

01 - 02 San Francisco Unified
Revere (Paul) Elementary

DOE 00034545

Immediate Intervention/Underperforming Schools Program
(II/USP)

DISTRICT APPLICATION FOR FUNDING
FOR ALL SCHOOLS

Mail original Action Plan and three Copies to: School Reform Assistance Office
Education Support and Networks Division
California Department of Education
721 Capitol Mall, 3rd Floor
Sacramento, California 95814

Postmarked no later
than Tuesday,
May 15, 2001

Part I: Application Information: Complete for LEA submitting application for funding.

Name of Local Educational Agency (LEA):
San Francisco Unified School Dist.

12-Digit County/District Code:
38-68478-0000000

Total Grant Amount Requested for all schools:

FY 2001-02 \$ 1,052,120

FY 2002-03 \$ 1,045,195

Dates of Project Duration:

July 1, 2001 to June 30, 2003

Date of local governing board approval:

May 8, 2001

District
Superintendent: ARLENE ACKERMAN

District
Contact Person: RITU KHANNA

Address: 555 Franklin Street

Address: 555 Franklin Street

City: San Francisco Zip: 94102

City: San Francisco Zip: 94102

Phone: (415) 241-6121 Fax: 241-6012

Phone: 241-6454 E-mail: rkhanna@muse.sfusd.edu

Part II: Signature (Signature must be original. Please use blue ink.)

The Superintendent and Governing Board President of the LEA submitting the application sign on behalf of all principals included in the application.

Arlene Ackerman

Printed or Typed Name of Superintendent Date

Signature of Superintendent

Jill Wynns

Printed or Typed Name of Board President Date

Signature of Board President

Immediate Intervention/
Underperforming Schools Program (II/USP)

SCHOOL APPLICATION
For II/USP Funding

Part I: Application Information: Complete for school submitting application for funding.

Name of Applicant School:

Paul Revere Elementary

14 Digit County/District/School Code:
38 68478 6041487

Total School Grant Amount Requested:

FY 2001-2002 \$ 92,904

FY 2002-2003 \$ 92,904

Dates of Project Duration:
July 1, 2001 to June 30, 2003

Principal: Michael Eddings

External
Evaluator: Anne Katz

Address: 555 Tompkins Ave.

Address: 1212 Broadway, Suite 400.

City: San Francisco Zip: 94110

City: Oakland

Zip: 94612

Phone: 415-695-5656 Fax: 415-647-0878

Phone: 510-834-9455

E-mail: akatz@arcassociates.org

Part II: Signatures (Signatures must be original. Please use blue ink.)

The Principal and the External Evaluator submitting the application sign on behalf of all staff and parents/community members.

Michael Eddings 4/16/01
Printed or Typed Name of Principal Date

Michael Eddings 4/16/01
Signature of Principal Date

ARC Associates
Printed or Typed Name of External Evaluator's Organization

Anne Katz 4/16/01
Printed or Typed Name of External Evaluator Date

Anne Katz
Signature of External Evaluator

* Attention Action Plan Readers: Below are names for all School Site Council members. Names with asterisks in the left margin are official Action Plan team members. (5/9 are non-school site employees, 4 are teachers, staff or administrators.)

Action Plan Team Members' Signature Page

II/USP

The following members of the Action Plan Team certify involvement in the development of the school's Action Plan, as required by legislation and outlined in these *Guidelines*.

Typed or Printed Name and Position	Signature	Date
* External Evaluator: Anne Katz, External Evaluator	Anne Katz	4-5-01
* Candace Walker, other staff	Candace Walker	4-5-01
* Michael Eddings, principal	Michael Eddings	4-5-01
* Reyna Erazo, parent	Reyna Erazo	4-5-01
* Zina Wilson, parent	Zina Wilson	4-5-01
* Deena Zacharin, parent	Deena Zacharin	4/5/01
* Kristin Roberts, teacher	Kristin Roberts	4/5/01
* Mary Bolger, parent	Mary Bolger	4/5/01
* Joan Moss, teacher	Joan Moss	4-5-01
* Julia Egan-Bell, teacher	Julia Egan-Bell	4/16/01
Kevin Brewster, teacher	Kevin Brewster	4/16/01
Melinda Hayward, teacher	Melinda Hayward	4/16/01
* David Scott, teacher	David Scott	4/16/01

As needed, please duplicate this form to accommodate the names and signatures of additional Action Plan Team Members.

**IMMEDIATE INTERVENTION FOR
UNDERPERFORMING SCHOOLS
(II/USP)**

**2000-2003
SCHOOLWIDE ACTION PLAN**

**PAUL REVERE
ELEMENTARY SCHOOL**

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Prepared by

**ARC Associates
1212 Broadway, Suite 400
Oakland, CA 94612
Sau-Lim Tsang, Director**

DOE 00034549

Paul Revere Elementary School
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Part I. Governing Board Policies

As a school that scored below the 50th percentile on the Standardized Testing and Reporting Program (STAR), Paul Revere Elementary School was one of the schools in San Francisco Unified School District selected to participate in the Immediate Intervention/Underperforming Schools Program (II/USP) for 2000/2001. A K-5 elementary school serving a diverse student population, the school is located in the Bernal Heights neighborhood of San Francisco though its largest drawing areas also include the Mission, Ingleside/Excelsior, Bayview/Hunters Point, and Portola/Visitation Valley. During this planning year, the school was governed by three different principals as well as a School Site Council composed of teachers, staff and parents.

Results from the 1999-2000 SAT 9 highlight Paul Revere's needs. With a growth of 9 points, the school as a whole did not meet its API growth target of 14 points. The performance of significant subgroups also did not meet state targets. African American students showed a net loss of 23 points while Latino students grew 3 points instead of the targeted 11 points. Additional data show that attendance at Paul Revere for 1999-2000 was lower (91.3%) than the district average (95.1%) while the school drop out rate (9.3%) was much higher than the district's average (1.3%). The school suspension rate showed a sharp increase, from .4% in 1998-99 to 3.8% in 1999-2000. Appendix A contains more complete demographic and student achievement data.

