Immediate Intervention/Underperforming Schools Program
(II/USP)
DISTRICT APPLICATION FOR FUNDING
FOR ALL SCHOOLS

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:

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

ANON KASTELEW, JR.
Printed or Typed Name of Board President Date
Signature of Board President

DOE 00031735
WHITTIER ELEMENTARY SCHOOL
6328 E. 17th Street • Oakland, CA 94621
Oakland Unified School District

ACTION PLAN
May 15, 2001

Whittier Vision Statement

Within the next 3 years we will transform Whittier Community Academy* into the center for the Rainbow Park neighborhood where everyone achieves, everyone is accountable, and commitment is the bottom line.

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

<table>
<thead>
<tr>
<th>Name of Local Educational Agency (LEA):</th>
<th>Total Grant Amount Requested for all schools:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oakland Unified School District</td>
<td>FY 2001-02 $</td>
</tr>
<tr>
<td>12-Digit County/District Code:</td>
<td>FY 2002-03 $</td>
</tr>
</tbody>
</table>
    01-61259-000000                         |                                             |

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

Date of local governing board approval:

<table>
<thead>
<tr>
<th>District Oakland Unified School District</th>
<th>District Oakland Unified School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent: Dennis Chaconas</td>
<td>Contact Person: Louise Waters</td>
</tr>
</tbody>
</table>

Address: 1025 Second Avenue

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.

<table>
<thead>
<tr>
<th>Name of Applicant School:</th>
<th>Total School Grant Amount Requested:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whittier Elementary School</td>
<td>FY 2001-2002 $144,000</td>
</tr>
<tr>
<td></td>
<td>FY 2002-2003 $144,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14 Digit County/District/School Code:</th>
<th>Dates of Project Duration:</th>
</tr>
</thead>
<tbody>
<tr>
<td>01612596002257</td>
<td>July 1, 2001 to June 30, 2003</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principal: Ms. Yolanda Carrillo</th>
<th>External Evaluator: Alameda County Office of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address: 6326 East 17th Street</td>
<td>Address: 313 W. Winton Avenue</td>
</tr>
<tr>
<td>City: Oakland</td>
<td>City: Hayward</td>
</tr>
<tr>
<td>Zip: 94621-3832</td>
<td>Zip: 94544</td>
</tr>
<tr>
<td>Phone: 510-879-1650</td>
<td>Phone: 510-670-4519</td>
</tr>
<tr>
<td>Fax: 510-879-1639</td>
<td>E-mail: <a href="mailto:gregj@acoe.k12.ca.us">gregj@acoe.k12.ca.us</a></td>
</tr>
</tbody>
</table>

**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. Yolanda Carrillo
Printed or Typed Name of Principal
Date
Signature of Principal

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
Signature of External Evaluator

---

DOE 00031738
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.

