880.00	$50,274.00	$52,787.70	5803
– Increased hours for core staff: 6 staff x 12 hrs/week x 38 weeks x $18/hr	$49,248.00	$51,710.40	$54,295.92	5803
– Increased pay for core staff: 6 staff x $4/hr x 20 hrs/week x 38 weeks	$18,240.00	$19,152.00	$20,109.60	5803
– Materials: curriculum supplement at $500 for each grade level	$3,000.00	$3,150.00	$3,307.50	4310
– Materials: multimedia software and basic supplies at $1,000 per grade level	$1,000.00	$1,050.00	$1,102.50	4313

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
– Materials: project specific materials (e.g., digital cameras) at $500 per grade level	$500.00	$525.00	$551.25	4490
– Summer School				
– Administrator: 25 days * $400/day	$5,000.00	$5,250.00	$5,512.50	5803
– Coordinator: 25 days x 8 hrs x $25/hour	$5,000.00	$5,250.00	$5,512.50	1105
– Events: 2 events x $1500	$3,000.00	$3,150.00	$3,307.50	5890
– Field trips: 2 trips x $1000 admission	$2,000.00	$2,100.00	$2,205.00	5811
– Field trips: 2 trips x 2 buses x $800	$3,200.00	$3,360.00	$3,528.00	5810
– Miscellaneous Supplies for students: 100 students x $50	$5,000.00	$5,250.00	$5,512.50	4310
– Teachers: prep time: 5 teachers x 16hrs x $40/hr, summer school: 5 teacher x 5hrs x 25 days x $40	$28,200.00	$29,610.00	$31,090.50	1105
Partnerships for Professional Development				
– Algebraic Thinking				
– Algebra Intervention Materials: 17 teachers x $498/teacher	N/A	$8,466.00	N/A	4310
– Extended Hours for Classroom Teachers: 10 hours x 17 teachers x $30/hr	N/A	$5,100.00	N/A	1105
– Professional Development and Coaching Support	N/A	$33,500.00	N/A	5803
– AVID				
– Field Trips: $800/bus x 2 events x 2 buses	$3,200.00	$3,360.00	$3,528.00	5810
– Materials: $800/teacher x 37 teachers	$29,600.00	$31,080.00	$32,634.00	4310
– Meals: $22/day x 37 people	$814.00	$854.70	$897.44	5202
– Mileage: $18/day x 37 people	$666.00	$699.30	$734.27	5201
– Stipends for full staff, 1 day-training: $200 x 1 day x 37 people	$7,400.00	$7,770.00	$8,158.50	1108
– Stipends for summer training: $250 x 5 days x 5 people	$6,250.00	$6,562.50	$6,890.63	1108
– Supplies: $50/teach x 37 teachers	$1,850.00	$1,942.50	$2,039.63	4313
– Travel to AVID Conference for 5 teachers 4 nights x $150/hotel $250/airfare $43/meal x 5 days $670/registration	$8,675.00	$9,108.75	$9,564.19	5202
– Tutors: 4 tutors x $15/hr x 4 days x 2hrs x 30 weeks	$14,400.00	$15,120.00	$15,876.00	2902

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
– Pivot – Split among two schools: Contract for staff, travel, and materials Senior consultant: 40 days x $1575 Project Lead: 130 days x $1300 Community Coach: 130 days x $800 Research Assistant: 21 days x $800 Misc. Travel and Materials: $10K	$179,825.00	$235,500.00	N/A	5803
– SFCESS – Contract for 1 FTE partner: $75K + 8.5% payroll taxes + 12.5% benefits	$90,375.00	$94,893.75	N/A	5803
– SLI Reading Apprenticeship – On-site coaching for 24 days/year	$16,153.85	$31,500.00	N/A	5803
– Per diem for 21 teachers x 2 days @ $280/day for summer	$11,760.00	$12,348.00	N/A	1104
– Professional development for 21 teachers x 6 days	$16,153.85	$31,500.00	N/A	5803
– Substitutes for 21 teachers x 6 days @ $165/day	$20,790.00	$21,798.00	N/A	1102
– Tools for Schools – Coaching: 8 sessions x $2200	$17,600.00	$18,480.00	$19,404.00	5803
– WRITE Institute – Contract to train 2 lead teachers for 4 units/yr	$10,480.00	$11,004.00	$11,554.20	5803
– Travel & Conference Fees for Trainers:2 lead trainers $50/meal x 5 days $150/night x 4 nights $250 transportation (air/land)	$2,200.00	$2,310.00	$2,425.50	5202
Resources for Improved Instructional Planning & Delivery – New Media Instructional Tools – Computer Labs Update: 35 computers x $1000	$35,000.00	$35,000.00	$35,000.00	4490
– Department & Building Laptop Carts: Laptop & LCD Project Carts @ $2,000 each	$16,000.00	$8,000.00	$8,000.00	4490
– Digital Camera	$900.00	N/A	N/A	4490
– Document cameras: $600/camera	$3,000.00	$3,000.00	$3,000.00	4490
– Equipment locks	$1,000.00	$500.00	$500.00	4490
– Mobile Computer Labs: 15 laptops w/printer each year	$17,000.00	$17,000.00	$17,000.00	4490
– Printers: $900/printer	$3,600.00	$3,600.00	$3,600.00	4490
– Promethian Boards: $5000/board	$25,000.00	$25,000.00	$25,000.00	4490
– Scanners: $250/scanner	$500.00	N/A	N/A	4490

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
– Teacher Computers 1/classroom	$48,000.00	N/A	N/A	4490
– Video Camera	$900.00	N/A	N/A	4490
– WiFi Routers: $100/router	$600.00	N/A	N/A	4490
– New Media Instructional Tools: Increase Parent access to technology with designated computers and re-design Parentresource Room – 10 computers x $1000 each	$10,000.00	$10,500.00	$11,025.00	4490
– New Media Instructional Tools: Upgrade 4 existing computer labs – 140 computers x $800/computer	$112,000.00	$117,600.00	$123,480.00	4490
Benefits for all above	$117,392.99	$122,898.12	$117,882.13	3000

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: Horace Mann Middle School

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
Coaching and Academic Intervention				
– ELD Instructional coaches (1 bilingual - BCLAD)				
– 1 ELD coach/specialist teacher modeling ELD instruction and providing ELD intervention for newcomer students (1 FTE)	$55,066.00	$57,819.30	$60,710.27	1901
Community Oriented Schools				
– Community School Coordination				
– Contract for Community School Coordinator: salary + benefits	$112,884.40	$118,528.62	$124,455.05	5803
– Comprehensive Behavioral Health Services				
– Learning Support Professional	$82,000.00	$86,100.00	$90,405.00	5803
– Mental Health Services Contract	$178,000.00	$186,900.00	$196,245.00	5803
– Parent Resource Centers & Programs				
– Childcare: $25/hr x 10 events x 3 people x 2 hours	$1,500.00	$1,575.00	$1,653.75	5803
– Computer: 1 x $1000	$1,000.00	$1,050.00	$1,102.50	4490
– Instruction, classes, consultants: 20 workshop sessions @$100/session x 1 trainer + 1 whole day training @ $1K	$3,000.00	$3,150.00	$3,307.50	5803
– Instruction, classes, consultants: Bay Area Parent Conference for 10 parents (travel + registration)	$1,000.00	$1,050.00	$1,102.50	5202
– Other Supplies: Misc supplies for 50 parents + refreshments for workshops & parent meetings	$2,860.00	$3,003.00	$3,153.15	4313
– Parent Resource Centers & Programs: Parent Liaison				
– Parent Liaison (0.5 FTE)	$26,190.01	$27,499.51	$28,874.49	2910
– Parent Resources & Programs: Childcare for Parent Education Events				
– Childcare for 10 events and 9 workshops: $1760 per site	$1,760.00	$1,848.00	$1,940.40	5803

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
– Meals for 10 events and 9 workshops: $2900 per site	$2,900.00	$3,045.00	$3,197.25	5890
– Parent Resources & Programs: Home Visiting Stipends – Stipend of $660 for 8 visits of 2 hours length and 4 hrs of PD time Total: 25 teachers x $660/stipend	$16,500.00	$17,325.00	$18,191.25	1108
– Parent Resources & Programs: Materials for Parent Education, home activities, and instructional guides – Materials for Parent Education, home activities, and instructional guides: $1448 per site	$1,448.00	$1,520.40	$1,596.42	4310
– Parent Resources & Programs: Parent Room Resources – Books & Supplies for Parent Resource Room	$4,137.00	$4,343.85	$4,561.04	4313
– Post-Secondary Success Coordinator – Post-Secondary Success Coordinator (1 FTE)	$72,339.49	$75,956.46	$79,754.29	1901
Extended Learning Program – Extended Day – Extended Day Staff: 5 staff x 25 days x 6 hrs $18/hr + 16 hours	$14,940.00	$15,687.00	$16,471.35	5803
– Increased After School – Benefits at 30% of wage of core staff: 6 staff x 30% rate x $20/hr x 35 hrs/week x 38 weeks	$47,880.00	$50,274.00	$52,787.70	5803
– Increased hours for core staff: 6 staff x 12 hrs/week x 38 weeks x $18/hr	$49,248.00	$51,710.40	$54,295.92	5803
– Increased pay for core staff: 6 staff x $4/hr x 20 hrs/week x 38 weeks	$18,240.00	$19,152.00	$20,109.60	5803
– Materials: curriculum supplement at $500 for each grade level	$3,000.00	$3,150.00	$3,307.50	4310
– Materials: multimedia software and basic supplies at $1,000 per grade level	$1,000.00	$1,050.00	$1,102.50	4313
– Materials: project specific materials (e.g., digital cameras) at $500 per grade level	$500.00	$525.00	$551.25	4490
– Summer School – Administrator: 25 days * $400/day	$5,000.00	$5,250.00	$5,512.50	5803
– Coordinator: 25 days x 8 hrs x $25/hour	$5,000.00	$5,250.00	$5,512.50	1105
– Events: 2 events x $1500	$3,000.00	$3,150.00	$3,307.50	5890
– Field trips: 2 trips x $1000 admission	$2,000.00	$2,100.00	$2,205.00	5811
– Field trips: 2 trips x 2 buses x $800	$3,200.00	$3,360.00	$3,528.00	5810

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
– Miscellaneous Supplies for students: 100 students x $50	$5,000.00	$5,250.00	$5,512.50	4310
Partnerships for Professional Development				
– AEMP (Academic English Mastery Program)				
– Teacher Hours Spent in Training over Furlough: 19 teachers x $30/hr x 7hrs x 4 days	$15,960.00	$15,960.00	N/A	1105
– Algebraic Thinking				
– Algebra Intervention Materials: 12 teachers x $498/teacher	N/A	$5,976.00	N/A	4310
– Extended Hours for Classroom Teachers: 10 hours x 12 teachers x $30/hr	N/A	$3,600.00	N/A	1105
– Professional Development and Coaching Support	N/A	$33,500.00	N/A	5803
– Partners in School Innovation				
– 10% of Program Support Costs & Indirect Costs	$37,555.00	$28,166.25	$9,388.75	5803
– Contract for 1 FTE School Innovation partner: $75K + 8.5% payroll taxes + 12.5% benefits	$90,375.00	$67,781.25	$22,593.75	5803
– SERP				
– Assessment headphones @ $15 each x 35 students	$525.00	$551.25	$578.81	4490
– SFCESS				
– Contract for 1 FTE partner: $75K + 8.5% payroll taxes + 12.5% benefits	$90,375.00	$94,893.75	N/A	5803
– SLI Reading Apprenticeship				
– On-site coaching for 24 days/year	$10,000.00	$18,620.69	N/A	5803
– Per diem for 10 teachers x 2 days @ $280/day for summer	$5,600.00	$5,880.00	N/A	1104
– Professional development for 10 teachers x 6 days	$10,000.00	$20,000.00	N/A	5803
– Substitutes for 10 teachers x 6 days @ $165/day	$9,900.00	$9,342.00	N/A	1102
– Tools for Schools				
– Coaching: 6 sessions x $2200	$13,200.00	$13,860.00	$14,553.00	5803
– WRITE Institute				
– Contract to train 2 lead teachers for 4 units/yr	$10,480.00	$11,004.00	$11,554.20	5803
– Travel & Conference Fees for Trainers:2 lead trainers $50/meal x 5 days $150/night x 4 nights $250 transportation (air/land)	$2,200.00	$2,310.00	$2,425.50	5202

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
Resources for Improved Instructional Planning & Delivery				
– New Media Instructional Tools				
– Computer Labs Update: 35 computers x $1000	$35,000.00	$35,000.00	$35,000.00	4490
– Department & Building Laptop Carts: Laptop & LCD Project Carts @ $2,000 each	$16,000.00	$8,000.00	$8,000.00	4490
– Digital Camera	$900.00	N/A	N/A	4490
– Document cameras: $600/camera	$3,000.00	$3,000.00	$3,000.00	4490
– Equipment locks	$1,000.00	$500.00	$500.00	4490
– Mobile Computer Labs: 15 laptops w/printer each year	$17,000.00	$17,000.00	$17,000.00	4490
– Printers: $900/printer	$3,600.00	$3,600.00	$3,600.00	4490
– Promethian Boards: $5000/board	$25,000.00	$25,000.00	$25,000.00	4490
– Scanners: $250/scanner	$500.00	N/A	N/A	4490
– Teacher Computers 1/classroom	$48,000.00	N/A	N/A	4490
– Video Camera	$900.00	N/A	N/A	4490
– WiFi Routers: $100/router	$600.00	N/A	N/A	4490
Benefits for all above	$69,765.60	$72,556.92	$66,559.39	3000

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: Everett Middle School

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
Coaching and Academic Intervention – ELD Instructional coaches (1 bilingual - BCLAD) – 1 ELD coach/specialist teacher modeling ELD instruction and providing ELD intervention for newcomer students (1 FTE)	$55,066.00	$57,819.30	$60,710.27	1901
Community Oriented Schools – Community School Coordination – Contract for Community School Coordinator: salary + benefits	$112,884.40	$118,528.62	$124,455.05	5803
– Comprehensive Behavioral Health Services – Learning Support Professional	$82,000.00	$86,100.00	$90,405.00	5803
– Mental Health Services Contract	$178,000.00	$186,900.00	$196,245.00	5803
– Parent Resource Centers & Programs – Childcare: $25/hr x 10 events x 3 people x 2 hours	$1,500.00	$1,575.00	$1,653.75	5803
– Computer: 1 x $1000	$1,000.00	$1,050.00	$1,102.50	4490
– Instruction, classes, consultants: 20 workshop sessions @$100/session x 1 trainer + 1 whole day training @ $1K	$3,000.00	$3,150.00	$3,307.50	5803
– Instruction, classes, consultants: Bay Area Parent Conference for 10 parents (travel + registration)	$1,000.00	$1,050.00	$1,102.50	5202
– Other Supplies: Misc supplies for 50 parents + refreshments for workshops & parent meetings	$2,860.00	$3,003.00	$3,153.15	4313
– Parent Resource Centers & Programs: Parent Liaison – Parent Liaison (0.5 FTE)	$26,190.01	$27,499.51	$28,874.49	2910
– Parent Resources & Programs: Childcare for Parent Education Events – Childcare for 10 events and 9 workshops: $1760 per site	$1,760.00	$1,848.00	$1,940.40	5803
– Meals for 10 events and 9 workshops: $2900 per site	$2,900.00	$3,045.00	$3,197.25	5890

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
– Parent Resources & Programs: Home Visiting Stipends – Stipend of $660 for 8 visits of 2 hours length and 4 hrs of PD time Total: 31 teachers x $660/stipend	$20,460.00	$21,483.00	$22,557.15	1108
– Parent Resources & Programs: Materials for Parent Education, home activities, and instructional guides – Materials for Parent Education, home activities, and instructional guides: $1448 per site	$1,448.00	$1,520.40	$1,596.42	4310
– Parent Resources & Programs: Parent Room Resources – Books & Supplies for Parent Resource Room	$4,137.00	$4,343.85	$4,561.04	4313
– Post-Secondary Success Coordinator – Post-Secondary Success Coordinator (1 FTE)	$72,339.49	$75,956.46	$79,754.29	1901
Extended Learning Program – Extended Day – Extended Day Staff: 5 staff x 25 days x 6 hrs $18/hr + 16 hours	$14,940.00	$15,687.00	$16,471.35	5803
– Increased After School – Benefits at 30% of wage of core staff: 6 staff x 30% rate x $20/hr x 35 hrs/week x 38 weeks	$47,880.00	$50,274.00	$52,787.70	5803
– Increased hours for core staff: 6 staff x 12 hrs/week x 38 weeks x $18/hr	$49,248.00	$51,710.40	$54,295.92	5803
– Increased pay for core staff: 6 staff x $4/hr x 20 hrs/week x 38 weeks	$18,240.00	$19,152.00	$20,109.60	5803
– Materials: curriculum supplement at $500 for each grade level	$3,000.00	$3,150.00	$3,307.50	4310
– Materials: multimedia software and basic supplies at $1,000 per grade level	$1,000.00	$1,050.00	$1,102.50	4313
– Materials: project specific materials (e.g., digital cameras) at $500 per grade level	$500.00	$525.00	$551.25	4490
– Summer School – Administrator: 25 days * $400/day	$5,000.00	$5,250.00	$5,512.50	5803
– Coordinator: 25 days x 8 hrs x $25/hour	$5,000.00	$5,250.00	$5,512.50	1105
– Events: 2 events x $1500	$3,000.00	$3,150.00	$3,307.50	5890
– Field trips: 2 trips x $1000 admission	$2,000.00	$2,100.00	$2,205.00	5811
– Field trips: 2 trips x 2 buses x $800	$3,200.00	$3,360.00	$3,528.00	5810
– Miscellaneous Supplies for students: 100 students x $50	$5,000.00	$5,250.00	$5,512.50	4310

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
Partnerships for Professional Development				
– Algebraic Thinking				
– Algebra Intervention Materials: 15 teachers x $498/teacher	N/A	$7,470.00	N/A	4310
– Extended Hours for Classroom Teachers: 10 hours x 15 teachers x $30/hr	N/A	$4,500.00	N/A	1105
– Professional Development and Coaching Support	N/A	$33,500.00	N/A	5803
– Partners in School Innovation				
– 10% of Program Support Costs & Indirect Costs	$37,555.00	$28,166.25	$9,388.75	5803
– Contract for 1 FTE School Innovation partner: $75K + 8.5% payroll taxes + 12.5% benefits	$90,375.00	$67,781.25	$22,593.75	5803
– SERP				
– Assessment headphones @ $15 each x 35 students	$525.00	$551.25	$578.81	4490
– SLI Reading Apprenticeship				
– On-site coaching for 24 days/year	$16,000.00	$33,103.45	N/A	5803
– Per diem for 16 teachers x 2 days @ $280/day for summer	$8,960.00	$9,408.00	N/A	1104
– Professional development for 16 teachers x 6 days	$16,000.00	$33,103.45	N/A	5803
– Substitutes for 16 teachers x 4 days @ $165/day	$10,560.00	$16,608.00	N/A	1102
– Tools for Schools				
– Coaching: 6 sessions x $2200	$13,200.00	$13,860.00	$14,553.00	5803
– WRITE Institute				
– Contract to train 2 lead teachers for 4 units/yr	$10,480.00	$11,004.00	$11,554.20	5803
– Travel & Conference Fees for Trainers:2 lead trainers $50/meal x 5 days $150/night x 4 nights $250 transportation (air/land)	$2,200.00	$2,310.00	$2,425.50	5202
Resources for Improved Instructional Planning & Delivery				
– New Media Instructional Tools				
– Computer Labs Update: 35 computers x $1000	$35,000.00	$35,000.00	$35,000.00	4490
– Department & Building Laptop Carts: Laptop & LCD Project Carts @ $2,000 each	$16,000.00	$8,000.00	$8,000.00	4490
– Digital Camera	$900.00	N/A	N/A	4490
– Document cameras: $600/camera	$3,000.00	$3,000.00	$3,000.00	4490
– Equipment locks	$1,000.00	$500.00	$500.00	4490

Activity Description (See Instructions)	Subtotal (For each activity)			Object Code
	2010 - 2011	2011 - 2012	2012 - 2013	
– Mobile Computer Labs: 15 laptops w/printer each year	$17,000.00	$17,000.00	$17,000.00	4490
– Printers: $900/printer	$3,600.00	$3,600.00	$3,600.00	4490
– Promethian Boards: $5000/board	$25,000.00	$25,000.00	$25,000.00	4490
– Scanners: $250/scanner	$500.00	N/A	N/A	4490
– Teacher Computers 1/classroom	$48,000.00	N/A	N/A	4490
– Video Camera	$900.00	N/A	N/A	4490
– WiFi Routers: $100/router	$600.00	N/A	N/A	4490
Benefits for all above	$67,903.86	$72,531.72	$67,577.96	3000

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: Chavez

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
Coaching and Academic Intervention				
– Academic Transformation Team				
– Director of Instruction (1 FTE)	$80,914.00	$84,959.70	$89,207.69	1301
– Core specialist teacher: Core content specialist teacher for grade-level, common planning time, and data analysis meetings				
– Health/Physical Education Specialist Teacher (1 FTE)	$55,066.00	$57,819.30	$60,710.27	1901
– Media/Technology Specialist Teacher: content intervention software (1 FTE)	$55,066.00	$57,819.30	$60,710.27	1901
– Performing Arts Specialist Teacher (1 FTE)	$55,066.00	$57,819.30	$60,710.27	1901
– Science Specialist Teacher (1 FTE)	$55,066.00	$57,819.30	$60,710.27	1901
– ELD Instructional coaches (1 bilingual - BCLAD)				
– 1 ELD coach/specialist teacher modeling ELD instruction and providing ELD intervention for newcomer students (1 FTE)	$55,066.00	$57,819.30	$60,710.27	1901
– Leveled readers (culturally relevant books, fiction and non-fiction)				
– $1,126 per classroom x 13 classrooms per year (= 15 titles per student built across 3 years)	$14,638.00	$15,369.90	$16,138.40	4310
– Literacy Specialist/Coach for Language Arts Academic Interventions (CLAD/BCLAD)				
– Literacy Specialist/Coach (2 FTE)	$110,132.00	$115,638.60	$121,420.53	1901
– Math Specialist Coach (BCLAD)				
– Math coach/teacher for lowest performing CST/benchmark students (1 FTE)	$55,066.00	$57,819.30	$60,710.27	1901
– Vocabulary Training (Marzano)				
– Registration for 28 teachers @ $100/teacher	$2,800.00	N/A	N/A	5202
Community Oriented Schools				
– Community School Coordination				
– Community School Coordinator: salary + benefits	$112,884.40	$118,528.62	$124,455.05	5803
– Comprehensive Behavioral Health Services				
– Learning Support Professional	$41,000.00	$43,050.00	$45,202.50	5803
– Mental Health Services Contract	$178,000.00	$186,900.00	$196,245.00	5803

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
– Parent Resource Centers & Programs				
– Childcare: $25/hr x 10 events x 3 people x 2 hours	$1,500.00	$1,575.00	$1,653.75	5803
– Computer: 1 x $1000	$1,000.00	$1,050.00	$1,102.50	4490
– Instruction, classes, consultants: 20 workshop sessions @$100/session x 1 trainer + 1 whole day training @ $1K	$3,000.00	$3,150.00	$3,307.50	5803
– Instruction, classes, consultants: Bay Area Parent Conference for 10 parents (travel + registration)	$1,000.00	$1,050.00	$1,102.50	5202
– Other Supplies: Misc supplies for 50 parents + refreshments for workshops & parent meetings	$2,860.00	$3,003.00	$3,153.15	4313
– Parent Resource Centers & Programs: Parent Liaison				
– Parent Liaison (0.5 FTE)	$26,190.01	$27,499.51	$28,874.49	2910
– Parent Resources & Programs: Childcare for Parent Education Events				
– Childcare for 10 events and 9 workshops: $1760 per site	$1,760.00	$1,848.00	$1,940.40	5803
– Meals for 10 events and 9 workshops: $2900 per site	$2,900.00	$3,045.00	$3,197.25	5890
– Parent Resources & Programs: Home Visiting Stipends				
– Stipend of $660 for 8 visits of 2 hours length and 4 hrs of PD time Total: 23 teachers x $660/stipend	$15,180.00	$15,939.00	$16,735.95	1108
– Parent Resources & Programs: Materials for Parent Education, home activities, and instructional guides				
– Materials for Parent Education, home activities, and instructional guides: $1448 per site	$1,448.00	$1,520.40	$1,596.42	4310
– Parent Resources & Programs: Parent Room Resources				
– Books & Supplies for Parent Resource Room	$4,137.00	$4,343.85	$4,561.04	4313
– Student Conflict Training				
– Playworks contract	$25,000.00	$26,250.00	$27,562.50	5803
Extended Learning Program				
– Extended Day				
– Extended Day Staff: 5 staff x 25 days x 6 hrs $18/hr + 16 hours	$14,940.00	$15,687.00	$16,471.35	5803
– Increased After School				
– Benefits at 30% of wage of core staff: 6 staff x 30% rate x $20/hr x 35 hrs/week x 38 weeks	$47,880.00	$50,274.00	$52,787.70	5803
– Increased hours for core staff: 6 staff x 12 hrs/week x 38 weeks x $18/hr	$49,248.00	$51,710.40	$54,295.92	5803
– Increased pay for core staff: 6 staff x $4/hr x 20 hrs/week x 38 weeks	$18,240.00	$19,152.00	$20,109.60	5803