Paul Revere hired an external evaluator, ARC Associates, to help the interim principals and leadership team conduct an intensive review of the obstacles to improving student academic performance. ARC conducted a needs assessment, collecting data across various school constituencies including focus group interviews with parents, teachers, classified staff, students, and SACT members; observations of classes across grade levels; and one-on-one interviews and conversations with the interim principals, parents, teachers and other staff during multiple site visits. These data and subsequent analyses frame this Action Plan.

A. Barriers to improvement in student achievement

Strengths: The potential for significant improvement at Paul Revere is strong. For several years now, teachers have been engaged in reforming literacy instruction through the support of the Bay Areas School Reform Collaborative (BASRC). Meeting weekly during unpaid time in grade-level cohorts, teachers have implemented a common reading program with guided reading, small

group reading instruction, ongoing reading assessment using a running-record type tool (Developmental Reading Achievement, DRA), and leveled language arts groups (in grades 4 and 5). All of the teachers teaching the core curriculum have a valid multiple-subject credential. Nearly all have required additional authorizations (CLAD, BCLAD, SpEd). This cadre of competent teachers will be the lynchpin for the school's Action Plan.

Although the school lacked a consistent administrator for this entire year, teachers and parents stepped up to the plate to serve the school through a committee structure. Teachers and parents provided administrative leadership through the School Site Committee (SSC) which also operated as the SACT for the II/USP process. Teachers provided instructional leadership within grades through grade-level teams and their work with BASRC. Given their level of involvement in the school, it was not surprising that teachers participated in every aspect of developing the II/USP action plan. After much discussion at grade level and SACT meetings, as well as whole staff meetings, all teachers approved the selection of the California Reading and Literature Project as the main provider of language arts professional development. This level of commitment suggests that Paul Revere is poised to help students improve their academic achievement significantly.

School-wide Barriers: While the data gathered revealed certain strengths within the school, they also uncovered several barriers to achievement.

1. **The school lacks a consistent, balanced reading program.** Observation showed that while most staff were skilled teachers, the range of strategies and materials utilized did not adequately match the needs of all students served, particularly those in the lower quartiles. Teachers implemented phonics instruction, for example, on an individual basis rather than grade-wide, leading to inconsistent implementation within and across grades.

Strategy: Adopt a proven, balanced language arts program consistent with state content standards (California Reading and Literature Project) and provide structures for its implementation

2. **Instruction, curriculum and assessment are not fully aligned to language arts and math standards.** Although the school lacked an instructional leader, teachers met weekly in unpaid grade-level cohorts to plan curriculum. They needed more time and guidance, however, to carry out this task, especially when grade-level meeting time was often taken up with administrative tasks.

Strategy: Provide structures for teacher planning and development (paid time for grade level meetings, an all school planning day for aligning grade level standards, peer coaching opportunities); provide a standards-based language arts program (California Reading and Literature Project)

3. **The school climate is marred by low morale and a sense of divisiveness:** Because of ongoing issues around the previous school principal, the school climate was characterized by a sense of divisiveness affecting how teachers, parents and the wider community interacted. Connected to this feeling of estrangement, parent involvement in school activities was very low although data collected from the parent community showed a high degree of parent interest in the school.

Strategy: Provide professional development on interpersonal relationships; prioritize parent involvement as a critical element at the school

4. **The school provides inconsistent and insufficient services for special needs students:** There was a strong feeling across all school constituencies that a small but focal group of students had needs that were not being met by resources at the school.

Strategy: Restructure the use of state and federally funded support staff; develop a proactive program to improve classroom behavior

District-wide barriers: Data also revealed certain district barriers impeded student achievement.

1. **IL/USP schools experience an unusually high rate of teacher and administrator turnover and an unusual lack of highly qualified, fully credentialed teachers.**

Strategy: Human Resources Department (HR) will hire, recruit and retain highly qualified teachers with special emphasis on areas of need, i.e., math, science, special education and English as a second language for the IL/USP schools. HR will distribute staff as needed and will approach collective bargaining united with a plan. [They will implement the Teacher as a Priority Grant of \$1,230,670.00, just received, to provide special incentives.]

2. **The District does not provide the support necessary to train staff to deliver and coordinate curricula that meet the content standards.**

Strategy: Curriculum, Instruction and Professional Development Department in collaboration with Research Planning and Evaluation will provide pre-service professional development for administrators/teachers to analyze their SAT-9 content clusters, identify areas of need, and align

their curriculum with the standards and assessments. The district will invest resources to help schools with their Literacy needs. [A planning document given to schools is the SAT-9 analyzed by objective, and aligned to standards.]

3. Poor coordination of centralized services for H/USP schools:

- Buses frequently late.
- Maintenance of facilities inconsistent and unresponsive to short and long term needs.
- Insufficient coordinated support for students with special needs, i.e. homeless, disruptive, non-special education-identified, and special education.
- Undependable supply of day-to-day substitutes teachers.
- Budget and accounting services are inaccurate and not available in a timely manner.

Strategy: The Superintendent is reorganizing the central office structure and personnel so that services will be delivered more efficiently and functions that can be handled at the site will be given to them. New managers will be accountable for improving services.

B. Solutions/strategies for overcoming these barriers and underlying causes

To address identified obstacles and build on the school's strengths, the Action Plan has focused on three priorities, each with a set of measurable, short-term objectives, strategies, attendant activities, budgets, timelines, and persons responsible for ensuring action is taken. Priority 1 focuses on providing a consistent, standards-based instructional program to all students within and across grade levels. Priority 2 focuses on designing a comprehensive professional development program to prepare and support members of the educational community in implementing instructional programs to improve student achievement. Priority 3 focuses on building and strengthening parent involvement across communities represented at the school.

