

01 - 02 Oakland Unified
Hawthorne Year-Round



California Department of Education
Education Support and Networks Office

Form 1
LEA Cover Page

**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): Oakland Unified School District 12-Digit County/District Code: 0161259 00000		Total Grant Amount Requested for all schools: FY 2001-02 \$3,734,803.00 FY 2002-03 \$3,747,489.00 Dates of Project Duration: July 1, 2001 to June 30, 2003 Date of local governing board approval:	
District Superintendent: Dennis Chaconas 1025 Second Avenue Address:		District Contact Person: Louise Waters 314 E. 10th Street Address:	
City: Oakland (510) Phone: 879-8200	Zip: 94606 (510) Fax: 879-8800	City: Oakland (510) 879-8613 Phone:	Zip: 94606 1waters@ousd.k12.ca.us E-mail:

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.

Dennis Chaconas

 Printed or Typed Name of Superintendent Date

Jason Hodge

 Printed or Typed Name of Board President Date

 Signature of Superintendent

 Signature of Board President

Edgar Kabeeraw, Jr.

 Signature of Board President

Public Schools Accountability Act of 1999
Intermediate Intervention/Underperforming Schools Program

HAWTHORNE YEAR ROUND ELEMENTARY SCHOOL
1700 - 28th Avenue • Oakland, CA 94601
Oakland Unified School District

ACTION PLAN

May 15, 2001

Hawthorne Vision Statement

Within three years, Hawthorne Elementary School will evolve into a rigorous, accountable and caring neighborhood K-5 school where the school acts as a committed family, bringing students core academics, social justice, and high standards.

ALAMEDA COUNTY OFFICE OF EDUCATION
Shella Jordan, Superintendent
313 W. Winton Avenue • Hayward, CA 94544-1198

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Name of Local Educational Agency (LEA): Oakland Unified School District		Total Grant Amount Requested for all schools: FY 2001-02 \$ _____ FY 2002-03 \$ _____	
12-Digit County/District Code: 01-61259-000000		Dates of Project Duration: July 1, 2001 to June 30, 2003 Date of local governing board approval:	
District Oakland Unified School District Superintendent: Dennis Chaconas		District Oakland Unified School District Contact Person: Louise Waters	
Address: 1025 Second Avenue		Address: 1025 Second Avenue	
City: Oakland	Zip: 94606	City: Oakland	Zip: 94606
Phone: (510) 879-8200	Fax: (510) 879-8258	Phone: (510) 879-8253	E-mail: Lwaters@ousd.k12.ca.us

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.

Dennis Chaconas
Printed or Typed Name of Superintendent Date

Signature of Superintendent

Jason Hodge
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: Hawthorne Elementary School		Total School Grant Amount Requested: FY 2001-2002 \$ _____ FY 2002-2003 \$ _____	
14 Digit County/District/School Code: 0161259 6001887		Dates of Project Duration: July 1, 2001 to June 30, 2003	
Principal: Ms. Susan Sperber		External Evaluator: Alameda County Office of Education	
Address: 1700 28 th Street		Address: 313 W. Winton Avenue	
City: Oakland	Zip: 94601	City: Hayward	Zip: 94544
Phone: 510-879-1240	Fax: 510-879-1249	Phone: 510-670-4519	E-mail: gregj@acoe.k12.ca.us

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.

Ms Susan Sperber _____
Printed or Typed Name of Principal Date *Susan Sperber* 4/10/01
Signature of Principal Date

Alameda County Office of Education _____
Printed or Typed Name of External Evaluator's Organization

Mr. Greg John _____
Printed or Typed Name of External Evaluator Date *Greg John* 4/10/01
Signature of External Evaluator

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: Greg John	<i>Greg John</i>	4-10-01
Juanita Ramirez, Compliance Monitor for OUSD	<i>Juanita Ramirez</i>	4-10-01
Kei Swensen, Teacher	<i>Kei Swensen</i>	4-9-01
Vicky Sandoval, Parent/Community	<i>Vicky Sandoval</i>	4/7/01
Gloria Vargas, Parent/Community	<i>Gloria Vargas</i>	4/9/01
Michael Bowen, Assistant Principal	<i>Michael Bowen</i>	4/7/01
Yolanda Cater, Teacher	<i>Yolanda Cater</i>	4/7/01
Tony Jimenez, Assistant Principal	<i>Tony Jimenez</i>	4/7/01
Kathy Booker, Teacher	<i>Kathy Booker</i>	4/7/01
Nancy Harwitz, Teacher	<i>Nancy Harwitz</i>	4/7/01
Deveny Dawson, Teacher	<i>Deveny Dawson</i>	4/7/01
Gail Miller- Carter, Parent	<i>Gail Carter</i>	4/10/01
Jorge Espinoza, Parent	<i>Jorge Espinoza</i>	4/9/01
Otto Herrera, Parent	<i>Otto Herrera</i>	4/10/01
Jose P. Diaca, Parent	<i>J. Diaca</i>	4/9/01
Gregoria Uribo, Adult Education Coordinator	<i>Gregoria Uribo</i>	4/9/01
Gloria Ramos, Parent Center Coordinator	<i>Gloria Ramos</i>	04/07/01

Melinda Nutters, Parent	Melinda Nutters - 4/9/01
Graciela Lopez, Instructional Assistant	Graciela Lopez 4/9/01
Susan Sperber, Principal	Susan R Sperber 4/7/01
Maria Nava, Parent	Maria Nava 4/10/01
Enrique Sy, Teacher	Enrique Sy 4/7/01
Michelle Castellano, Teacher	Michelle Castellano 4/7/01
Hortencia Ambriz, Parent	Hortencia Ambriz 4/8/01
Melinda Yin, Parent	Melinda Yin 4/10/01
Anna Whittington, Family Resource Center	Anna Whittington 4/7/01
Estherlina Montano, Parent	Estherlina Montano 4/10/01

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

Quality Review Criteria Checklist

1. Governing Board Policies

The school site Action Plan clearly identifies and describes:

	Page(s)
A. Schoolwide and districtwide barriers to improvement in student achievement and underlying causes for low performance.	1-3
B. Solutions/strategies for overcoming these barriers and underlying causes.	3-6
C. School and district crime statistics, addressing any of the factors that negatively impact student achievement.	6-7
D. How school and district conditions in the School Accountability Report Card are being addressed, as needed	7-9
E. Annual growth targets at least as high as those adopted by the State Board of Education.	9
F. School-specific short-term academic objectives for pupil achievement for a two-year period that will allow the school to make adequate progress toward the growth targets established for the school.	10
G. The process administrators and teachers use to monitor and evaluate the implementation of the Action Plan and its impact on student achievement.	10-11

2. Parental and Community Involvement

The school site Action Plan clearly identifies and describes:

A. How parents and the community have been actively involved in developing the Action Plan and how they will be involved in carrying it out.	12-13
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3. Fiscal Management

The school site Action Plan clearly presents evidence that expenditures are:

A. An effective and efficient allocation of II/USP, matching funds, and other resources.	13
B. Linked to overcoming barriers to achievement.	13-14
C. Not in excess of available funds (II/USP and other sources).	14

4. Personnel Management

The school site Action Plan clearly identifies and describes:

A. The number and percentage of fully certificated teachers that are in place in each core academic subject area and at each grade level.	15
B. How any lack of certificated/qualified teachers is addressed through specific strategies with measurable outcomes.	15-16
C. How professional development is provided to all teachers.	16-17
D. How professional development is aligned to core content standards and is specific to standards-based instructional materials used at the schoolsite.	17
E. How professional development is directly related to areas where student academic performance needs improvement.	17-18

5. Curriculum Management

The school site Action Plan clearly documents the extent to which:

A. Each student has a complete set of instructional materials aligned to the state core content standards.	18
B. Schools have instructional materials adopted by the State Board of Education for kindergarten through grade eight.	18-19
C. The local governing board selects instructional materials aligned to the State Board of Education-adopted content standards, for grades nine through twelve.	19
D. Any lack of instructional materials is addressed.	19

The school site Action Plan clearly identifies and describes:

E. How administrators and teachers use the results of state and local assessments to modify instruction and improve student achievement.	19-20
F. How disaggregated data regarding pupil achievement and other indicators are used to determine adequate short-term and long-term progress among all groups of students.	20

Hawthorne Year Round
Elementary School
Narrative

GOVERNING BOARD POLICIES

A. Schoolwide and districtwide barriers to improvement in student achievement and underlying causes for low performance.

Built in 1939, Hawthorne Elementary School is situated in a high poverty, high crime neighborhood in Oakland's Fruitvale District. Its 1431 students most often come from immigrant or under-privileged homes and thus the school's mission includes providing food, clothing, and healthcare for students in addition to teaching. The school, according to its staff, students, and parents, is safe, clean and graffiti-free. It is a key fixture in the neighborhood as well as a community center. Students and the community expect and receive service from the school that is more comprehensive than many of the more affluent schools in the district. In addition, knowing the Hawthorne's long history with reform is important to the understanding the school. Though it currently receives funding as a Title I School, Hawthorne's efforts to become more effective began in 1986 when a conflict management program was introduced, followed by a program to teach students how to work in cooperative groups (Tribes). Together, these programs reduced discipline problems within the school. Hawthorne was the site of one of the original Healthy Start programs, and served as a model for other schools across the State and the nation. The school further enhanced its reform track record when they applied for and received funding through the prestigious Bay Area School Reform Collaborative and the Bay Area Nation Digital Library Initiative. However, in spite of the school's reputation as one of the most active schools in applying for and receiving special project grants and funds, Hawthorne students continue to under-perform. Nearly two decades of reform have not transformed Hawthorne into a high performance school. Hawthorne's primary hope as an II/USP school is to combine strategies and resources that will allow the school to show measurable student performance results for all of its considerable efforts. To assist the school in creating an effective Action Plan, External Evaluators studied the school's history, engaged in extensive interviews, surveys, classroom observations, focus groups with students, parents, teachers and administrators. Through a gap-analysis process derived from research-based profiles of existing high-performance, high poverty schools, the EE team surfaced the following barriers to higher student performance and improved teacher practice:

Barriers

Evidence indicates the following:

Vision: The school is operating without a shared vision. Interviews with members of the school's community revealed a broad range of visions and expectations for the students, for teacher performance, and for the school's role in the community.

Multiple visions have prevented focus. Leadership has indicated that the school "feels fragmented and results for students are inconsistent.

Library: Students indicated through focus groups that they would prefer to avoid the Library. Teachers, when interviewed, concurred with their students. The book and periodical collection was scant and poorly organized.

School Climate: Members of the school's community receive inconsistent training in the "Tribes" approach to supporting students. Teachers' comments revealed that some newer members of the staff did not understand the depth of this approach to teaching and its link to student wellness, even though the approach was identified as a key means for providing support to students.

Standards: Current test scores show under-performing students at every grade and in every sub group of the student population, with under performance proving most acute at third grade. The school has no system for benchmarking student work to show and share what "at standard" looks like.

Standards, English Learners and Academic English Development: Seventy-six percent of Hawthorne's students are English Learners. In spite of this fact, a clear vision for transition to English fluency did not surface in classrooms, in focus groups with teachers, or in interviews with administrators. Teachers stated different opinions of the school's English Learner strategies and philosophies. Specific strategies for transitioning to English were evident only occasionally. As indicated in its Coordinated Compliance Review, the school lacks a process for tracking the progress of English Learners. In addition, Hawthorne has a low rate of re-designation - fewer than five students in the 1999-2000 school year.

Instructional Aids: Instructional Aids work in classrooms without a clearly established system of accountability. Though this category of personnel accounts for one of the school's larger expenditures, the school has no means of determining the degree to which IA's contribute to improved student performance.

Assessment and Data: The staff is in conflict about which assessment tools provide valid and reliable information about student ability. These conflicts delay teachers' decisions about how to address the deficits in student performance.