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
– Materials: curriculum supplement at $500 for each grade level	$3,000.00	$3,150.00	$3,307.50	4310
– Materials: multimedia software and basic supplies at $1,000 per grade level	$1,000.00	$1,050.00	$1,102.50	4313
– Materials: project specific materials (e.g., digital cameras) at $500 per grade level	$500.00	$525.00	$551.25	4490
– Summer School				
– Administrator: 25 days * $400/day	$5,000.00	$5,250.00	$5,512.50	5803
– Coordinator: 25 days x 6 hrs x $40/hour	$6,000.00	$6,300.00	$6,615.00	1105
– Events: 2 events x $1500	$3,000.00	$3,150.00	$3,307.50	5890
– Field trips: 2 trips x $1000 admission	$2,000.00	$2,100.00	$2,205.00	5811
– Field trips: 2 trips x 2 buses x $800	$3,200.00	$3,360.00	$3,528.00	5810
– Miscellaneous Supplies for students: 100 students x $50	$5,000.00	$5,250.00	$5,512.50	4310
– Teachers: prep time: 5 teachers x 16hrs x $40/hr, summer school: 5 teacher x 5hrs x 25 days x $40	$28,200.00	$29,610.00	$31,090.50	1105
Partnerships for Professional Development				
– Education Program for Gifted Youth (EPGY)				
– EPGY Software Site License	N/A	N/A	$20,000.00	4313
– Extended Hours: 23 teachers x 6 hours x $30/hr	N/A	N/A	$4,140.00	1105
– Kindergarten in Transition				
– Kindergarten in Transition contract	$46,000.00	$48,300.00	$50,715.00	5803
– Partners in School Innovation				
– 10% of Program Support Costs & Indirect Costs	$37,555.00	$28,166.25	$9,388.75	5803
– Contract for 1 FTE School Innovation partner: $75K + 8.5% payroll taxes + 12.5% benefits	$90,375.00	$67,781.25	$22,593.75	5803
– SEED				
– Extended Hours for Classroom Teachers: 1 hr/week x 10 weeks x 23 teachers x $30/hr	N/A	N/A	$6,900.00	1105
– Project SEED Math Specialist/Consultant	N/A	N/A	$30,000.00	5803
– Spanish English Biliteracy Transfer Training for Houghton Mifflin Reading				
– Substitutes for 5 teachers for 3 training days and 1 planning/coaching day x $165/day	$6,600.00	$6,930.00	$7,276.50	1102
– Teacher's College: Grade Level Release Time				
– Substitutes during training: 6 teachers x 10 days	N/A	$8,650.00	$4,325.00	1102
– Teacher's College: Summer Institute Travel				
– Travel for 10 staff members: 10 people x ($500/ticket + 5 nights * $200 + $500 food & incidentals)	N/A	$20,000.00	$20,000.00	5202
– Teacher's College: Summer Per Diem for Administrators				
– Per Diem for 5 days x $505/day for 2 administrators for yr 1 and 1 administrator for yr 2 (2 FTE)	N/A	$5,050.00	$2,525.00	1308

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
– Teacher's College: Summer Per Diem for Teachers – Per Diem for 5 days x $350/day for 8 teachers for yr 1 and 9 teachers for yr 2	N/A	$14,000.00	$15,750.00	1108
– Teacher's College: Trainer Travel Costs – Travel & Lodging for Consultant: 10 trips x 300/flight + 10*$200/night	N/A	$5,000.00	$2,500.00	5803
– Teacher's College: Trainers Days on School Sites – Professional Development: 10 days x $2850/day	N/A	$28,500.00	$14,250.00	5803
– Teachers's College: Materials – 15 books x $7.50/book x 20 students x 22 classrooms	N/A	$40,500.00	N/A	4310
– Teachers's College: Teacher Peer Observation – 22 teachers x 2 subs x $173/day	N/A	$7,612.00	N/A	1102
– Tools for Schools – Coaching: 4 sessions x $2200	$8,800.00	$9,240.00	$9,702.00	5803
– Vocabulary Training (Marzano) – 28 teachers x $280/day for 1 day	$7,840.00	N/A	N/A	1102
– WRITE Institute – Contract to train 2 lead teachers for 4 units/yr	$10,480.00	$11,004.00	$11,554.20	5803
– Travel & Conference Fees for Trainers:2 lead trainers $50/meal x 5 days $150/night x 4 nights $250 transportation (air/land)	$2,200.00	$2,310.00	$2,425.50	5202
Resources for Improved Instructional Planning & Delivery				
– Balanced Literacy Materials – $1,575 per classroom x 13 classrooms per year (= 15 titles per student built across 3 years)	$31,500.00	$33,075.00	$34,728.75	4310
– Balanced Literacy Materials: Audiobooks – Audiobooks @ $306 per classroom x 13 classrooms	$3,978.00	$4,176.90	$4,385.75	4310
– Listening centers @ $253/classroom x 13 classrooms	$3,289.00	$3,453.45	$3,626.12	4490
– Leveled readers – $1,126 per classroom x 23 classrooms per year (= 15 titles per student built across 3 years)	$25,898.00	$27,192.90	$28,552.55	4310
– Literature storage – Storage bins @ 20/classroom $108 each x 13 classrooms	$28,080.00	N/A	N/A	4313
– New Media Instructional Tools – Computer Labs Update: 35 computers x $1000	$35,000.00	$35,000.00	$35,000.00	4490
– Department & Building Laptop Carts: Laptop & LCD Project Carts @ $2,000 each	$16,000.00	$8,000.00	$8,000.00	4490

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
– Digital Camera	$900.00	N/A	N/A	4490
– Document cameras: $600/camera	$3,000.00	$3,000.00	$3,000.00	4490
– Equipment locks	$1,000.00	$500.00	$500.00	4490
– Mobile Computer Labs: 15 laptops w/printer each year	$17,000.00	$17,000.00	$17,000.00	4490
– Printers: $900/printer	$3,600.00	$3,600.00	$3,600.00	4490
– Promethian Boards: $5000/board	$25,000.00	$25,000.00	$25,000.00	4490
– Scanners: $250/scanner	$500.00	N/A	N/A	4490
– Teacher Computers 1/classroom	$48,000.00	N/A	N/A	4490
– Video Camera	$900.00	N/A	N/A	4490
– WiFi Routers: $100/router	$600.00	N/A	N/A	4490
– Reading assessments				
– $300 per classroom x 13 classrooms per year (= 15 titles per student built across 3 years)	$3,900.00	$4,095.00	$4,299.75	4310
– $300 per classroom x 23 classrooms per year (= 15 titles per student built across 3 years)	$6,900.00	$7,245.00	$7,607.25	4310
Benefits for all above	$198,390.72	$210,871.02	$216,855.58	3000

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: Carver

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
Coaching and Academic Intervention				
– Academic Transformation Team				
– Director of Instruction (1 FTE)	$80,914.00	$84,959.70	$89,207.69	1301
– Core specialist teacher: Core content specialist teacher for grade-level, common planning time, and data analysis meetings				
– Media/Technology Specialist Teacher: content intervention software (1 FTE)	$55,066.00	$57,819.30	$60,710.27	1901
– Performing Arts Specialist Teacher (1 FTE)	$55,066.00	$57,819.30	$60,710.27	1901
– Science Specialist Teacher (1 FTE)	$55,066.00	$57,819.30	$60,710.27	1901
– ELD Instructional coaches (1 bilingual - BCLAD)				
– 1 ELD coach/specialist teacher modeling ELD instruction and providing ELD intervention for newcomer students (1 FTE)	$55,066.00	$57,819.30	$60,710.27	1901
– Literacy Specialist/Coach for Language Arts Academic Interventions (CLAD/BCLAD)				
– Literacy Specialist/Coach (2 FTE)	$110,132.00	$115,638.60	$121,420.53	1901
– Math Specialist Coach (BCLAD)				
– Math coach/teacher for lowest performing CST/benchmark students (1 FTE)	$55,066.00	$57,819.30	$60,710.27	1901
Community Oriented Schools				
– Community School Coordination				
– Contract for Community School Coordinator: salary + benefits	$112,884.40	$118,528.62	$124,455.05	5803
– Comprehensive Behavioral Health Services				
– Learning Support Professional	$41,000.00	$43,050.00	$45,202.50	5803
– Mental Health Services Contract	$178,000.00	$186,900.00	$196,245.00	5803
– Parent Resource Centers & Programs				
– Childcare: $25/hr x 10 events x 3 people x 2 hours	$1,500.00	$1,575.00	$1,653.75	5803
– Computer: 1 x $1000	$1,000.00	$1,050.00	$1,102.50	4490
– Instruction, classes, consultants: 20 workshop sessions @$100/session x 1 trainer + 1 whole day training @ $1K	$3,000.00	$3,150.00	$3,307.50	5803

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
– Instruction, classes, consultants: Bay Area Parent Conference for 10 parents (travel + registration)	$1,000.00	$1,050.00	$1,102.50	5202
– Other Supplies: Misc supplies for 50 parents + refreshments for workshops & parent meetings	$2,860.00	$3,003.00	$3,153.15	4313
– Parent Resource Centers & Programs: Parent Liaison				
– Parent Liaison (0.5 FTE)	$26,190.01	$27,499.51	$28,874.49	2910
– Parent Resources & Programs: Childcare for Parent Education Events				
– Childcare for 10 events and 9 workshops: $1760 per site	$1,760.00	$1,848.00	$1,940.40	5803
– Meals for 10 events and 9 workshops: $2900 per site	$2,900.00	$3,045.00	$3,197.25	5890
– Parent Resources & Programs: Home Visiting Stipends				
– Stipend of $660 for 8 visits of 2 hours length and 4 hrs of PD time Total: 19 teachers x $660/stipend	$12,540.00	$13,167.00	$13,825.35	1108
– Parent Resources & Programs: Materials for Parent Education, home activities, and instructional guides				
– Materials for Parent Education, home activities, and instructional guides: $1448 per site	$1,448.00	$1,520.40	$1,596.42	4310
– Parent Resources & Programs: Parent Room Resources				
– Books & Supplies for Parent Resource Room	$4,137.00	$4,343.85	$4,561.04	4313
Extended Learning Program				
– Extended Day				
– Extended Day Staff: 5 staff x 25 days x 6 hrs $18/hr + 16 hours	$14,940.00	$15,687.00	$16,471.35	5803
– Increased After School				
– Benefits at 30% of wage of core staff: 6 staff x 30% rate x $20/hr x 35 hrs/week x 38 weeks	$47,880.00	$50,274.00	$52,787.70	5803
– Increased hours for core staff: 6 staff x 12 hrs/week x 38 weeks x $18/hr	$49,248.00	$51,710.40	$54,295.92	5803
– Increased pay for core staff: 6 staff x $4/hr x 20 hrs/week x 38 weeks	$18,240.00	$19,152.00	$20,109.60	5803
– Materials: curriculum supplement at $500 for each grade level	$3,000.00	$3,150.00	$3,307.50	4310
– Materials: multimedia software and basic supplies at $1,000 per grade level	$1,000.00	$1,050.00	$1,102.50	4313
– Materials: project specific materials (e.g., digital cameras) at $500 per grade level	$500.00	$525.00	$551.25	4490
– Summer School				
– Administrator: 25 days * $400/day	$5,000.00	$5,250.00	$5,512.50	5803
– Coordinator: 25 days x 8 hrs x $25/hour	$5,000.00	$5,250.00	$5,512.50	1105
– Events: 2 events x $1500	$3,000.00	$3,150.00	$3,307.50	5890
– Field trips: 2 trips x $1000 admission	$2,000.00	$2,100.00	$2,205.00	5811

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
– Field trips: 2 trips x 2 buses x $800	$3,200.00	$3,360.00	$3,528.00	5810
– Miscellaneous Supplies for students: 100 students x $50	$5,000.00	$5,250.00	$5,512.50	4310
– Teachers: prep time: 5 teachers x 16hrs x $40/hr, summer school: 5 teacher x 5hrs x 25 days x $40	$28,200.00	$29,610.00	$31,090.50	1105
Partnerships for Professional Development				
– AEMP (Academic English Mastery Program)				
– Teacher Hours Spent in Training over Furlough: 14 teachers x $30/hr x 7hrs x 4 days	$11,760.00	$11,760.00	N/A	1105
– Education Program for Gifted Youth (EPGY)				
– EPGY Software Site License	N/A	N/A	$20,000.00	4313
– Extended Hours: 19 teachers x 6 hours x $30/hr	N/A	N/A	$3,420.00	1105
– Kindergarten in Transition				
– Kindergarten in Transition contract	$46,000.00	$48,300.00	$50,715.00	5803
– Partners in School Innovation				
– 10% of Program Support Costs & Indirect Costs	$37,555.00	$28,166.25	$9,388.75	5803
– Contract for 1 FTE School Innovation partner: $75K + 8.5% payroll taxes + 12.5% benefits	$90,375.00	$67,781.25	$22,593.75	5803
– SEED				
– Extended Hours for Classroom Teachers: 1 hr/week x 10 weeks x 19 teachers x $30/hr	N/A	N/A	$5,700.00	1105
– Project SEED Math Specialist/Consultant	N/A	N/A	$30,000.00	5803
– Teacher's College: Grade Level Release Time				
– Substitutes during training: 5 teachers x 10 days	N/A	$10,380.00	$5,190.00	1102
– Teacher's College: Summer Institute Travel				
– Travel for 10 staff members: 10 people x ($500/ticket + 5 nights * $200 + $500 food & incidentals)	N/A	$20,000.00	$20,000.00	5202
– Teacher's College: Summer Per Diem for Administrators				
– Per Diem for 5 days x $505/day for 2 administrators for yr 1 and 1 administrator for yr 2 (2 FTE)	N/A	$5,050.00	$2,525.00	1308
– Teacher's College: Summer Per Diem for Teachers				
– Per Diem for 5 days x $350/day for 8 teachers for yr 1 and 9 teachers for yr 2	N/A	$14,000.00	$15,750.00	1108
– Teacher's College: Trainer Travel Costs				
– Travel & Lodging for Consultant: 10 trips x 300/flight + 10*$200/night	N/A	$5,000.00	$2,500.00	5803
– Teacher's College: Trainers Days on School Sites				
– Professional Development: 10 days x $2850/day	N/A	$28,500.00	$14,250.00	5803

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
– Teachers's College: Materials – 15 books x $7.50/book x 20 students x 18 classrooms	N/A	$40,500.00	N/A	4310
– Teachers's College: Teacher Peer Observation – 18 teachers x 2 subs x $173/day	N/A	$6,228.00	N/A	1102
– Tools for Schools – Coaching: 4 sessions x $2200	$8,800.00	$9,240.00	$9,702.00	5803
– WRITE Institute – Contract to train 2 lead teachers for 4 units/yr	$10,480.00	$11,004.00	$11,554.20	5803
– Travel & Conference Fees for Trainers:2 lead trainers $50/meal x 5 days $150/night x 4 nights $250 transportation (air/land)	$2,200.00	$2,310.00	$2,425.50	5202
Resources for Improved Instructional Planning & Delivery				
– Balanced Literacy Materials – $1,575 per classroom x 13 classrooms per year (= 15 titles per student built across 3 years)	$31,500.00	$33,075.00	$34,728.75	4310
– Balanced Literacy Materials: Audiobooks – Audiobooks @ $306 per classroom x 13 classrooms	$3,978.00	$4,176.90	$4,385.75	4310
– Listening centers @ $253/classroom x 13 classrooms	$3,289.00	$3,453.45	$3,626.12	4490
– Leveled readers (culturally relevant books, fiction and non-fiction) – $1,126 per classroom x 13 classrooms per year (= 15 titles per student built across 3 years)	$14,638.00	$15,369.90	$16,138.40	4310
– Literature storage – Storage bins @ 20/classroom $108 each x 13 classrooms	$28,080.00	N/A	N/A	4313
– New Media Instructional Tools – Computer Labs Update: 35 computers x $1000	$35,000.00	$35,000.00	$35,000.00	4490
– Department & Building Laptop Carts: Laptop & LCD Project Carts @ $2,000 each	$16,000.00	$8,000.00	$8,000.00	4490
– Digital Camera	$900.00	N/A	N/A	4490
– Document cameras: $600/camera	$3,000.00	$3,000.00	$3,000.00	4490
– Equipment locks	$1,000.00	$500.00	$500.00	4490
– Mobile Computer Labs: 15 laptops w/printer each year	$17,000.00	$17,000.00	$17,000.00	4490
– Printers: $900/printer	$3,600.00	$3,600.00	$3,600.00	4490
– Promethian Boards: $5000/board	$25,000.00	$25,000.00	$25,000.00	4490
– Scanners: $250/scanner	$500.00	N/A	N/A	4490
– Teacher Computers 1/classroom	$48,000.00	N/A	N/A	4490
– Video Camera	$900.00	N/A	N/A	4490
– WiFi Routers: $100/router	$600.00	N/A	N/A	4490
Benefits for all above	$175,229.36	$188,857.67	$190,971.88	3000

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: Bryant

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
Coaching and Academic Intervention				
– Core specialist teacher: Core content specialist teacher for grade-level, common planning time, and data analysis meetings				
– Media/Technology Specialist Teacher: content intervention software (1 FTE)	$55,066.00	$57,819.30	$60,710.27	1901
– Performing Arts Specialist Teacher (1 FTE)	$55,066.00	$57,819.30	$60,710.27	1901
– ELD Instructional coaches (1 bilingual - BCLAD)				
– 1 ELD coach/specialist teacher modeling ELD instruction and providing ELD intervention for newcomer students (1 FTE)	$55,066.00	$57,819.30	$60,710.27	1901
– Instructional Coaches (bilingual - BCLAD)				
– SELD/Spanish Language Arts (1 FTE)	$55,066.00	$57,819.30	$60,710.27	1901
– Literacy Specialist/Coach for Language Arts Academic Interventions (CLAD/BCLAD)				
– Literacy Specialist/Coach (2 FTE)	$110,132.00	$115,638.60	$121,420.53	1901
– Math Specialist Coach (BCLAD)				
– Math coach/teacher for lowest performing CST/benchmark students (1 FTE)	$55,066.00	$57,819.30	$60,710.27	1901
Community Oriented Schools				
– Community School Coordination				
– Contract for Community School Coordinator: salary + benefits	$112,884.40	$118,528.62	$124,455.05	5803
– Comprehensive Behavioral Health Services				
– Learning Support Professional	$41,000.00	$43,050.00	$45,202.50	5803
– Mental Health Services Contract	$178,000.00	$186,900.00	$196,245.00	5803
– Parent Resource Centers & Programs				
– Childcare: $25/hr x 10 events x 3 people x 2 hours	$1,500.00	$1,575.00	$1,653.75	5803
– Computer: 1 x $1000	$1,000.00	$1,050.00	$1,102.50	4490
– Instruction, classes, consultants: 20 workshop sessions @$100/session x 1 trainer + 1 whole day training @ $1K	$3,000.00	$3,150.00	$3,307.50	5803

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
– Instruction, classes, consultants: Bay Area Parent Conference for 10 parents (travel + registration)	$1,000.00	$1,050.00	$1,102.50	5202
– Other Supplies: Misc supplies for 50 parents + refreshments for workshops & parent meetings	$2,860.00	$3,003.00	$3,153.15	4313
– Parent Resource Centers & Programs: Parent Liaison				
– Parent Liaison (0.5 FTE)	$26,190.01	$27,499.51	$28,874.49	2910
– Parent Resources & Programs: Childcare for Parent Education Events				
– Childcare for 10 events and 9 workshops: $1760 per site	$1,760.00	$1,848.00	$1,940.40	5803
– Parent Resources & Programs: Home Visiting Stipends				
– Stipend of $660 for 8 visits of 2 hours length and 4 hrs of PD time Total: 15 teachers x $660/stipend	$9,900.00	$10,395.00	$10,914.75	1108
– Parent Resources & Programs: Materials for Parent Education, home activities, and instructional guides				
– Materials for Parent Education, home activities, and instructional guides: $1448 per site	$1,448.00	$1,520.40	$1,596.42	4310
– Parent Resources & Programs: Parent Room Resources				
– Books & Supplies for Parent Resource Room	$4,137.00	$4,343.85	$4,561.04	4313
– Parent Resources & Programs: Refreshments for Parent Education Events and Monthly Workshops				
– Meals for 10 events and 9 workshops: $2900 per site	$2,900.00	$3,045.00	$3,197.25	5890
– Student Conflict Training				
– Playworks contract	$25,000.00	$26,250.00	$27,562.50	5803
– Student Conflict Training - Tribes				
– 3-day training for 22 teachers $300 stipend/T	$6,600.00	$6,930.00	$7,276.50	1108
– Tribes trainers (2) for 4 days @ $300/day	$2,400.00	$2,520.00	$2,646.00	1108
– Tribes supplies & materials @ $45.45 x 22 teachers	$999.90	$1,049.90	$1,102.39	4310
Extended Learning Program				
– Extended Day				
– Extended Day Staff: 5 staff x 25 days x 6 hrs $18/hr + 16 hours	$14,940.00	$15,687.00	$16,471.35	5803
– Increased After School				
– Benefits at 30% of wage of core staff: 6 staff x 30% rate x $20/hr x 35 hrs/week x 38 weeks	$47,880.00	$50,274.00	$52,787.70	5803
– Increased hours for core staff: 6 staff x 12 hrs/week x 38 weeks x $18/hr	$49,248.00	$51,710.40	$54,295.92	5803
– Increased pay for core staff: 6 staff x $4/hr x 20 hrs/week x 38 weeks	$18,240.00	$19,152.00	$20,109.60	5803
– Materials: curriculum supplement at $500 for each grade level	$3,000.00	$3,150.00	$3,307.50	4310

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
– Materials: multimedia software and basic supplies at $1,000 per grade level	$1,000.00	$1,050.00	$1,102.50	4313
– Materials: project specific materials (e.g., digital cameras) at $500 per grade level + 2 SpEd	$4,000.00	N/A	N/A	4490
– Summer School				
– Administrator: 25 days x $505/day	$12,625.00	$13,256.25	$13,919.06	1304
– Events: 2 events x $1500	$3,000.00	$3,150.00	$3,307.50	5890
– Field trips: 2 trips x $1000 admission	$2,000.00	$2,100.00	$2,205.00	5811
– Field trips: 2 trips x 2 buses x $800	$3,200.00	$3,360.00	$3,528.00	5810
– Miscellaneous Supplies for students: 100 students x $50	$5,000.00	$5,250.00	$5,512.50	4310
– Teachers: prep time: 5 teachers x 16hrs x $40/hr; summer school: 5 teachers x 5hrs x 25 days x $40	$28,200.00	$29,610.00	$31,090.50	1105
Partnerships for Professional Development				
– Education Program for Gifted Youth (EPGY)				
– EPGY Software Site License	N/A	N/A	$20,000.00	4313
– Extended Hours: 15 teachers x 6 hours x $30/hr	N/A	N/A	$2,700.00	1105
– GLAD Training				
– Substitutes for 22 teachers: 20 subs x 4 days sub x $165/day	$14,520.00	$15,246.00	$16,008.30	1102
– Summer Institute: 22 teachers for 2 days x 7 hours/day x $40/hr	$12,320.00	$12,936.00	$13,582.80	1105
– Registration fees for 22 teachers: 22 teachers x $800	$17,600.00	$18,480.00	$19,404.00	5202
– Kindergarten in Transition				
– Kindergarten in Transition contract	$46,000.00	$48,300.00	$50,715.00	5803
– Partners in School Innovation				
– 10% of Program Support Costs & Indirect Costs	$37,555.00	$28,166.25	$9,388.75	5803
– Contract for 1 FTE School Innovation partner: $75K + 8.5% payroll taxes + 12.5% benefits	$90,375.00	$67,781.25	$22,593.75	5803
– SB472 Training Mathematics				
– Substitutes for 15 teachers: 15 subs x 5 days sub x $165/day	$12,375.00	$12,993.75	$13,643.44	1102
– Mileage, parking: 15 x .50/mile x 180 miles RT + $20/day parking	$1,650.00	$1,732.50	$1,819.13	5201
– Registration fees for 15 teachers: 15 teachers x $800	$16,000.00	$16,800.00	$17,640.00	5202
– SEED				
– Extended Hours for Classroom Teachers: 1 hr/week x 10 weeks x 15 teachers x $30/hr	N/A	N/A	$4,500.00	1105
– Project SEED Math Specialist/Consultant	N/A	N/A	$30,000.00	5803
– Spanish English Biliteracy Transfer Training for Houghton Mifflin Reading				
– Substitutes for 4 teachers for 3 training days and 1 planning/coaching day x $165/day	$5,280.00	$5,544.00	$5,821.20	1102
– Teacher's College: Grade Level Release Time				
– Substitutes during training: 4 teachers x 10 days	N/A	$6,920.00	$3,460.00	1102

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
– Teacher's College: Summer Institute Travel – Travel for 10 staff members: 10 people x ($500/ticket + 5 nights * $200 + $500 food & incidentals)	N/A	$20,000.00	$20,000.00	5202
– Teacher's College: Summer Per Diem for Administrators – Per Diem for 5 days x $505/day for 2 administrators for yr 1 and 1 administrator for yr 2 (2 FTE)	N/A	$5,050.00	$2,525.00	1308
– Teacher's College: Summer Per Diem for Teachers – Per Diem for 5 days x $350/day for 8 teachers for yr 1 and 9 teachers for yr 2	N/A	$14,000.00	$15,750.00	1108
– Teacher's College: Trainer Travel Costs – Travel & Lodging for Consultant: 10 trips x 300/flight + 10*$200/night	N/A	$5,000.00	$2,500.00	5803
– Teacher's College: Trainers Days on School Sites – Professional Development: 10 days x $2850/day	N/A	$28,500.00	$14,250.00	5803
– Teachers's College: Materials – 15 books x $7.50/book x 20 students x 14 classrooms	N/A	$31,500.00	N/A	4310
– Teachers's College: Teacher Peer Observation – 14 teachers x 2 subs x $173/day	N/A	$4,844.00	N/A	1102
– Tools for Schools – Coaching: 4 sessions x $2200	$8,800.00	$9,240.00	$9,702.00	5803
– WRITE Institute – Contract to train 2 lead teachers for 4 units/yr	$10,480.00	$11,004.00	$11,554.20	5803
– Travel & Conference Fees for Trainers:2 lead trainers $50/meal x 5 days $150/night x 4 nights $250 transportation (air/land)	$2,200.00	$2,310.00	$2,425.50	5202
Resources for Improved Instructional Planning & Delivery – Balanced Literacy Materials – $1,575 per classroom x 13 classrooms per year (= 15 titles per student built across 3 years)	$31,500.00	$33,075.00	$34,728.75	4310
– Balanced Literacy Materials: Audiobooks – Audiobooks @ $306 per classroom x 13 classrooms	$3,978.00	$4,176.90	$4,385.75	4310
– Listening centers @ $253/classroom x 13 classrooms	$3,289.00	$3,453.45	$3,626.12	4490
– Leveled readers (culturally relevant books, fiction and non-fiction) – $1,126 per classroom x 13 classrooms per year (= 15 titles per student built across 3 years)	$14,638.00	$15,369.90	$16,138.40	4310
– Literature storage – Storage bins @ 20/classroom $108 each x 13 classrooms	$28,080.00	N/A	N/A	4313

Activity Description (See Instructions)	Subtotal (For each activity) 2010 - 2011	2011 - 2012	2012 - 2013	Object Code
– New Media Instructional Tools				
– Document cameras for demo lessons by coaches @ $439.99 each	$2,199.95	$2,309.95	$2,425.44	4490
– Computer Labs Update: 35 computers x $1000	$35,000.00	$35,000.00	$35,000.00	4490
– Department & Building Laptop Carts: Laptop & LCD Project Carts @ $2,000 each	$16,000.00	$8,000.00	$8,000.00	4490
– Digital Camera	$900.00	N/A	N/A	4490
– Document cameras: $600/camera	$3,000.00	$3,000.00	$3,000.00	4490
– Equipment locks	$1,000.00	$500.00	$500.00	4490
– Mobile Computer Labs: 15 laptops w/printer each year	$17,000.00	$17,000.00	$17,000.00	4490
– Printers: $900/printer	$3,600.00	$3,600.00	$3,600.00	4490
– Promethian Boards: $5000/board	$25,000.00	$25,000.00	$25,000.00	4490
– Scanners: $250/scanner	$500.00	N/A	N/A	4490
– Teacher Computers 1/classroom	$48,000.00	N/A	N/A	4490
– Video Camera	$900.00	N/A	N/A	4490
– WiFi Routers: $100/router	$600.00	N/A	N/A	4490
– Reading assessments				
– $300 per classroom x 13 classrooms per year (= 15 titles per student built across 3 years)	$3,900.00	$4,095.00	$4,299.75	4310
Benefits for all above	$183,183.73	$196,216.82	$201,914.84	3000

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.