As the centerpiece of efforts to build a more comprehensive and standards-based instructional program that will meet students' targeted needs, the school has chosen to receive professional development through the California Reading and Literature Project (Cal Lit). Paul Revere chose this program because it will allow staff to build on the school's strengths while addressing limitations and areas of need. The school has a strong instructional base; teachers have invested several years in professional development around literacy through involvement in BASRC and have utilized a collaborative, grade-level team structure to implement their BASRC training. The professional development provided through H/USP will help teachers focus their

efforts more effectively on language arts and ELD standards at each grade level in year 1 and on math standards in year 2 by aligning curriculum, instruction and assessment to those standards and identifying supplementary materials, instructional strategies and assessments to ensure students attain those standards. In year 1, a core set of teachers across grade levels will attend a summer institute provided by the Cal Lit Project. A training team from the Project will provide an all-day workshop in the fall to remaining teachers in grade-level cohorts. Throughout the year, institute-trained teachers will guide their grade-level team colleagues in utilizing language arts assessments (Results) to keep track of students' progress in meeting targeted objectives. This approach will be replicated in year 2 when teachers focus on aligning grade-level curriculum, instruction and assessment to math standards. The full Action Plan is included in Section I.F.

C. School and district crime statistics

As an elementary school located in a quiet residential neighborhood, Paul Revere has experienced a relatively low level of crime. For the school year 1999-2000, 5 incidents were reported. Four were battery and one was a sex offense. Crime was not identified by any member of the school community as a barrier to student achievement.

D. How school and district conditions in the SARC are addressed

As Paul Revere implements its Action Plan through the priorities and strategies identified above in Section B, the following school conditions will be addressed: improving student achievement in and progress toward meeting reading and math academic goals; quality and currency of textbooks and other instructional materials; classroom discipline and climate for learning; and teacher and staff training, and curriculum improvement programs.

E. Annual growth targets

The 2000 API base for Paul Revere Elementary is 524. The 2001 target is 538, or a growth of 14 points. The growth targets for the next two years follow:

School-wide growth targets

2000 API Base	2001 Gr. Target	2001 API Target	2002 Gr. Target	2002 API Target	2003 Gr. Target	2003 API Target
524	14	538	13	551	12	563

Paul Revere Elementary School, H/USP, 2000-2002

Subgroup growth targets

	2000	2001	2001	2002	2002	2003	2003
	API	Growth	API	Growth	API	Growth	API
	Base	Target	Target	Target	Target	Target	Target
African American not Hispanic	420	11	431	10	441	10	451
Filipino	627	11	638	10	648	10	658
Hispanic or Latino	516	11	527	10	537	10	547
Socioeconomically disadvantaged	515	11	526	10	536	10	546

F. School-specific short term academic objectives for pupil achievement

Based on a review of identified strengths and barriers, the school chose to focus on three priority areas for improving student achievement. The Action Plan is organized according to those three priorities, under which are listed specific short term objectives. Following are student achievement objectives.

- By June 2002, at least 35% of our students scoring in the Below Average range in Reading Comprehension, Writing and Math Problem Solving will score in the Average range.
- By June 2002, at least 10% of our students scoring in the Average range will score in the Above Average range in Reading Comprehension and Math Problem Solving.

To ensure that students make adequate progress towards achieving these objectives, teachers across grade levels will review assessment data (i.e., Results, DRA) three times during the year (see page 12 of the Action Plan).

G. Evaluating the implementation of the Action Plan

The Action Plan provides a step by step outline of the strategies Paul Revere will undertake to increase students' academic achievement. An evaluation component accompanies each activity within each strategy. The purpose of this evaluation plan, as with most evaluations, is two-fold:

- to ensure that stakeholders implement the plan (formative evaluation)
- to measure the effects of strategic actions (summative evaluation).

While student achievement as measured by the SAT9 will be one measure of the plan's impact, ongoing assessment during the school year will provide teachers and administrators with feedback on the progress of implementation and level of effectiveness. Reviews of assessment data, required as part of the Cal Lit program, will take place three times during the school year and will provide teachers with feedback so that they can revise instruction, as necessary.

Part II: Parental and Community Involvement

Parents and community members were involved in both assessing the needs of the school and in developing an Action Plan to address those needs. Three parent community meetings were held at the school, one before school (1/9/01) and two in the evening (12/6/00 and 1/9/01). At these meetings, the II/USP process was explained and focus groups were conducted to collect data on school strengths, barriers and recommendations for action. In addition, a survey (in both English and Spanish) was distributed to all students for family members to fill out. 133 surveys were returned, 32 of which were in Spanish. The survey afforded parents the opportunity to comment on strengths and barriers and to offer recommendations that could be included in the Action Plan. In addition parents participated in SACT meetings at which needs assessment data were presented, recommendations were formulated, and the Action Plan crafted and revised.

As the Action Plan is implemented, parents will continue to play an important role at Paul Revere through their participation on the School Site Council. This leadership group will be responsible for guiding implementation of the plan and evaluating many of the action steps within the plan; it will also oversee the development of each year's school site plan.

Part III: Fiscal Management

A. State budget sheet

The state budget forms for the school site are attached at the end of this narrative.

B. Proposed expenditures are linked to overcoming barriers to achievement

The proposed budget allocates II/USP resources to key priorities to overcome the barriers identified as impeding student achievement. In both years, over half of the money is invested in teachers' professional development in language arts (year 1) and math (year 2) instruction, areas identified through SAT 9 and qualitative data as areas for improvement. Resources are also

provided to creating structures that will allow teachers to engage in professional development activities. Other significant expenditures are for supplementary materials and training programs.

C. Proposed expenditures do not exceed available funds

As the attached budget demonstrates, proposed expenditures do not exceed available funds. II/USP funds match available state and local funds to underwrite the proposed Action Plan.

Part IV: School Staffing and School Management

A. School staff at each grade level:

Paul Revere Elementary School				
Grade	Teachers ¹ on staff teaching core curriculum ²	Teachers <u>without</u> a valid multiple subject credential (or equivalent) ³	Number of teachers requiring additional area of authorization (CLAD, BCLAD, SpEd)	Number of teachers <u>without</u> required area of authorization (from previous column)
K	4	0	1-CLAD, 1-BCLAD	0
1	5	0	2-CLAD, 1-BCLAD	0
2	5	0	3-CLAD, 1-BCLAD	0
3	5	0	2-CLAD, 1-BCLAD	1-CLAD
4	2	0	2-CLAD	0
4/5	2	0	1-CLAD, 1-BCLAD	0
5	2	0	1-CLAD	0
K-3	1	0	1-Sp.Ed.	0
3-5	1	0	1-Sp.Ed.	0

¹The source for this information is the October 4, 2000 CBEDS, SFUSD Department of Human Resources database, CTC database, and the school's master schedule

B. Lack of certificated teachers

Uncertificated teachers are not a barrier at Paul Revere. The second grade teacher lacking CLAD authorization is enrolled in coursework to meet this requirement and anticipates completing this work in 2002.