School Size: With 1431 students, the school is too large to provide the kinds of services it envisions. Multi-track, year-round calendars have resulted in constant interruptions to learning due to changing prep schedules, changing lunch schedules and staggered recesses with their attendant noise levels. In addition Special-Education capacity is well below the actual need. Interviews with program coordinators revealed that the school is over-taxed by the quantity of students who apply for services. Quality of service suffers due to quantity of demand.

B. Solutions and strategies for overcoming barriers and underlying causes:

Action Steps

To increase the number of students at or above the 50th percentile the school will:

Vision: Using II/USP funding, the school will continue steps to raise expectations and build a shared vision through participation in the Beyond Diversity, sponsored by the Bay Area School Leadership Center. This seminar, followed by a mid-year retreat - will create a basis for staff dialogue on student expectations and the creation of a new, more focused vision statement.

Library: Using existing funding streams, the site will hire a full time library clerk and complete the library makeover. subscription to periodicals, and inventory for new and exiting titles. This clerk will also organize a sub-committee of the leadership team to consider a broader conception of 'library' to include concepts such as a reading garden and a research center.

School Climate: Hire a Tribes/conflict resolution 'coach' to provide training that emphasizes Tribes as an instructional strategy. The training would be for new and returning staff members in tribes/conflict resolution/Second Step. Professional development will address equity in classrooms training and strategies. Students will become involved in the conference process - report cards. The school will create workshops for parents to inform and train them in tribes/conflict resolution practices so they can reinforce the Second Step Violence Prevention Program (a program to help students develop impulse control and anger management).

Standards, ELD and AED: Appoint administration to regroup Circuit Teams into units of 3 to 4. Circuit leads - paid for out of II/USP funds - will manage the work of the smaller units, and Circuit leads will be chosen by the administrative team in concert with the Faculty Council. The work of these teams will include

- o Planning lessons together to formulate strategies for improving student performance. Benchmarking software called the School Work Profile will help teachers catalogue and share exemplars of student work that is to standard.
- o Identifying expectations as they currently exist for students and re-examining these expectations through the study of research-based models for high performance, high poverty schools.
- o Establishing an evaluation system including a timeline to check the degree to which specific strategies will move student toward identified performance goals.
- o Developing student contracts in plain language to explain standards and expectations of teachers, students and parents to be signed by all participants. Contracts will also articulate a process for follow through that indicates consequences if the contract is broken. Articulated and prioritized benchmarks based on the state standards for math, reading, writing, Academic English Development and English Language Development.
- o Appointing the Leadership Team to create a proposal to group teachers and students - based on student ability - in ELD, math, reading instruction. This grouping will involve interconnecting rooms and other steps to ease interaction among

teachers and students. The plan will include a system for rapidly identifying low achieving students as well as establishing a diagnostic resource center in math, reading and ELD.

- Implementing a system for rapid identification of low achieving students – a Student Diagnostic Center. Train other staff to administer assessments.
- Forming clear plans for transitioning English learners that includes clear identification of the student involved and a clear timeline for re-designation into Sheltered English.
- Identifying assessments that have a built-in link to instruction (e.g. Developmental Reading Assessment) to provide clear direction on next steps in instruction.
- Implementing grade-level staff training to develop skills in the use of these assessments.
- Connecting and combining internal and external assessment rubrics.
- Using peer observations to identify teachers who can demonstrate best practices. Collaborative time will be set aside for teachers to observe how/what they learned in training.

Assessment and Data: To provide appropriate support to teachers and students, the school will hire a certificated data analysis specialist to design and implement a system for rapid identification of low achieving students. This specialist will provide professional development to the staff and direct support for uses of data in the classroom to teachers and students. This individual will use data to identify groups of students who are not meeting benchmarks and design (with the help of the Family Resource Center, Curriculum Coaches, and the Administration) specific/targeted interventions to meet the needs of those students. This specialist will work in all subject areas to organize and facilitate training to teachers that increases their capacity to bring struggling students to grade level.

Coaching: To assist the school in monitoring and executing its Action Plan, the school's governance bodies and grade level teams (circuits) will hire a Transition Coach. Funded through II/USP monies, this coach's role will include providing strategic advice and technical assistance to allow the school to begin and sustain the work included in this Action Plan.

Instructional Aids: A committee of Instructional Aids and teachers will design and implement a system to measure the impact of IA practices. These practices will need to establish a link between strategies used by Instructional Aids and improved student performance for every sub-group.

School Size: In addition to transitioning to a single-track, year-round school Hawthorne will provide strategic support toward the creation of a new small school to be designed and created by teachers from Hawthorne. This site, paid for with funds from the Small Schools Initiative, will pull 300 students from Hawthorne's roster and allow the school to transition from multi-track year round to single track.

C. School and district crime statistics, addressing any of the factors that negatively impact student achievement.

District Crime Statistics

1999-2000 Oakland Unified School District data gleaned from the California Safe Schools Assessment Summary shows that there were 303 crimes were reported at the elementary level, 307 at the middle schools and 447 at the high schools. There were 32 crimes reported by school personnel, indicating places other than the school campus (e.g. school sponsored activity, school bus). The two major crimes reported most often were "Crimes Against Persons" (464) and "Property Crimes" (433), with Drug/Alcohol Offenses (76) and other crimes (121) showing smaller numbers of incidents. The total cost to district for property crimes during the 1999-2000 school year was \$146,447.

School Crime Statistics

The school's neighborhood has a reputation for crime, drugs, and gang activity and the school itself has taken considerable responsibility for cleaning up its environment. Though the school's environment plays a significant role in the performance of students and the strategies used by the school to raise performance levels, the school itself has managed to insulate the school from many of the problems that impact the neighborhood. Worst among the school's crime data are three incidents of arson involving the school's

portable classrooms and 17 incidents of burglary. Other incidents of crime such as drug possession or theft are limited to single incidents. Please review the "Parental Involvement" section of this document for a more specific explanation of Action Steps.