Activity Description (See Instructions)	Subtotal (For each activity)			Object Code
	2010 - 2011	2011 - 2012	2012 - 2013	
Community Oriented Schools				
– Family Outreach/Student Placement				
– Family Outreach Coordinator for Student Placement Assistance (0.625 FTE)	$34,416.25	N/A	N/A	2910
	$1,720.81	N/A	N/A	3002
	$2,151.02	N/A	N/A	3315
	$3,469.16	N/A	N/A	3702
	$5,525.00	N/A	N/A	3402
– Materials for parent conferences & presentations	$221.00	N/A	N/A	4310
– Postage for parent mailings	$216.00	N/A	N/A	4552

School Name: **Brown**

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)

San Francisco Unified School District

555 Franklin Street

San Francisco, California 94102

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:

San Francisco Unified School District

Name of Program:

School Improvement Grant, SFUSD

Printed Name and Title of Authorized Representative:

Jorge Cuevas-Antillón, Director

Signature: Jorge Cuevas Antillón Date: 6/29/10

CDE-100DF (May-2007) - California Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544
Last Reviewed: Wednesday, May 05, 2010

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:

San Francisco Unified School District

Name of Program:

School Improvement Grant, SFUSD

Printed Name and Title of Authorized Representative:

Jorge Cuevas-Antillón, Director

Signature: Jorge Cuevas Antillón Date: 6/29/10

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

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544
Last Reviewed: Tuesday, February 24, 2009

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:

San Francisco Unified School District

Name of Program:

School Improvement Grant, SFUSD

Printed Name and Title of Authorized Representative:

Jorge Cuevas-Antillón, Director

Signature: Jorge Cuevas Antillón Date: 6/29/10

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

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544
Last Reviewed: Tuesday, February 24, 2009

SIG Form 7–Sub-grant Conditions and Assurances (page 1 of 3)

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:	**San Francisco Unified School District**
Authorized Executive:	**Richard Carranza, Deputy Superintendent**
Signature of Authorized Executive	

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:

☑ 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)

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	
Brown	6041032	063441002774	√					√			√	Yr I: 50,000 Yr II: 0 Yr III: 0
Bryant	6040778	063441005592	√			√				√	√	Yr I: 1,551,706 Yr II: 1,585,686 Yr III: 1,534,679
Carver	6093496	063441005616	√			√				√	√	Yr I: 1,581,506 Yr II: 1,617,769 Yr III: 1,540,174
Chavez	6041149	063441005623	√						√		√	Yr I: 1,757,370 Yr II: 1,770,586 Yr III: 1,714,913
Everett	6062038	063441007842	√			√				√	√	Yr I: 1,405,566 Yr II: 1,406,549 Yr III: 1,197,912

Schools to be Served (CONTINUED LIST)

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	
Mann	6062046	063441005626	√						√		√	Yr I: 1,255,990 Yr II: 1,225,608 Yr III: 935,484
Mission	3634082	063441005650		√					√			Yr I: 2,014,668 Yr II: 1,960,967 Yr III: 1,637,443
Muir	6041255	063441005633	√			√				√	√	Yr I: 1,481,462 Yr II: 1,509,290 Yr III: 1,434,467
O'Connell	3834769	063441007350		√					√			Yr I: 1,630,429 Yr II: 1,506,461 Yr III: 1,081,012
Revere	6041487	063441005654	√						√		√	Yr I: 1,815,767 Yr II: 1,911,747 Yr III: 1,614,239

Schools to be Served (CONTINUED LIST)

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	
Mann	6062046	063441005626	√						√	√	√	Yr I: 1,458,070 Yr II: 1,411,336 Yr III: 1,161,528
Mission	3634082	063441005650		√					√			Yr I: 1,870,241 Yr II: 1,951,683 Yr III: 1,505,765
Muir	6041255	063441005633	√			√				√	√	Yr I: 1,849,872 Yr II: 1,863,400 Yr III: 1,842,522
O'Connell	3834769	063441007350		√					√			Yr I: 1,665,832 Yr II: 1,636,855 Yr III: 1,085,098
Revere	6041487	063441005654	√						√	√	√	Yr I: 1,886,721 Yr II: 1,999,258 Yr III: 1,747,020

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: Bryant Elementary School Tier: I or II (circle one)
School: Carver Elementary School Tier: I or II (circle one)
School: Everett Middle School Tier: I or II (circle one)
School: Muir Elementary School Tier: I or II (circle one)

Intervention Model: ☒ Turnaround ☐ Restart ☐ Closure ☐ Transformation

Total FTE required (Bryant): ____LEA 6.5 FTEs from SIG funding for School *(see Forms 4a and 5b for full details)* _____ Other
Total FTE required (Carver): ____LEA 9.5 FTEs from SIG funding for School *(see Forms 4a and 5b for full details)* _____ Other
Total FTE required (Everett): ____LEA 2.5 FTEs from SIG funding for School *(see Forms 4a and 5b for full details)* _____ Other
Total FTE required (Muir): ____LEA 7.5 FTEs from SIG funding for School *(see Forms 4a and 5b for full details)* _____ Other

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
RP, PD, SD	New & returning principals at SIG schools arrive one week early to begin planning school year with their assistant superintendents (set school hours, content of prof. dev. days); principals screen through qualified applicants for upcoming interviews; principals create master schedule, prof. dev. dates and school calendars; formatting of common planning time and draft of new budget for review by school community	July 19-23, 2010		$133,184 (salary + benefits	General Budget + Title I TIIBG for stipends	Deputy Superintendent Carranza; SIG district office Assistant Superintendents Gray & Guerrero

School: Bryant Elementary School Tier: I or II (circle one)
School: Carver Elementary School Tier: I or II (circle one)
School: Everett Middle School Tier: I or II (circle one)
School: Muir Elementary School Tier: I or II (circle one)

Intervention Model: ☒ Turnaround ☐ Restart ☐ Closure ☐ Transformation

Total FTE required (Bryant): ____LEA 6.5 FTEs from SIG funding for School *(see Forms 4a and 5b for full details)* _____ Other
Total FTE required (Carver): ____LEA 9.5 FTEs from SIG funding for School *(see Forms 4a and 5b for full details)* _____ Other
Total FTE required (Everett): ____LEA 2.5 FTEs from SIG funding for School *(see Forms 4a and 5b for full details)* _____ Other
Total FTE required (Muir): ____LEA 7.5 FTEs from SIG funding for School *(see Forms 4a and 5b for full details)* _____ Other

Required Component Acronym	Services & Activities	Timeline	Projected Costs **School**	**LEA**	Resources	Oversight
SS, GS, SD	Members of the school site council, SIG central office the principal interview hire any new staff needed at school sites, including all coaches and specialist teachers; review school budget (personnel & more) and schedule SSC agenda and meeting date to authorize use of funding with additional SIG funding; core school SIG leadership team (principals, teachers, SIG district office team) analyze incoming and returning student data and review staff assignments; secure spacing for additional staff and refine job descriptions and roles on the Balanced ScoreCard (single plan for student achievement)	July 16-30, 2010 and continued throughout school year 2010-2011		approx. $1500 per teacher working the additional week	SFUSD General Fund for principals + Title I & TIIBG for stipends	Deputy Superintendent Carranza; SIG district office Assistant Superintendents Gray & Guerrero; Human Resources staff assigned specifically to SIG school; SIG school Principals and SSC members (teachers, parents and community members)

School: Bryant Elementary School Tier: I or II (circle one)
School: Carver Elementary School Tier: I or II (circle one)
School: Everett Middle School Tier: I or II (circle one)
School: Muir Elementary School Tier: I or II (circle one)

Intervention Model: ☒ Turnaround ☐ Restart ☐ Closure ☐ Transformation

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Required Component Acronym	Services & Activities	Timeline	Projected Costs **School**	Projected Costs **LEA**	Resources	Oversight
RPR, SD	Implement the hard-to-fill salary incentives at SIG schools; utilize HR national recruitment process for screening potential new recruits into the school; identify district teachers with outstanding records and request Deputy Superintendent and Superintendent to personally recruit individual teachers; have central office SIG staff organize all final placement of teachers by rubric of school need; use technology classroom resources and professional on-site coaching as method for retaining quality site; provide common planning time through specialist teachers who rotate per grade levels daily; offer assistance of after school staff during last section of school day to reduce class size in high needs classrooms and to retain commitment of quality staff at schools	July 19, 2010 – May 27, 2011 throughout school year 2010-2011		Salaries vary by teacher credential *(see Forms 5b for details)*	Prop A for salary incentives (city fund); SFUSD General Fund for HR work; SIG Funding for hiring additional staff &	SIG district office Assistant Superintendents Gray & Guerrero; SIG school Principals; Human resources staff assigned specifically to SIG school sites; data coaches and Instructional Reform Facilitators from school sites

School: Bryant Elementary School Tier: I or II (circle one)
School: Carver Elementary School Tier: I or II (circle one)
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Intervention Model: ☒ Turnaround ☐ Restart ☐ Closure ☐ Transformation

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Required Component Acronym	Services & Activities	Timeline	Projected Costs **School**	**LEA**	Resources	Oversight
PD, ILT, SCO	*{See table in grant narrative with multiyear plan for external professional development partners; for expansion of school learning time in before/after school programs and summer programs; for the extension of social-emotional & community-oriented services}* Establish contracts for services with all external partners via support of the SIG central district office; present to Board for approval by first meeting of each school year	Fall 2010 (&throughout school years 2010-2011; 2011-2012 2012-2013)	*(see Forms 4a and 5b for full details)*	*(see Forms 4a and 5b for full details)*	General Budget for district in-kind services for contract setting support	SIG central office staff & SIG school principals; SFUSD central office staff assigned specifically to aid SIG schools from the Contracts Compliance Office, Budget Services Office, Accounts Payable
SD, PD, IP	Collect and analyze data at all four points of common interim assessments; plan core curriculum lessons based on data; use results of common interim assessments to determine students needing individualized diagnostic assessments; schedule more frequently collection of diagnostic data of students in academic intervention	Oct. 22, 2010; Jan. 14, Mar. 25, May 27, 2011 (&throughout school years 2010-2011; 2011-2012 2012-2013)	*(see Forms 4a and 5b for full details)*	*(see Forms 4a and 5b for full details)*	General Budget for district in-kind + SIG funding for common planning time and prof. dev. days to review data	SIG district office Assistant Superintendents Gray & Guerrero; SIG school Principals; data coaches and Instructional Reform Facilitators from school sites

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: Chavez Elementary School Tier: I or II (circle one)
School: Mann Middle School Tier: I or II (circle one)
School: Mission High School Tier I or Tier II (circle one)
School: O'Connell High School Tier I or Tier II (circle one)
School: Revere K-8th School Tier: I or II (circle one)

Intervention Model: ☐ Turnaround ☐ Restart ☐ Closure ☒ Transformation

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Required Component Acronym	Services & Activities	Timeline	Projected Costs **School** **LEA**	Resources	Oversight

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Required Component Acronym	Services & Activities	Timeline	Projected Costs **School**	Projected Costs **LEA**	Resources	Oversight
ES, IRR, OF, FCE	Members of the school site council, SIG central office the principal interview hire any new staff needed at school sites, including all coaches and specialist teachers; review school budget (personnel & more) and schedule SSC agenda and meeting date to authorize use of funding with additional SIG funding; core school SIG leadership team (principals, teachers, SIG district office team) analyze incoming and returning student data and review staff assignments; secure spacing for additional staff and refine job descriptions and roles on the Balanced ScoreCard (single plan for student achievement)	July 16-30, 2010 and continued throughout school year 2010-2011		approx. $1500 per teacher working the additional week	SFUSD General Fund for principals + Title I & TIIBG for stipends	Deputy Superintendent Carranza; SIG district office Assistant Superintendents Gray & Guerrero; Human Resources staff assigned specifically to SIG school; SIG school principals and SSC members (teachers, parents and community members)

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Required Component Acronym	Services & Activities	Timeline	Projected Costs **School**	Projected Costs **LEA**	Resources	Oversight
PD, ILT, SCO, TA	*{See table in grant narrative with multiyear plan for external professional development partners; for expansion of school learning time in before/after school programs and summer programs; for the extension of social-emotional & community-oriented services}* Establish contracts for services with all external partners via support of the SIG central district office; present to Board for approval by first meeting of each school year	Fall 2010 (&throughout school years 2010-2011; 2011-2012 2012-2013)	*(see Forms 4a and 5b for full details)*	*(see Forms 4a and 5b for full details)*	General Budget for district in-kind services for contract setting support	SIG central office staff & SIG school principals; SFUSD central office staff assigned specifically to aid SIG schools from the Contracts Compliance Office, Budget Services Office, Accounts Payable

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Intervention Model: ☐ Turnaround ☐ Restart ☐ Closure ☒ Transformation

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Required Component Acronym	Services & Activities	Timeline	Projected Costs **School**	Projected Costs **LEA**	Resources	Oversight
SD, PD, IP	Collect and analyze data at all four points of common interim assessments; plan core curriculum lessons based on data; use results of common interim assessments to determine students needing individualized diagnostic assessments; schedule more frequently collection of diagnostic data of students in academic intervention	Oct. 22, 2010; Jan. 14, Mar. 25, May 27, 2011 (&throughout school years 2010-2011; 2011-2012 2012-2013)	*(see Forms 4a and 5b for full details)*	*(see Forms 4a and 5b for full details)*	General Budget for district in-kind + SIG funding for common planning time and prof. dev. days to review data	SIG district office Assistant Superintendents Gray & Guerrero; SIG school Principals; data coaches and Instructional Reform Facilitators from school sites

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: Brown Elementary School Tier: I or II (circle one)

Intervention Model: ☐ Turnaround ☐ Restart ☒ Closure ☐ Transformation

Total FTE required: _____LEA 0.625 School _____ Other

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
CS	Date of Board review June 24, 2010	End of School Year 2010-2011	$0		N/A	Superintendent, Assistant Superintendent, Principal, and Board
OSE	Hire Family Outreach Coordinator for Student Placement Assistance	8/16/2010	$49,542		SIG Funding	Family Outreach Coordinator for Student Placement Assistance, Assistant Superintendent, and Principal
OSE	Letters and conferences with all families about options for next school year	08/16/2010 - 05/27/2011	$486		SIG Funding	Assistant Superintendent, Principal, Staff/Counselors from SFUSD Ed Placement Center

School: Brown Elementary School Tier: I or II (circle one)

Intervention Model: ☐ Turnaround ☐ Restart ☒ Closure ☐ Transformation

Total FTE required: _____LEA 0.625 School _____ Other

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
CP	Support for public transportation to any school of choice	Year 2		$64,376	General Budget	SFUSD Educational Placement Center and Transportation Office

SIG Form 11–Implementation Chart for a Tier III School, (if applicable)

Implementation Chart for a Tier III School

Complete this form for each Tier III school the LEA commits to serve. Identify the services the school will receive or the activities the school will implement. If the LEA is opting to implement one of the four intervention models, indicate which model will be selected. If the LEA has opted to implement other services or activities, provide a brief description at the top of the chart where indicated.

School:

Intervention Model: □ Turnaround □ Restart □ Closure □ Transformation

□ Other _____

Total FTE required: _____LEA _____ School _____ Other

Services & Activities	Timeline	Projected Costs		Other Resources	Oversight (LEA / School)
		School	**LEA**		

Not Applicable

Attachments Table Contents

Letter of Support – Mayor Newsom

Letter of Support – Supervisor Maxwell

Letter of Support – San Francisco School Alliance

Letter of Support – San Francisco Education Fund

Letter of Support – Parents for Public Schools–San Francisco

LAU Observation Protocol

LAU Action Plan – Master Plan for English Learners

SFUSD Written Classroom Performance Report

Essential Supports for School Improvement – Indicators for Evaluation

SFUSD School Improvement Evaluation Tool

Office of the Mayor
City & County of San Francisco

Gavin Newsom

June 2, 2010

Carlos Garcia
Superintendent of Schools
San Francisco Unified School District
555 Franklin Street, Third Floor
San Francisco, California 94102

Dear Superintendent Garcia,

I am delighted to provide my complete support for your proposal to the U.S. Department of Education through its School Improvement Grant (SIG) application to fuel the necessary change to transform our lowest performing schools in San Francisco Unified School District.

I am proud to see SFUSD pursue this funding opportunity because it requires equity-centered principles and incredible resolve. The opportunities made available through this grant are in-line with SFUSD and the city of San Francisco's mission to serve our neediest communities. In particular, I am excited about the tremendous amount of work that went into getting the affected schools' involvement in determining the final turnaround option for each school included in this application. The realization of this substantial grant over the next three years coupled with the increased community involvement is going to bolster the positive change we need in our most challenged schools. I salute you and SFUSD board for your passion and dedication to act on behalf of students and their families in the Mission, Western Addition and Bayview/Hunter's Point neighborhoods.

The City of San Francisco and its citizens have had a strong passion for improving public education. As Mayor of San Francisco, I have made it a priority of my administration to strengthen our relationship with our school district and work to ensure that our resources are aligned to support the critical work that SFUSD does. Please accept this letter as my administrations commitment to helping create a district that the children of San Francisco deserve.

Sincerely,

Gavin Newsom
Mayor

1 Dr. Carlton B. Goodlett Place, Room 200, San Francisco, California 94102-4641
gavin.newsom@sfgov.org • (415) 554-6141

Member, Board of Supervisor
District 10

SOPHIE MAXWELL
蘇菲・馬克斯韋爾

City and County of San Francisco

June 2, 2010

Mr. Carlos Garcia
Superintendent of SFUSD
155 Franklin Street
San Francisco, CA 94102

Dear Superintendent Garcia:

It is my pleasure to write this letter in support for your application to the School Improvement Grants program. Several of the schools that were targeted by the state as needing significant support are located in my district so I'm pleased to see this concerted effort to bring much-needed funds and support for our schools.

As Supervisor for San Francisco's District 10, it has been my privilege to serve and speak for those in our community whose voices too often go unheard. It is exciting to see a targeted effort by the school district like the SIG application to concentrate resources, energy, talent and leadership to the students in high needs schools. I am grateful to see this effort take place and offer you my support to help make this a success.

As you well know, the struggling schools identified as low-performing have large proportions of students of color. These students deserve the same quality schooling as any other student in San Francisco. For these students and their families, the SIG application means more than just the opportunity to bring critical resources for these high-poverty communities; it also represents an important complement to the district's redesign efforts now taking place to emphasize services to the schools in the Bayview / Hunter's Point neighborhoods.

City Hall • 1 Dr. Carlton B. Goodlett Place • Room 244 • San Francisco, California 94102-4689
(415) 554-57670 • Fax (415) 554 - 7674 • TDD/TTY (415) 554-5227 • Sophie.Maxwell@sfgov.org

I support the district's redesign efforts to establish a Superintendent's Zone targeting Bayview / Hunter's Point and the Mission neighborhoods. This critical district reform will bring a precision of focus to our neediest students. I'm also encouraged to see this further supported through this grant opportunity. By using the SIG opportunity – in combination with other potential grants for the rest of the Superintendent's Zone schools - such as Promise Neighborhoods, Teacher Incentive Fund and Investing in Innovation – I feel that SFUSD will finally have the funding coupled with public accountability to be truly successful.

The city of San Francisco and its school district must make education a priority for ALL its children. The opportunity and future that we offer these children is the greatest responsibility that must be met. SIG would empower that commitment.

Sincerely,

Sophenia Maxwell

Sophenia Maxwell

SAN FRANCISCO
SCHOOL ALLIANCE

June 2, 2010

[learning managed]

Carlos Garcia
Superintendent of Schools
San Francisco Unified School District
555 Franklin Street
San Francisco, CA 94102

Dear Superintendent Garcia,

On behalf of the San Francisco School Alliance, I want to offer our enthusiastic support for your application to secure a School Improvement Grant (SIG). This federal opportunity comes at a time of unprecedented challenges for the San Francisco Unified School District (SFUSD). I and our board are proud and pleased that in spite of these challenges, the district is not only applying for the School Improvement Grant, but is simultaneously pursuing a series of critical reforms at the district and school level that will support the successful transformation required by the SIG in our neediest schools. In addition, the district's creation of a Superintendent's Zone focusing on the Bayview/Hunter's Point and Mission neighborhoods will build needed community support and leverage the potential funding from this grant.

As a strategic partner and staunch supporter of the district and its reform efforts, the San Francisco School Alliance has worked directly with you and your executive team over time to make the changes necessary to ensure a world-class education for all students in this city. The identification of these 10 struggling schools has been a wake up call to all of us who support the 56,000 students in the San Francisco public schools. This School Improvement Grant is essential to sharpen and accelerate our efforts to eliminate the achievement gap in these low performing schools and thus improve the lives of the children in our city's most difficult neighborhoods.

The San Francisco School Alliance will support your work on this change effort with our best thinking and advice, leveraged resources from the philanthropic and corporate communities and engagement of the citizens and leaders of San Francisco. While the identification of these struggling schools has been controversial, the potential resources from the SIG can help unify the efforts of parents, educators, district, city and community leadership to make long needed changes to benefit our children. Your focus in the grant on the essential elements of core instruction, professional capacity of your teachers and outreach to families and community members will build buy-in to those efforts.

We wish you success as you complete this process and you have our commitment to support you fully in its successful implementation.

Sincerely,

Terry Bergeson
Executive Director

114 Sansome Street, Suite 800
San Francisco, CA 94104
P 415-955-5790
F 415-955-5799
sfschoolalliance.org

sanfranciscoeducationfund

SAN FRANCISCO SCHOOL VOLUNTEERS

Dear Superintendent Garcia,

We are writing to provide our full endorsement of the San Francisco Unified School District's application for the School Improvement Grant funding. We are delighted the District is pursuing this source of funding to ensure the same academic expectations and academic support services for African American and Latino students. We believe the timing is ideal as this funding will support your focus to transform our most challenged neighborhoods through the Superintendent's Zone.

As a vanguard of our City's additional educational support, San Francisco Education Fund has committed itself for decades to supporting teachers and improving educational outcomes for all students in San Francisco through our fundraising and volunteer efforts.

Since the needs of struggling schools far surpass the amount of local resources available from both public and private sources, we are excited to see federal education funding targeted to meet the extraordinary circumstances of targeted schools with profound challenges.

As both a funder and service provider to the District, we have been intimately connected to SFUSD's reform efforts on several levels. We continue to collaborate with your leadership team on the design of your federal grant applications. We have teamed with universities and SFUSD to create effective and meaningful teacher pathways. We train staff in priority schools to engage underperforming students in their learning and leadership development and we bring community and business partners to schools in the Superintendent's Zone to help students graduate well prepared for college and career. We annually place more than a thousand volunteers directly in classrooms, specifically the schools listed for SIG. We hope that these contributions will be noted as in kind support. Our annual contribution of volunteer hours is valued at approximately $2.1 million.

Given our broad and diverse role of support, we have a unique insight into the needs of the District as well as the key strategies which improve outcomes for students. SFUSD's application for the SIG funding – and the District's commitment to truly transforming these schools – represents the tipping point for ensuring success. We note the intended efforts for these ten schools are well aligned with the restructuring you have already begun to undertake. Through SIG you will be able to expedite the transformation of these schools.

727 Golden Gate Avenue, Second Floor, San Francisco, CA 94102 • T 415 749 3700 • F 415 749 3780 • www.sfedfund.org

There are a number of factors which give us confidence in the District's ability to successfully implement SIG. These include: SFUSD's reform efforts to restructure the central office with the creation of a Superintendent's Zone of high priority schools; the refocus on core curriculum; the engagement of families and communities; and the alignment of other federal, state, and private opportunities to support these efforts. We have witnessed firsthand the strong leadership you have demonstrated since arriving three years ago, and believe you and your team will accomplish the goals of this grant.

As a proud and integral partner of SFUSD, we strongly support this effort and look forward to continuing to add our resources and attention to ensuring the success of our students and schools who are in most need of our attention.

Most sincerely,

Lisa Spinali

Lisa Spinali
Executive Director

June 3, 2010

Superintendent Carlos Garcia
San Francisco Unified School District
555 Franklin Street
San Francisco, CA 94102

Dear Superintendent Garcia,

Parents for Public Schools – San Francisco (PPSSF) would like to express our support for the San Francisco Unified School District's application for the School Improvement Grant. We have faith that the district is committed to serving schools in our city which were recently identified in the state's "persistently lowest-achieving" list. Because of the staggering challenges our district and community face in these schools, we are relieved to have an enormous opportunity through this federal grant funding to transform some of our most underserved schools.

PPSSF commits to partnering with the district to implement the requirements of SIG and to collaborate for the critical success that our communities need. Our decision to participate in the SIG work is directly tied to the district's dedication to reach out to the community. As you already know, our organization represents a network of city parent volunteers dedicated to building a quality education for all children in San Francisco, which makes a partnership within SIG schools a great match for our shared interests.

PPSSF recognizes that the SIG schools have traditionally underutilized the potential of parents. We applaud the district for putting this inequity at the forefront of their strategic plan in 2008, and we are further encouraged that the assets and strengths of each community are affirmed by the promise of the SIG grant application. This is demonstrated in the establishment of the Superintendent's Zone, the creation of core curriculum for all schools, and the emphasis on developing each school's leadership and capacity. It is our promise to directly empower the parent leaders at the SIG schools through our School Governance and Leadership training, which helps parents to become partners in improving student achievement through their School Site Councils.