<table>
<thead>
<tr>
<th>Typed or Printed Name and Position</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Evaluator: Sandra Williamson</td>
<td></td>
<td>4-2-01</td>
</tr>
<tr>
<td>Yolanda Carrillo, Principal</td>
<td></td>
<td>4-2-01</td>
</tr>
<tr>
<td>Peter Ávila, Teacher</td>
<td></td>
<td>4-2-01</td>
</tr>
<tr>
<td>Willie Crawford, Teacher</td>
<td></td>
<td>4-2-01</td>
</tr>
<tr>
<td>Elyata Davis, Teacher</td>
<td></td>
<td>4-2-01</td>
</tr>
<tr>
<td>Elizabeth Henry, Teacher</td>
<td></td>
<td>4-2-01</td>
</tr>
<tr>
<td>Francisco Nieto, Teacher</td>
<td></td>
<td>4-2-01</td>
</tr>
<tr>
<td>Yolanda Shonbrun, Teacher</td>
<td></td>
<td>4-2-01</td>
</tr>
<tr>
<td>Emmy Wonderly, Teacher</td>
<td></td>
<td>4-2-01</td>
</tr>
<tr>
<td>Ishara Beliso, Parent</td>
<td></td>
<td>4-2-01</td>
</tr>
<tr>
<td>Sheshawn Fox, Parent</td>
<td></td>
<td>4-2-01</td>
</tr>
<tr>
<td>Audrey Grigsby, Parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.A. Gutierrez, Parent</td>
<td></td>
<td>4-2-01</td>
</tr>
<tr>
<td>Tia Hines, Parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deidra Kendricks, Parent</td>
<td></td>
<td>4-2-01</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Typed or Printed Name and Position</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. Martinez, Parent</td>
<td>Maria Martinez</td>
<td>4-2-2001</td>
</tr>
<tr>
<td>Oakland Community Organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maria Martinez, Parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Melissa Marzett, Parent</td>
<td>Melissa Marzett</td>
<td>4/2/01</td>
</tr>
<tr>
<td>Pamela Pyne, Parent</td>
<td>Pamela Pyne</td>
<td>4/3</td>
</tr>
<tr>
<td>Oakland Community Organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alicia Rubalcava, Parent</td>
<td>Alicia Rubalcava</td>
<td>4/3/01</td>
</tr>
<tr>
<td>Steve Thomasberger, Asst. Princ.</td>
<td></td>
<td>4/5/01</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Schoolwide and districtwide barriers to improvement in student</td>
<td>1-2</td>
</tr>
<tr>
<td>achievement and underlying causes for low performance.</td>
<td></td>
</tr>
<tr>
<td>B. Solutions/strategies for overcoming these barriers and underlying</td>
<td>2-5</td>
</tr>
<tr>
<td>causes.</td>
<td></td>
</tr>
<tr>
<td>C. School and district crime statistics, addressing any of the factors</td>
<td>5-7</td>
</tr>
<tr>
<td>that negatively impact student achievement.</td>
<td></td>
</tr>
<tr>
<td>D. How school and district conditions in the School Accountability Report</td>
<td>7-10</td>
</tr>
<tr>
<td>Card are being addressed, as needed</td>
<td></td>
</tr>
<tr>
<td>E. Annual growth targets at least as high as those adopted by the State</td>
<td>10</td>
</tr>
<tr>
<td>Board of Education.</td>
<td></td>
</tr>
<tr>
<td>F. School-specific short-term academic objectives for pupil achievement</td>
<td>11</td>
</tr>
<tr>
<td>for a two-year period that will allow the school to make adequate</td>
<td></td>
</tr>
<tr>
<td>progress toward the growth targets established for the school.</td>
<td></td>
</tr>
<tr>
<td>G. The process administrators and teachers use to monitor and evaluate</td>
<td>11-12</td>
</tr>
<tr>
<td>the implementation of the Action Plan and its impact on student</td>
<td></td>
</tr>
<tr>
<td>achievement.</td>
<td></td>
</tr>
</tbody>
</table>

#### 2. Parental and Community Involvement
The school site Action Plan clearly identifies and describes:

<table>
<thead>
<tr>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. How parents and the community have been actively involved in</td>
<td>13</td>
</tr>
<tr>
<td>developing the Action Plan and how they will be involved in carrying it</td>
<td></td>
</tr>
<tr>
<td>out.</td>
<td></td>
</tr>
</tbody>
</table>

#### 3. Fiscal Management
The school site Action Plan clearly presents evidence that expenditures are:

<table>
<thead>
<tr>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. An effective and efficient allocation of II/USP, matching funds, and</td>
<td>13</td>
</tr>
<tr>
<td>other resources.</td>
<td></td>
</tr>
<tr>
<td>B. Linked to overcoming barriers to achievement.</td>
<td>14</td>
</tr>
<tr>
<td>C. Not in excess of available funds (II/USP and other sources).</td>
<td>14</td>
</tr>
</tbody>
</table>

#### 4. Personnel Management
The school site Action Plan clearly identifies and describes:

<table>
<thead>
<tr>
<th>Description</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The number and percentage of fully certificated teachers that are in</td>
<td>14-15</td>
</tr>
<tr>
<td>place in each core academic subject area and at each grade level.</td>
<td></td>
</tr>
<tr>
<td>B. How any lack of certificated/qualified teachers is addressed through</td>
<td>15-16</td>
</tr>
<tr>
<td>specific strategies with measurable outcomes.</td>
<td></td>
</tr>
<tr>
<td>C. How professional development is provided to all teachers.</td>
<td>16</td>
</tr>
<tr>
<td>D. How professional development is aligned to core content standards and is</td>
<td>16-17</td>
</tr>
<tr>
<td>specific to standards-based instructional materials used at the schoolsite.</td>
<td></td>
</tr>
<tr>
<td>E. How professional development is directly related to areas where student</td>
<td>17</td>
</tr>
<tr>
<td>academic performance needs improvement.</td>
<td></td>
</tr>
</tbody>
</table>
5. **Curriculum Management**