C. How professional development is provided to all teachers

Professional development is provided to all teachers through several approaches:

- Self-contained classroom
- Math, Language Arts, Science, Social Studies
- Multiple subjects or general credential

Trainer of trainers: For the major intervention selected for improving student achievement in language arts, selected teachers from each grade level will attend a summer institute sponsored by the California Reading and Literature Project (Cal Lit), where they will receive intensive training in assessment and instructional strategies to support reading growth. In the fall, these teachers will guide grade level cohorts in restructuring the delivery of literacy instruction at Paul Revere. Throughout the year, these teachers will participate in additional off-site training delivered by Cal Lit service providers.

All staff workshops: Several workshops are designed for the entire staff. To support the Cal Lit implementation, trainers from Cal Lit will provide an all day workshop for all teachers and paraprofessionals. Another all day workshop will focus on aligning grade-level standards.

Grade-level team meetings: Teachers will receive stipends for grade-level meetings at which they will develop plans based on their Cal Lit training, review assessment results, and discuss any needed adjustments in implementation.

Peer coaching: To support teachers in trying out new instructional strategies, peers will provide coaching assistance to one another within grade levels.

D. Alignment of professional development to core content standards and specific standards-based instructional materials

As an outgrowth of their professional development with Cal Lit, teachers will choose additional reading materials in line with the language arts standards that will supplement existing materials. Such materials will include sets of decodable readers that will supplement district language arts materials and support student growth in such targeted growth areas as phonemic and structural principles, usage, and sentence structure. Similar purchases will take place in year 2 to augment the math curriculum with a range of standards-based materials.

E. Alignment of professional development with areas of needed academic improvement

Cluster analyses of SAT 9 data clearly show that improvement is needed in delivering a balanced reading program and in aligning the math program more closely with state content standards. The professional development through Cal Lit (for year 1) and through a math standards program (for year 2) called for in the Action Plan is linked to improving instruction so as to improve academic performance. Additional professional development around devising proactive practices to improve student behavior and to create a more respectful school climate is also planned.

Part V: Curriculum Management

A. Instructional materials

SFUSD policy and practices are designed to ensure that each student has a complete set of instructional materials aligned to the State core content standards.

B. Presence of materials at Paul Revere

Classrooms throughout the school contain district-provided materials aligned with the state content standards.

C. (Not applicable to an elementary school)

D. Addressing the lack of materials

At Paul Revere, as at many schools serving students with widely differing needs, teachers within a grade level require a wider range of materials than those designated as appropriate for that grade level. Thus, at 4th grade, there are students reading at or beyond grade level; however, significant numbers of students are also reading below grade level. These teachers need supplemental materials that meet the needs of their students. The Action Plan provides fiscal resources to teachers so that additional materials, aligned to the state's language arts and math standards, can be purchased. These materials will enable teachers to extend the delivery of instruction to meet the needs of their students.

E. Using assessment results

As noted in Part I, teachers and administrators will be trained in analyzing and using assessment data to modify instruction and, thus, improve student achievement. Much of the success of the Cal Lit project is based on teachers' use of results from classroom-administered assessments to plan instruction and track student growth. The district has also committed resources to providing staff with professional development in analyzing SAT 9 content clusters.

F. How disaggregated data are used to determine progress among all groups of students

The data analyses conducted at the beginning and throughout the school year at Paul Revere will focus both on whole school and subgroup growth as a way of keeping track of how well the Action Plan serves all students at the school. The school is aware of the low achievement of African American students (see data in Appendix A) and so through the use of on-going analyses will be able to provide differentiated instruction on the basis of student results.

Part V: Curriculum Management

A. Instructional materials

SFLSD policy and practices are designed to ensure that each student has a complete set of instructional materials aligned to the State core content standards.

B. Presence of materials at Paul Revere

Classrooms throughout the school contain district-provided materials aligned with the state content standards.

C. (Not applicable to an elementary school)

D. Addressing the lack of materials

At Paul Revere, as at many schools serving students with widely differing needs, teachers within a grade level require a wider range of materials than those designated as appropriate for that grade level. Thus, at 4th grade, there are students reading at or beyond grade level; however, significant numbers of students are also reading below grade level. These teachers need supplemental materials that meet the needs of their students. The Action Plan provides fiscal resources to teachers so that additional materials, aligned to the state's language arts and math standards, can be purchased. These materials will enable teachers to extend the delivery of instruction to meet the needs of their students.

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F. How disaggregated data are used to determine progress among all groups of students

The data analyses conducted at the beginning and throughout the school year at Paul Revere will focus both on whole school and subgroup growth as a way of keeping track of how well the Action Plan serves all students at the school. The school is aware of the low achievement of African American students (see data in Appendix A) and so through the use of on-going analyses will be able to provide differentiated instruction on the basis of student results.

**Paul Revere Elementary School
II/USP Action Plan 2000-2002**

Priority I: Provide a consistent, standards-based instructional program to all students within and across grade levels

Measurable Objectives:

- By June 2002, at least 35% of our students scoring in the Below Average range in Reading Comprehension, Writing and Math Problem Solving will score in the Average range.
- By June 2002, at least 10% of our students scoring in the Average range will score in the Above Average range in Reading Comprehension and Math Problem Solving.