PPSSF is eager to work with the district to contribute to what is certainly one of the greatest opportunities to help our city's most deserving population of students.

Yours truly,

Ellie Rossiter

Ellie Rossiter
Executive Director

Parents for Public Schools – SF 3543 18th Street San Francisco, CA 94110 415-861-7077 www.ppssf.org

SFUSD SAN FRANCISCO PUBLIC SCHOOLS

LAU OBSERVATION PROTOCOL

Elementary School Rubrics ~ WORKING DRAFT

INTRODUCTION

The San Francisco Unified School District (SFUSD or District) is committed to ensuring that English Learners (ELs) have access to the District's curriculum, programs and services. In furtherance of that commitment, the District's School Board adopted the Lau Master Plan for English Learners (Lau Plan) in September of 2008. As described in the Lau Plan, the District is required to establish an Internal Oversight Committee (IOC) to oversee SFUSD's implementation of the Lau Plan. The IOC is lead by Richard Carranza, the Deputy Superintendent for Instruction, Innovation and Social Justice and includes representatives from District departments that support EL programs and services.

Every school year the IOC is required to conduct an internal audit that includes school site visits and review of data from a randomized selection of 8-10 school sites (at least 2 high schools, at least 2 middle schools, and at least 4 elementary schools). IOC teams use this rubric to assesses the following at randomly selected school sites:

- Identification of EL students;
- Assessment and placement of EL students (including special education ELs);
- Articulation and coherence of EL program pathways offered;
- Quality and consistency of ELD, SDAIE, and primary language instruction for EL students;
- Availability and use of ELD, primary language, and SDAIE supplemental materials;
- ELs' access to special education and GATE services;
- Monitoring of current ELs and RFEP student achievement and success;
- Professional development for EL staff; and
- Parent involvement and outreach.

The IOC collects, analyzes, and applies information from the audit results to work closely with the school sites and District departments to:

- Plan both site based and District wide professional development;
- Determine the most effective uses of EL funding sources; and
- Inform the development of District policies and site academic plans.

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English Plus Pathway
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Section V: **Affirming, Inclusive School Climate**

Section VI: **School Systems and Infrastructure**

Section VII: **Access to Specialized Programs and Services**
Gifted and Talented Education
Special Education

Section VIII: **Parent Involvement & Outreach**

DRAFT

Section I. UNDERSTANDING THE ENGLISH LEARNER POPULATION
(Sources: interviews with Leadership Team & Teacher Focus Group; review of data used by faculty to discuss achievement)

I.A. Lau Expectation: Educators understand the diversity of the English Learner enrollment and the implications of factors (e.g., primary language proficiency, length of time in U.S., English proficiency level) for addressing as a foundation for program monitoring, planning and instruction.

Not Meeting	*Approaching*	*Meeting*	*Exceeding*
O ELs are viewed as if their needs were the same without differentiated placement and instruction. O Few staff are aware of which students in their classes are ELs. O Data for ELs appears as a single category. O ELs are not placed in ELD by proficiency level.	O Administrators and Leadership Team demonstrate basic awareness and understanding about EL diversity. Some discussion occurs about potential implications of that diversity for program planning and instruction. O A few staff are aware that ELs vary in a few basic dimensions (e.g., English fluency levels, cultural and ethnic background) but this may not result in differentiated instruction. O Students may be placed for ELD by proficiency level, but there is little or no differentiation in core instruction.	O Administrators and most staff understand that ELs differ in various dimensions including: extent of L1 development as well as English proficiency, cultural/ national background, length of time in U.S., etc. O Based upon that understanding, instruction is generally responsive to the different needs (e.g., students are grouped by proficiency level for ELD, and it is understood that instruction should be differentiated for core curriculum). O Teachers have curriculum and instructional strategies for relative newcomers. O Teachers access data about ELs in their class - including ELD proficiency levels and L1 assessment data when available.	O All staff knows the site's EL profile – including multiple factors beyond English language fluency (e.g., impact of L1 literacy levels, length of time in U.S. schools, etc.) - and this knowledge is referenced and built upon in school-wide planning and discussions of data, priorities and programs. O Teachers have coded rosters with EL information, know their class EL profile; they understand the implications of this information and use it for planning instruction. O Staff annually reviews the demographics and characteristics of the EL population to discuss implications for the school, services and instruction.

SECTION II: CONSISTENCY AND FIDELITY OF PROGRAM DESIGN AND PATHWAYS
(Sources: Written descriptions of program; interviews with Leadership Team. Teacher Focus Group & Student Focus Group)

II.A Lau Expectation: Pathway Design
The school has at least one clearly defined English Learner Pathway that matches district definition and is appropriate to the student enrollment at the site. The pathways are supported with clear criteria for entry and exit.

II.B Lau Expectation: Pathway Implementation
Students are grouped and placed appropriately to address their linguistic proficiency levels and in appropriate numbers to ensure pathway integrity. The schedule and staffing provide full access to the curriculum, and allows for maximum flexibility and movement for English Learners as they progress in English proficiency.

II.C. Lau Expectation: Pathway Articulation, Coherence and Consistency
The pathway(s) is coherent, consistent and articulated across the grade levels.

PATHWAY ADMINISTRATION: DESIGN, IMPLEMENTATION AND ARTICULATION

Not Meeting	*Approaching*	*Meeting*	*Exceeding*
O EL placement is determined by which classes have space, and factors other than EL need. O Pathways may be listed on paper at the school, but in reality those pathways do not exist. O Parents may be misinformed about pathways available for students at the site. O Students may be mis-assigned to a pathway at the site.	O A pathway for ELs exists on paper, but may not be implemented consistently for the appropriate students or with appropriate teachers. O Pathways for ELs exist, though pathway implementation may be based on individual teachers or may vary from one grade level to the next or one year to the next. O Pathway information is provided to parents consistent with district definitions.	O The administration and key members of the Leadership Team are proactive in appropriately placing ELs into pathways that meet their needs, and the pathway settings have the right balances of students. O Pathway information is provided in multiple languages, consistent with district definitions and implementation matches school's own definitions. O The school communicates with parents about the pathways.	O EL pathways are well-defined, well-understood by the administration, leadership team, teachers, other school staff and parents. Staff advocate for and support the pathways to ensure effective implementation. O All ELs are in well-defined pathways that meet their needs as specified in site and district guidelines. O All pathways are consistently implemented and articulated across classrooms and grades. O Administration and key leaders actively engage with district entities to ensure that parents and students are appropriately referred to their site and are fully informed about the pathway. O Parents are educated about the pathways in multiple languages.

DRAFT

NEWCOMER PATHWAY

Not Meeting	*Approaching*	*Meeting*	*Exceeding*
O Exit criteria are not observed. O "Newcomer" status is equated with lower levels of English fluency and responded to as solely a language issue. O A designated newcomer curriculum is not in place. O L1 language and academic proficiency is not considered. O Newcomer students do not receive two periods of ELD per day. O Pathway does not include support to facilitate transition to another EL pathway.	O Exit criteria may not always be observed. Students may remain in program beyond need for transition support, or are exited without foundation of skills and language needed to successfully transition to other school pathways. O Teachers implement a newcomer curriculum, but it is generally determined by individual teachers. O The curriculum in the newcomer setting does not vary by length of time (e.g., students kept in the newcomer setting beyond one year receive same curriculum as those who are newly arrived.) O ELD teacher may include survival English in the curriculum. O L1 language and academic proficiency is considered, but is not formally and consistently used to make instructional decisions. O Student may receive two periods of ELD per day but without a strong sequential ELD curriculum. O There is limited support to facilitate transition to another EL pathway.	O Clear criteria for exiting the Newcomer Pathway (including length of time, foundation of skills and performance in four domains (listening, speaking, reading and writing)) exist with regular assessment to determine when newcomers should exit and transition to other pathways. O A designated newcomer curriculum includes "survival" English and orientation to San Francisco and/or U.S. schools and culture. O Some content classes are taught using L1 instruction, L1 support or content-based ELD when L1 is not possible. O There are some materials and units in academic subjects for newcomers who arrive with academic gaps. O L1 language and academic proficiency are considered for placement and instruction. O Newcomers receive at least two periods of ELD daily by proficiency level. O ELD curriculum is strong and sequential. O There is support to facilitate transition to another EL pathway.	O The school has a clearly defined Newcomer Pathway to meet needs of newly arrived students, and observes clear criteria for placement and exit (including length of time, foundation of skills and performance in four domains (listening, speaking, reading and writing) in L1 and English). O Newcomer classes are staffed at beginning of the year to accommodate students who arrive throughout the year. O A designated newcomer curriculum focuses on survival English & orientation to SF & US schools and culture. O Most content classes are taught in L1 whenever possible, and through content-based ELD when L1 is not possible. O Teachers are prepared with appropriate materials and units in academic subjects for newcomers who arrive with academic gaps. O Pathway supports newcomers in transitioning to U.S. culture; students share and gain support for challenges of culture shock. O Newcomer setting is staffed with teachers who are knowledgeable about student's cultures and immigration/refugee systems. O Where possible, newcomers are mixed with other students (in L1 courses, ELD.) O L1 literacy assessments, academic proficiency and knowledge of foreign schooling systems support appropriate placement and instruction for newcomers. O Newcomers receive at least two periods of ELD daily by proficiency level with intensive English engaging all four domains. O ELD curriculum is strong, sequential, and addresses the needs of Newcomers. O There is ongoing support to facilitate a smooth transition from the Newcomer Pathway into another EL pathway.

ENGLISH PLUS PATHWAY

Not Meeting	*Approaching*	*Meeting*	*Exceeding*
O The school considers the English Plus Pathway to be a general education program that includes English Learners, without specifically addressing their language needs. O There is no distinction between ELs of various proficiency levels. O There are no specific EL groupings or differentiation of instruction within academic instruction. O There is no designated or formal ELD time or curriculum ("we do it during ELA, or as part of core").	O The school has a defined English Plus Pathway, but it may not match the district's formal definition. O No formal clustering of ELs to facilitate differentiation of content instruction by language levels. O Depending on individual teacher knowledge and skill, SDAIE strategies and differentiation of academic curriculum may or may not occur. O Beginning to intermediate ELs receive at least 30 minutes of ELD per day, but not all early advanced and advanced ELs receive ELD. O Most ELs are grouped by proficiency levels for ELD, but there may be a wide range of proficiency levels in one class. O ELD curriculum is vague or spotty, is largely left to teachers to design, and may not be focused on ELD standards. O There is some sequence of ELD instruction, though it does not continue through higher proficiency levels.	O The school has a clearly defined English Plus Pathway. O Within a classroom, teachers cluster ELs as needed to facilitate differentiation of content instruction by language levels. O Teachers use SDAIE strategies to facilitate comprehension and participation. O All ELs receive at least 30 minutes of ELD per day grouped by proficiency level. O ELD curriculum is standards-based and has standards-based materials. O The sequence of ELD classes continues through all proficiency levels.	O The school has a clearly defined English Plus Pathway and a written description of the pathway that matches the district's formal definition. O Students are placed into classrooms to enable a critical mass or cluster to support differentiation of instruction. O Grade level content is delivered accessibly through SDAIE and/or L1 support – and includes language objectives to build academic English through the study of content. O All ELs taught with differentiated instruction to address their language and academic needs. O Primary language support is available and used as needed. O All ELs receive at least 30 minutes of ELD per day grouped by proficiency level with a narrow range of proficiency levels in each class. O ELD curriculum is standards-based, has appropriate standards-based materials and focuses on all four domains. O There is a well-articulated sequence of ELD classes through all proficiency levels.

BILITERACY PATHWAY

Not Meeting	*Approaching*	*Meeting*	*Exceeding*
O The Biliteracy Pathway is not clearly defined or articulated throughout the grades. O The amount of instruction in each language is determined by the teacher. O Little or no primary language instruction may be provided. O Instruction is not standards-based and does not have standards-based materials. O Teachers who provide target language instruction lack BCLAD and/or academic proficiency in target language. O Teachers of English lack CLAD and/or academic proficiency in English. O No designated ELD time or curriculum. O There is no distinction between ELs of various proficiency levels.	O The school has a defined Biliteracy Pathway, but it may not match the district's formal definition. O Amount of instruction in the target language and in English varies by teacher, by classroom, by subject. O Primary language instruction is not consistently standards-based and/or does not have standards-based materials. O Teachers who provide target language instruction have BCLAD and teachers of English have CLAD. O Most ELs are grouped by proficiency level for ELD, but there may be a wide range of proficiency levels in one class. O All beginning to intermediate ELs receive at least 30 minutes of ELD per day. O ELD curriculum is vague or spotty, is largely left to teachers to design, and may not be focused on ELD standards.	O The school has a clearly defined Biliteracy Pathway at all grade levels that includes which subjects are taught in each language. O The amount of time in each language (and use of each language) is planned for and implemented consistently within a classroom, though it may not be consistent across classrooms or across grade levels. O Instruction in the primary language has a designated curriculum and materials that are standards-aligned. O Teachers who provide target language instruction have BCLAD and academic proficiency in target language. O Teachers of English have CLAD and academic proficiency in English. O All ELs receive at least 30 minutes of ELD per day grouped by proficiency level. O ELD curriculum is standards-based and has standards-based materials. O The sequence of ELD classes continues through all proficiency levels.	O The school has a written, clearly defined and well-articulated Biliteracy Pathway at all grade levels that includes which subjects are taught in each language. O The pathway design matches the district's formal description, including the designation of language of instruction. O The amount of time in each language (and use of each language) is planned for and implemented consistently within classrooms and is consistent within and across grade levels. O Instruction in the primary language is rigorous, has a designated curriculum and materials that are standards-aligned. O A high level of academic language is developed in the primary language and in English. O Teachers who provide target language instruction have BCLAD and high levels of academic proficiency in target language. O Teachers of English have CLAD and high levels of academic proficiency in English. O All ELs receive at least 30 minutes of ELD per day grouped by proficiency level with a narrow range of proficiency levels in each class. O ELD curriculum is standards-based, has appropriate standards-based materials and focuses on all four domains. O There is a well-articulated sequence of ELD classes through all proficiency levels. O Teaches collaborate within the pathway to ensure consistency and articulation. O There is attention to language transfer and contrastive analysis within the curriculum that builds on the relationship between the two languages.

DUAL LANGUAGE IMMERSION PATHWAY

Not Meeting	*Approaching*	*Meeting*	*Exceeding*
O The Dual Language Immersion Pathway is not clearly defined or articulated throughout the grades. O The balance of ELs and English dominant students in the classes isn't appropriate for the model. O The amount of instruction in each language is determined by the teacher. O Teacher uses both languages to instruct students within the same instructional block. O Primary language instruction is not designed to address needs of native speakers of the language. O Instruction is not standards-based and does not have standards-based materials. O Teachers who provide target language instruction lack BCLAD and/or academic proficiency in target language. O Teachers of English lack CLAD and/or academic proficiency in English. O No designated or formal ELD time or curriculum. O There is no distinction between ELs of various proficiency levels.	O The school has a defined DLI Pathway, but it may not match the district's definition. O The balance of ELs and English dominant students is not consistently appropriate for the model in all classes. O Students are placed into DLI inappropriately at 2nd grade and above. O The amount of instruction in the target language and in English varies by teacher, by classroom, by subject. O Primary language instruction is not consistently standards-based and/or does not have standards-based materials. O Teachers who provide target language instruction have BCLAD and teachers of English have CLAD. O Most ELs are grouped by proficiency level for ELD, but there may be a wide range of proficiency levels in one class. O All beginning to intermediate ELs receive at least 30 minutes of ELD per day. O ELD curriculum is vague or spotty, is largely left to teachers to design, and may not be focused on ELD standards.	O The school has a defined and articulated DLI Pathway that matches the District's definition and includes which subjects are taught in each language. O The balance of ELs and English dominant students in each class is generally appropriate for the model. O The amount of time in each language (and use of each language) is planned for and implemented consistently within a classroom, though it may not be consistent across classrooms or across grade levels. O Teacher maintains monolingual delivery for each instructional block/period. O Instruction in the primary language has a designated curriculum and materials that are standards-aligned. O Teachers who provide target language instruction have BCLAD and academic proficiency in target language. O Teachers of English have CLAD and academic proficiency in English. O All ELs receive at least 30 minutes of ELD per day grouped by proficiency level. O ELD curriculum is standards-based and has standards-based materials.	O The school has a written, clearly defined and well-articulated DLI Pathway at all grade levels that includes which subjects are to be taught in each language. O The pathway design matches the district's formal definition, including the designation of language of instruction and appropriate balance of students. O The amount of time in each language (and use of each language) is planned for and implemented consistently within classrooms and is consistent within and across grade levels. O New students are placed into DLI at 2nd grade or above only if they have appropriate fluency in target language. O Instruction in the primary language is rigorous, has a designated curriculum and standards-aligned materials. O Strategies are used consistently to develop high level of academic language in the target language and English. O Teachers who provide target language instruction have BCLAD and high levels of academic proficiency in target language. O Teachers of English have CLAD and high levels of academic proficiency in English. O All ELs receive at least 30 minutes of ELD per day appropriate to their proficiency and grade level and aligned to the District's ELD guidelines. O ELD curriculum is standards-based, has appropriate standards-based materials and focuses on all four domains. O There is a well-articulated sequence of ELD classes through all proficiency levels. O Teachers collaborate within the pathway to ensure consistency and articulation. O There is attention to language transfer and contrastive analysis within the curriculum that builds on the relationship between the two languages.

SECTION III: QUALITY AND APPROPRIATENESS OF INSTRUCTION *(Sources: Classroom observations)*

Not Meeting	*Approaching*	*Meeting*	*Exceeding*
III.A. Lau Expectation: Classes are well-planned to provide access to grade level standards and to maximize language development for English Learners. (CSTP Standard 4)			
O Lesson plans and schedule lack elements necessary for EL learning at grade level. O Content objectives are not clear. O Class is not planned to address the needs of ELs in mind. O There is no differentiation of instruction for ELs.	O Lesson plans and schedule have some elements necessary for EL learning. O Content objectives posted and/or clear, but may not be standards based. O Schedule is posted and followed. O Lessons include some differentiation, with attention to EL level in instruction and/or grouping.	O Lesson plans and schedule include many elements necessary for EL learning. O Standards based content and language objectives are posted and/or clear, and the lesson is related to these objectives. O Key academic vocabulary is identified and written. O Activities are differentiated for the proficiency levels of the ELs in the class.	O Lesson plans and schedule include all elements necessary for EL learning. O Standards based content and language objectives are posted and clear, and the lesson is focused on accomplishing these objectives. O Individual, weekly, unit and long-term curriculum plans are organized and contain differentiated activities by language level as well as opportunities for ELs to access rigorous content. O Key academic vocabulary and academic language is identified and taught through lessons that are scaffolded for the EL students. O Activities and delivery of instruction are differentiated appropriately for the proficiency levels of the ELs in the class.
III.B. Lau Expectation: Classroom instruction motivates and supports English Learner engagement in the learning process. (CSTP Standard 1)			
O Few or no connections made between classroom learning and students lives or background. O Little interaction between students and teacher or among students.	O Lesson has some preview, "into" or anticipatory activities. O Some activities include student interaction. O Teacher uses some strategies to check for understanding.	O Teacher makes connections between classroom learning and students' prior knowledge and experiences, including cultural perspectives. O Students interact with one another and with the content. O Students appear focused on the classroom activities. O The teacher uses students' questions and comments to extend their understanding.	O Teacher makes substantial connections between classroom learning and students' prior knowledge and experiences, including cultural perspectives, and builds background knowledge. O Teacher uses a variety of teaching strategies that engage students in making connections, interpreting and extending meaning. O Students are engaged in challenging and rigorous work through interactive activities. O The teacher adjusts instruction, based on students' responses and in order to enhance student voice.

Not Meeting	*Approaching*	*Meeting*	*Exceeding*
III.C. Lau Expectation: The lesson incorporates activities that engage students in all four domains of language: listening, speaking, reading and writing; and builds oral language as foundation for literacy skills.			
O Students are quiet or are expected to be silent for most of the period. O Emphasis is on listening and reading (receptive language). O Primarily teacher-talk or straight-to-text assignments.	O Teacher uses simplified language; asks questions that elicit short responses. O Some focus on vocabulary, but little attention to sentence structure. O Lessons include listening, reading, speaking and writing but there may be an imbalance among the domains.	O Teacher uses complex language and asks open-ended questions that elicit thoughtful responses. O Pairs, small groups and cooperative group learning activities are used regularly. O Teacher emphasizes academic vocabulary and some sentence structures. O Lessons focus on all four domains, and there is balance among the domains.	O Teacher uses complex language and asks open-ended questions that elicit thoughtful and insightful responses. O Regular pair/small groups and cooperative group activities engage students in language for academic and social tasks. O Students are exposed to high quality, academic, authentic and expressive English and/or target language, appropriate to pathway. O Teachers emphasize academic vocabulary and sentence structures. O Students consistently and actively produce (spoken and written) language. All students are heard talking on-task in English. O Lessons focus on all four domains and there is a balance among the domains appropriate to the proficiency level of the students.
III.D. Lau Expectation: Teachers utilize instructional strategies that scaffold and support English Learners in accessing rigorous grade-level curriculum.			
O Curriculum and instruction are delivered to ELs in a manner similar to how they would be delivered to non-ELs. O When curriculum is modified for ELs, it is watered down. O Instructional strategies rarely enable ELs to access content or think critically.	O Teacher uses some scaffolding strategies to make content accessible to ELs, but not differentiated for specific proficiency levels. O Teacher generally organizes curriculum so ELs can access content standards. O Some feedback on student work is provided.	O Teacher uses several scaffolding strategies to make content accessible to ELs of varying proficiency levels and to develop EL understanding. O Teacher frequently challenges students to think critically, and extend their knowledge of the content. O Curriculum is designed to facilitate EL understanding of grade-level content. O Students are often provided feedback on their work.	O Teacher uses a variety of scaffolding strategies to access students' prior knowledge and to make content accessible to ELs at all proficiency levels. O Teacher uses graphic organizers, realia and visuals and sensory learning to facilitate comprehension. O Instruction is well paced and includes wait time and practice time to accommodate EL needs and encourage EL participation. O Instruction is rigorous and challenging and includes adequate supports for success. O Teacher challenges and supports ELs to construct their own knowledge, think critically, and see relationships among ideas. O Students are consistently provided feedback their work that includes targeted instruction focused on specific needs.

Not Meeting	*Approaching*	*Meeting*	*Exceeding*
III.E. Lau Expectation: Assignments & instructions are communicated to English Learners through strategies that ensure EL comprehension.			
O Few learning outcomes are established or communicated to ELs. O Teacher rarely provides opportunities for ELs to reflect on or assess their work. O Instructions are not scaffolded for ELs. O Parents are rarely informed about student assignments in an accessible language.	O Teacher communicates student learning outcomes. O Teacher encourages student reflection during some learning activities, and occasionally includes peer discussion and/or peer- and self-assessment. O Instructions are generally scaffolded for ELs, and include some checks for understanding. O Parents are provided information about major student assignments in an accessible language.	O Teacher communicates learning outcomes and checks to ensure ELs understand what is expected. O Teacher often encourages and guides student reflection, and includes some peer discussion and peer and self-assessment. O Instructions are scaffolded for ELs at different proficiency levels and include frequent checks for understanding. O Teacher modifies assignments and instructions based on student feedback. O Parents are informed about student assignments in an accessible language.	O Teacher clearly communicates student learning outcomes and provides frequent checks to ensure ELs understand what is expected. O Teacher consistently encourages and guides student reflection, and includes peer discussion and peer and self-assessment. O Lessons incorporate the "I do/we do/you do, (model, guided practice, independent practice). O Examples of expected products are provided. O Rubrics describe excellent student work. O Teacher provides clear & explicit instructions in multiple ways and in accessible language, both oral and written. O Students state or demonstrate understanding of what they are supposed to do. O Teacher modifies assignments and instructions according to language proficiency and student feedback. O Parents receive on-going communication in multiple ways about student assignments and are encouraged to be involved in their children's learning.
III.F. Lau Expectation: Teachers have and utilize high quality instructional materials that provide equitable access to core curriculum and academic language as appropriate to the language of instruction.			
O Instructional materials are not adequately used or are inaccessible to ELs. O Most materials are not standards-based. O Teacher rarely uses appropriate supplementary materials to help ELs access content.	O Instructional materials are sometimes accessible to ELs. O Teacher provides some opportunities for students to interact with materials and develop meaning. O Some materials are standards-based. O Teacher uses some supplementary material to help ELs access content. O Materials reflect cultural and linguistic backgrounds of ELs.	O Teacher uses instructional materials that promote EL's understanding of content. O Teacher often provides opportunities for students to interact with materials and develop meaning. O Most materials are standards based. O A variety of resources is available to help ELs access content and academic language. O Materials reflect EL's cultural and linguistic backgrounds and some diverse perspectives.	O Teacher uses appropriate instructional materials, equipment, and resources to scaffold instruction and promote understanding of content for ELs of various proficiency levels. O Teacher consistently provides a variety of opportunities for students to interact with materials and develop meaning. O Materials are standards-based, print rich and include visuals as scaffolding for ELs. O Classroom has a variety of accessible resources in English and primary languages, including texts, glossaries, etc. that help ELs at various proficiency levels access content and academic language. O Materials reflect the cultures, heritage, languages and ethnicities of ELs, and include diverse perspectives.