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Each student has a complete set of instructional materials aligned to the state core content standards.</td>
</tr>
<tr>
<td>B.</td>
<td>Schools have instructional materials adopted by the State Board of Education for kindergarten through grade eight.</td>
</tr>
<tr>
<td>C.</td>
<td>The local governing board selects instructional materials aligned to the State Board of Education-adopted content standards, for grades nine through twelve.</td>
</tr>
<tr>
<td>D.</td>
<td>Any lack of instructional materials is addressed.</td>
</tr>
</tbody>
</table>

The school site Action Plan clearly identifies and describes:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>E.</td>
<td>How administrators and teachers use the results of state and local assessments to modify instruction and improve student achievement.</td>
</tr>
<tr>
<td>F.</td>
<td>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.</td>
</tr>
</tbody>
</table>
GOVERNING BOARD POLICIES

A. School-wide and district-wide barriers to improvement in student achievement and underlying causes for low performance.

Located in the Rainbow Park section of Oakland, Whittier Elementary School is currently considered the lowest performing K-5 school in the Oakland Unified School District. Whittier's API score for the 1999-2000 school year was 387 out of a possible 1000. Only 14% of Whittier's 725 students scored at or above the 50th percentile in math. Fifteen percent scored at or above the 50th percentile in language and 11% scored at or above the 50th percentile in reading. High turnover of teachers, administration, and classified staff have hampered the school's ability to stabilize. Prior to the unification that emerged due to the II/USP process, External Evaluators found through extensive interviews, focus groups, surveys, and classroom observations, a school where mistrust among adults was common. Teachers could not, prior to working together through II/USP, identify a common direction for the school and admitted to one another that the education experience for different sub-groups within the school's population varied widely depending on the students' race, grade, or English proficiency. The school is committed to making tremendous changes to reverse or overcome the following barriers:

Barriers:

- Students in many cases were working on activities that were one to two grades below grade level. While students reported that their classes were easy, teachers described their students in terms of skill deficits.
- Many students in the upper grades appeared not to have the English language proficiency that should have been taught to them in previous grades. The school's adopted bilingual model is not systematically used, and does not address the needs of all of the English Language Learners (ELL) students. Re-designation rates when compared to other schools in the district are low.
- Support for newly hired teachers is limited and, according to new teachers, insufficient. The absence of support contributes to the loss of new teachers.
Teachers may be familiar with District and State standards, but many have not implemented standards-based instructional techniques into their lesson planning and student assessment practices.

Among the many research-based models for improved student performance, none seem to be broadly practiced at Whittier. Though many instances of powerful instruction were observed, teachers indicated they were isolated with no way of extending best practices across the whole school.

Parental involvement in the classroom as well as in the decision making process was limited to a few individuals, many of whom were paid to provide specific services. In focus groups with parents, External Evaluators could not identify a strong core of parents who supported the school or helped the school to hold itself accountable to improved student performance.

Only a few individuals on staff understood how funds were allocated or participated in some form of the budgeting process.

The staff did not express a shared sense of responsibility for the school, its results for students, or its impact on the community.

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

When developing solutions to the school's barriers, Whittier's School Site Community Team mapped its Action Steps to a grid required by the Oakland Unified School District. Using this grid would not only help the school comply with H/USP requirements, but would also allow the school to move toward a single plan. Every Action Step in this plan has a single purpose: to increase the number of students at or above the 50th percentile by at least 8 percent.

Action Steps: Reading & Language Arts:

Teacher teams will implement a Student Assessment Portfolio process as a tool for gathering and analyzing student work. These grade level teams will then examine student work and calibrate their assessment according to California's language arts and math standards by using the Student Work Profile an internet-based software that facilitates benchmarking and shared assessment. Student work samples will be used as a springboard from which to discuss instructional and intervention strategies that support all students' learning.
An instructional (literacy) facilitator will be hired to help new and beginning teachers implement the Open Court Reading Program in K – 5 Structured English Immersion & English Only (EO) classrooms.

Teachers in bilingual classes will adapt and use Open Court Reading strategies in primary language instruction where such adaptation is appropriate. Instructors, through grade level teams, will also investigate alternate models for language acquisition to increase the resources for teachers working with English Learners. Bilingual teachers will be trained in Focusing on Results, a program designed to help teachers measure the impact of particular teaching strategies, in order to teach according to the language arts content standards.