School Suspensions

Hawthorne Elementary School had 2 students suspended during the 1999-2000 school year for a total number of seven days. This data compares favorably with other schools in the district where suspension data is anywhere from five to ten times higher. Hawthorne's suspension data represents .001% of the student population of 1431 students and was seen as strong point for the school. Students reported time and again that they felt safe in the school. Some asserted that they were safer on school grounds than they were at home. The External Evaluation Team made no recommendations in this area other than to advise the school to use this strength to support needed changes in academic programs.

D. How school and district conditions in the School Accountability Report Card are being addressed, as needed

School Conditions

Approximately 85% of the 1431 Hawthorne students are eligible for free or reduced lunch; 74% are designated as LEP or NLEP. Eighteen students are in special education. Twenty-five students work with an English speaking resource specialist (RSP) and fifteen with a Spanish speaking RSP. Seventy three percent of the students are Hispanic compared to a District average of 24%; 11% are African American compared to a District average of 48%; 9% are Asian/Pacific Islander; and 3.4% are Caucasian, Non-Hispanic. Hawthorne's staff includes 83% fully certified. The average class size is roughly 20:1, with grades 4-5 having higher ratios of 30:1. Fifty four percent of the faculty is white, 26% is Latino, 11 % are African American, and 9% are Asian. 30 teachers provide primary language instruction and 17 provide instruction in English Language Development. Of 76 faculty members, roughly 67 are fully credentialed. An influx of immigrants each year has traditionally brought the school a high proportion of limited-English and non-English-speaking students.

District Conditions

Oakland Unified School District is composed of 91 schools, of which 58 are elementary, 17 are middle/junior high schools, and six high schools. The total district enrollment is 55,251, with the largest ethnic populations being African American (48%), Hispanic (26%), Asian (17%), and white (6%). About 60% of Oakland's students qualify for free/reduced lunch and 33% qualify for CalWorks. These numbers represent higher ethnic minority percentages than most schools in the State. The English Language Learners are composed of 19,344 students, with 61% being Spanish speaker, 14% Cantonese, 7% Vietnamese, 6% Khmer, and 4% Mien. Of the 2,918 teachers, 71% are fully credentialed and 30% have emergency credentials, waivers, or are interns.

District total SAT 9 Scores

Student Population at or Above the 50 th Percentile	Reading	Math
All Students	25%	33%
English Language Learners	13%	33%
Non-English Language Learners	32%	34%
Females	28%	34%
Males	22%	33%
Economically Disadvantaged	19%	30%
Non Economically Disadvantaged	35%	39%
Special Education	7%	11%
Non Special Education	26%	34%

District Barriers

In April 1999, the Board of Education voted unanimously to request a comprehensive audit by the fiscal Crisis Management Assistant Team (fCMAT). The audit covered five major operational areas: student achievement, personnel, finance, facilities, as well as governance and community relations. The findings are as follows:

1. Lack of real accountability for implementation of District policies, curriculum initiatives, standards, procedures, plans, court orders and requirements.
2. Failure to focus efforts and resources on a few, manageable goals
3. No District-wide vision, mission, goals, or imperatives to guide.

gauge or report improvement efforts

4. Fragmented, unconnected, temporary and shallow programs are substituted for real systemic changes.
5. Gaps in the provision of essential tools and resources for schools to know what and whether students have learned.

Action Steps

Superintendent Dennis Chaconas submitted a strategic plan "that will provide the framework for a renaissance in Oakland Public Schools" to the Board of Education. The plan focuses all of the district's resources on improving learning and includes such components as focusing the district mission, raising student achievement, improving instruction, establishing structures for accountability, providing safe, nurturing and clean schools where students receive the support they need to succeed in school, engaging parents and community in school improvement, reorganizing the district to focus on improving learning. In addition the External Evaluator recommends a review of Site Based Decision Making with an eye toward increased autonomy and accountability for this and other school sites. Areas for consideration would include budget, hiring/transfers/firing, curriculum, scheduling, and governance. This recommendation is now under consideration by representatives from the district office.

E. Annual growth targets at least as high as those adopted by the State Board of Education.

The Hawthorne Elementary School annual growth targets are based on the school's 1999-2000 API of 392:

- o Hawthorne's school-wide API will increase by 20 points each year to reach a total API score of 432.
- o Hawthorne's numerically significant subgroups of African Americans, Asians, Hispanics, and Economically Disadvantaged will each increase their API score by 8-10 points per year.
- o Students will improve their academic achievement in reading as measured by an increase of 16 percent of students at or above the 50th percentile.
- o Within two years, students will improve their academic achievement in language as measured by an increase of 18 percent of students at or above the 50th percentile.
- o Within two year, students will improve their academic achievement in math as measured by an increase 24 percent of students at or above the 50th percentile.

F. School-specific short-term academic objectives for pupil achievement for a two-year period that will allow the school to make adequate progress toward the growth targets established for the school.

- Students will improve their academic achievement, especially those performing at the bottom quintile, in the areas of reading, mathematics, and language arts/English, as measured by an increase of 5% on the API each year.
- Students will improve their academic achievement, especially those performing at the bottom quintile, in the area of math, as measured by an increase of 5% of the API each year.
- Limited English Proficient students will improve in the areas of Reading and Language Arts/English as measured by an increase of 5% of the API each year.

G. The process administrators and teachers use to monitor and evaluate the implementation of the Action Plan and its impact on student achievement.

Hawthorne will organize its process for tracking progress in student achievement over time through the use of four organizing questions. These questions are:

- **What does the data say about student performance at Hawthorne?**
- **To what degree are teachers implementing small teams and to what depth?**
- **How are conditions around the school influencing the teaching and learning process in the classroom?**
- **What role is the District playing in shaping policies at the site?**

In forming an answer to these questions, the school will be able to assess the strengths and weaknesses of particular strategies and programs. Using the newly designed team structure as the structure for establishing short and long term objectives, grade level teams (Circuits) will carry the primary responsibility for assessing student progress. The focus of these assessments will include how instruction is delivered and the results that emerge from that delivery. To help the school align this plan with the Comprehensive Site Plan required by Oakland Unified School District, as is the case for all schools in the district, objectives will be linked to four sets of

standards: 1) English/Language Arts, 2) Mathematics, 3) School Climate, and 4) English Language Development/Academic English Development.