Evaluation:

SAT-9 (State assessment); IWA, MPA (District assessments); Results (School-wide assessment)

Strategy A: Develop a balanced language arts program to address students' language arts needs as identified through standards-based assessments

Activities and Benchmarks	Responsibility	Evaluation	Timeline	Budget Amount
1. In Fall 2001, the whole school (both teachers and paraprofessionals) will meet for one day in grade level teams to set grade level objectives based on standards identified through work completed through previous reform efforts (BASRC)	Grade level teams	Check school schedule of events	Fall 01	
2. California Reading and Literature Project will support the development of a balanced reading program.	Principal and grade level teams	Year 1: teacher reflection pieces on implementation	a. August 2001	Total cost: \$13,280 a. \$1000 co-pay to Cal Lit for summer

Paul Revere Elementary School, II/USP Action Plan, 2000-2002

a. 10 teachers will attend the summer institute run by the Project.		reviewed at faculty meetings	b. Fall 2001 c. Fall 2001 d. Fall 2001	institute b. \$1000 for Calf in service providers. \$5280 for teacher time c. \$3,000 (\$150 per teacher for 20 additional sets of materials) d. \$3,000
b. During Fall semester, a team from the Project will provide an all-day workshop for the entire staff.		• Grade level teams review sample student assignments • Peers or principal observe classes Year 2: schedule of units published in student handbook		
c. A full set of professional development materials used by the Project will be provided to each teacher.				
d. Purchase sets of decodable books that extend 1" grade learning targets				
3. Purchase instructional supplies per grade level team (\$3000/grade yr 1; \$1000/grade yr 2)	Grade level teams	School inventory lists of materials	Fall 2001	Year 1: \$18,000 Year 2: \$10,000
4. Purchase leveled interdisciplinary readers for English + ELD and regular sections	Grade level teams	School inventory lists of materials	Fall 2001	\$7,000
5. At least 3 times per year, examine assessment data (Results, EWA, SAT 9). Build on work in using assessment data to make instructional decisions; review data by class and by grade; disaggregate data by significant student groups to discern trends	Principal, teachers and grade level teams	Grade level checklist/report of student progress completed at the end of each semester	3 times per year (Fall, Winter, Spring)	\$12,000 for teacher stipends
6. Teachers provide individual assessment results to parents via student portfolios and	Teachers	Grade level and staff meeting reports	2 times per year	

Paul Revere Elementary School, IU/USP Action Plan, 2000-2002

parent conferences				
8. Continue professional development in 6-trait writing	Grade level teams	Grade level team reports	Fall 2001	

Strategy B: Align standards, curriculum, instruction and assessment in math

Activities and Benchmarks	Responsibility	Evaluation	Timeline	Budget Amount
1. Develop a standards-based instructional plan. Math consultants will provide quarterly check-ins to mentor on-going development	Principal and grade level teams	Teacher reflection pieces on implementing strategies; reviewed at faculty meetings • Grade level teams review sample student assignments • Peers or principal observe classes	School year 2002-2003	TSA from district \$8,000 for teacher time \$4,000 for math program
2. Purchase supplemental materials to extend learning	Grade level teams	School inventory lists		\$5,200

Strategy C: Develop broad-based site leadership to support efficient and effective delivery of instructional programs

Activities and Benchmarks	Responsibility	Evaluation	Timeline	Budget Amount
1. SSC will act as a leadership team, making	Principal and	SSC meeting minutes	Fall 2001	

Paul Revere Elementary School, DDESP Action Plan, 2000-2002

decisions using consensus model and input from constituent groups (grade level teams, parents, administrators, community)	SSC				
2. Nurture student leadership:	Principal	Observation			
a. K-1 students: through town meetings and community circle			Fall 2001		\$2,000 (year 1) \$1,000 (year 2) (2 teacher stipends each year)
b. 2-5 students: through student council					
3. Utilize grade-level teams to design and implement standards-based curriculum, instruction and assessments	Principal and Grade level teams	Review grade level instructional plans	Fall 2001		
4. Nurture parent leadership (see Priority III)					
5. Develop a hiring committee composed of teachers, administrators, staff, parents, community members to hire all staff at the site. Final interviews will be with grade level teams.	Principal and SSC		Spring 2001		

Strategy D: Develop and implement interventions for students

Activities and Benchmarks		Responsibility	Evaluation	Timeline	Budget Amount
1. Restructure use of state and federally funded support staff to accommodate SST process		SSC and principal	Review behavior data	Fall 2001	

Strategy E: Develop a proactive program to increase attendance, reduce tardiness, and improve classroom behavior				
Activities and Benchmarks				
1. Hire an additional student advisor, preferably someone bilingual.	SSC, Hiring committee	Review behavior data	Fall 2001	\$26,000
2. Continue to document absenteeism/tardies to determine patterns. Explore proactive approaches (Prompt & Present Club; outreach to parents; district letter)	Admin. & student advisors	Review behavior data	Fall 2001	
3. Continue to consult with on-site resources (paraprofessionals, student advisor(s), parent volunteers) for strategies	Teachers	Review behavior data	Fall 2001	

Priority II: Design a comprehensive professional development program to prepare and support members of the educational community in implementing instructional programs to improve student achievement

Measurable Objective:

80% of teachers will engage in a minimum of 30 hours of professional development on standards-based language arts programs

Evaluation:

Review attendance data of professional development events

Strategy A: Create organizational structures to support teachers' professional development				
Activities and Benchmarks				
1. Pay for grade-level meeting time so teachers can develop connections across standards.	Grade level teams	Grade level notes	Weekly meetings	\$33,000 (\$1000/teacher/year paid)

Paul Revere Elementary School, DDUSP Action Plan, 2000-2002

instruction and assessment; articulate within and across grade levels				throughout the year	2 times/year
2. Pay for meeting/collaboration time between teachers and paraprofessionals	Resource/ Adj. teacher	Report of participating teachers and paraprofessionals	Fall: 2/mo.; Spring: 1/mo.	\$5,000	
3. Develop and implement a grade-level based peer observation/coaching program so teachers can share best practices and try them out in a supported environment. Process includes training in how to implement program, coaching time, and debriefing time.	Grade-level teams	Teacher reports to grade level teams	Twice per year per teacher	District facilitator for training/orientation: Year 1: \$9,000 (\$8,000/teacher) Year 2: \$1,050 (\$150/teacher)	
4. Provide substitutes so teachers have sufficient release time for Results assessment, peer observation/coaching, collaboration time with paraprofessionals	Principal	Sub list schedule in main office	As needed beginning Fall 2001	Year 1: \$25,000 Year 2: \$15,000	
5. Each year teachers meet with an administrator to develop an individualized professional development plan and set realistic and double professional development goals	Principal	Review individual plans	Fall 2001 and 2002		