Teacher teams will collaborate during bi-monthly grade level meetings to review, correlate, and select key state and district content standards that will form the basis for instruction in writing and reading.

Teacher teams at all grade levels will refine the Read-Aloud Program in which students will take books home weekly in order to increase their independent reading fluency.

Teacher teams in grades 3-5 will implement a leveled home reading program that will increase students' motivation for reading a variety of narrative and informational books.

The administration, in conjunction with the technology committee, will create a proposal to the Leadership Team that outlines steps for expanding the library media center in order to provide students access to technology, research, and books.

The Instructional Facilitator together with grade level teacher leads will develop school-wide intervention programs for students who are in danger of retention; and for ELD/AED students who score in quintiles 1 and 2 on the California SAT'9 Achievement Test.

The school will hire a Transition Coach to provide strategic and technical assistance to help the school implement and sustain its action plan.
Special Education:
- A subcommittee of the leadership team will review and restructure special education procedures to create clear assessment of student disabilities in order to meet the needs of all students with special needs.

Math:
- Grade level lead teachers will form grade level teams to use data to identify areas of weakness and will target instruction to meet the needs of specific students. Math coaches will train teachers in specific strategies and demonstrate these strategies in the classroom. All teachers will uniformly implement new strategies across every grade level.
- A teacher sub-committee, appointed by the Leadership Team, will develop and implement an after school intervention program focused on identified needs of students who are working below grade level.
- A teacher sub-committee, appointed by the Leadership Team, will establish a system for parent notification for students who have been identified as performing below grade level.

English Language Development for All Students
- An English Language Development Committee will be established to create model programs for English Learners. This committee will create a Bilingual Plan that will guarantee that a comprehensive program of ELD, Structured English Immersion, and Primary Language Instruction will be uniformly implemented across the curriculum, programs and classes. This model will include staff development and necessary materials.
- The ELD Committee will establish and develop English transition criteria – aligned with State Standards - for students receiving primary language instruction to develop their English reading and writing skills. The committee’s work in this area will be supported through Oakland Unified School District’s Teaching and Learning Department.
- Student Support Services, the ELD Committee and a Bilingual Coach will identify 5-year ELD students who have not been re-designated. Interventions and/or re-designation plans will be established for these students.
The ELD/AED Committee in collaboration with the established African American Task Force will establish a more powerful assessment system to investigate performance gaps for African American students who are performing below the 50th percentile. This system, to be developed during a summer institute in August 2001, will include an oral language assessment as well as the integration of techniques to support acquisition of Standard English Proficiency across all curricular areas. A plan for research on best practices will also emerge from this summer institute.

As part of a review of the master schedule, the principal will re-assign teachers based on their English proficiency to support English Language Development and Academic English Development.

Led by the school’s Leadership Team, the staff will establish a strategy to expand a school-wide integration plan that involves sheltered and bilingual classes learning together to support English Language Development. This plan will include the design and implementation of yearly oral language proficiency tests.

Vision for Equity:

With support from the school’s transition coach, the entire staff and school community will design and participate in a cultural awareness retreat in which the school redefines a vision and mission targeted on equity. A sub-committee will form this retreat to establish a recruitment process that will attract and retain teachers who reflect the demographics of the student body.

Teachers in grade-level teams of 2-3 will develop and implement curricular units that reflect the cultural and linguistic heritage of the student body. The Leadership Team will research and identify models that have proven successful with historically underserved student sub-groups and will propose a training protocol to the entire faculty. All teachers will be expected to participate in this training by the end of the 2001-2002 school year.

The principal and the leadership team will design and implement a systematic method of sharing information and available resources with the entire school community.

C. School and district crime statistics, addressing any of the factors that negatively impact student achievement.
District and School Crime Statistics:
Located in a low-income neighborhood of East Oakland, Whittier Elementary School serves 725 students in grades K-5. The school’s neighborhood has a reputation for crime, drugs, and gang activity. However, of the 1094 crimes reported throughout the district in 1999-2000, most, of which were crimes against persons, only ten were reported by Whittier personnel. Seven of these reports involved burglary.

School Suspension:
Compared to other nearby elementary schools in the district, Whittier’s suspension rates are somewhat higher. There were 34 incidents of suspension for a total of 97 days. Most of these involved injury of another person. Parents and teachers were less than satisfied with these data and committed to Action Steps to reduce the number by half in the 2001-2002 school year and half again in 2002-2003.