Not Meeting	*Approaching*	*Meeting*	*Exceeding*
III.G. Lau Expectation: Teachers use culturally and linguistically responsive pedagogy that is inclusive of students' heritage and experience.			
O Teacher rarely refers to the histories, literature or contributions of major cultural groups. O Few modifications are made to respond to EL needs or to include students' cultural and linguistic background. O Limited evidence of students' languages or cultures in materials, on walls or in content of what is presented.	O Teachers occasionally refer to the histories, literature or contributions of major cultural groups, though it may be one-dimensional or stereotypic. O Some modifications are made to include students' cultural & linguistic background. O Teachers make reference to issues of diversity but do not encourage discussion about them. O Teacher acknowledges and shows respect for ELs' culture, language and English proficiency.	O Curriculum includes literature, histories and experiences of major cultural groups. O Teacher invites students to share their cultures and languages in class. O Modifications are made to respond to EL needs and to include their cultural & linguistic background. O Teacher refers to issues of diversity and encourages discussion about them. O Teacher acknowledges and shows respect for ELs culture, language, English proficiency, individual learning styles and cultural norms. O Teacher uses strategies to equalize the status of English/home languages.	O Curriculum incorporates literature, histories and experiences of many diverse groups and reflects authentic and diverse representations of experiences within cultural groups. O Teacher consistently modifies lessons to respond to EL needs and to include their cultural & linguistic background. O Issues of social justice are incorporated into the curriculum and discussions in the classroom. O Teacher actively responds to and respects diversity and multiple perspectives, and incorporates students' feedback into the lesson. O Teacher acknowledges and accommodates individual learning styles and cultural norms. O Student behavior shows respect for EL culture, language, English proficiency, individual learning styles and cultural norms. O If students express "put down" comments or shame regarding language, cultural or racial groups (including their own), teachers counter with anti-bias approaches. O Teacher uses strategies to equalize the status of English/home languages, and actively affirms value of students' cultures and home language.
III.H. Lau Expectation: Teachers use empowering pedagogy that maximizes learning, is inclusive of students' experience, actively accesses and develops student voice as critical thinkers and producers of knowledge.			
O Teacher provides few opportunities for students to problem solve or demonstrate knowledge. O Teacher may encourage student questioning, but most are low order, fact based.	O Teacher models and encourages open-ended, higher order questions, but student's questioning skills are not intentionally developed. O Students sometimes ask questions and demonstrate critical thinking.	O Teacher models and encourages open-ended, higher order questions, and develops students' questioning skills. O Teacher regularly provides opportunities for students to explore diverse perspectives. O Students have opportunities to ask questions, reflect and to develop critical thinking skills.	O Teacher models and encourages open-ended, higher order questions, and guides students to use reasoning and inquiry skills to inter-relate concepts and produce knowledge. O Students ask questions, think critically and make choices. O Students are asked high quality questions appropriate to their proficiency levels. O Students share experiences and draw upon them to make meaning of academic work. O Students are regularly engaged in collaborative work where they jointly construct meaning and problem solve. O Students are prompted to reflect.

Not Meeting	*Approaching*	*Meeting*	*Exceeding*
III.I. Lau Expectation: Teachers create classroom environments that are respectful and supportive of learning.			
O Teacher responses to student behaviors may not be fair, consistent or supportive. O Student work and/or class norms are not posted. O Materials, supplies and references needed for academic work are seldom available.	O Teacher responses to students are usually fair, consistent, equitable, supportive, and address issues related to language and culture. O Student work is posted. O Class norms are posted. O Some materials, supplies and references needed for academic work are available. O Room is safe, clean and appropriate for learning.	O Teacher models and promotes fairness, caring, equity and respect, and addresses issues related to language and culture. O Current student work is posted. O Class norms are posted and utilized to promote a positive learning environment. O Materials, supplies and references needed for academic work are accessible to ELs. O Teacher intentionally assigns students to groups to build community. O Room is safe, clean and set-up accommodates a variety of instructional groupings.	O Teacher models and promotes fairness, caring, equity and respect. O Teacher addresses issues related to language and culture while actively creating a sense of community. O Current student work is evident & representative of all students. O Classroom norms are posted promoting fairness, respect, and individual and group responsibility. Students actively and respectfully monitor themselves according to these norms. O Materials, supplies and references needed for academic work and appropriate for EL students of different proficiency levels are easily accessible and being utilized by students including ELs. O Teacher intentionally assigns students to groups to build community and encourage dialogue. O Room is safe, clean and classroom set-up includes clear instructional areas and accommodates a variety of instructional groupings.
III.J. Lau Expectation: Teachers use the students' primary language as a vehicle to support comprehension, and use instructional strategies that facilitate transfer from L1 to English (appropriate to pathway).			
O Students are not allowed to use L1 in classroom. O Called an "L1 class", but little L1 is used, or L1 is spoken but not used for reading and writing. O Students are used to translate for each other as a main support for comprehending instruction.	O Teacher uses two languages, but it may be without clear intention. O L1 classes are taught generally in L1. O Students are used to translate for each other as a principal support for comprehending instruction. O Language of instruction is designated, but there is deviation in practice. O In English taught class, L1 is occasionally used as a scaffolding support. O Teacher has proficiency in the language of instruction.	O When teacher uses two languages, each language is used with clear intention. O L1 classes are taught primarily in L1. O L1 support is available through reference materials. O Teacher points out aspects of contrastive analysis and transfer when it arises. O In English taught class, L1 is used as a scaffolding support to comprehension. O Students work in small groups to facilitate use of primary language. O Teacher has academic proficiency in the language of instruction.	O When two languages are used for instruction, they are separated with intentional planning about how and when each language is to be used. O Language of instruction matches the program model designation for that subject. O L1 classes are taught overwhelmingly in L1. O Primary language reference materials are available and are actively used by students. O Teacher supports transfer of skills across languages through planned "transfer" instruction. O In English taught class, L1 is used as a scaffolding support to comprehension in a carefully planned way, and without simultaneous translation. O Students work in a variety of groupings that are set up to facilitate use of primary language for cooperative group work. O Teacher has a high level of academic proficiency in the language used for instruction.

Not Meeting	*Approaching*	*Meeting*	*Exceeding*
III.K. Lau Expectation: Teacher regularly checks for comprehension and adjusts instruction in response.			
O Pace and depth of instruction is determined by teacher with little reference to student comprehension. O Occasional checks for understanding with a few volunteers. O Transitions incur a loss of instructional time.	O Teacher uses student input to plan learning activities, but not necessarily to adjust instruction during a lesson. O Some checks for understanding, but not targeting EL students. O Instructional time is paced so that most students complete the learning activities. O Transitions occur with little or no loss of instructional time.	O Teacher often uses strategies to check for understanding with the whole class, with some focus on EL students. O Students regularly demonstrate comprehension. O Teacher arranges for extra support for students who do not seem to comprehend (e.g., tutoring, reference materials), although the overall pace of instruction for the class is maintained. O Transitions occur without loss of instructional time.	O Frequent checks for comprehension include all students, and students regularly demonstrate comprehension. O Students have multiple formats (spoken, written, visual/pictoral, role play, body language, individual, group, immediate, long-term projects) for demonstrating understanding. O Teacher adapts, plans, modifies, and differentiates instruction to ensure ELs of all proficiency levels successfully participate in learning activities, and as a response to checks for understanding. O All students complete the learning activities within allotted time, or after instruction is adjusted. O Transitions between activities occur smoothly without loss of instructional time.

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IV. INTEGRATION
(Source: interviews with Leadership Team & Student Focus Group; review of master schedule; classroom observation)

Lau Expectation: There is a portion of every day where English Learners are mixed with English fluent students in settings where respectful and meaningful interaction is facilitated.

Not Meeting	*Approaching*	*Meeting*	*Exceeding*
IV. A. English Learners are full participants in mixed settings.			
O ELs are separate from English fluent students throughout much of the day by design or self-selection. O ELs often do not participate.	O ELs are mixed with English fluent students for some portion of day, but teacher does not actively encourage ELs to participate. O ELs can and do participate to some extent.	O ELs are mixed with English fluent students for some portion of the day, and teacher encourages ELs to actively participate O Teacher uses strategies to support EL participation. O Teacher groups students and uses some interactive strategies that scaffold EL participation.	O ELs are mixed with English fluent students for some portion of the day, and teacher actively recruits EL involvement. O Teacher uses a variety of strategies to support EL participation and designs activities so that ELs can fully participate. O Teacher actively seeks to create community that is inclusive of ELs – addressing the attitudes and behaviors of English fluent students as well as ELs to make this happen. O Teacher groups students and uses interactive strategies, ensuring that ELs are active participants.
IV. B. English Learners comprehend instruction in mixed settings.			
O There is little scaffolding for ELs. O Activity continues even though ELs don't understand what to do.	O When ELs are mixed with English fluent students, teacher provides some scaffolding to help ELs understand. O Teacher occasionally checks for EL understanding. O Some ELs rely on others to figure out what to do.	O Teacher uses L1 and/or SDAIE strategies to support EL comprehension. O Teacher checks for EL understanding and often modifies instruction as needed. O ELs are encouraged to ask questions if they do not understand. O EL students have access to reference materials and L1 supports if needed. O Most ELs appear to understand what they are supposed to do.	O Teacher often uses L1 and/or SDAIE strategies to support EL comprehension. O Teacher regularly checks for EL understanding and modifies instruction as needed. O Teacher has planned the lesson to differentiate for EL needs within the mixed settings. O ELs are encouraged to ask questions if they do not understand or for further clarification. O ELs have access to reference materials and L1 supports, know how to use them, and are encouraged to use them when needed. O ELs appear to understand what they are supposed to do and are completing activities.
IV. C. English Learners experience positive interaction with English fluent students in mixed settings.			
O EL and English fluent students are separated, or there is unease, tension or conflict when they mix.	O Teacher makes some effort to encourage mixing. Some students respond; others do not. O ELs and fluent English speakers are side by side by do not frequently mix.	O Teacher structures interaction between ELs and English fluent students. Most students comply respectfully, comfortably or naturally. O Class norms establish a climate of respect.	O Teachers structure interactive activities to intentionally mix students, and student work together respectfully, comfortably and naturally, and remain mixed. O Teacher builds sense of community between ELs and English fluent students. O Class norms establish a climate of respect and reinforce the sense of community among all students. O Students interact comfortably across language groups.

IV. D. English Learners are thoughtfully placed into mixed settings to maximize integration.			
O EL students are placed into mixed settings based upon factors such as availability or teacher desire rather than student need and appropriateness.	O ELs are placed into mixed settings during non-academic time only, without preparation of teacher for knowing who is an EL and who is not, or what they might do to support EL integration. O Few teachers in mixed settings plan to meet EL needs (e.g., understanding how to identify ELs in class, strategies to support EL integration).	O ELs are intentionally mixed with English fluent students during at least one academic class per day. O Teachers are aware of the purpose of integration, who is an EL and the profile of the EL students. O Beyond EL status, there is little or no attention to other issues of integration (i.e., ethnic, language group).	O Students are intentionally mixed and supported to interact across pathways and programs when appropriate in settings that promote interaction for authentic academic tasks. O Teachers are aware of the purpose of integration, who is an EL and the profile of the EL students. They use this information to maximize the integration of students. O Teachers collaborate to understand how to identify ELs in class, determine individual EL needs, plan strategies to support EL integration and to consider issues other than EL status related to integration.

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SECTION V: AFFIRMING, INCLUSIVE SCHOOL CLIMATE FOR ENGLISH LEARNERS

V. Lau Expectation: The school campus and climate are affirming, inclusive and supportive of English Learner participation and success.
(Source: campus walk-through; interview with Student Focus Group)

Not Meeting	*Approaching*	*Meeting*	*Exceeding*
O Ethnic and language groups appear separate in social and informal areas of the campus. O Posted material (student work, announcements) is in English only. O Information on how to get translation is not posted. O Front office or school support staff does not speak major languages of school.	O Some students mix across language and ethnic groups for social and informal activity on campus. O Some posted material is written in more than one language. O Information on how to get translation is posted, but may not be easily accessible to parents. O Front office or school support staff speak most major languages of school	O Ethnic and language groups appear to be generally mixed in social and informal areas of campus. O Extracurricular activities and clubs provide opportunities for a focus upon specific students' cultures and/or languages. O There is at least one bulletin board aimed at communicating with parents of ELs. It announces ELAC meetings and is written in the major languages of the school. O It is evident (visible) where and how to get translation. O Front office or school support staff speak major languages of school.	O Students mix positively across language and ethnic groups in the halls, lunchroom, and yard. O Materials about student activities, clubs and extracurricular activities are in languages of the students. O Bulletin boards in school hallways equally portray student work in the languages of the pathways. O Classrooms of EL programs are not physically on the margin or relegated to just one areas of the school. O It is evident (clearly visible and parent friendly) where and how to get translation. O A variety of activities provide opportunities for a focus on specific students' cultures and/or languages – as well as opportunities for students to interact across ethnicities and languages in positive, supported ways. O School has funded positions that ensure liaisons to different cultural communities of students. O Front office and school support staff speaks major languages of school, and interactions between staff and students/families are respectful.

VI. SCHOOL SYSTEMS AND INFRASTRUCTURE

(Source: interviews with Leadership Team, Teacher Focus Group; review of data and school site plan)

Not Meeting	*Approaching*	*Meeting*	*Exceeding*
VI.A. Lau Expectation: The school data and assessment systems support fair and informative assessment practices, monitoring of English Learner achievement and progress. (CSTP standard #5)			
O Students are kept at one level or passed to a higher level based solely on their ELD level, not on academic achievement or skills. O Data on student achievement is not disaggregated O Students are placed into classes, with no monitoring of academic success or progress. O Teachers and administrators do not know how English Learners are doing in the school.	O Standardized tests and CELDT are used by administrators and staff to review the need for program or instructional improvement annually. O Administrators and staff are aware of the legal requirements for monitoring EL achievement. O Assessments in L1 may be used, but the data may not be valued to inform instruction. O Information about EL progress is given to parents.	O School administrators and staff regularly review multiple sources of data on English Learner achievement, and are knowledgeable about each measure. O Most of the staff knows how ELs are doing in the school. O EL benchmarks have been established and assessments have been put into place. O All four domains of language are assessed. O Assessments in L1 are used to inform instruction. O Parents are informed (in L1) about CELDT scores and EL progress.	O Common language-appropriate assessments are in place & used across classrooms. O Teachers employ differentiated means of assessing what ELs know and can do. O Clear achievement criteria are designated and used to move from one level to next of ELD. O The full staff knows how ELs are doing in the school, understands and can access CELDT and other EL achievement data . O Assessments in L1 are valued as highly and used equitably to inform instruction. O School uses fair, valid and reliable assessments for ELs. O The school has a consistent clear and fair approach to grading ELs. O The school uses multiple sources of information to assess learning and to place EL students. O Students and families are provided with ongoing information (in L1) about progress towards learning outcomes. O School employs allowable testing accommodations for English Learners when administering standardized tests in English. O Parents of ELs are educated about CELDT scores and other achievement data.

Not Meeting	*Approaching*	*Meeting*	*Exceeding*
VI.B. Lau Expectation: The school supports the development and collaboration of teachers as a professional learning community focused on English Learner participation and achievement. (CSTP standard #6)			
O Few professional development opportunities on ELs, and, and/or few teachers attend EL focused pd. O ELs are considered the responsibility of just a few teachers. O Teachers do not meet to focus on EL work or the EL program specifically.	O Teachers are encouraged by administrators to participate in EL professional development opportunities. O School supports professional development on ELs by providing teachers who request it with release time and registrations to attend professional workshops.	O Professional development related to EL instruction is one of the priorities of the school, and most teachers participate. O Administrators plan and facilitate some faculty-wide dialogue about EL needs and the EL program. O Some grade levels and/or pathways engage in shared planning for EL instruction.	O Schedule includes daily or weekly structured teacher collaboration time for planning and reflecting. O Pathway teachers regularly meet across grade-levels to articulate the program, share strategies. O Mentor teachers, coaches and resource people with deep expertise on EL instruction work with teachers to strengthen their teaching. O Teachers are engaged in professional dialogue about EL student work and needs. O Teachers participate in decision making about professional development needs related to ELs. O Teachers meet together by grade level and across grade levels to discuss EL issues. O Teachers seek out and are able to receive sustained professional development and coaching on meeting needs of ELs. O Teachers participate in inquiry groups focused on the needs of their EL students.
VI.C. Lau Expectation: The school uses categorical funds appropriately to meet the needs of English Learners, equitably allocates resources, and aligns the use of resources with an analysis of English Learner needs.			
O Funds designated to serve EL needs are used for non-EL purposes, or are used to supplant costs that might be covered by general funds. O There is little or no mention of ELs in site plans &budgets. O School leaders are unsure what EL funds are available, how they are used.	O ELs are addressed in at least some site plans, with budget allocations, although they may not be sufficient or targeted to clearly identified needs. O An ELAC leader rubberstamps use of EIA/LEP funds.	O ELAC is well informed about school priorities about uses of EL categorical funding, & approved budget. O Administrators understand purposes and limits on EL categorical funding, & how categorical funds are used. O EL categorical funds do not supplant general or other categorical funds.	O Use of EL categorical funds is determined through a process of in depth needs assessment involving wide input from teachers, students, parents. O ELAC has been actively involved in decisions about the use of EL categorical funds. O Adequate and equitable general funds resources are used for EL programs – and EL categorical funds supplement these. O School leadership actively seeks resources to support their plans for EL programs. O EL needs are thoughtfully addressed in all site plans.

SECTION VII. ACCESS TO SPECIALIZED PROGRAMS AND SERVICES

Gifted and Talented

(Source: interviews with Leadership Team & Teacher Focus Group, including GATE coordinator, if applicable; review of site procedures for GATE referral, list of school's GATE referrals and GATE receivers for the year, including grade, proficiency status, eligibility finding and placement decision.)

VII.A. Lau Expectation: English Learners are referred and receive GATE services proportional to their enrollment in the school. The indicators of giftedness for English Learners are understood by teachers, administrators, and ELAC.

Not Meeting	*Approaching*	*Meeting*	*Exceeding*
O GATE coordinator (if applicable) is not familiar with procedures identifying ELs who may qualify for GATE programs. O Few staff know the procedures for GATE EL identification including: • list of indicators of giftedness in EL students • measures of giftedness or talent other than traditional measures such as standardized test scores • understanding that English fluency is not a criteria for eligibility • GATE referral process O Few staff document on "English Learners GATE Differentiated Report" how GATE identified ELs participate in the GATE program at the site. O GATE identified ELs are not participating in GATE programs at the site.	O GATE coordinator (if applicable) is somewhat familiar with procedures identifying ELs who may qualify for GATE programs. O Some staff are familiar with the procedures for GATE EL identification including: • list of indicators of giftedness in EL students • measures of giftedness or talent other than traditional measures such as standardized test scores • understanding that English fluency is not a criteria for eligibility • GATE referral process O Some staff document on "English Learners GATE Differentiated Report" how GATE identified ELs participate in the GATE program at the site. O GATE identified ELs are placed in GATE clustered classes paced with English fluent students or receiving GATE related instruct with no scaffolds or support for ELs.	O GATE coordinator (if applicable) is familiar with procedures identifying ELs who may qualify for GATE programs. O Most staff know the procedures for GATE EL identification including: • list of indicators of giftedness in EL students • measures of giftedness or talent other than traditional measures such as standardized test scores • understanding that English fluency is not a criteria for eligibility • GATE referral process O Most staff document on "English Learners GATE Differentiated Report" how GATE identified ELs participate in the GATE program at the site. O Language objectives and content objectives are differentiated to meet the GATE needs of ELs.	O GATE coordinator (if applicable) is very familiar with procedures identifying ELs who may qualify for GATE programs. O All staff know the procedures for GATE EL identification including: • list of indicators of giftedness in EL students • measures of giftedness or talent other than traditional measures such as standardized test scores • understanding that English fluency is not a criteria for eligibility • GATE referral process O All staff document on "English Learners GATE Differentiated Report" how GATE identified ELs participate in the GATE program at the site. O Staff review and analyze data to ensure that ELs are referred to receive GATE services proportional to their enrollment in the school. O Language objectives and content objectives are differentiated and rigorous to challenge ELs who are GATE identified.

Special Education

(Sources: interviews with Leadership Team & Teacher Focus Group; classroom observations; review of data, including list of all ELs designated special education in the school with the following information: name, home language, special education designation, setting of instruction, staff qualifications, language of instruction/support and list of SST personnel for all consultation regarding EL students)

VII.B. Lau Expectation: English Learners with special education needs are screened appropriately and provided appropriate services by staff with expertise in special education and English Learner education. English Learners in special education receive both English Language Development and other EL related services as well as special education services.

Not Meeting	*Approaching*	*Meeting*	*Exceeding*
O Few staff understand procedures and obligations for the referral, placement, services, provision requirements for EL students with special education needs: • ELs are disproportionately placed in special education without appropriate assessment. • ELs who need special education services are not receiving them. • ELs without special needs are placed into classes and interventions with special education students because their needs are perceived as similar O The site's Student Success Team seldom implements procedures for pre-referral, intervention, and referral for special education evaluation that take into consideration the linguistic and cultural background of students. O ELs are seldom assessed appropriately for special education by staff who have expertise in both EL and special education. O Few staff knows how to request eligibility assessment in the student's primary language when appropriate. O IEP teams seldom consult with a	O Some staff understand procedures and obligations for the referral, placement, services, provision requirements for EL students with special education needs. O The site's Student Success Team sometimes implements procedures for pre-referral, intervention, and referral for special education evaluation that take into consideration the linguistic and cultural background of students. O ELs are sometimes assessed appropriately for special education by staff who have expertise in both EL and special education. O Some staff knows how to request eligibility assessment in the student's primary language when appropriate. O IEP teams sometimes consult with a BCLAD or CLAD teachers to identify ELD goals and other EL services in the ELs IEP. O Some SPED EL IEPs include EL status, ELD goals and other EL services. O Some staff knows how to access translation and interpretation services for EL parents during IEP meetings. O Some ELs with special education	O Most staff understand procedures and obligations for the referral, placement, services, provision requirements for EL students with special education needs. O The site's Student Success Team usually implements procedures for pre-referral, intervention, and referral for special education evaluation that take into consideration the linguistic and cultural background of students. O ELs are usually assessed appropriately for special education by staff who have expertise in both EL and special education. O Most staff knows how to request eligibility assessment in the student's primary language when appropriate. O IEP teams usually consult with a BCLAD or CLAD teachers to identify ELD goals and other EL services in the ELs IEP. O Most SPED EL IEPs include EL status, ELD goals and other EL services. O Most staff knows how to access translation and interpretation services for EL parents during IEP meetings. O Most ELs with special education	O All staff understand procedures and obligations for the referral, placement, services, provision requirements for EL students with special education needs. O The site's Student Success Team always implements procedures for pre-referral, intervention, and referral for special education evaluation that take into consideration the linguistic and cultural background of students. O ELs are always assessed appropriately for special education by staff who have expertise in both EL and special education. O All staff knows how to request eligibility assessment in the student's primary language when appropriate. O IEP teams always consult with a BCLAD or CLAD teachers to identify ELD goals and other EL services in the ELs IEP. O All SPED EL IEPs include EL status, ELD goals and other EL services. O All staff knows how to access translation and interpretation services for EL parents during IEP meetings. O All ELs with special education needs

Not Meeting	*Approaching*	*Meeting*	*Exceeding*
BCLAD or CLAD teachers to identify ELD goals and other EL services in the ELs IEP. O Few SPED EL IEPs include EL status, ELD goals and other EL services. O Few staff knows how to access translation and interpretation services for EL parents during IEP meetings. O Few ELs with special education needs receive **both** SPED services and EL services, including daily ELD instruction by proficiency level for a minimum of 30 minutes. O Few students are served in one of the Lau approved models that address the particular Special Education and language acquisition needs of the EL. O Few students have access to primary language classes that exist while being included or mainstreamed into general education when appropriate. O Consideration of primary language and EL needs are not evidenced in accommodations and specialized support for most of the day. O Few staff are aware and use the alternate reclassification process for ELs in SPED when appropriate.	needs receive **both** SPED services and EL services, including daily ELD instruction by proficiency level for a minimum of 30 minutes. O Some students are served in one of the Lau approved models that address the particular Special Education and language acquisition needs of the EL. O Some students have access to primary language classes that exist while being included or mainstreamed into general education when appropriate. O Consideration of primary language and EL needs are somewhat evidenced in accommodations and specialized support for most of the day. O Some staff use the alternate reclassification process for ELs in SPED when appropriate.	needs receive **both** SPED services and EL services, including daily ELD instruction by proficiency level for a minimum of 30 minutes. O Most students are served in one of the Lau approved models that address the particular Special Education and language acquisition needs of the EL. O Most students have access to primary language classes that exist while being included or mainstreamed into general education when appropriate. O Consideration of primary language and EL needs are evidenced in accommodations and specialized support for most of the day. O Most staff use the alternate reclassification process for ELs in SPED when appropriate.	receive **both** SPED services and EL services, including sequential daily ELD instruction by proficiency level for a minimum of 30 minutes. O All students are served in one of the Lau approved models that address the particular Special Education and language acquisition needs of the EL. O All students have access and are fully integrated into primary language classes that exist while being included or mainstreamed into general education when appropriate. O Significant consideration of primary language and EL needs are evidenced in accommodations and specialized support throughout the instructional day of the student. O All staff use the alternate reclassification process for ELs in SPED regularly and appropriately as evidenced by reclassification rate of students receiving special education services.

SECTION VIII: PARENT OUTREACH AND INVOLVEMENT
(Sources: Interview with EL Parent Focus Group)

Lau Expectation: English Learner families are meaningfully engaged at the school site in their home language and are able to actively participate in their child's education. All students and their families, site staff, and organizational partners value, respect and support the linguistic diversity and culture of their school community. The school site works collaboratively with a functioning ELAC to help improve programs for English Learners.

Not Meeting	*Approaching*	*Meeting*	*Exceeding*
O Few EL parents have read and/or discussed the Lau Master Plan for English Learners with other EL parents. O Few EL parents regularly receive translated fliers or materials from the school in their home language. O Few EL parents know how to access free translation and/or interpretation services from the District and school site. O Few EL parents know how to request translation and/or interpretation for an Individualized Education Program (IEP) meeting, if their child is an EL who is also in Special Education. O Few EL parents have been satisfied with the services when they have received translation and/or interpretation services. O Few EL parents know which school staff are bilingual and can help them in their home language. O Few EL parents have seen the roster of trained bilingual staff.	O Some EL parents have read and/or discussed the Lau Master Plan for English Learners with other EL parents. O Some EL parents regularly receive translated fliers or materials from the school in their home language. O Some EL parents know how to access free translation and/or interpretation services from the District and school site. O Some EL parents know how to request translation and/or interpretation for an Individualized Education Program (IEP) meeting, if their child is an EL who is also in Special Education. O Some EL parents have been satisfied with the services when they have received translation and/or interpretation services. O Some EL parents know which school staff are bilingual and can help them in their home language. O Some EL parents have seen the roster of trained bilingual staff.	O Most EL parents have read and/or discussed the Lau Master Plan for English Learners with other EL parents. O Most EL parents regularly receive translated fliers or materials from the school in their home language. O Most EL parents know how to access free translation and/or interpretation services from the District and school site. O Most EL parents know how to request translation and/or interpretation for an Individualized Education Program (IEP) meeting, if their child is an EL who is also in Special Education. O Most EL parents have been satisfied with the services when they have received translation and/or interpretation services. O Most EL parents know which school staff are bilingual and can help them in their home language. O Most EL parents have seen the roster of trained bilingual staff.	O All EL parents have read and/or discussed the Lau Master Plan for English Learners with other EL parents. O All EL parents regularly receive translated fliers or materials from the school in their home language. O All EL parents know how to access free translation and/or interpretation services from the District and school site. O All EL parents know how to request translation and/or interpretation for an Individualized Education Program (IEP) meeting, if their child is an EL who is also in Special Education. O All EL parents have been satisfied with the services when they have received translation and/or interpretation services. O All EL parents know which school staff are bilingual and can help them in their home language. O All EL parents have seen the roster of trained bilingual staff.