Strategy B: Begin to work on the interpersonal relationships in the Paul Revere community					
Activities and Benchmarks	Responsibility	Evaluation	Timeline	Budget Amount	
1. Schedule and hold all-school celebrations of Paul Revere's accomplishments -- perhaps focus on student achievements (academic, artistic, literary, athletic, compassionate) but acknowledge as critical components parental support (level of volunteerism, other efforts) and teacher/staff support	SSC	Report in school newsletter	Hold celebration in Spring 2002 (right after/before? SAT9 testing)	Year 1: \$500 Year 2: \$500	
2. Investigate and provide training in race-class issues to all members of the school community	SSC	SSC will conduct a climate survey at the end of Spring 2001	Spring 2002 (or Fall 2001 if possible)	\$18,000: \$150 stipend per participant and \$3000 for trainer	
3. To enact more respectful behaviors towards all members of the school community, renew Tribes training Year 1: experienced teachers share materials/activities with new teachers Year 2: entire staff retrained	Principal and SSC	Review schoolwide discipline data; review results of climate survey	Year 1: Fall 2001 Year 2: Fall 2002	Year 1: 0 Year 2: \$15,000 3 days/training \$1600/facilitator \$10,000/all teachers \$700/materials	

Priority III: Build and strengthen parent involvement across communities represented at the school

Measurable Objective:

By June 2002, at least 75% of our parents will participate in at least one schoolwide activity and at least 40% will participate in two or more schoolwide activities

Evaluation:

Review attendance data for parent activities

Strategy A: Create connections across communities represented at the school

Activities and Benchmarks	Responsibility	Evaluation	Timeline	Budget Amount
1. Extend the school community to sending communities. Identify community meeting places and schedule school meetings (with teachers & administrators) for parents and community members	SSC and principal	Review calendar of school events	Fall 2001	Year 1: \$800 Year 2: \$800 Rental for meeting space in year 2; try to identify community partners
2. Provide parent training in a variety of areas, for example, leadership, developing budgets, and ways to support academics at home	SSC and principal	Review calendar of school events	Fall 2001	Provided through district funding, SSC Parent Volunteers
3. Support growth and development of the parent teacher organization. Adopt PTA. Develop a committee structure and recruit parents	SSC and principal	Minutes from parent meetings; schedule of parent events; agreement with PTA	Spring 2001	\$500 each year
4. Hire a bilingual community liaison to develop ongoing strategies to bring more	SSC and hiring committee		Year 2	\$26,000

members of the school community to site				
5. Create a school-based student handbook (in English and appropriate languages) for families to be distributed at the beginning of the school year. Handbook should contain calendar of events for the year, instructional focus for each grade level, discipline and attendance policies, parent organization information and opportunities for service to the school	Principal organize with help from parent organization and events committee	Review handbook: Year 1: calendar, policies, parent organization info; Year 2: includes instructional focus for each grade; reflects standards work in math & LA	Distributed by 2 nd week of school.	\$400 for off-site photocopying costs (600 handbooks per year) Utilize district translation office for translation costs
6. Start a weekly folder for students to take home with all handouts for the week. Parents sign and send back. Identify appropriate languages for translation.	Principal and grade level teams	Observation; teacher report to grade level teams	Fall 2001	Year 1: \$301 (1000 large manila envelopes) Year 2: \$302
7. Create a monthly "School Newsletter" (translated into appropriate languages) for families; include information about students' progress in attaining standards (i.e., aggregated data from Results), other academic updates, previews of upcoming events and activities, updates of school calendar, parent group news	Principal	Review file copies of monthly newsletters	Monthly starting Fall 2001	

Strategy B: Establish a sense of co-responsibility with parents for the education of students					
Activities and Benchmarks	Responsibility	Evaluation	Timeline	Budget Amount	
1. Gradually institute a policy of contacting parents, for example, by calling parents, making home visits, or using interactive journals. Calls and visits will focus on establishing and maintaining communication with families, not merely reporting negative behavior	Teachers	Teacher logs of parent contacts/ reviewed 2/year with principal	Ongoing; begin Fall 2000		
2. Recruit parents to work on a variety of school committees	Principal and parent-teacher organization	Review parent-teacher organization documents	Ongoing; begin Fall 2000		
3. Create and implement school/home pledges setting out respective responsibilities	Principal and SSC	Signed pledges in classrooms	Collect bet. Back to School Night & 1 st parent conference		
4. Invite parents into the classroom to share their stories/experiences with the children---recruit through parent-teacher org., school communications, school events	Teachers and parent-teacher organization	Teacher reporting to grade level teams	Ongoing; begin Fall 2000		

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

Name of District: San Francisco Unified School District
CDS Code: 58478

Name of School: Paul Revere Elementary School
CDS Code: 6041487

School Contact Person: Michael Eddings, Principal

Phone: 415-695-5656
FAX: 415-647-0878

E-mail:

SACS Resource Code: 7255

SACS Revenue Code: 8590

Non-SACS Income Account Code: 8590

School Enrollment: 553 (From 1999-00 CBEDS)

Cost per student: \$168 (Up to \$200 per student)

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & Source Code
	1000	Certificated Personnel Salaries	44,280	57,900 SBCP
	1104	Extended Days	5,280	
	1108	Stipend	34,000	37,900 SBCP
	1102	Sub salaries	5,000	20,000 SBCP
	2000	Classified Personnel Salaries	15,500	15,500 SBCP
	2101	Student Advisor	13,000	13,000 SBCP
	2103	Instructional aides, OT extra hrs	2,500	2,500 SBCP
	3000	Employee Benefits	5,423	6,704 SBCP
	4000	Books, Materials, Supplies	20,701	12,000 SBCP
	4310	Instructional Materials	10,000	3,000 SBCP
	4313	Other supplies	10,701	9,000 SBCP
	5000	Services	7,000	800 SBCP
	5803	Consultant fees	7,000	
	5890	Other services and expenses	300	300 SBCP
Total Amount of II/USP Funds Requested			92,904	
Total Matching Funds & Source Codes				92,904