Action Steps: School Climate and Safety
- The Safety and Discipline Committee, in conjunction with the Leadership Team and Parent Committee will establish a consistent, school-wide discipline policy.
- Consistent with the school’s goal for reducing the number of discipline referrals by 25 percent, Whittier’s school climate committee will implement a consistent school-wide discipline policy. This policy will be written and in place by August 2001.
- The Leadership Team together with administration and parents will expand the Student Study Team (SST) program. The goals will include increased teacher, staff, and parent commitment to this process as a means to resolve issues with individual students. Linked to this process will be a new data gathering and tracking process so that the participants in the SST program can determine its efficacy.
- Grade level leads will conduct research to evaluate the current conflict resolution program, including Second Step. The long-range goal of this research will be to assess the viability of mandatory participation for all students.
District total SAT 9 Scores

The following table shows the percentage of students at or above the 50th percentile in the Stanford Achievement Test:

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>25%</td>
<td>33%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>13%</td>
<td>33%</td>
</tr>
<tr>
<td>Non-English Language Learners</td>
<td>32%</td>
<td>34%</td>
</tr>
<tr>
<td>Females</td>
<td>28%</td>
<td>34%</td>
</tr>
<tr>
<td>Males</td>
<td>22%</td>
<td>33%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>19%</td>
<td>30%</td>
</tr>
<tr>
<td>Non Economically Disadvantaged</td>
<td>35%</td>
<td>39%</td>
</tr>
<tr>
<td>Special Education</td>
<td>7%</td>
<td>11%</td>
</tr>
<tr>
<td>Non Special Education</td>
<td>26%</td>
<td>34%</td>
</tr>
</tbody>
</table>

At or Above the 50th Percentile

District Barriers

In April 1999, the Oakland Unified School District Board of Education voted unanimously to request a comprehensive audit by the Fiscal Crisis Management Assistant Team (FCMAT). The audit, which was funded through the efforts of State Senator Don Perata, covered five major operational areas: student achievement, personnel, finance, facilities, as well as governance and community relations. The FCMAT findings are as follows:

- Lack of real accountability for implementation of district policies, curriculum initiatives, standards, procedures, plans, court orders and requirements.
- Failure to focus efforts and resources on a few, manageable goals
- No district-wide vision, mission, goals, or imperatives to guide, gauge or report improvement efforts
- Fragmented, unconnected, temporary and shallow programs are substituted for real systemic changes.
- Gaps in the provision of essential tools and resources for schools to know what students are to learn and whether they have learned it.
District Superintendent’s Strategic Plan:

In response to the school conditions identified at this site and at sites across the district, Superintendent Dennis Chaconas submitted to the Board of Education a strategic plan “that will provide the framework for a renaissance in Oakland Public Schools”. The plan targets 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.

School Conditions: Currently over 80% of Whittier’s student body is scoring in the bottom 2 quartiles in the areas of reading, math and language on the SAT9 test. However, Whittier is a school taking steps to master it’s own circumstances. Within the last three years the school has come under the leadership of a new principal and has recently transitioned from a year round single-track school to a traditional school calendar. Within the past year Whittier has participated in the Program Quality Review process along with the Coordinated Compliance Review, as a method of defining it’s current state and generating future goals. Approximately 75% of Whittier’s 725 students are eligible for free and reduced lunch; 55% are designated as LEP students. Fifty-five percent of the students are Hispanic; 38% are African-American; 3.5% are Asian and .7% are Caucasian, Non-Hispanic. Whittier’s staff is comprised of 21 fully certificated staff members, 10 staff members holding an emergency credential or waiver and 4 interns. Whittier is currently implementing the Winner Program, which is a collaborative effort between Children’s Hospital of Oakland and Whittier Elementary School. This program is designed to support students from Whittier who have emotional and behavior problems that surface in classroom settings. Whittier is also applying for the Second Step grant, which will allow them to implement the curriculum component of their Conflict Resolution program school wide.