Not Meeting	*Approaching*	*Meeting*	*Exceeding*
O Few EL parents have adequate information about: • EL assessments and how they affect their child's education, including the reclassification process • How EL students are placed • Available EL pathways – their goals and structure • Availability of specialized programs such as Gifted and Talented Education (GATE) and Special Education (SPED) O Few ELAC members have received information about the: • Proper formation of the ELAC/DELAC (i.e. % of EL students at site is similar to % of EL parents on ELAC; there are 21 or more ELs at the site) • Effective ELAC/DELAC recruitment strategies to maximize parent representation and involvement • Proper election of members and officers of the ELAC/DELAC • Proper function of the ELAC/DELAC O Few ELAC members have participated in an annual discussion of the benefits of bilingualism, including how the school, home and community can help in developing English and the home language. O Few EL parents are informed and invited to participate in the school community.	O Some EL parents have adequate information about: • EL assessments and how they affect their child's education, including the reclassification process • How EL students are placed • Available EL pathways – their goals and structure • Availability of specialized programs such as Gifted and Talented Education (GATE) and Special Education (SPED) O Some ELAC members have received information about the: • Proper formation of the ELAC/DELAC (i.e. % of EL students at site is similar to % of EL parents on ELAC; there are 21 or more ELs at the site) • Effective ELAC/DELAC recruitment strategies to maximize parent representation and involvement • Proper election of members and officers of the ELAC/DELAC • Proper function of the ELAC/DELAC O Some ELAC members have participated in an annual discussion of the benefits of bilingualism, including how the school, home and community can help in developing English and the home language. O Some EL parents are informed and invited to participate in the school community.	O Most EL parents have adequate information about: • EL assessments and how they affect their child's education, including the reclassification process • How EL students are placed • Available EL pathways – their goals and structure • Availability of specialized programs such as Gifted and Talented Education (GATE) and Special Education (SPED) O Most ELAC members have received information about the: • Proper formation of the ELAC/DELAC (i.e. % of EL students at site is similar to % of EL parents on ELAC; there are 21 or more ELs at the site) • Effective ELAC/DELAC recruitment strategies to maximize parent representation and involvement • Proper election of members and officers of the ELAC/DELAC • Proper function of the ELAC/DELAC O Most ELAC members have participated in an annual discussion of the benefits of bilingualism, including how the school, home and community can help in developing English and the home language. O Most EL parents are informed and invited to participate in the school community.	O All EL parents have adequate information about: • EL assessments and how they affect their child's education, including the reclassification process • How EL students are placed • Available EL pathways – their goals and structure • Availability of specialized programs such as Gifted and Talented Education (GATE) and Special Education (SPED) O All ELAC members have received information about the: • Proper formation of the ELAC/DELAC (i.e. % of EL students at site is similar to % of EL parents on ELAC; there are 21 or more ELs at the site) • Effective ELAC/DELAC recruitment strategies to maximize parent representation and involvement • Proper election of members and officers of the ELAC/DELAC • Proper function of the ELAC/DELAC O All ELAC members have participated in an annual discussion of the benefits of bilingualism, including how the school, home and community can help in developing English and the home language. O All EL parents are informed and invited to participate in the school community.

MASTER PLAN FOR ENGLISH LEARNERS
"Lau Action Plan"

The San Francisco Unified School District ("District") is committed to ensuring that its students who are not fluent in English ("English Learners" or "ELs") have access to the District's curriculum, programs and services. In furtherance of that commitment, the District's Board adopted this Master Plan for Multilingual Education ("Master Plan") in September of 2008.

A. PROPER IDENTIFICATION OF ENGLISH LEARNER STUDENTS

Proper identification of English Learners is a foundational component for ensuring appropriate placement and access to services. The District will take the following steps to support the proper identification of EL students:

1. Utilize the Home Language Survey to Initially Assess Home Language. Prior to student enrollment in the District, the student's parents/guardians complete SFUSD's Home Language Survey ("HLS") at the District's Educational Placement Center ("EPC"). If the Survey indicates that a language other than English is spoken in the home, further assessment follows.

2. Administer the California English Language Development Test ("CELDT") to Classify Fluency Level. The CELDT is a state-mandated assessment that tests a student's listening, speaking, and (beginning in 2nd grade), reading and writing in English. Using the CELDT results, the District classifies students as one of five "English Learner" fluency levels: Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced. If a child demonstrates English proficiency, s/he is designated as Initial Fluent English Proficient ("I-FEP").

3. Utilize Primary Language Assessments to Supplement CELDT Testing. The District also assesses the student's proficiency in her/his home language, using a primary language test, where available.

4. Analyze Foreign Transcripts to More Effectively Place and Serve Secondary Students. EPC will incorporate analysis of foreign transcripts, when available, into the initial assessment process of newly arrived students from foreign schooling systems. EPC will provide the school sites with information regarding academic mastery and earned credits to assist in appropriate placement and assignment of academic credits. Such identification will assist the school sites in identifying necessary support services for such students.

5. Inform Parents About the EL Identification Process. EPC and the English Learner Support Services Team will provide all parents/guardians with information about how student identification and assessment takes place in the SFUSD Enrollment Guide in the top three languages of the District, and will provide parents/guardians with the results of

the assessments. The District will ensure that parents/guardians can obtain further assistance in understanding the assessments and their implications through translation and interpretation services described in this Master Plan, and will also work with Community Liaisons, the ELACs and the DELAC to further this objective. The Enrollment Guide and the District website will provide parents/guardians with a telephone number for the staff person(s) available to provide further assistance in understanding the assessments in the top three languages of the District, and in other primary languages, as described in procedures developed as required by section G.2.

B. APPROPRIATE PLACEMENT OF ENGLISH LEARNERS

SFUSD's current student assignment process is a complex system that places EL students based upon parental requests and the EL students' language and program needs, according to availability. Appropriate placement depends, therefore, upon the quality of information parents/guardians receive about their students' language and academic assessments, the available program models, and the importance of submitting a timely request for program placement. To this end, the District will ensure that parents can meaningfully participate in this process by providing them information in a language and at a level they can understand either in writing or verbally, as described in this Master Plan.

In order to ensure the appropriate placement of English Learners into the programs that will provide the most effective English language development and access to grade-level curriculum, the District will take the following steps:

1. Develop Guidelines for Appropriate Placements for Secondary Students. The English Learner Support Services Team will develop a set of student placement guidelines for EL students in secondary schools for appropriate placement of English Learners in English Language Development ("ELD") courses, the types of academic course placements appropriate for students at differing English fluency levels, and the different "typologies" (e.g., newcomers, long term English Learners) of EL students. The guidelines will include definitions of the appropriate program and pathway for long term English Learners. These guidelines will be developed during the 2009-2010 school year. A copy of the guidelines will be provided to counsel for the private plaintiffs and the United States when they are available, but no later than August 2010.

2. Provide Training to Educational Placement Center ("EPC") Staff To Enable Them To Better Counsel Parents on Program Models. EPC counselors will receive training in understanding the differing goals of the various program models offered by SFUSD for EL students, the program structures, and the implications for appropriate student placement. EPC counselors will use this information to counsel parents regarding the various EL program choices. This training will take place each year prior to the open enrollment process. When necessary, EPC will collaborate with on-call staff in the English Learner Support Services Team on counseling parents and making placement decisions. EPC counselors will also receive training regarding the availability of translators and interpreters to assist in the counseling process, where necessary.

3. Post EL Program Information on the SFUSD Website. The District will provide information on its website, in the top three languages spoken by families in the District, about the program models and their goals. The District will expand this coverage to the top 5 languages in the District by September 2009. The Enrollment Guide and the District website will provide parents/guardians with a telephone number for the staff person(s) available to provide further assistance in understanding the assessments in the top three languages of the District, to be expanded to the top 5 languages in September 2009, and in other primary languages as described in procedures to be developed as required by section G.2.

4. Publish EL Program Information in the SFUSD Enrollment Guide. The English Learner Support Services Team will ensure that the correct descriptions of school programs for EL students, including information about the implications for appropriate student placement, are included in the SFUSD Enrollment Guide, which is available in the top three languages spoken by families in the District. EPC will release the translated Enrollment Guide and EL program descriptions at the same time as the English versions of these documents.

5. Provide EL Program Information to ELAC/DELACs. The English Learner Support Services Team will work with DELAC and ELACs to make sure that parents of EL students receive adequate information about how EL student placement takes place, and about the available EL program models – their goals, structure and duration.
An annual topic for ELAC meetings will include: the benefits of bilingualism, the impact of school practices and community/home practices on the development of English and bilingualism.

6. Train Secondary School Counselors on Appropriate EL Placement. The District will provide all secondary school counselors with professional development on the above-described guidelines for appropriate English Learner placement, including training on reviewing foreign transcripts, placement of ELs in Gifted and Talented Education and in Special Education. This training will be provided in counselor meetings that are held monthly.

7. Integrate Strategies to Support EL Programs Into Development of New Student Assignment System. For over 30 years, the District was subject to a federal desegregation consent decree that required the District to racially desegregate its schools. For the last 6 of those 30 years, the consent decree mandated a student assignment process that was designed to integrate District schools based on factors other than race. The consent decree ended on December 31, 2005. The District is currently developing a new student assignment system.

The English Learner Support Services Team will be involved in the design of the new student assignment system to raise and address the following issues:

- Supporting the assignment of a sufficient number of students of the same language background at each grade level within a school so that a high-quality program model can be implemented with fidelity and consistency at all grade levels.
- Supporting the consistent placement of students in subsequent levels of a chosen EL program as they articulate into the upper grades.
- Educating parents about the importance of consistent placement in a chosen EL program to encourage their continued choice of that program, assuming that parent choice remains a core component of the District's student assignment system.
- Developing a timeline for the student assignment process that supports the completion and return of language assessments prior to program placement.

C. ACCESS TO EFFECTIVE PROGRAMS

To maximize English Learner access to a quality education, SFUSD will provide effective programs that result in high quality English language and primary language development, as well as full access to the District's comprehensive grade-level academic program (language arts, mathematics, science, history/social science, visual and performing arts, and world languages).

SFUSD currently offers a variety of programs and program models for English language development. These include: Early and Late-Exit Bilingual programs, Dual Immersion programs, and Intensive English programs (which include ELD and content classes taught with SDAIE strategies). All programs are designed for students to develop proficiency in English and to provide grade-level academic content. Some programs focus primarily on English language development (Early-Exit Bilingual and Intensive English), while other programs are designed to develop literacy in the home language as well as in English (Late-Exit Bilingual, Dual Immersion).

Finally, SFUSD provides a one-year Newcomer Program to help recently arrived immigrant students function in their new language and culture. The program is offered in English and either Cantonese, Mandarin, Filipino or Spanish (the top language groups in SFUSD). There are two Newcomer Centers at the elementary level, two at the middle school (Spanish and Cantonese), and one Newcomer High School for high school students of all language groups arriving from any country. After one year, students transition from newcomer settings into either a Dual Immersion, Early Exit Bilingual, Late-Exit Bilingual or Intensive English program.

As discussed more fully below, the District plans to modify and enhance various existing EL programs to strengthen their ability to produce high achievement and high literacy for English Learners. The District's plans include enhancements to the existing Dual Language Immersion program (Dual Language Immersion Pathway); transition of the Early and Late Exit Bilingual programs into a Biliteracy Pathway and enhancements to this program; provision of an English Plus pathway for low incidence languages and students who do not waive English instruction as required by California Education Code

Section 310; and provision of a Newcomer Pathway for recently arrived English Learner immigrant students. The District also plans to create two new pathways that will address the particular needs of newly arrived immigrant students with interrupted, inadequate or no prior schooling (Underschooled Pathway); and ELs who enter high school after having been enrolled in U.S. schools since kindergarten or first grade, but are struggling academically and have little or no primary language literacy (Long Term English Learner Pathway). The current programs will continue until the enhancements and/or transitions are phased in.

1. All Pathways Will Share The Following Principles or Elements:

a. Avoid Linguistic Isolation. In the development and maintenance of pathways, the District shall strive to avoid linguistic isolation by incorporating opportunities for interaction with native English speakers;

b. Minimum 30 minutes ELD. The District shall provide all EL students who have not opted out of EL services at least 30 minutes of ELD per day leveled by English proficiency until redesignation. These classes will be taught by a teacher with a CTC authorized ELD certification or CLAD. The District will vary the amount of ELD provided based on the EL's level of proficiency and will develop guidelines to this effect for schools to be used in scheduling ELD instruction beginning in the 2009-10 school year. These guidelines will be provided to the parties when they are completed, but no later than August 2009.

c. Primary language and Specially Designed Academic Instruction in English ("SDAIE") methodology. The District shall provide content classes taught in primary language or SDAIE methodology by a teacher with a CLAD or BCLAD certification until redesignation.

d. BCLAD or CLAD teachers. All EL classes will be taught by teachers with at least CLAD certification, and all Dual Immersion and Biliteracy Pathway classrooms will be staffed by teachers with BCLAD certification.

Each pathway below that provides ELD and SDAIE will continue to offer these services and they will be offered in 2008-2009 and going forward. The District will utilize the monitoring process and annual audits to address the consistent provision of these services. Section C.2, below, includes a description of the current and future program pathways for EL students, and the timelines for implementation of new pathways, phasing out of old pathways, and enhancement of existing pathways. But pedagogical practice, particularly as it relates to the education of EL students, is, by its nature, dynamic. In the future, the District may decide to modify or eliminate one or more of the pathways described in Section C.2, or to maintain an existing program. Such adjustments may be necessary due to shifts in the District's demographics, changing needs of the District's EL students, the District's evaluation of the effectiveness of the various pathways, the site planning process, feedback from parents of EL students, input received

from District's ELAC, its BCC, or other interested individuals or organizations, and the findings of academic researchers in the field of EL education.

The District will report to the parties and to the court on the implementation of the pathways described in Section C.2, below, and any changes to those pathways, in accordance with Section J.2.a, below. The District will seek court approval prior to making such changes when: 1) one or more of the parties objects to the changes; or 2) the District intends to deviate from the principles outlined in this Section C.1, above.

2. Provide ELs With Effective Programs.

a. Dual Immersion Pathway.

- Program Description
  The Dual Immersion Language Pathway is designed to help native speakers of the target language, bilingual students, and English speakers to develop proficiency and academic competency in English and the target language. Each class is a mix of English fluent students (1/3 to ½ of class) with English Learners (2/3 to ½ of class). In Kindergarten and First grade, the target language is used for 80%-90% of instruction. Instruction in English increases each year. By fifth grade, instruction is 50% in English and 50% in the target language. Elementary students receive ELD daily leveled by proficiency, and other academic classes taught in English utilizing SDAIE strategies or taught in primary language.

  At the secondary level, students continue to study academic content in the target language for at least two periods a day in addition to one period of ELD (leveled by proficiency), and all other academic courses taught in English through SDAIE strategies.

- Enhancements/Modifications
  In order to provide articulated and continuous Dual Immersion programs K – 12, the District will institute processes to assign an appropriate balance of English fluent and English Learner students per grade level and classroom. Language of instruction will reflect the 80:20 model in Elementary School.

  The District will institute processes to limit placement into Dual Immersion classrooms above the first grade to students who demonstrates linguistic competency in the target language deemed sufficient for successful participation in the program.

  SFUSD will develop courses at the secondary level to support the continuation of the Dual Immersion Pathway.

- Teacher Credential Requirements
  Dual Immersion Language classrooms will be staffed by teachers with BCLAD certification.

- Timeline
  The enhancements to this pathway will begin operation for grades K-5 in the 2009-2010 school year; for 6th grade in the 2009-2010 school year; for 7th grade in the 2010-2011 school year. Another grade level will be added each year with full implementation through grade 12 in the 2014-2015 school year.

b. Biliteracy Pathway.

- Program Description
  The Biliteracy Pathway is designed to help English Learners to develop English language proficiency/literacy, and academic competency and literacy in their home language. In Kindergarten and First grade, the target language is used for 80% of instruction. Instruction in English increases each year. By fifth grade, instruction is 50% in English and 50% in the target language. Elementary students receive ELD daily leveled by proficiency and all other academic courses are taught in English utilizing SDAIE strategies, or are taught in primary language.

  At the secondary level, students continue to study in the target language for at least two periods/day in addition to one period of English Language Development (leveled by proficiency), and all other academic courses taught in English through SDAIE strategies.

- Enhancements/Modifications
  In order to support articulated and continuous Biliteracy Pathway programs K – 12, the District will assign students to this pathway with the language of instruction reflecting the 80:20 model in Elementary School. Transition students from Early and Late Exit Bilingual programs into the Biliteracy Pathway by expanding the program to grade levels beyond current programs, based on facility capacity. SFUSD will develop courses at the secondary level to ensure the continuation of the Biliteracy Pathway.

- Teacher Qualifications
  Biliteracy Pathway classrooms will be staffed by teachers with BCLAD certification.

- Timeline
  The enhancements to this pathway will begin operation for grades K-5 in the 2009-2010 school year; the enhancements for 6th grade will begin in 2009-2010 school year; for 7th grade in the 2010-2011 school year; and one grade level will be added each year with full implementation through grade 12 in the 2015-2016 school year.

c. English Plus Pathway

- Program Description
  The English Plus Pathway is designed for English Learners of low-incidence language groups that do not have sufficient numbers to enable a full Biliteracy

Pathway program to be provided. It is also designed for English Learners whose parents do not waive English instruction as required by Education Code Section 310. Instruction in the English Plus Pathway is in (SDAIE), with at least 30 minutes per day of ELD, leveled by linguistic proficiency.

- Teacher Qualifications
  English Plus Pathway classrooms will be staffed by teachers with CLAD credentials.

- Timeline
  This Pathway is currently offered and the services described above will continue to be offered in 2008-2009 and going forward. The description above sets forth the basic services guaranteed by the District, but does not limit the District from adding enhancements to the English Plus Pathway pursuant to its own internal Strategic Plan, such as 30 minutes of daily primary language instruction where practicable.

d. Newcomer Pathway

- Program Description
  The Newcomer Pathway is designed to help recently arrived immigrant English Learner students adjust to their new language and culture in a one-year program (with an option for a second year as needed). The curriculum includes orientation and transition support, primary language instruction in academic areas at grade level or as designed to address gaps due to differences in national schooling systems or gaps in prior schooling. Students receive two periods of English Language Development (leveled by linguistic proficiency) including "survival" English. All non-ELD academic classes are taught either in English with SDAIE methodology or primary language instruction.

  Students normally transition to the Biliteracy Pathway, Dual Immersion or the English Plus option after one year.

- Teacher Qualifications
  Newcomer programs will be staffed by teachers with CLAD or BCLAD credentials.

- Timeline
  This pathway is currently offered and will continue to be offered in 2008-2009 and going forward. The description above sets forth the basic services guaranteed by the District, but does not limit the District from adding enhancements to the Newcomer Pathway pursuant to its own internal Strategic Plan

e. Underschooled Student Pathway

- Program Description
  The Underschooled Student Pathway is designed for newly arrived immigrant students of high school age (16 years or older) who enroll in SFUSD with interrupted, disjointed, inadequate or no prior schooling. It is designed for students who are three

or more years below grade level and have little or no primary language literacy or English proficiency. The Underschooled Program is a self-contained program leading to a high school diploma or articulation with adult education GED programs. Transition to a regular high school program is possible as students gain academic and linguistic proficiency.

The program provides developmental home language literacy instruction, two periods per day of English Language Development, and all other academic courses are taught either in English with SDAIE methodology or in primary language instruction. The program provides a curriculum that incorporates career-oriented electives, a focus on study skills, and developmental academic courses designed to provide a basic foundation in math, science and history.

Depending on resources available, the Pathway will include the provision of supplemental summer school programs. The District will explore the option of allowing students up to 6 years (through age 21) to complete this pathway.

- Teacher Qualifications
  Underschooled Pathway classes will be staffed by teachers with CLAD credentials.

- Timeline
  This Pathway will begin implementation in the 2010-2011 school year.

f. Long-Term English Learner Pathway

- Program Description
  The Long Term English Learner Pathway is designed for students who enroll in SFUSD high schools as English Learners despite having attended U.S. schools since kindergarten or first grade. Their needs are quite different from immigrant students who are more newly arrived, and the curriculum is tailored to students who are orally fluent in English, making minimal progress (or losing ground) in English proficiency, and are struggling academically.

  The program includes English for Academic Purposes ELD which emphasizes writing skills and reading comprehension based on relevant literature, a Native Speakers language arts/literacy class, SDAIE academic courses, a mix of career oriented and visual/performing arts electives and a success skills enrichment course. Assessment of individual gaps in English language proficiency is the basis for an online individualized learning system.

- Teacher Qualifications
  Long Term English Learner Pathway classes will be staffed with teachers who have a CLAD credential.

- Timeline
  This Pathway will begin implementation in the 2010-2011 school year.

2. Develop A Proposal To Situate and Consolidate EL Programs To Provide Greater Access to Continuous EL Pathways. The District shall consider the optimal location for placement of EL programs and pathways within sites across the district in order to maximize access of English Learners to the most powerful program pathways, and to support a reasonable opportunity for program continuity with adequate services and resources K-12. A Phase-In Proposal shall be developed for the District's Program Placement Committee by 2010 that will recommend how to situate and consolidate EL programs with the goal of providing K-12 EL pathways that minimize the need for families to balance program choices against transportation concerns. Student program placement practices will be reviewed to ensure that they support (1) student linguistic and academic strengths, needs, and interests; (2) informed parent choice; (3) the District's student placement priorities; and (4) K-12 program continuity and viability.

3. Identify Demonstration Schools and Establish Professional Learning School Networks. The District will identify demonstration schools that are examples of quality implementation of the various EL program pathways. These schools will provide other sites with opportunities to visit and observe. School networks will be established that include both demonstration schools and high need/underperforming schools so that learning about successful implementation of powerful program pathways can extend across the District.

D. ACCESS TO SPECIALIZED PROGRAMS AND SERVICES

In order to have full access to the comprehensive academic program of the District, English Learners must also have equal access to specialized services and programs, such as the Gifted and Talented Education program and Special Education services. The District will take the following steps to provide equal access to these programs/services:

Gifted and Talented Education

The District will ensure that ELs have an equitable opportunity to participate in the Gifted and Talented Education (GATE) program at all District sites. This will occur through the following steps:

1. Develop Procedures to Identify ELs Who Qualify for GATE. During the 2008-2009 school year, the District will develop and implement written procedures for identifying ELs in each school who may be able to qualify for GATE programs, and that describe the GATE referral process. The District will train GATE Coordinators on these procedures in monthly meetings held with the GATE Supervisor, and Coordinators will train principals and teachers regarding these procedures in staff meetings or one-on-one sessions, as appropriate. The written procedures will include: (a) a written list of

indicators of giftedness in EL students; (b) written reminders that EL students may be eligible for GATE services under measures of giftedness or talent other than traditional measures such as standardized test scores; (c) written reminders that English fluency is not a criteria for eligibility; and (d) an explanation of the GATE referral process. The District will provide a copy of the written procedures to the United States and the private plaintiffs when they are available, but no later than September 2009.

2. Conduct GATE Identification for English Learners. The District will continue to begin the yearly identification process in November with mid-February and mid-March deadlines. Each school site's identification team will refer students to the District GATE office, which will complete the identification process. It is important to note that the District currently uses a multivariable points system that includes six points that lead to GATE identification. The District will utilize the existing GATE identification process more systematically to identify eligible EL students for GATE services. Testing is only one of the six points that can lead to GATE identification, and where testing is the appropriate means of identifying English Learners as gifted and talented, the District will continue to use the Naglieri Cognitive Processing Test. This nonverbal test, designed to be effective in testing non-English speakers, avoids problems that arise from having to use translation or interpretation in the screening and testing process. The brief test directions have been translated into Spanish and Chinese.

3. Implement parent outreach strategies. The District will implement parent outreach strategies to inform EL parents in their primary language about the GATE program, including what the program offers, the referral process, and how to obtain more information. These strategies will include, but not be limited to, GATE information in the predominant primary languages on the District's website, and placing an item regarding the GATE program on the agenda of at least one ELAC meeting at each school site annually.

4. Monitor EL Participation in GATE. By September 2009, the District will design and implement a data collection system that enables the District to track students by language proficiency status at each stage in the GATE identification and services process.

a. Student Data: This system will include tracking the following information for each student referred to GATE in mid-spring semester: school, grade, language proficiency status (EL, IFEP, RFEP, EO), eligibility finding, and placement decision. Comparative data from two consecutive years will track changes in identification patterns/trends, including disaggregation by language status, language, grade, school, and GATE identification category.

b. School Data: At least once a year, the District will review that year's data as well as consecutive/multiple year data to determine Districtwide and school number/percent of ELs referred to, identified for, and receiving GATE services and whether these are proportionate to EL populations within the larger district/school populations. Where school data reveal disproportions, strategies will be developed to assist those schools in increasing EL GATE referrals to, identification for, and

participation in GATE services. The District will retain these data, numbers, and percentages and make them available for the United States' and private plaintiffs' review upon request.

Special Education

The District's strategies to provide special education services to EL students who qualify for such services will include the following:

5. Ensure that EL Students who Qualify for Special Education Services Receive Special Education Services and Appropriate Language Acquisition Services through one of the six models below or some other combination of services: But notwithstanding the list below, services will be determined based on the individual needs of the student, as required by state and federal law.

- Instruction by a BCLAD teacher who holds special education certification. This model can be used for all levels of proficiency, and can be organized as a self-contained or a resource program.
- Team-teaching by a BCLAD teacher and a special education certified teacher. This model can be used for all levels of proficiency, and can be organized as a self-contained or a resource program.
- Instruction by a teacher with both ELD and Special Education certifications. This model can be used for ELs at the Intermediate or higher levels of English proficiency, and can be organized as a self-contained or a resource program.
- Team-teaching by an ELD-certified teacher and a special education-certified teacher. This model can be used for ELs at the Advanced level of English proficiency. It can be organized as a self-contained or a resource program.
- A special education certified teacher with ELD training paired with a bilingual/biliterate teacher assistant or aide. This model can be used when the models listed above cannot be implemented because they do not offer native language or ELD instruction. This model offers only native language support from the bilingual assistant or aide.
- Consultation between a certified special education teacher and a BCLAD or ELD-certified teacher can be used when an EL spends less than 50% of the school day in special education classes and has an Advanced level of English proficiency.