To monitor current action plans, Hawthorne uses a process known as the Cycle of Inquiry. Through this process, the school's administrative team and data specialist gather information on the impact of every funded program that targets student performance. This process helps the school organize and use information by sorting data into three categories: 1) What did the school do to improve student performance and teacher practice, 2) What did the school learn from those actions, and 3) Where, based on lessons learned, will the school go next? The current process will, through the II/USP, be modified to include students, parents and community members in the analysis of data and in the decisions that result from that analysis. Specific future actions include the following:

Action Steps

- o Hawthorne Elementary School will implement an Action Research model based on field research developed by the Bay Area Coalition for Equitable Schools. Implementation of this model will be facilitated by the school's Transition Coach and funded through II/USP monies. This model uses teams to drive the work and is based on models outlined in Dr. Michael Schmoker's *Results*. The work will be orchestrated through the grade level teams and will group teachers in small, goal-oriented teams. These teams will gather on a weekly basis to plan lessons and compare results. Of note is the fact that this process will also establish a site-based blueprint for the school's Peer Assessment Review process – another key aspect of the Public Schools Accountability Act of 1999.

PARENTAL AND COMMUNITY INVOLVEMENT

A. How parents and the community have been actively involved in developing the Action Plan and how they will be involved in carrying it out.

Hawthorne took steps to increase the quantity and quality of parent involvement through the formation of its School Site Community Team. This team grew to more than twenty representatives, more than half of whom were parents. These parent representatives reflected the diversity of Hawthorne's student body. To build an action plan that responded to the External Evaluator's Report of Findings, the SSCT met on more than six occasions for three hours each time. This Team also formed sub-committees to respond to specific requirements in the Action Plan process. This plan belongs to the school. Other parts of the community involved in the planning include:

- o School Site Council: Five elected parents and their alternates represent the parents on a decision-making committee that meets monthly. This committee discussed the overall plan and variables that impact the school.
- o Budget Committee: Parents assist the school in reviewing the allocation of monies to the school and assist in forming recommendations to the School Site Council.
- o Leadership Team: The Leadership Team consists of representatives from grade levels, support staff, the administration and the Parent Center. The team discusses and solicits feedback from the circuits and from other school wide sources. The team informs others on the staff regarding proposed changes and helps to shape policy.

Action Steps

The six-teacher sub-committee of the school's Leadership Team will combine with parent center representatives from the Parent Center to:

- o Meet monthly to design and implement a parent and student outreach committee that will research and implement new ways to involve families of all ethnic groups. Outreach methods should include 'room parent' phone tree outreach system, a UN-style interpretive system that will allow for meeting discussions to be translated immediately into four languages, a school-wide

- weekly parent-letter day, and staff to translate all forms of communication into several languages the letters to parents. Integrate the existing monthly parent newsletter with classroom teacher news briefs and add a standard section to it. The goal will be to identify and provide parents with information that will enable them to participate in more meaningful ways.
- Use existing site funds to create a school-wide weekly parent-letter day. Identify or hire staff to translate into several languages the letters to parents. Send letters in a parent verification envelope and have volunteers to stuff them. Add standard section in parent newsletter.
- Prepare panel style discussions between teachers and parents regarding what parents view as important communication tools.
- Implement regular surveys non-Spanish speaking parents about what role in the school is and what would it take for them to participate.

FISCAL MANAGEMENT

A. An effective and efficient allocation of II/USP, matching funds, and other resources.

The focus of the entire Oakland Unified School District involves transitioning from school sites with many plans and initiatives to schools sites characterized by one plan. Hawthorne Elementary School has used the II/USP process to pull many initiatives and directions under the governance and leadership of a single team. Since the school has taken steps to combine separate plans into one, allocation of resources have moved toward a process that is more accessible and efficient for parents and teachers – not just for administration.

B. Budget linked to overcoming barriers to achievement

A review of both the budget and the Action Steps outlined in area I.A-G will show that the school has linked its actions and its resources to overcoming barriers to student achievement. Prior to forming this II/USP Action Plan, the school's leadership team and administration claimed that budgets were allocated on the basis of data. However, the External Evaluation Team could not find

evidence to show how or whether this allocation actually occurred. The team concluded, in conjunction with the school, that the link between monies and overcoming barriers needed to be more explicit. The School Site Community Team has committed to the following two steps:

Action Steps

- o To directly address the need for all segments of the school's community to understand the budgeting process, the administration will be appointed to establishment of a budget seminar especially for new teachers and establish process to inform teachers of pending budget decisions and processes through bulletin
- o Every program will, to be funded and sustained, need to file an application with the school's Leadership Team that indicates how strategies proposed will impact student performance. Programs that can indicate a clear link between particular strategies and improved student performance will be designated as eligible for continued funding.

C. Budget totals not in excess of available funds (I/JSP and other sources).

Though the actual revenue is unknown at this time, Hawthorne has established a budget based on the 1999-2000 CBFDS enrollment of 1431 students. The amount budgeted for is \$200 per student and the school has prioritized its Action Steps to allow for adjustments should the actual allocated funds fall short of this amount.

PERSONNEL MANAGEMENT

A. The number and percentage of fully certificated teachers that are in place in each core academic subject area and at each grade level.