Budget Narrative

Fiscal Year 2001-2002

Object Code 1000: This category encompasses the greatest outlay of funds requested through this action plan. It covers the costs of teacher time, a critical component in changing practice at Paul Revere. \$20,280 will pay for training with the California Reading and Literature Project and in exploring race relations. \$12,000 will provide stipends for teachers for reviewing assessment data, a critical component in implementing the literacy training provided by the California Reading and Literature Project. These assessment data will also provide ongoing feedback on the effectiveness of new literacy practices. \$42,900 is allocated for teacher time for grade-level meetings at which teachers will revise curriculum, instruction and assessment in accordance with training received through the California Reading and Literature Project; these funds will also cover time for peer observations, when teachers will have opportunities to try out new literacy practices. \$2,000 is for stipends for teachers who oversee student leadership opportunities. \$25,000 is allocated for substitutes who will provide release time for teachers to engage in literacy assessment and peer observation activities.

Object Code 2000: \$26,000 is for a student advisor who will assist teachers in implementing more consistent expectations for student behavior and increasing attendance. \$5,000 is for additional time for instructional aides so that they can meet with teachers to plan instruction using strategies learned through the California Reading and Literature Project.

Object Code 3000: This category, totaling \$12,127, covers benefits accrued to teachers, substitutes, instructional aides and the student advisor described above.

Object Code 4000: \$10,000 has been allocated to purchasing additional literacy materials that target needs of students as identified through assessment data. \$3,000 is for professional literature for teachers provided through the California Reading and Literature Project. \$18,000 is for additional classroom materials identified by grade level teams for extending student learning across the curriculum. \$500 is for start-up expenses connected with inaugurating a PTA at Paul Revere. \$500 is for costs incurred to put on a school-wide celebration of the school's strengths, an event also designed to encourage community building across stakeholders at the school. \$400 is for photocopying costs for a school handbook, a cornerstone in the school's efforts to increase communication with parents. Connected to this agenda, \$301 has been set aside for the cost of folders that teachers and the administration can send home weekly with students.

Object Code 5000: \$7,000 has been allocated to training providers: \$4,000 to California Reading and Literature Project and \$3,000 for training in race issues. \$800 is for renting off-site meeting space so teachers and administrators can reach out to sending communities and build stronger connections with parents and community members.

II/USP Budget Year 1

Object Code	Description of Line Item	Amount in Plan
1000 Certificated Personnel Salaries		
1104	Cal Lit training—teacher extended days	5,280
1108	Assessment review—teacher stipend	12,000
1108	Student leadership—teacher stipend	2,000
1108	Grade-level meetings—teacher stipend	33,000
1108	Peer observations—teacher stipend	9,900
1108	Race training—teacher et al stipends	15,000
1102	Sub salaries	25,000
		102,180
2000 Classified Personnel Salaries		
2101	Student advisor	26,000
2103	Instructional aides—OT/extra hours	5,000
		31,000
3000 Employee Benefits		
	Teacher ext. time & stipends \$77,180 @ .0255	1,969
	Sub \$25,000 @ .108	2,700
	Student advisor \$26,000 @ .27	7,020
	IA \$5,000 @ .0875	438
		12,127
4000 Books Materials Supplies		
4310	Decodable books per Cal Lit	3,000
4313	Instructional supplies	18,000
4310	Cal Lit prof. Books for teachers	3,000
4310	Leveled readers	7,000
4313	Food, supplies for school celebration	500
4313	PTA expenses	500
4313	Photocopying of school handbook	400
4313	Folders	301
		32,701
5000 Services and Other Operating Exp.		
5803	Cal Lit Project trainers	4,000
5807	Race training trainers	3,000
5890	Rental off site space	800
		7,800
TOTAL		185,808

**School Site Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State
Funds
Fiscal Year 2002-2003**

Name of District: CDS Code: 68478		
Name of School: Paul Revere Elementary School CDS Code: 6041487		
School Contact Person: Michael Eddings, Principal	Phone: 415-695-5656 FAX: 415-647-0878	E-mail:

SACS Resource Code: 7255 School Enrollment: 553 (From 1999-00 CBEDS)
SACS Revenue Code: 8590 Cost per student: \$168 (Up to \$200 per student)
Non-SACS Income Account Code: 8590

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & Source Code
	1000	Certificated Personnel Salaries	37,046	46,404 SBCP
	1104	Extended Days	4,000	4,000 SBCP
	1108	Stipend	28,046	32,404 SBCP
	1102	Sub salaries	5,000	10,000 SBCP
	2000	Classified Personnel Salaries	29,000	28,000 SBCP
	2101	Student Advisor	13,000	13,000 SBCP
	2101	Bilingual Comm. Liaison	13,000	13,000 SBCP
	2101	Instructional aides/OT extra hrs	3,000	2,000 SBCP
	3000	Employee Benefits	7,856	10,000 SBCP
	4000	Books, Materials, Supplies	13,002	5,000 SBCP
	4310	Instructional Materials	5,200	
	4313	Other supplies	7,802	5,000 SBCP
	5000	Services	6,000	3,500 SBCP
	5803	Consultant fees	6,000	2,700 SBCP
	5890	Other services and expenses		300 SBCP
Total Amount of II/USP Funds Requested			92,904	
Total Matching Funds & Source Codes				92,904

Budget Narrative

Fiscal Year 2002-2003

Object Code 1000: As in the budget for Year 1, this category encompasses the greatest outlay of funds requested through this action plan. It covers the costs of teacher time, a critical component in changing practice at Paul Revere. \$8,000 will pay for training in math and an additional \$10,000 will go for Tribes training. \$12,000 will provide stipends for teachers for reviewing assessment data, a critical component in implementing the literacy training provided by the California Reading and Literature Project. These assessment data will also provide ongoing feedback on the effectiveness of new literacy practices. \$37,950 is allocated for teacher time for grade-level meetings at which teachers will revise curriculum, instruction and assessment in accordance with training received through the California Reading and Literature Project and the math training; these funds will also cover time for peer observations, when teachers will have opportunities to try out new literacy and math practices. \$1,000 is for stipends for teachers who oversee student leadership opportunities. \$15,000 is allocated for substitutes who will provide release time for teachers to engage in literacy assessment and peer observation activities.