6. Address the Particular Needs of EL Students In the Special Education Referral, Evaluation and Placement Process. The following actions are designed to address EL needs at all points in the special education process:

7. Referral. The District's Student Success Teams ("SSTs"), which are a site-based body that may make special education referrals, will consistently implement procedures

for pre-referral, intervention, and referral for special education evaluation that take into consideration the linguistic and cultural background of students, including:

- Providing a consult with at least one certificated staff person with a CLAD, BCLAD, or ELD certification for student study team meetings concerning EL students.

- Fully considering the language background and all language-related issues of EL students, including lack of academic progress in an appropriate EL program pathway, and carefully document EL student information when making the decision to assess EL students for special-education evaluation.

- Using SST forms that include information about the students' primary language proficiency assessment results, educational history, and CELDT scores. These forms shall be completed and fully considered with respect to each SST meeting held for EL students.

8. Evaluation of EL Students for Special Education. The District's Screening and Assessment Office is responsible for determining special education eligibility, including the following steps:

- Assess EL students for special education eligibility in each student's primary language unless it is not feasible to do so.
- Provide EL students with initial or subsequent evaluations by qualified specialists who are proficient in the students' primary language. To the extent that such personnel are currently unavailable to the District, the District will make its best efforts to locate and obtain the services of such personnel.
- Evaluation reports will address the validity and reliability of the assessments used in light of the student's language background and will be interpreted in a language accessible to the student's parents.

9. Placement of EL Students in Special Education. IEP teams will take into account each student's particular needs as an English Learner, such as the need for special language assistance, when determining appropriate special education services.

- The person who conducts the eligibility assessment will provide the IEP team with information to help the team understand the impact of the student's disability as it relates to an English Learner. IEP teams will consult with at least one certificated staff person with a CLAD, BCLAD, or ELD certification who can assist the IEP team in determining what special education services are necessary to provide the EL student with access to core curriculum instruction. If English language acquisition services are necessary for a child to receive FAPE under special education law, a description of such services will be written into the IEP.

- Upon parental request, the District will translate IEPs for parents of EL students in a timely fashion.
- When the District notifies a parent of an EL student of an IEP meeting, the notice will be in the parent's primary language and will inform the parent of the right to request an interpreter at the IEP meeting. This notice will explain to the parent how to request an interpreter. When parents make such requests with reasonable notice, the District will provide adequate interpreter services at IEP meetings.

10. Require That All Special Education Teachers also Hold a CLAD or BCLAD Authorization. The District will establish as its first priority when hiring special education teachers those candidates who also hold a CLAD or BCLAD authorization. If such candidates are not available, the District will make hiring of new special education teachers contingent on commitment to pursue CLAD or BCLAD certification. For current special education teachers without the CLAD or BCLAD authorization, the District will work with the bargaining unit to seek to establish a requirement that teachers secure a CLAD or BCLAD authorization within a reasonable time period. Teachers in hard to fill subject areas, such as special education and bilingual education, and at hard to staff schools will receive financial incentives provided pursuant to Proposition A funding for teaching in those subject areas and schools.

11. Prioritize Placement of Teachers Who Have Special Education Certification and a BCLAD or CLAD Certification at Schools with the Largest Number of Special Education EL Students in order to best serve their special education EL students. SFUSD has negotiated an agreement with the teachers union to establish a pilot program allowing the District to fill positions, including special education and bilingual education positions, at twenty-five hard to staff schools at any time during the school year instead of abiding by a staffing calendar that applies to other schools in the district. The twenty-five schools are chosen based on the needs of the school population including the number of special education and English learner students.

12. Train Principals, Student Success Teams, Placement Teams, and IEP Teams regarding the procedures and obligations required in Section D.5 - D.9, above, in the 2008-2009 school year. Thereafter, new staff will be trained on these requirements as part of their new-hire orientation.

E. INSTRUCTION OF ENGLISH LEARNERS

Effective instruction is essential to accomplishing the goal of providing quality programs for English Learners that yield powerful results. This includes strategies, instructional resources, time, grouping, language of instruction, differentiation, and articulation across grades and disciplines. Furthermore, instruction strategies must focus on and reflect intended student outcomes and goals. SFUSD has committed to developing English and home language proficiency as well as high levels of academic mastery across the curriculum. In order to accomplish these goals, the program pathways available to students must reflect quality instruction designed specifically to engage students in both language learning (English and home language) and academic learning. The District will

take the following steps to achieve these goals:

1. Provide Professional Development on ELD Instruction, Primary Language Instruction, and SDAIE Instruction. The professional development discussed in sections (a), (b), and (c) below will be provided by the end of summer 2009, and will be required training for all school site administrators and teachers of ELs in schools that have a significant EL population and are currently under federal or state sanction for failure to meet accountability measures.

The District will expand this training beginning in the 2009-10 school year to include additional school sites, and to be staggered and differentiated based on schools with the highest need. The District will continue to develop its professional development strategies as part of the SFUSD Strategic Plan development that will occur in summer 2008. The District will also engage in collective bargaining with the administrators and teachers unions regarding professional development requirements.

In light of these variable factors, the District will present more details to the parties about the professional development planned for the 2008-2009 school year in September 2008; and will provide more information about future professional development plans in the September 2009 Lau report.

a. Provide Professional Development on ELD Instruction. In order to support quality ELD instruction, the District will provide the following professional development through existing professional development structures, such as pre-service orientations and principal and/or staff meetings.

- School Site Administrators. Provide professional development about the purposes of ELD, the requirement of 30 minutes minimum ELD instruction daily, and how it should increase depending on proficiency level, and how to recognize and support quality ELD.

- Teachers. Provide professional development and follow-up coaching for teachers in implementing appropriate ELD standards-aligned curriculum and instructional strategies, grouping students appropriately by English fluency level, and addressing all four domains of language development. Schools with high concentrations of English Learners will be prioritized for onsite coaching services.

b. Provide Professional Development on Primary Language Instruction. In order to support high quality primary language instruction for its English Learners, the District will provide the following professional development through existing professional development structures, such as pre-service orientations and/or principal and staff meetings by the end of summer 2009:

- School Site Administrators. Provide professional development about the purposes of primary language instruction and how to recognize and support quality primary language instruction.

- Teachers. Provide professional development and follow-up coaching for teachers in implementing appropriate primary language standards-aligned curriculum and instructional strategies, grouping students appropriately, and addressing all four domains of language development for language/literacy instruction, and content standards and academic language for subject matter instruction. Schools with high concentrations of English Learners will be prioritized for onsite coaching services.

c. Provide professional development on SDAIE strategies. In order to support appropriate and quality SDAIE instruction across the curriculum the District will provide the following professional development through existing professional development structures, such as pre-service orientations and principal and/or staff meetings by the end of summer 2009:

- School Site Administrators. Provide professional development for administrators and site leadership teams about the appropriate uses of SDAIE instruction, and how to recognize and support quality SDAIE instruction.

- Teachers. Provide professional development and follow-up coaching for all teachers serving English learners in their classrooms on SDAIE instructional strategies and approaches to differentiating SDAIE instruction to address varying English fluency levels of students. Schools with high concentrations of English Learners will be prioritized for onsite coaching services.

2. Identify Most Effective Standards-Aligned Supplemental ELD Materials. By September 2, 2009, SFUSD's English Learner Support Services and Textbook/Instructional Materials Units will assess the need for supplemental ELD materials to support focus on all four domains of language development (reading, writing, speaking, listening), and the availability of needed materials appropriate to the different levels of English Learners' linguistic and academic strengths and needs. This assessment will determine the best use of funding available to provide supplemental ELD materials. The District will provide the United States and private plaintiffs with a copy of this assessment by September 2, 2009.

3. Develop a Districtwide Plan to Increase the Use of Standards-Aligned Primary Language Materials. Pursuant to state law, Districts can only use state instructional materials funding to purchase State Board of Education (SBE) adopted materials in grades K-8, and local Board of Education approved standards-aligned materials in grades 9-12. The SBE adopts a small number of Spanish language materials, and does not adopt any materials in Chinese or other languages. While Districts can use non-SBE adopted books in grades 9-12, or can attempt to obtain a waiver from the State to use non-SBE adopted materials in grades K-8, there are limited primary language materials available, and these materials would have to be closely evaluated by the District to ensure that they meet California state content standards prior to their use. Moreover, the process to obtain a waiver would be time and resource intensive, and the likelihood of success is unknown.

The District's first step will be to determine which core primary language materials shall be used in EL primary language programs with Chinese and Spanish as the first priority by reviewing existing materials and assessing which materials are aligned to state standards. The District's goal is to be able to centrally identify and purchase these core materials beginning in January 2009, using whatever limited amount of funding can be identified for this purpose (due to state law limitations on instructional materials funding, as explained above). The District may need to stagger its purchase of these materials in spring and fall 2009, as alternative funding becomes available.

The District will pilot the materials it is able to procure in targeted primary language programs in the District beginning in fall 2009 and in spring 2010, in order to obtain experience with the materials and demonstrate their success to build a case for a potential state waiver that would allow the District to use state instructional materials funds for its selected primary language materials.

The District will provide the parties with a report on its identified core materials and purchasing plans in February 2009; and will report on its primary language pilot programs and plans related to obtaining a state waiver in September 2010.

F. STAFFING AND PROFESSIONAL DEVELOPMENT

Assuring the provision of appropriately trained teachers and their use of research-based instructional strategies requires inter-related strategies for: (1) teacher recruitment and hiring; (2) teacher assignment, and (3) professional development and ongoing support.

Recruiting/Hiring

1. Establish a Board Policy Requiring CLAD Certification. The District will propose a policy for adoption by the Board of Education in the 2008-2009 school year that would require all new teachers to be CLAD-certified, and establish requirements for existing teachers without CLAD to obtain such certification.

2. Set a High Priority on Hiring Teachers With CLAD/BCLAD Certification, Demonstrated Expertise in Teaching English Learners, and High-Level Bilingual/Biliterate Skills. Human Resources will develop a teacher candidate recruitment process that identifies and gives preference to applicants for any teaching positions who possess one or more of the following qualifications: CLAD/BCLAD certification, demonstrated expertise in teaching English Learners, and high-level bilingual/biliterate skills. Applicants who do not have these qualifications will be required to commit to enrolling in a program toward authorization prior to being hired by the District.

3. Develop A Screening Process That Identifies Effective EL Teachers. Human Resources will utilize a new screening and interview process that will take into account, among other things, a candidate's verbal ability, their background working with diverse

students, including English Language Learners, and their level of certification.

4. Explore Financial Incentives For EL Teachers. The District has negotiated an agreement with the San Francisco Teacher's Union's collective bargaining unit to provide financial incentives with funding provided pursuant to Proposition A to attract teacher candidates in hard to fill subject areas and hard to staff schools. These teachers will include those who possess CLAD/BCLAD certification, demonstrated expertise in teaching English Learners, and/or high-level bilingual/biliterate skills.

5. Make Particular Efforts To Recruit Diverse Bilingual Educators. The District's Human Resources Department will utilize strategies to identify and attract diverse bilingual educators. These strategies will change and adapt to changing circumstances, and include:

- Building relationships with local institutions of higher education for the District Intern Program. The close relationship between SFUSD and the university programs will also allow District input into course development so that candidates exit with the skills necessary to be effective educators in an urban district.

- Operating a Para-To-Teacher program ("PTTP"), one of the most successful of SFUSD's methods for placing teachers from diverse backgrounds in shortage areas.

- Recruiting at events targeting multilingual educators, such as California Association of Bilingual Educator Conference.

Assignment

6. Pursue Goals to Assign the Most Expert and Most Experienced Teachers to Classrooms of the English Learner Groups With Greatest Needs. The District will work with the San Francisco teacher's union collective bargaining unit to support the assignment of the most expert and experienced teachers to teach the English Learner populations with greatest needs, and teachers with near-native levels of bilingual/biliterate skills to teach in English Learner programs that provide primary language instruction.

Professional Development and Ongoing Support

7. Provide Teachers of English Learner Students with Professional Development in ELD, Primary Language Instruction and SDAIE Strategies in targeted, highly EL-impacted schools in state and federal sanction, and provide follow-up coaching from content specialists and other staff from the English Learner Support Services Team. (See Section E.1.a.-c. for more details.)

8. Annually Re-Assess EL Professional Development Needs. Each year, the District's Internal Monitoring Committee will structure EL professional development to respond to quality of instruction issues raised by the District's Monitoring and Evaluation processes

(See Section H this Master Plan), and to support new pathways and curriculum, and will integrate EL issues into new District Initiatives and corresponding professional development that is developed over time. The Committee will also determine which staffs (i.e., administrators, teachers, paraprofessionals) require such training. The District will report to the United States and the private plaintiffs on any changes to the EL professional development recommended by the Internal Monitoring Committee.

9. Train and Assign Current EL Content Specialists, Resource Teachers, Coaches, and Instructional Reform Facilitators to Work On-Site at the Most EL-Impacted Schools. At least one day per week per site, to include a mix of on-site and off site support, these coaches, resource teachers, and facilitators will coach general education, ELD, primary language, and SDAIE teachers on implementing differentiated instruction that provides access to grade-level curriculum for English Learners at varying English fluency levels. Coaches, resource teachers, specialists and facilitators will also be trained to monitor and coach schools for consistent implementation of EL programs, and to promote uniformity and quality of approach and practice in classroom instruction. These supports will be offered with a priority to the most EL-impacted and low-performing schools.

10. Provide EL Teachers with Student Rosters for their Classrooms. The rosters will provide information on English Learners by name regarding their current and former CELDT levels and subscores, grade point averages, and "typologies." The rosters will also provide standardized and formative assessment results and multiple year growth trends. EL resource teachers, facilitators, and coaches will provide support to teachers in understanding the instructional implications of these data and in approaching lesson planning to address the differentiated needs of their EL students. The class rosters will identify English Learners by name, their EL status, and their current CELDT level and subscores available by the start of the 2008-09 school year. Other information such as GPAs and multiple-year growth trends will be added for the 2009-10 year, as based on available and accurate EL data and formative assessments.

G. PARENT OUTREACH AND INVOLVEMENT

Working cooperatively, various District departments -- the Translation Services Department, the Parent Relations Office, the English Learner Support Services Team, and the Office of Public Outreach and Communications – will maintain current translation and interpretation services and will take the following steps to improve communication with limited-English-proficient parents ("LEP parents"):

1. Assess Predominant Languages in Parent Community. By October 2008, the District will determine the predominant non-English language groups in the LEP parent community to ensure the availability of appropriate staff resources for interpreting and translating for these language groups.

2. Provide Notice of Translation/Interpretation Services Available at School Sites and District Offices. By January 2009, the District will develop a written notice about the translation and interpretation services that are available at school sites. The notice shall include information about how to request translation/interpretation services, provide instructions for filling out the Primary Language Assistance Request form (see below), and provide information about how to file a complaint about translation services.

The notice will be posted in the District central offices, such as the Office of Parent Relations and the Educational Placement Center, and at each school site. The notice will

also be included in the Student and Parent/Guardian Handbook, distributed at ELAC and DELAC meetings, and be posted on the District's website in the three predominant languages of the District, to be expanded to top 5 languages by September 2009.

By January 2009 the District will also develop procedures for providing interpretation services to parents who do not speak one of the top 5 predominant languages of the District.

3. Develop Primary Language Assistance Request Form. By January 2009, the District will develop and distribute a primary language assistance request form for parents to use to request translation/interpretation support at school sites. The form will be printed in the top three predominant languages of the District, to be expanded to top 5 languages by September 2009. The form will be made available at appropriate District offices such as the Office of Parent Relations and Education Placement Center, school sites, ELAC and DELAC meetings, and will be included in the Student and Parent/Guardian Handbook. The request form will include information on where to return the form, and where to obtain additional information on interpretation and translation services, and that such services are provided at no cost to the parents.

4. Design Procedures for Timely Provision of Competent Interpretation Services. By January 2009, the District will develop the following processes/procedures, and will begin implementation of these processes and procedures in spring 2009, including the distribution of these procedures to District administrators and staff with instructions on effective communication with parents of ELs:

- Criteria for Interpreters/Translators. Staff or other individuals who provide oral interpretation must demonstrate the following: (a) ability to verbally communicate information accurately in both English and the target language, and to employ the appropriate mode of interpretation; (b) knowledge in both languages of any specialized terms or concepts peculiar to the program or activity, and any particularized vocabulary and phraseology used in the LEP person's country of origin; and (c) understanding and adherence to the responsibility to maintain confidentiality and to refrain from acting as a counselor or advisor or taking on any other role.

Provide written notice to all school sites and central office staff that individuals who are not district-qualified interpreters, including students and other children, may not be relied upon to provide oral interpretation, except in emergency situations.

- Criteria for Written Translations. These procedures shall require competent and timely written translations, and provide criteria for determining which District and school-generated documents contain essential information and should therefore be translated into the District's predominant languages.

5. Distribute Roster of District Interpreters/Translators. By October 2008, the District will develop and maintain a current roster of District and school staff members who have been trained to provide assistance in interpreting or translating. The District

will post the roster in each school's central office, and provide it to Community Liaisons, ELAC and DELAC leadership, and EL Coordinators.

6. Enter Into Contract With Outside Interpreters. Enter into a contract with an entity that will promptly provide qualified in-person and telephone interpreter services for languages other than Spanish and Chinese. Access to these services will be provided in response to school principal request, to the extent that funding is available. The District will maintain a record of requests that could not be accommodated because of (1) funding, (2) other reasons, and make that record available to the parties upon request.

7. Create Clearinghouse of Translated Documents. By September 2008, the District will provide central office and school-based staff with an inventory of translated District documents that are located on the District website.

8. Provide Periodic Required Training for District Interpreters and Translators, beginning in the 2008-2009 school year, including explanation of their duty to provide meaningful access to information and to update their knowledge of specialized language related to the provision of services.

9. Develop Accountability Measures. By September 2, 2008, the District will develop and implement a system to track information on interpreter and translator services requested, including primary language of the request, date of the request, and date of services provided. At least once a year, the District will evaluate this information to assess the adequacy of the District's efforts to meet the communication needs of national-origin LEP parents in a timely and effective manner. The District will use evaluation forms, information obtained from the BCC, ELAC/DELACs, Community Liaisons, parent organizations and principal surveys to determine effectiveness of interpreter and translation services, and to determine whether training or modifications are necessary.

10. Incorporate Parent Communication Strategies Into School Academic Plans. Require that each school site includes in its Academic Plan – a document it must revise every 3 years – a Parent Involvement and Communication Component addressing how the school will work to specifically engage and communicate with LEP parents, and identify needs, if any, to effectively communicate with parents. For example, Academic Plans should consider issues such as comprehensible and welcoming signage and visual displays in the schools, and LEP parent access to meetings or information. The plans will be made available to the parties upon request.

11. Provide Information to Support School Site ELAC/DELACs. At lease once a year, the District will provide information to ELAC/DELACs about the: (1) Proper formation of the ELAC/DELAC; (2) Effective ELAC/DELAC recruitment strategies to maximize parent representation and involvement; (3) Proper election of members and officers of the ELAC/DELAC; and (4) Proper function of the ELAC/DELAC; and (5) the availability of, and the procedures for parents to follow to obtain translation and interpreter services at no cost.

12. Hold Community Forums. At least annually, the District will hold a community forum at which it will update the public as to the state of English Learner programs in the District. The administrator who oversees the provision of multilingual education in the District, and other appropriate District administrators, shall participate in the forum, and shall: 1) solicit public comment on the District's multilingual education program; and 2) answer questions about the program from members of the public. The District will solicit advice from the DELAC, the BCC and other community groups, particularly those groups that serve immigrant communities, about effective outreach efforts to interested individuals and groups, and about the timing, location, and content of the forum.

H. MONITORING

The District will engage in annual site-based and District-level monitoring of EL programs, and will continue to support monitoring, including site visits by the California Department of Education, the Consent Decree parties, and the Bilingual Community Council ("BCC").

1. Continue to Support External Monitoring Processes and Protocols. The District will continue to support the BCC by providing staff support to the BCC and making presentations to the BCC regarding EL Programs. The District will provide the BCC and Consent Decree parties with an annual report on the implementation of the Master Plan, which will include aggregated and disaggregated data obtained from the monitoring instrument (see below) used in observations throughout the year, and the results of annual audits. The BCC will have the opportunity to review and comment on the annual report before it is filed and served on the parties, and will have the opportunity to file a minority report if the BCC voting majority opts to do so. The District will also continue to participate in categorical program monitoring required by the California Department of Education.

2. Develop, Pilot Test and Train on the Use of an Observation Protocol to Monitor EL Program Pathways and Services. During the fall of the 2008-09 school year, the District will develop an Observation Protocol that will provide a consistent and uniform measure of EL program pathways and services. The District will pilot test all components of the Observation Protocol for content and functional validity during the spring of 2009. Based on the results of the pilot testing, the District will rework the Observation Protocol, as necessary, during the summer of 2009 so that the District can conduct a large-scale test of the Protocol during the following fall (2009). Assuming that the fall testing does not reveal major problems with the design or implementation of the Observation Protocol, the District, during the spring of 2010, will make necessary revisions and begin to train its principals, specialists, coaches, facilitators, and other groups that monitor implementation of the Master Plan in the effective use of the Observation Protocol. This training will include effective use of the Observation Protocol to monitor the quality, consistency, and coherence of the program pathways and to ensure program/pathway fidelity across grades and schools. The Observation Protocol will be used to monitor EL Program Pathways and Services at all schools with such programs in the 2010-11 school year and thereafter.

3. Establish an Internal Oversight Committee. The District will establish an Internal Oversight Committee (IOC) to oversee SFUSD's implementation of the Master Plan. The Committee will be headed by the Deputy Superintendent for Instruction, Innovation and Social Justice and will be charged, in part, with ensuring that monitoring activities are woven into existing accountability and monitoring practices and structures of the District. The Internal Oversight Committee will also identify effective and ineffective uses of weighted student formula and other categorical funds to develop guidelines for administrators and school site committees that support adoption of effective practices. The IOC will be in place and operative beginning in the 2008-09 school year.

In order to improve instruction for English Learners and keep the Master Plan effective and relevant, the Committee will collect, analyze, and apply information from the observation protocol, audit results, and evaluation data to:

- Plan professional development;
- Identify effective EL programs and phase out ineffective programs;
- Determine optimal placement for EL programs within the District;
- Determine the most effective uses of EL funding sources;
- Update the Observation Protocol based on pilot test results; and
- Inform the development of District policies and site academic plans.

The District will present these measures to the BCC for comment and review. The District will also include any such measures in the annual report to the Consent Decree parties and the Court.

The IOC and the BCC shall engage in an ongoing dialogue throughout the year. At least quarterly, the IOC shall invite a representative from the BCC to make a report, orally or in writing, to the IOC about BCC concerns or questions regarding implementation of the Master Plan, and recommendations for improving the District's program for multilingual education. In addition, the District official who oversees the provision of multilingual education in the District shall, at the first BCC after each meeting of the IOC, report to the BCC on the matters addressed at the IOC meeting.

4. Conduct an Annual Audit of EL Program Pathways and Services. The District's Internal Oversight Committee will conduct an annual internal audit that includes school site visits and review of data from a randomized selection of 8-10 school sites (at least 2 high schools, at least 2 middle schools, and at least 4 elementary schools). Site visits will be conducted without alerting the schools to the specific date of the visit. For the schools that are visited, the auditing team will assess the following:

- Identification of EL students;
- Assessment and placement of EL students (including special education ELs);
- Consistency and fidelity of EL program pathways offered;
- Quality and consistency of ELD, SDAIE, and primary language instruction for EL students;

- ELD, primary language, and SDAIE supplemental materials;
- ELs' access to special education and GATE services;
- Monitoring of current ELs and RFEP student achievement and success;
- Professional development for EL staff; and
- Parent involvement and outreach.

5. Monitor Placement of EL Students. Within 60 days of the start of each school year, the English Learner Support Services Team will monitor whether all eligible EL students are appropriately placed in an ELL program or Pathway, including special education students, based on their academic and linguistic, needs, strengths, and interests. This process will randomly select students based on program pathway, grade level, and CELDT level across all sites in the District. The District will begin this monitoring in the 2008-09 school year, when it will perform the monitoring manually. The District will further refine the monitoring process as it develops its new student assignment database (see section I.2, below) and implements its new student pathways (see section C.2, above).

6. Implement a Principal Support and Accountability Process to ensure that program pathways at sites are effectively implemented, supported, monitored, and evaluated to support EL students' ability to make appropriate linguistic and academic progress. This process will be managed and supported by the Associate Superintendent of School Operations and Instructional Support, with assistance from Academics and Professional Development. Within the process outlined in the San Francisco United Administrators collective bargaining agreement, the District will work with principals to incorporate these accountability measures into the principal's evaluation protocols. The District will begin this accountability process by the 2009-2010 school year.

7. Create a Standing Agenda Item at Bi-Monthly Superintendent's Cabinet Meetings to raise and resolve major issues related to EL student access, achievement, and accountability.

8. Design New Implementation Measures. Based on these Cabinet-level discussions, the results of the annual internal audit, review of monitoring reports, and evaluation data (when valid and reliable), the IOC will annually assess and develop, as appropriate, new implementation measures to improve the District's EL programs during the upcoming academic year. These implementation measures will be incorporated into the District's Strategic Plan -- the Balanced Scorecard. The District will present these measures to the BCC for comment and review, and will include any such measures in the annual report to the Consent Decree parties and the Court.

I. EVALUATION

The District will conduct annually a program-level analysis to evaluate the enrollment and effectiveness of its EL programs/pathways over the past year including, student academic achievement and the acquisition of English, by school and by pathway, as assessed by the state-adopted standards based assessments. Currently, the evaluation will

include enrollment demographics with a comparison, or "pre-post," research design to assess effectiveness using the state assessment as the measure. In the next 5 years we will be able to do longitudinal trends on the academic performance of the students enrolled in the pathways and evaluate effectiveness with multiple measures.

1. Evaluate Current Student Information System and Identify Level of Data Accuracy. The District's primary goal in the area of data evaluation is to ensure the accurate entry of data with the capability to show program change longitudinally for each student. In order to accomplish this goal, the District will first need to evaluate its current student information system to identify and address problems such as missing or inaccurate data. The District will take the following steps to achieve this goal.