Credentialed Teachers by Grade

Grade	CLAD	BCLAD	Intern /Pre Intern	Credentialed /No CLAD	Total
Kinder	3(27%)	6(55%)	2(18%)		11
1 st and 2 nd	5(38%)	6(46%)	2(15%)		13
2 nd	3(23%)	6(46%)		4(31%)	13
3 rd	6(50%)	5(42%)	1(8%)		12
4 th	2(33%)	2(33%)		2 (3/4)(33%)	6
5 th	2(40%)	1(20%)	1(20%)	1(20%)	5
Teachers		3(100%)			3

B. How any lack of certificated/qualified teachers is addressed through specific strategies with measurable outcomes.

Oakland Unified School District is confronted by the same set of barriers around finding and retaining qualified teachers as other urban districts across the state. The district's website paints an upbeat picture. As the sixth largest urban school district in California, Oakland looks at

the challenges of urban education as opportunities for student success. The Oakland Public Schools has taken the lead on a number of school reform initiatives, replacing "status quo" with innovation, collaboration and a "Can Do" attitude as the new paradigm for education in Oakland. However, the high number of interns and pre-interns, the ease with which pre-interns can obtain waivers and avoid formal teacher training, and the high turn-over from the ranks of the new as well as the experienced teachers indicates that the district has not been able to establish a complete solution to this daunting challenge. The district is implementing several measurable strategies. New teachers are supported through site and District inservices (see Section C-Professional Development) and through an informal system of mentoring by teachers at the circuit level and/or grade level. District policy requires that new teachers be evaluated on a regular basis throughout the year. Teachers who do not meet the site and District qualifications are not recommended for continued employment.

In recruiting teachers, Hawthorne School will encounter a unique challenge this year as the size of the school may shrink with the opening of a new small school one block away from the current site. Still unclear is the number of teachers now employed at Hawthorne who will transfer to the new school. Also unclear is the exact number of students who will choose to attend this school. Hawthorne could find its enrollment reduced to 1100, and it could find its enrollment unchanged if the new school fails to open on time. Assuming current enrollment figures will hold for the 2001-2002 school year, the principal will strive to obtain 100% of the school staffing at the beginning of the year with 80% of the teachers being certified/qualified. For Hawthorne specifically, personnel next steps include the following:

- o Hawthorne will increase the number of K-1 teachers with teaching credentials and CLAD certification.
 - o The school has committed to using combined Title I and II/USP funding to maintain Curriculum Coaches.
 - o The Circuit Team process will allow teachers to mentor and support one another. These teams will use peer observation to promote best practices.
 - o The school will take steps to guarantee two of its fourth grade teachers acquire CLAD certification.
- It is anticipated in the next two years that there will be a concerted effort between the school and district to actively recruit and hire qualified teachers that reflect the demographics of Hawthorne's student body.

C. How professional development is provided to all teachers.

Hawthorne School, for the 2000-2001 school year has focused its professional development on the Open Court Reading Program, data assessment, English Language Development and Academic English Development. K-3 Teachers received Open Court training, 4/5 teachers had not only Open Court training but Cognitive Academic Language Acquisition (CALA) as well. This level of training necessitated the clustering of schools for grade-specific training and collaboration. Schools needed a common release day and a common ending time. The initial proposal for 2000 - 2001 was for a 1:40 PM Wednesday release. The Oakland Unified School District is offering Open Court training, ELD workshops, science workshops, Hampton Brown training, and math workshops. For the

first year of implementation of the II/USP Action Plan. Hawthorne will focus professional development on increasing teacher leadership at the circuit team level, on increasing the capacity of the Leadership Team to manage the change, and on supporting teachers to implement classroom practices for transitioning students to English fluency.

D. How professional development is aligned to core content standards and is specific to standards-based instructional materials used at the school site

The strategies that the school has proposed as part of its II/USP process mean that teachers at Hawthorne will need targeted professional development in order to align instruction to core content standards. Professional development in Open Court has helped the school to align instruction to district and State standards in Reading. The school will examine the use of Open Court for supporting students in their transition to English and also use Open Court benchmark data as part of their grade-level assessment process. The school also has determined to begin partial adoption of a new math curriculum that will, when fully implemented align the schools instructional materials and teaching practices with State standards.

E. How professional development is directly related to areas where student academic performance needs improvement.

Professional development opportunities outlined by the district only partially address the barriers identified by the External Evaluators. Because of Open Court, Hawthorne's staff has not had time or resources to engage in whole-staff or team-centered forms of professional development. Analyses of data, classroom management, ELD assessment, and reading assessment have not occurred at levels that the staff finds sufficient. Staff development now occurs in circuits and in partnership groups and the school's Action Steps outline a return to teams as a means of improving teacher practice. This Action Plan petitions the district for increase site-based management to allow for additional areas of professional development that will be necessary for the school to make gains on the SAT9 and on other assessments. Additional planned professional development includes:

- o Training in action research, provided by the school's Transition Coach.

- o Development of teaming and peer assistance review techniques.
- o Training in strategies to de-institutionalize racism as outlined in the Beyond Diversity program
- o Leadership Team development, supported by the Transition Coach, in effective governance and data analysis strategies.
- o Identification of research-based models to inform the school's search for best practices in the classroom and at the whole school level.

CURRICULUM MANAGEMENT

A. Each student has a complete set of instructional materials aligned to the state core content standards.

In areas of Literacy and Numeracy, Hawthorne's students have complete sets of instructional materials. All classroom teachers have a complete Hampton-Brown Into English Language Station for the appropriate grade level. Each language station includes a set of literature books and are correlated to each unit with the exception of kindergarten which has a literature library consisting of single copies of selected literature books. There are manipulatives included for hands on activities and a Language Log with black-line masters for further practice of skills taught in each unit.

B. Schools have instructional materials adopted by the State Board of Education for kindergarten through grade five.

The Into English program is State-approved for teaching English Language Development. Both the newly adopted math materials as well as Open Court are significantly aligned to State core content standards. Hawthorne uses three basal programs for its reading and writing curriculum: Open Court, Macmillan, and Cuemundos. The programs differ by grade level and by language designation: bilingual or sheltered English. Open Court is district-mandated and all sheltered English K-2 (Grades 3-5 in 2001-2002) have implemented the full program this year. For this year, third grade classrooms have implemented modified Open Court programs and all bilingual K-3 classrooms have implemented Open Court Reading as well as sheltered English programs. These programs include

phonics, writing and reading. Hawthorne has two bookrooms with multiple copies of leveled books in English and Spanish. All teachers have access to these OUSD and State Board approved books and all materials.

C. The local governing board selects instructional materials aligned to the State Board of Education-adopted content standards, for grades 9-12.