Whittier School’s Plan for Strong Site Leadership and School Management/Organization

The objective of the following action steps is to ensure that consistent processes and procedures will create increased shared leadership needed to meet the goal of improving the achievement of all students.
Action Steps

- The Principal and staff, along with the Transition Coach will design and disseminate an organizational chart of defined administrative roles and responsibilities of leadership team, faculty council, grade level teacher leads, committee chairs, instructional facilitator, and parent liaisons.
- The Principal, leadership team, and others will establish systems of communication that are known, practical, and accessible to all staff. These systems will include consistent, informative staff bulletins and school-wide procedures for documenting and sharing major actions such as grade level team decisions regarding standards-based teaching.
- The Principal and teachers will establish budget alignment to instruction by developing collective decision-making processes for the allocation of funds and materials that meet the needs of all students.
- The school administration with assistance from the District Office and the Transition Coach will restructure the school schedule and the use of time in order to maximize instructional time with students (with minimum interruptions); schedule teacher preps so that teachers of the same grade levels will be able to collaborate more frequently; and provide extended contract teacher days as necessary for teacher/community planning.

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

The Whittier Elementary School annual growth targets are based on the school’s 2000 API of 387:

- Within one year, Whittier’s school-wide API will increase by 20 points to reach a total API score of 407.
- Within one year, Whittier’s numerically significant subgroups of African Americans, Hispanics, and Economically Disadvantaged will each increase their API score by 17 points.
- Within one year, students will improve their academic achievement in reading as measured by an increase of 11% to 19% of students at or above the 50th percentile on the SAT9.
Within one year, students will improve their academic achievement in language as measured by an increase of 15% to 23% of students at or above the 50th percentile on the SAT9.

Within one year, students will improve their academic achievement in math as measured by an increase of 14% to 22% of students at or above the 50th percentile on the SAT9.

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.

Short Term Academic Objectives:

- By October 2001 each grade level will compile a list of students working below grade level in reading and math and devise an intervention plan that will address their needs.
- By October 2001 the school will have in place an after school intervention program for those students who are scoring in quartiles 1 and 2 in reading and math.
- By October 2001, thirty-five percent of students currently identified as LEP, with five years in the program, will receive focused instruction for re-designation into Fluent English proficient (FEP).
- By November 2001 bilingual classes will use Open Court Reading strategies in primary language instruction classrooms to support primary language acquisition in reading and writing.
- By May 2002, more than 50% of students will rank at a “3” or better on the District’s 4-point writing rubric.

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

As External Evaluators, Alameda County Office of Education (ACOE), used a consistent set of questions with every client school to help each school organize its Action Steps. These questions were:

- What do we know about student performance at Whittier Elementary School?
What elements of Teacher Practice contribute to this performance?
What conditions exist within and around the school to promote or inhibit learning?
What role do District & School Policies and Practices play in promoting or inhibiting learning at the site?

In forming answers to these questions, the schools were able to assess the strengths and weaknesses of particular strategies and programs. In addition, ACOE's advice to all schools included using grade level teams as the structure for establishing short and long term objectives. grade level circuits will carry the primary responsibility for assessing student progress. In order to align the State Action Plan with the plan required by the Oakland Unified School District, ACOE and the school linked Action Steps to four sets of standards: 1) English/Language Arts; 2) Mathematics; 3) School Climate/Discipline; and 4) English Language Development and Academic English Development. Whittier chose to add several additional areas and in that process developed standards of their own. These additional areas included Vision and Equity.

To monitor the current Action Plan, and to help the school build momentum and sustain change, ACOE will assist this and other Oakland schools in implementing a range of research-based models depending upon the school’s needs. Whittier will use a process developed by the Bay Area School Reform Collaborative known as the Cycle of Inquiry. Through this process, the school’s leadership team will 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 II/USP dramatically increased the interest and involvement of parents at Whittier. This model’s advantage in this situation is that it is accessible to parents and non-educators and prevents these communities from being excluded from a range of decision-making processes.
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.

There were 12 parent/community members from a total roster of 20 actively participating on the School Site Community Team. They attended the eight scheduled meetings and further contributed by appointing two parents to attend subcommittee meetings to participate in the final completion stages for the school's II/USP Action Plan. This level of involvement marks a new chapter in the parent community’s relationship with the school. In conjunction with school staff and community partners Whittier parents will develop and establish a Parent Resource Center.

Action Steps

- The parent/teacher committee will also hire a community liaison who will work with the parent/teacher club committee, to establish a plan and procedures to disseminate school information to students homes in a concise clear fashion.
- Each teacher will identify a classroom parent representative at the beginning of the school year, to provide a parent perspective to classroom activities on a consistent basis.
- Teachers will conduct 3 individual classroom meetings a year for parents; in order to build relationships, share information and assist parents in becoming more skillful in supporting their child’s academic growth.

FISCAL MANAGEMENT

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

A review of the attached budget forms as well as the Action Steps outlined in section 1 A-G will reveal two crucial changes in Whittier’s approach to its funding streams.