2. Build a Robust Student Information Database with the Capacity to Document EL Student Identification, Assessment, Placement, Language Proficiency, and Achievement, Track Students Longitudinally, and Analyze the Effectiveness of EL Program Pathways. Once the evaluation discussed above is complete, the District will build an effective student information database by improving upon the current system or by creating a new system. The District will implement an aggressive schedule to design and build the updates to the current SIS system or implement a new system. To support this task, the District will determine the amount of funding available through the parcel tax passed in June 2008, and will seek additional funding as necessary. The District will build in validity checks and establish an inter-departmental team to monitor the input of the data. The District will convert existing data such that the system is operable by the end of the 2011-12 school year.

Using the new database, the District will begin collection of data in the 2012-2013 school year for longitudinal evaluation, including:

- EL and RFEP student outcomes related to the development of English and primary language proficiency, and academic achievement across the curriculum;

- Analyses of the different program pathways to assess and compare student performance in different EL program pathways.

Program impact cannot be determined longitudinally until the program pathways have been implemented for at least 3-5 years. Students will also be monitored once they are reclassified from a program to assess their post-reclassification academic success. All data will be disaggregated by pathway, student CELDT level, and length of time in the program.

3. Improve the Amount, Quality and Usability of EL Data Provided to the School Sites. In addition to collecting student achievement data from the Research and Accountability Department, the English Learner Support Services Team and the Assistant Superintendents for Instruction and Operations will improve the flow of EL data from the central office to principals, teachers and others at the schools sites, improve the quality, timeliness, usability and accessibility of EL data, and increase the use of EL data at the school sites to support student achievement and the development of the annual site plan.

J. REPORTING

For the 2008-09 school year, the District will prepare, file with the Court, and provide to the United States, the private plaintiffs, and the BCC a report consistent with the terms of the 1976 Consent Decree. Thereafter, the District will prepare, file with the Court, and provide to the parties and the BCC a restructured "*Lau* Report," which will include a format for data reporting that more accurately assesses the efficacy of particular English Learner services. Beginning on September 15, 2009, the District will provide the report annually on September 15 for the preceding academic year. The *Lau* Report will include the following data:

1. EL student population

- The number of students by language group whose primary or home language is other than English according to the home language survey administered by the District.
- The number of EL students at each school by language group and grade level.

2. Program pathways

- A description of each EL program pathway offered at each school site, including the target language, if any.
- The number of ELs at each school by language group and grade level assigned to each EL program. (See Section I.2, above.)
- The number of ELs who opted out of EL programs by school and language group.
- The number of ELs who have not opted out, but who are not receiving services, by school and language group.
- The percentage of EL students receiving instruction in a language other than English by (i) school and (ii) El program pathway at the District level (beginning with the 2012-13 academic year) who gained one overall proficiency level on a test of primary language/literacy development, or gained the "proficient" or equivalent level on a test of primary language/literacy development.
- A copy of any program-level analysis conducted by the District to evaluate the effectiveness of its EL programs/pathways over the past year (see Section I.2, above), including, student academic achievement and the acquisition of English, by school and by pathway, as assessed by District-adopted primary language assessments or benchmarks.

3. Student achievement

- For each school, the number and percentage of students who exited the EL program on the basis of exit criteria at the end of the prior school year.
- The percentage of EL, RFEP, and EO students who scored at or above proficient on the CST and SST in prior year by (a) school, and (b) by program (starting with the 2011-12 school year) at the District level.
- The percentage of EL students by (a) school and (b) EL program (starting with the 2011-12 school year) at the District level who (i) gained one overall proficiency level

on the CELDT, and (ii) reached the "English Proficient" level on the CELDT.

4. Special programs

- By school, the number of EL students who: (a) were referred for special education; (b) were found eligible for special education services; and (c) receive special education services. The data on these students shall include: CELDT level, disability, special education service category, type of EL services.
- The number of ELs by school, grade and primary language who were referred to the GATE program, were found eligible for GATE, and participate in GATE.
- The percentage of El students who graduated from high school.
- The percentage of EL students who took advanced placement/honors programs.

5. Staffing data

- By school, and EL program type (See Section I.2, above) the number of teachers assigned to provide ELD, SDAIE, and primary language instruction and their teaching certification(s) and language fluency other than English, where available.
- The number of special education teachers who are: (a) certified, noting all of their certifications (*e.g.,* ELD, BCLAD, or CLAD); or (b) working on obtaining certification, noting the certification sought.
- The number of all paraprofessionals, assigned by school and language, who assist in providing EL service, and the number by school and language assigned to assist in providing EL services to special education students.

6. Professional development

- The title, schedule, and location of all Districtwide EL-related professional development offered over the past year, and total staff participation for each. (Because the District will be developing a registration management system for professional development during the 2008-09 academic year, the data reported for that year will be incomplete.)
- A report of any changes to the EL professional development recommended by the Internal Monitoring Committee as part of its annual reassessment of EL Professional Development Needs under Section F.8.

7. Results of the District's internal monitoring

- Aggregated and disaggregated data obtained from monitoring protocol used in observations throughout the year.
- A copy of the District's annual audit of EL programs.

8. Instructional Materials

A report regarding the availability of ELD, native language, and SDAIE supplemental materials in each school for the prior school year and any District plans to obtain additional materials for identified schools in the coming school year.

9. Translation/Interpretation for LEP Parents

A summary of the District's provision of translation and interpreter services for EL students and their parents, including:

- The list of predominant non-English language groups in the LEP parent community;
- The roster of District and school staff trained to provide assistance in translating or interpreting;
- The District's inventory of translated documents;
- The District's yearly evaluation of the adequacy of its interpreter and translator services based on its tracking system, evaluation forms, and principal surveys;
- Copies of any changes made to the following documents: guidelines for effective communicating with LEP parents, notice regarding translator/interpreter services, primary language assistance form, and written procedures for interpretation services.

SAN FRANCISCO SFUSD UNIFIED SCHOOL DISTRICT

SFUSD Written Classroom Performance Report

Teacher's Name:	Employee ID:	School:
Assignment:	TT: ☐ Prob. 0 ☐ Prob.1: ☐ Prob. 2: ☐ Permanent: ☐	Academic Year:

LEVELS OF PERFORMANCE

Level 4	**Distinguished**: Performance consistently exceeds standards at advanced levels.	Level 2	**Basic:** Performance at basic levels of meeting standards and is approaching proficient.
Level 3	**Proficient**: Performance regularly exceeds standards and may occasionally reach distinguished levels.	Level 1	**Does Not Meet:** Performance is below standards.

SFUSD CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

STANDARD 1: ENGAGING AND SUPPORTING	date	date	date	date	STANDARD 4: PLANNING, DESIGNING & DELIVERING	date	date	date	date
1. Connect students' prior knowledge, life experience and with classroom learning.					1. Design long-term and individual plans to foster and support student learning.				
2. Use a variety of instructional strategies to respond to students' diverse needs.					2. Value students' backgrounds, interests, languages, and developmental needs.				
3. Facilitate learning experiences that promote autonomy, interaction and choice.					3. Establish and articulate student learning outcomes, consistent with *Content and Performance Standards*.				
4. Engage Students in problem solving, critical thinking and other activities that make subject matter meaningful.					4. Sequence and use instructional time effectively.				
5. Promote self-directed, reflective learning in all students.					5. Modify instructional plans to adjust for student needs.				
STANDARD 2: LEARNING ENVIRONMENT	date	date	date	date	**STANDARD 5: ASSESSING STUDENT LEARNING**	date	date	date	date
1. Create a physical environment that engages all students.					1. Establish and communicate learning outcomes for students.				
2. Establish a learning environment that promotes fairness and respect.					2. Use multiple sources of information to assess learning.				
3. Promote social development and group responsibility.					3. Involve and guide students in assessing their own learning.				
4. Establish and maintain standards for student behavior.					4. Use results of assessments to guide instruction.				
5. Plan and implement classroom procedures and routines that support student learning.					5. Communicate with students and families about progress.				
STANDARD 3: SUBJECT MATTER KNOWLEDGE	date	date	date	date	**STANDARD 6: DEVELOPING AS A PROFESSIONAL EDUCATOR**	date	date	date	date
1. Demonstrate knowledge of subject matter.					1. Reflect on teaching practices.				
2. Organize curriculum to support student understanding of subject matter based on *Content and Performance Standards* and *Core Curriculum*					2. Work with families to foster collaboration and ensure student success.				
3. Interrelate ideas and information within and across subject matter areas.					3. Work with communities to foster collaboration and ensure student success.				
4. Develop student understanding through instructional strategies that are appropriate to the subject.					4. Establish professional goals and pursues growth opportunities.				
5. Use materials, resources, and technologies to make subject matter accessible and engaging to students.					5. Work with colleagues to improve professional practice.				
					6. Share in responsibility for implementing school expectations, priorities, policies, and procedures.				
Teacher's initials that they have seen scores in Standards 1-3					Teacher's initials that they have seen scores in Standards 4-6				

Summary

First Observation: Date:__/__/__					
Outstanding☐	Highly Satisfactory ☐	Satisfactory ☐	Improvement Needed ☐	Unsatisfactory ☐	Response Attached ☐
Second Observation: Date:__/__/__					
Outstanding☐	Highly Satisfactory ☐	Satisfactory ☐	Improvement Needed ☐	Unsatisfactory ☐	Response Attached ☐
Third Observation: Date:__/__/__					
Outstanding☐	Highly Satisfactory ☐	Satisfactory ☐	Improvement Needed ☐	Unsatisfactory ☐	Response Attached ☐
Fourth Observation: Date:__/__/__					
Outstanding☐	Highly Satisfactory ☐	Satisfactory ☐	Improvement Needed ☐	Unsatisfactory ☐	Response Attached ☐

Summary Overview:					
Outstanding☐	Highly Satisfactory ☐	Satisfactory ☐	Improvement Needed ☐	Unsatisfactory ☐	Response Attached ☐

Teacher Signature* Date Evaluator's Signature/ID# Title Date

* A signature on this summary does not necessarily mean the teacher agrees with the opinions expressed, but merely indicates the employee has read the overview and has had an opportunity for discussion with his/her immediate evaluator.

Essential Supports for School Improvement- Indicators for Evaluation

Schools ranked in each area on a scale from 1 (not at all) to 4 (regularly and consistently) on the following indicators:

Essential Support : Leadership

Dimensions	To what extent does the district:	To what extent do principals:	To what extent do teachers:
Managerial	▪ Provide adequate facilities and supplies ▪ Buffer principal from operational issues and "putting out fires" when possible ▪ Provide guidance for implementation ▪ Provide management coaching and support when necessary	▪ Maintain a clean, well-run office and hallways ▪ Ensure that meetings start and end on time; provide agendas and minutes ▪ Manage non-instructional staff effectively	▪ Offer feedback about school management and support when possible
Instructional	▪ Provide core curriculum and instructional frameworks ▪ Set high expectations for principals' instructional leadership ▪ Provide tools for monitoring instructional quality and supporting ▪ Identify gaps in principals' instructional knowledge and provide support and professional development	▪ Establish and communicate high standards and expectations for meeting instructional goals ▪ Set high standards for teaching, monitor quality and provide feedback ▪ Develop and maintain knowledge of basic learning principles, core curriculum and instructional strategies ▪ Identify gaps in teacher capacity and create professional development plans accordingly ▪ Monitor student progress and develop ▪ Allocate programmatic resources effectively- know when to say no to programs and initiatives; only choose those that will further the school's mission	▪ Expect principal to serve as instructional leader ▪ Help principal learn how to give supportive and constructive feedback that will make a difference in your teaching ▪ Self-assess to identify strengths and weaknesses and communicate professional development needs ▪ Provide feedback about existing programs and initiatives and help determine the school's overall strategy
Inclusive-facilitative	▪ Model the behaviors expected of principals and teachers ▪ Support and encourage distributed leadership	▪ Inspire teachers, parents, school community leaders, and students around a common vision of reform ▪ Advance a sense of quest: "Look what we have already accomplished. We can do more!" ▪ Empower teachers with a sense of influence on decisions affecting their work ▪ Distribute leadership by bringing teachers, parents and community members into leadership roles to build collective capacity for improvement	▪ Take on leadership and responsibility for the school's success ▪ Participate actively in decision-making ▪ Join other staff in inspiring the community and fostering participation

Essential Support: Professional Capacity

Dimensions	To what extent does the district:	To what extent do principals:	To what extent do teachers:
Teacher background and knowledge	▪ Recruit teachers from high quality undergraduate institutions with diverse teaching experiences ▪ Provide tools for assessing teacher knowledge of subject-matter, pedagogy, students	▪ Select teachers based on an assessment of teacher capacity school-wide and student needs ▪ Assess teacher knowledge of subject-matter, pedagogy, students	▪ Seek out and take advantage of opportunities to expand knowledge of content and practice
Changes in human resources	▪ Work with union to make it easier for principals to remove non-performing teachers from school and give principals greater autonomy in selecting teachers ▪ Ensure quality PAR Coaching ▪ Find ways to reduce teacher turnover	▪ Use data about students and knowledge of teacher capacity (across grade levels and content areas) to develop professional development plan ▪ Monitor for changes in practice and changes in the way teachers talk about students	▪ Self-assess professional capacity and determine professional development needs
Quality of Professional Development	▪ Provide opportunities for cross-school collaboration ▪ PD should combine subject matter knowledge, pedagogical skill and knowledge of students ▪ Design sustained PD opportunities ▪ Monitor for changes in practice and changes in the way teachers talk about students	▪ Build on prior knowledge of staff ▪ Develop cohesive PD plan in response to site needs ▪ PD directly relates to school's instructional priorities ▪ Monitor for changes in practice and changes in the way teachers talk about students	▪ Actively participate in planning PD ▪ Actively participate in PD/Staff meetings ▪ Help determine instructional priorities

Essential Support: Professional Capacity, cont.

Dimensions	To what extent does the district:	To what extent do principals:	To what extent do teachers:
Professional Community *Subcategories: Collaboration, collective responsibility, reflective dialogue, public classroom practice, innovation, school commitment* **Rubric*	▪ Provide instructional frameworks and assessments ▪ Provide frameworks and tools for teacher collaboration (EC-PLCs) including looking at student work	**Behaviors** ▪ Create structures (time) for common planning ▪ Facilitate department and grade-level meetings ▪ Distribute responsibility for school management ▪ Provide opportunities for peer observation and tools for providing meaningful feedback **Dispositions** ▪ Encourage risk-taking and creativity (view mistakes as opportunities) ▪ Cultivate enjoyment, pride and loyalty	**Behaviors** ▪ Work with other teachers to coordinate curriculum and instruction across grade levels ▪ Share materials ▪ Participate in peer observations and/or co-teaching ▪ Maintain effective relationships with colleagues ▪ Collaborate with the principal on school policy and operations ▪ Talk about instruction outside of formal meetings ▪ Bring student work to the table when planning and collaborating **Dispositions** ▪ Openness to risk taking, growth and learning ▪ Question one's own assumptions about teaching and learning and share with colleagues ▪ Develop and maintain a shared sense of responsibility for student success and failure ▪ Experience enjoyment, pride, loyalty

Essential Support: Student-Centered Learning Climate

Dimensions	To what extent does the district:	To what extent does the principal:	To what extent do teachers:	To what extent do students experience:
Order and safety	▪ Provide professional development in classroom management and effective discipline procedures (e.g., Restorative Justice) ▪ Ensure safe and attractive facilities ▪ Work with community groups and agencies to ensure safe travel for students ▪ Provide programs for improving school climate (such as Caring Schools Community, Tribes, etc)	▪ Provide support for effective classroom management ▪ Intervene early and often to diminish disruptions, including school-sponsored disruptions (announcements, calling students out of class, etc.) ▪ Ensure clean, attractive hallways and bathrooms ▪ Work with teachers to create consistent discipline policy ▪ Implement school climate programs such as Caring Schools Community, Tribes, etc. ▪ Work with community groups and agencies to ensure safe travel for students	▪ Foster a respectful classroom environment ▪ Work with principal and other teachers to ensure consistent implementation of behavior/discipline policies ▪ Help maintain order and discipline throughout the school	▪ "Students at my school treat each other with respect" ▪ "My school is a safe place for learning from morning until night" ▪ Classroom time is maximized for learning ▪ "My teachers don't allow disruptions to my learning."
Academic Press (Classroom Personalism, Behavior, Academic Engagement, Peer Support)	▪ Provide principals with tools and support for improving classroom instruction ▪ Establish clear district standards of instruction and content	▪ Guide and support teachers in developing effective instructional practices and relationships with students ▪ Measure student engagement ▪ Support teachers in making learning challenging and interesting ▪ Help ensure differentiated instruction ▪ Provide recognition for hard work ▪ Celebrate student successes	▪ Attentive to struggling students ▪ Encourage extra work, praise hard/challenging work ▪ Encourage students to take responsibility for and help other students ▪ Sets expectations for complete homework ▪ Encourages students to ask questions; celebrates wrong answers as opportunity to learn ▪ Concern/care if work is not completed ▪ Connects material to student interests	Low boredom, high excitement— students are so interested in the work they don't want to stop My teacher: "Believes I can do well" "Notices if I have trouble and gives me extra help" "Makes learning relevant and fun" "I look forward to class." "I work hard to do my best in this class." ▪ Students value school- want to attend class, find homework meaningful

Essential Support: Instructional Guidance

Dimensions	To what extent does the district:	To what extent do principals:	To what extent do teachers:	To what extent do students:
Curriculum Alignment	▪ Provide schools with aligned curriculum content map, instructional guides, assessments	▪ Help teachers make sense of curriculum maps, instructional guides and assessments in light of their current practices ▪ Help teachers modify materials based on site-specific needs (based on student data)	▪ Implement curriculum with appropriate pacing ▪ Plan lessons that are rigorous and challenging for all students ▪ Evaluate curriculum periodically to ensure effective learning is taking place ▪ Plan lessons with the big picture of curriculum in mind.	▪ "I understand what objectives of each class are." ▪ "It makes sense to me what the big goals of each class are."
Basic Skills and Applications Emphasis	▪ Design instructional guides that emphasize applications-emphasis pedagogy (including: Student discussion and debate for more than half the period; brainstorming ideas; synthesis of ideas; differentiating fact from fiction; cooperative groups) ▪ Provide district benchmarks and assessments ▪ Provide support for developing individual classroom application-emphasis assessments (i.e. essay tests, group/individual projects, presentations)	▪ Support teachers to try new instructional approaches ▪ Encourage instruction that builds basic skills but emphasizes application. ▪ Encourage student talk in classrooms (watch for classrooms that are always quiet and intervene in cases of low student engagement) ▪ Assist teachers in accessing resources and training in pedagogy	▪ Employ a variety of methods to ensure access to the curriculum and equitable outcomes ▪ Refrain from lecturing for more than half the period ▪ Try new strategies ▪ Incorporate application-based assessments (student discussion and debate, portfolios, project-based, open-ended problems) ▪ Utilize both individual and group projects to assess learning	▪ "I want to go to class because I am challenged daily." ▪ "I want to go to class because what I learn relates to the real-world."

Essential Support: Parent-Community Ties

Dimensions	To what extent does the district:	To what extent do principals:	To what extent do teachers:
Teachers' Ties to the Community	▪ Provide guidance and training on community involvement/understanding ▪ Incorporate opportunities and information from local community into district standards/curriculum	▪ Encourage teacher efforts to understand and reach out to parents. ▪ Engage community in dialogue with the school. ▪ Provide opportunities for parents to interact with parents. ▪ Provide resources for teachers to engage community.	▪ Develop a deep understanding of students' home lives/factors affecting their performance. ▪ Visit students' homes. ▪ Engage in ongoing dialogue with parents. ▪ Use examples from the community in instruction. ▪ Take students on a field trip in the community, organize service projects & otherwise engage students in community
Parent Involvement	▪ Institute parent education programs ▪ Strengthen community network of services that serve parents/families in SFUSD. ▪ Provide systems of involvement and communication with parents. ▪ Create models and tools to support effective School Site Councils	▪ Invite parents to volunteer at school or otherwise contribute to school improvement efforts. ▪ Schedule parent meetings, open school nights, etc. at convenient times for parents (to promote attendance). ▪ Develop accountability systems for report cards, etc. that ensure that every child has a parent/guardian that has seen important documents/grades. ▪ Create opportunities for parent voice in decision-making.	▪ Communicate with parents about how to reinforce study habits and expectations. ▪ Find ways to engage learning activities for parents and students at home. ▪ Keep parents informed of their children's progress

Key Resource: Relational Trust

Dimensions	To what extent does the district:	To what extent do principals:	To what extent do teachers:
Staff-parent trust	▪ Implement and utilize systems of communication (i.e. School Loop) ▪ Provide opportunities for parents to give feedback on schools/district. ▪ Communicate early and often about district priorities/goals/decisions. ▪ Utilize a fair and equitable system of school assignment, resource allocation, etc. ▪ Provide supports and resources to facilitate positive teacher-parent relationships (e.g., Parent Liaisons) ▪ Integrity- keep promises, inform others when promises will be broken	▪ Ensure that teachers are communicating with parents about student progress in a timely manner. ▪ Oversee system of parent communication regarding grades, events at school, etc. ▪ Integrity- keep promises, inform others when promises will be broken	▪ Work hard at building relationships with parents. ▪ Communicate with parents about class activities and individual student progress ▪ Provide opportunities for parental involvement in classroom &/or with continued learning at home. ▪ Integrity- keep promises, inform others when promises will be broken Dispositions: "Parents are our essential partners." "We are all a team.
Teacher-Principal Trust	▪ Train principals in this mode of leadership. ▪ Provide feedback on school culture in this domain to principals. ▪ Integrity- keep promises, inform others when promises will be broken	▪ Create an environment where teachers can discuss feelings and frustrations with principal ▪ Look out for the personal welfare of faculty ▪ Demonstrate a personal interest in the professional development of teachers ▪ Integrity- keep promises, inform others when promises will be broken	▪ Offer suggestions for improvement and feedback on school improvement efforts. ▪ Maintain a professional attitude in discussing worries and frustrations (i.e. address the principal directly, no "parking lot" conversations or gossip) ▪ Integrity- keep promises, inform others when promises will be broken
Teacher-Teacher Trust	▪ Recognize teacher leaders via district publications and celebrations ▪ Provide protocols and tools to support collaborative conversations (e.g., critical friends' protocols) ▪ Integrity- keep promises, inform others when promises will be broken	▪ Provide venues for discussion and protocols for conflict resolution, etc. ▪ Provide opportunities for teacher leadership. ▪ Integrity- keep promises, inform others when promises will be broken	▪ Cultivate and protect an environment where colleagues can share openly about worries and frustrations. ▪ Respect other teachers who demonstrate leadership in school improvement efforts. ▪ Value the opinions and well-being of other teachers. ▪ Build and sustain an atmosphere of collegiality. ▪ Participate in opportunities to collaborate. ▪ Integrity- keep promises, inform others when promises will be broken

SFUSD School Improvement Evaluation Tool

School Evaluation at_____ on _____ by _____
School Name Date Observer Name

Domain: Student-Centered Learning Environment

Order and Safety	Where are we?	Evidence
• Campus is safe and free from dangerous areas or situations. • Campus is orderly- disruptions do not occur in classes or general school environment. • Students are actively engaged in learning in all classes.	This is evident in the school... 1 2 3 4 Not at all Exceeding Expectations	
Academic Press	**Where are we?**	**Evidence?**
• An atmosphere of high expectations is present in every classroom. • Instructional time is the priority in this school. • Struggling students receive needed support. • All students are pushed to excel.	This is evident in the school... 1 2 3 4 Not at all Exceeding Expectations	

Domain: Instructional Guidance

Curriculum Alignment	Where are we?	Evidence
• A scope and sequence exists for all grade levels or course teams. • Curriculum is aligned with district, state and national standards. • Curriculum is relevant and rigorous. • Daily lessons in classes are part of the curricular plan for the grade level or course.	This is evident in the school... 1 2 3 4 Not at all Exceeding Expectations	
Basic Skills and Application Emphasis	**Where are we?**	**Evidence**
• Lessons in every class are objective-driven. • Activities in every class align with learning objectives for the day. • Teachers use a variety of instructional methods. • Instruction is student-centered and involves complex, engaging tasks. • Opportunities for application-based assessments (e.g. debates, projects, portfolios) exist.	This is evident in the school... 1 2 3 4 Not at all Exceeding Expectations	

Domain: Professional Capacity

Teacher Capacity and Professional Development	Where are we?	Evidence
• Teachers have strong content knowledge. • Data is used to develop a plan for professional development. • Professional development opportunities are cohesive and responsive to teacher needs. • Professional development relates to school's instructional goals.	This is evident in the school... 1 2 3 4 Not at all Exceeding Expectations	
Professional Community	**Where are we?**	**Evidence**
• Structures for common planning exist. • Peer observation and feedback are part of this school culture. • An atmosphere of collaboration exists among teachers. • Staff have a shared sense of responsibility for the success of all students in this school. • Instruction is the primary topic of meetings, conversations and professional development.	This is evident in the school... 1 2 3 4 Not at all Exceeding Expectations	

Domain: Leadership

Managerial, instructional, inclusive/faciltiative	Where are we?	Evidence
• Daily operations, supply needs, and managerial tasks are efficiently run (i.e. teachers do not worry about this aspects of the school). • Leaders articulate high standards and expectations for student learning. • Leaders analyze instruction via observations and data and offer immediate and useful feedback. • Decisions for the school are made with a focus on instructional goals. • A common vision for the school is clear to parents, teachers and students. • Teachers are empowered to make changes to improve their practice. • Parents and teachers have a voice in school decision-making. • All initiatives and programs in the school serve to advance the vision and goals of the school.	This is evident in the school... 1 Not at all 2 3 4 Exceeding Expectations	

Domain: Parent-Community Relations/Relational Trust

Teachers' Ties to Community	Where are we?	Evidence
• Teachers engage in ongoing dialogue with parents about classroom learning and student progress. • School staff make a concerted effort to reach out to the community. • Teachers and staff demonstrate care for students by developing an understanding of students' home lives and factors affecting their performance.	This is evident in the school... 1 2 3 4 Not at all Exceeding Expectations	
Parent Involvement	**Where are we?**	**Evidence**
• Parents have opportunities to volunteer and be involved in daily activities of the school. • Communication with parents is consistent and culturally sensitive (i.e. translation services provided for written and oral information). • Parent education at this school helps parents strengthen parenting skills and knowledge in how to assist children with learning at home. • Events and meetings at school are well-attended by parents.	This is evident in the school... 1 2 3 4 Not at all Exceeding Expectations	