Object Code 2000: \$26,000 continues the funding for a student advisor who will assist teachers in implementing more consistent expectations for student behavior and increasing attendance. \$5,000 continues funding for additional time for instructional aides so that they can meet with teachers to plan instruction using strategies learned through math training. This year, a bilingual community liaison will be hired to improve outreach efforts to sending communities.

Object Code 3000: This category, totaling \$17,856, covers benefits accrued to teachers, substitutes, instructional aides, the student advisor, and the community liaison described above.

Object Code 4000: \$5,200 has been allocated to purchasing additional math materials that target needs of students as identified through assessment data. \$10,000 is for additional classroom materials identified by grade level teams for extending student learning across the curriculum. \$500 is for expenses connected with the PTA at Paul Revere. \$500 is for costs incurred to put on a school-wide celebration of the school's strengths, an event also designed to encourage community building across stakeholders at the school. \$400 is for photocopying costs for a school handbook, a cornerstone in the school's efforts to increase communication with parents. Connected to this agenda, \$302 has been set aside for the cost of folders that teachers and the administration can send home weekly with students.

Object Code 5000: \$8,600 has been allocated to training providers: \$4,000 for math training and \$4,600 for Tribes training. \$800 is for renting off site meeting space so teachers and administrators can reach out to sending communities and build stronger connections with parents and community members.

II/USP Budget Year 2

Object Code	Description of Line Item	Amount in Plan
1000 Certificated Personnel Salaries		
1104	Math training—teacher extended days	8,000
1108	Assessment review—teacher stipend	12,000
1108	Student leadership—teacher stipend	1,000
1108	Grade-level meetings—teacher stipend	33,000
1108	Peer observations—teacher stipend	4,950
1108	Tribes training—teacher et al stipends	10,000
1102	Sub salaries	15,000
		83,950
2000 Classified Personnel Salaries		
2101	Student advisor	26,000
2103	Instructional aides—OT/extra hours	5,000
2101	Bilingual Community Liaison	26,000
		57,000
3000 Employee Benefits		
	Teacher ext. time & stipends \$68,950 @ .0255	1,758
	Sub \$15,000 @ .108	1,620
	Student advisor \$26,000 @ .27	7,020
	1A \$5,000 @ .0875	438
	Bil. Comm. Liaison \$26,000 @ .27	7,020
		17,856
4000 Books Materials Supplies		
4313	Instructional supplies	10,000
4310	Supplementary math materials	5,200
4313	Food. supplies for school celebration	500
4313	PTA expenses	500
4313	Photocopying of school handbook	400
4313	Folders	302
4313	Tribes materials	700
		17,602
5000 Services and Other Operating Exp.		
5803	Math trainers	4,000
5807	Tribes trainers	4,600
5890	Rental off site space	800
		9,400
	TOTAL	185,808

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

Name of District: San Francisco Unified School District			
CDS Code: 33-63-73-0000000			
District Contact Person: Dr. Ritu Khanna		Phone: 415 241-6434 FAX: 241-6035	E-mail: rkhanna@musd.sfusd.edu
SACS Resource Code: 7255 CBEDS)	Participating School(s) Enrollment: 2,574 (From 1999-00)		
SACS Revenue Code: 8590	Cost per student: * (Up to \$200 per student)		
Non-SACS Income Account Code: 8590	*some used \$168/student, some \$200/student as per CDE advice to external evaluators.		

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & Source Code
	1000	Certificated Personnel Salaries	504,134	744,461 (1,9,15,17,SBCEP)
	2000	Classified Personnel Salaries	71,130	57,293 (1,9,15,17,SBCEP)
	3000	Employee Benefits	105,405	137,121 (1,15,17,19,26)
	4000	Books, Materials, Supplies	125,011	171,373 (1,15,26)
	5000	Services and Other Operating Expenses (Including Travel & Direct Costs)	234,490	100,997 (1,15,17,26,SBCEP)
	6400	Capital Outlay (Equipment)	11,930	15,165
	7310	Indirect Costs		(1,26)
Total Amount of II/USP Funds Requested			1,052,120	
Total Matching Funds & Source Codes				1,226,412

NOTE: This budget page is the District's aggregate budget of all participating schools. (See Instructions for clarification.)

District Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State
Funds

Fiscal Year 2002-2003

Name of District: San Francisco Unified School District
COS Code: 38-68473-0000000

District Contact Person: Dr. Ritu Khanna Phone: 415 241-6434 E-mail: rkhannd@msd.sfsd.edu
FAX: 241-6035

SACS Resource Code: 7255 Participating School (s) Enrollment: 5,374 (From 1999-00
CBEDS)

SACS Revenue Code: 8590

Non-SACS Income Account Code: 8590 Cost per student: * (Up to \$200 per student)
*some used \$168/student, some used \$200/student
as per CDE advice to external evaluators.

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds	Amount of Matching Funds
	1000	Certificated Personnel Salaries	503,013	734,339
				(1,9,15,17,26)
	2000	Classified Personnel Salaries	83,433	70,482
				(1,9,15,17,SBCP)
	3000	Employee Benefits	110,454	143,591
				(1,15,17,26,SBCP)
	4000	Books, Materials, Supplies	81,411	149,605
				(1,15,26,SBCP)
	5000	Services and Other Operating Expenses (Including Travel & Indirect Costs)	259,934	100,047
				(1,15,17,26)
	6400	Capital Outlay (Equipment)	6,950	15,165
				(1,26)
		Total Amount of II/USP Funds Requested	1,045,195	
		Total Matching Funds		1,213,729

**NOTE: This budget page is the District's aggregate budget of
all participating schools. (See Instructions for clarification.)**