This criterion is not applicable.

D. Any lack of instructional materials is addressed.

Currently, school funds make it possible to purchase materials when needed. Lack of materials has occurred and still occurs when teachers are moved to different grade levels as needed at the beginning of the school year. Such shortfalls are, in most cases, short-lived, however, as materials are immediately back-ordered. Sufficient materials are usually available so that teachers can cover immediate needs through loans from off-track teachers. Some of the school's newer teachers reported an inability to find certain supplies, however, this situation had resolved itself by the time the Report of Findings was delivered to the Oakland Unified School District.

E. How administrators and teachers use the results of state and local assessments to modify instruction and improve student achievement.

At the beginning, middle, and end of each school year, teachers will continue this year's practice of assessing students in reading and writing. A running record score based on the Developmental Reading Assessment (DRA) provide information on students' reading skills. Teachers will also use existing funds and processes to score student writing based on the districts' writing continuum. SAT-9 scores as well as site-developed on-going assessments will be reviewed at the beginning of the school year. During regular meetings, teachers will form hypotheses and study their class' data in order to make changes in their instructional program. These discussions form the basis for instructional change. As a result of the II/USP Action Plan, SST meetings will be held using SAT-9, CEA's and other assessments to plan intervention strategies for low performing students. In order to implement this plan, release time will be

provided for grade level teams to meet to review SAI-9 data and write lesson plans based on content cluster information. ELD assessments, IPT scores and parent choice will be used to determine student's placement in bilingual or Sheltered classes or readiness for transition to English. Results of all assessments will be distributed to each grade level, so the classroom teacher may monitor student progress and modify instructional practice. Reports on student progress will become a regular part of the newsletter to parents.

F. How disaggregated data regarding pupil achievement and other indicators are used to determine adequate short-term and long-term progress among all groups of students.

Disaggregated data on student achievement will drive goal setting at Hawthorne Elementary School. Likewise, the data that teacher teams use to establish a basis for using particular strategies will also establish a baseline for helping these same teams determine adequate short-term and long-term progress among all student groups.

Short-term goals include:

- o Building a simple process that helps each teacher measure his or her own ability to teach reading and writing.
- o Setting up quick access data-stations with printing capacity for each station for each of the six Circuit Teams to allow each team to construct reports for its students.
- o Re-grouping students into language acquisition groups that allow for improved responses to language acquisition barriers.

Long-term goals include:

- o The entire school will develop coherence and alignment of purpose that comes from using data to drive decisions. This use of data will involve broad-based training in the use of the Cycle of Inquiry to promote reform.
- o Transitioning all students to English fluency by the third grade.
- o Hawthorne Elementary School will create progress toward its vision of becoming a safe, rigorous, accountable and caring neighborhood K-5 school, where the school acts as a committed family, bringing students core academics, social justice, and high standards.

Hawthorne Year Round
Elementary School

Budget

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

Name of District: Oakland Unified School District
CDS Code: 01 61259 000000

Name of School: Hawthorne Elementary
CDS Code: 01 61259 6001887

School Contact Person: Susan Sperber,
Principal

Phone: (510) 879-1240
FAX: (510) 879- 1249

E-mail:
ssperver@ousd.k12.ca.us

SACS Resource Code: 7255
CBEDS)

School Enrollment: 1431 _____ (From 1999-00

SACS Revenue Code: 8590
student)

Cost per student: \$200 _____ (Up to \$200 per

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	216,502	191,535 (1)
	2000	Classified Personnel Salaries	5,064	1,116 (1)
	3000	Employee Benefits		75,460 (1)
	4000	Books, Materials, Supplies	29,700	15,800 (1)
	5000	Services and Other Operating Expenses (Including Travel & Direct Costs)	30,334	
	6400	Capital Outlay (Equipment)	4,600	2,500 (1)
	7310	Indirect Costs		
Total Amount of II/USP Funds Requested			286,200	
Total Matching Funds & Source Codes				286,411 (1)

NOTE: Please complete and submit budget page(s) for each participating school. (See Instructions for clarification.)

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

Name of District: Oakland Unified School District CDS Code: 01 61259 000000				
Name of School: Hawthorne Elementary CDS Code: 01 61259 6001887				
School Contact Person: Susan Sperber		Phone: 510-879-1240 FAX: 510-879-1249	E-mail: ssperber@ousd.k12.ca.us	
SACS Resource Code: 7255 CBEDS)		School Enrollment: <u>1431</u> (From 1999-00)		
SACS Revenue Code: 8590		Cost per student: <u>\$200</u> (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	216,502	191,535 (1)
	2000	Classified Personnel Salaries	5,064	1,116 (1)
	3000	Employee Benefits		75,460 (1)
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	5000	Services and Other Operating Expenses (Including Travel & Direct Costs)	30,334	
	6400	Capital Outlay (Equipment)	4,600	2,500 (1)
	7310	Indirect Costs		
Total Amount of II/USP Funds Requested			286,200	
Total Matching Funds & Source Codes				286,411 (1)

NOTE: Please complete and submit budget page(s) for each participating school. (See Instructions for clarification.)

HAWTHORNE YEAR ROUND ELEMENTARY SCHOOL

Justification for Personnel: II/USP BUDGET

2.5 FTE Instructional Facilitator

The Instructional Facilitator will provide coaching support in reading/language arts methodologies, classroom management, and instructional strategies and will facilitate on-site on going professional development.

1 FTE Data Analysis Specialist

The Data Analysis Specialist will assist teachers in rapidly identifying low achieving students and provide budget and grant writing professional development

Extra Hours

Teachers will be paid a stipend for coordinating Conflict Resolution and Second Step, tutoring student in need of additional help in the after school program, serve as Teacher Leaders in professional development sessions and participate in staff development activities outside the work day.

Instructional Assistants (IA) will be paid a stipend for participating in staff development activities.

Substitutes

Substitutes will be provided for teachers to attend staff development activities and school visitations to support the implementation of curriculum and instructional plans.