- The budget for II/USP monies and from other sources now align in vision, strategies, and outcomes. Whittier has transitioned from a school with several inactive planning documents to a more focused school working from a single plan.
Evaluation for program efficacy is now linked to shifts in student and teacher performance.

This level of efficiency in funding allocation is indicative of numerous shifts now occurring in the way Whittier has done business in the past.

B. Budget linked to overcoming barriers to achievement

Through an effective use of its School Site Community Team, Whittier has produced a budget that is singular in its focus. Funding is directly linked to the following academic areas: Reading; Language Arts, including Writing; Math; and English Language Development (ELD) and Academic English Development (AED) for every student. (See Action Steps in Section A). Also, personnel to build student and teacher capacity in these areas, and processes to build an equity-centered vision and positive school climate all set the stage for achieving success in the academic areas.

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

Though the actual revenue is unknown at this time, Whittier has established a budget based on the 1999-2000 CBEDS enrollment of 740 students at $200 per student; the school has prioritized its Action Steps to allow for adjustments should the actual allocated funds fall short of this amount. Other sources of funding include SIP, EIA/SCE, and Title 1 programs.

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.

Whittier has 21 (68%) fully credentialed teachers out of a total of 31 now on staff. Of those fully credentialed, 20 have their CLAD or BCLAD certification.
### Number and Percentage of Fully Credentialed Teachers

<table>
<thead>
<tr>
<th>Grades</th>
<th>BCLAD</th>
<th>CLAD</th>
<th>Credential Non CLAD</th>
<th>Intern</th>
<th>Pre-Intern</th>
<th>Temporary/Emergency</th>
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</thead>
<tbody>
<tr>
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<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>K</td>
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<td>6.4</td>
<td>3</td>
<td>9.6</td>
<td>2</td>
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<td>9.6</td>
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<td>2.3</td>
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<td>3.2</td>
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<td>9.6</td>
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<td>2.3</td>
<td>1</td>
<td>3.2</td>
</tr>
<tr>
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<td>1</td>
<td>3.2</td>
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<td>3.2</td>
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<td>16</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>7</td>
</tr>
</tbody>
</table>

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

Whittier Elementary School faces high annual turnover rates at all levels of staffing. Turnover is a primary factor influencing the school's ability to overcome barriers to improved student achievement. Though none of Whittier's proposed solutions will completely eliminate this urban school dilemma – indeed, the school has not yet devised its own solution for retention of its new administrative team - the school does anticipate that these steps will at least help the school retain qualified teachers. In addition, these steps indicate how the school will participate in an effort to encourage its interns and pre-interns to acquire the appropriate course work and credentials.

- Whittier will increase by 10% teachers with CLAD certification (3 teachers) due to an increase of LEP students at that level. There will be a reassignment of teachers who are fluent in English to support English language development in the upper grades. Grade level meetings to address student progress, lesson plans, curriculum development and intervention strategies, will be held to aid new teachers.
o Instructional Facilitators will provide to support new teachers in the teaching of languages arts through lesson demonstrations, observation and conferences for feedback.

o Teachers will be evaluated through administrative observations and conferences.

o Monthly meetings for new teacher support will be held, along with release time for observations.

o 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 Whittier's student body.

C. How professional development is provided to all teachers.

Open Court is substantially aligned to district and State standards. Staff development is critical to the successful implementation of Open Court (OC). Consequently, all Open Court schools have an early release Wednesday, with dismissal the same time throughout the district. In order to be able to cluster schools for grade-specific training and collaboration, schools have a common release day and ending time. School site Instructional Facilitators also provide continued on-site professional development to individuals and the entire school staff.

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

Open Court and its implementation have solved some problems but also created new barriers for Whittier Elementary School. Because of Open Court, Whittier'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 and ELD assessment have not occurred at levels that the staff find sufficient. The school's Action Steps outline a return to teams as a means of improving teacher practice. Whittier's planned professional development combined with increased flexibility from the district will transform the school's ability to teach to standards. Though materials and programs such as Open Court Reading were aligned to district and State standards, the teachers did not have skills or tools needed to use benchmarks for these standards. The result was that students received inconsistent instruction. Action Steps
outlined under Criterion 1B form the school's blueprint for professional development. This blueprint when linked with in-depth support from the school's Transition Coach will not only address the school's barriers, but will also increase the school's capacity to teach to standards.