HAWTHORNE II/USP BUDGET

Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds	Source Code
1000	Certificated Personnel Salaries			
	2.5 FTE Instructional Facilitator @ 65,335		163,338	1
	1 FTE Data Analysis Specialist @ 65,335	43,121	22,214	1
	Extra Hours (Instruction/Staff Dev Inservices) 173,824	167,841	5983	1
	Extended Contracts 3360	3360		
	Substitutes 2180	2180		
	Peer Observations 20Ts x 1 day x 109=2180			
2000	Classified Personnel Salaries			
	I.A. Extra Time (Staff Dev.) 2880	2880		
	I.A. Extra Time (Translations) 1632	1632		
	Extra Time Library Clerk 252	252		
	I.A. Extra Time (Teacher/I.A. Committee) 600	300	300	1
	Extra Time-Clerical 816		816	1
3000	Benefits			
	1 FTE Data Analysis Specialist .33x65,335		21,560	1
	2.5 FTE Instructional Facilitator .33x163,338		53,900	1
4000	Books, Materials, Supplies			
	Materials-"Beyond Diversity" 1/3 of 600 = 200	200		
	Subscriptions to periodicals 2000	1000	1000	1
	Books for school library 5000	3000	3000	1
	Conflict Resolution materials 3300	3300		
	Second Step materials 12,400	6200	6200	1
	AED- Language instruction materials 63x200=12,600	10,000	2,600	1
	AED- Language instruction books 5000	4000	2000	1
	Supplies (Bulletins, surveys, site meetings) 3000	2000	1000	1
5000	Services and Other Operating Expenses (Including Travel)			
	Consultant - Transition Coach 24,000	24,000		
	Consultant - Beyond Diversity 1/3 of 4000=1334	1,334		
	Consultant- ACOE Student Work Profile 5000	5,000		
6000	Capital Outlay			
	United Nations type interpretive system 5000	2,500	2,500	1
	6 Printers @ 350=2100			
	Total II/USP Funds Request	286,200		
	Total Matching Funds & Source Codes		286,411	1

HAWTHORNE YEAR ROUND ELEMENTARY BUDGET
II/USP Calculations

1000

Certificated Personnel Salaries

1 FTE Data Analysis Specialist - 65,335

2.5 FTE Instructional Facilitators @65,335 =163,338

Extended Contacts

Conflict Resolution Coordinator \$28x 8 hrsx 10 mos. =2240

Second Step Coordinator \$28 x 4 hrs x 10 mos. = 1120

Substitutes

Peer Observations 20Tsx 1dayx\$109=2180

Extra Time

Diversity training, 2days before school begins. during the week of August 20, 2001 for 16 teachers. \$28x6 hrs.x 16Ts=5376

Staff training 2 days Second Step \$28x 6 hrs. x 2 days x 63 =21,168

ACOE Student Work Profile training \$28 x 3 hrs x 2 days x 63 = 10,584

Conflict Resolution 6 hours of training \$28x6x31=5208

Staff development in administration of the ELD oral language proficiency test

\$28x2hrs.x 63Ts=3528

Weekly planning and collaboration to formulate strategies for improving student performance

\$28x2hrsx32weeksdx63=112,896

Teacher/IA committee to design and implement a system of practice and accountability (4 teachers) -

\$28x1hrx10mosx4Ts=1120

Professional Development "Assessment Tool Used at Hawthorne"

\$28x3hrsx2daysx63Ts=10,584

Leadership sub-committee \$28x2hrsx10mosx6Ts=3360

2000

Classified Personnel Salaries

Extra Time

IA staff development \$12x 10hrx2mosx 12IAs=2880

IA translations \$12x2hrs.x34wksx2IAs=1632

Library Clerk to inventory library \$12x3hrsx7days=252

IA/Teacher Committee \$12x 1hrx 10mosx5IA=600

Clerical \$12x2hrsx34x1=816

3000

Benefits

1 FTE Data Analysis Specialist 21,560

2.5 FTE Instructional Facilitators 53,900

4000 Books, Materials, Supplies

Books for school library - 5000
AED Language instruction books for classrooms - 5000
Subscriptions to periodicals - 2000
"Beyond Diversity" materials (1/3 of 600) - 200
Materials for Conflict Resolution - 3300
Materials for Second Step - 12,400
AED Language instruction materials 200x63Ts=12,600
Supplies for surveys other instructional needs - 3000

5000 Services and Other Operating Expenses

Consultants

Transition Coach - 24,000
1.5 days per week for 32 weeks = 48 days x \$500 = 24,000
Consultant - "Beyond Diversity" (1/3 of 4000) - 1334
Consultant - ACOE Student Work Profile - 5000

6000 Capital Outlay

United Nation type interpretive system that will allow meeting discussions to be translated immediately into four languages to facilitate the communication of home/school issues - 5000

6 printers to set up quick access data stations for each of the six Circuit Teams focused on expanding assessment, monitoring and reporting of students' progress. 6x350=2100

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

Name of District: CDS Code:				
District Contact Person:		Phone: FAX:	E-mail:	
SACS Resource Code: 7255 CBEDS)		Participating School(s) Enrollment: _____ (From 1999-00)		
SACS Revenue Code: 8590		Cost per student: _____ (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		
	2000	Classified Personnel Salaries		
	3000	Employee Benefits		
	4000	Books, Materials, Supplies		
	5000	Services and Other Operating Expenses (Including Travel & Direct Costs)		
	6400	Capital Outlay (Equipment)		
	7310	Indirect Costs		
Total Amount of II/USP Funds Requested				
Total Matching Funds & Source Codes				

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: CDS Code:				
District Contact Person:		Phone: FAX:	E-mail:	
SACS Resource Code: 7255 CBEDS)		Participating School (s) Enrollment: _____ (From 1999-00)		
SACS Revenue Code: 8590		Cost per student: _____ (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	Amount of Matching Funds
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	4000	Books, Materials, Supplies		
	5000	Services and Other Operating Expenses (Including Travel & Indirect Costs)		
	6400	Capital Outlay (Equipment)		
Total Amount of II/USP Funds Requested				
Total Matching Funds				

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