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

Professional development is currently provided through district mandated workshops content area conferences, and or grade level meetings. The focus of professional development during the 2000-2001 school year was as follows:

- Performance Assessment/Open Court/Embedded Assessment, Language Arts Frameworks and Standards, Open Court, SAT9 results, Lesson Plan Writing using Content Standards, Learning Environment, Parental Involvement.

During the 2001-2002 school year the district will continue to provide mandated monthly reading/language arts workshops, along with an on site instructional facilitator to support ongoing professional development. In addition, implementation of the H/USP plan will establish program and data links between student academic performance needs and professional development for the faculty.

CURRICULUM MANAGEMENT

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

Currently all students in every classroom has a complete sets of instructional materials that cover content standards. All approved materials are now aligned with State Core Content Standards.
B. **Schools have instructional materials adopted by the State Board of Education for kindergarten through grade eight.**

Currently Whittier students are using the Open Court Reading Program, Spotlight on Literacy, Hampton Brown Into English, and Cuentamundos in the area of reading and language arts. The current math materials are Math Steps and the Mathland supplementary materials.

C. **The local governing board selects instructional materials aligned to the State Board of Education-adopted content standards, for grades nine through twelve.**

Not Applicable

D. **Any lack of instructional materials is addressed.**

Request for needed materials are handled by the Instructional Facilitators. At the end of the school year a complete textbook inventory is completed, and additional material is ordered for the next school year.

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

SAT9 scores are reviewed at the beginning of the school year. SST meetings will be held using SAT9, Curriculum Embedded Assessment (CEA) and other assessments to plan intervention strategies for low performing students. In order to implement this plan, inservices will be held to review SAT9 data at grade level to determine which areas need to be strengthened and to plan instruction. Release time will be provided for grade level teams to meet to review SAT9 data and write lesson plans based on content cluster information. ELD assessments and Individual Proficiency Tests (IPT) scores will be used to determine student’s placement in
bilingual or Sheltered classes or readiness for transition to English. Results of Open Court assessments will be distributed to each grade level, so the classroom teacher may monitor student progress and modify instructional practice. The school will notify parents of their children’s progress and any interventions being used. For students who may be retained, a Pupil Progress Report is completed with parents and assessments are reviewed. Intervention strategies for parents and teacher are determined.

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.

Whittier anticipates implementing a series of processes that will help the school to use disaggregated data to assess pupil achievement and teacher practice. This use of data and its developing habit around disaggregation is promising and provides a good platform for meeting higher standards. The school is moving to set aside considerable non-productive past-practices in these areas: Turnover, changes in administration, conflicting interpretation of standards, and the absence of a shared sense of accountability have hampered the school’s ability to make meaning of available data. Thus, actions and planning tended to be reactive in nature rather than data-driven. The tendency to nurture was sometimes not in balance with the need to inspire students to higher levels of academic achievement. Students and their parents have not been engaged in the assessment and accountability process. Even though many students believe that the school is too easy, parents in many instances have asserted that the school is not demanding enough academically. However, parents have also conceded that they are unclear about how to help their children when their children do not do well in school.

Short Term Goals:
In addition to those solutions identified in section I.A-G, the school has also committed to implementing a small team approach to instruction, teaming instructors in Action Research Groups and using the student performance data from these groups to identify best practices.
**Long Term Goals:**

These action research teams will be linked to the school's grade-level teams' decision making processes as their work will provide the basis for school-wide decisions. In addition, other standardized measures such as the SAT/9, district program assessments and criterion referenced assessments will assist the School Site Community Team in forming policies for the school as a whole. Further analysis of the data, will lead to targets established, and the delineation and use of new instructional techniques and strategies grounded in the latest research.
Whittier Elementary School

Budget
## School Site Implementation Grant Budget

**Immediate Intervention/Underperforming Schools Program-State Funds**

**Fiscal Year 2001-2002**

<table>
<thead>
<tr>
<th>SACS Function Code</th>
<th>Object Code</th>
<th>Description of Line Item</th>
<th>Amount of II/SP Funds Requested</th>
<th>Amount of Matching Funds &amp; Source Code</th>
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<tr>
<td>1000</td>
<td>232</td>
<td>Certificated Personnel Salaries</td>
<td>93,193</td>
<td>62,683 (1,17)</td>
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<tr>
<td>2000</td>
<td>232</td>
<td>Classified Personnel Salaries</td>
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<td>58,107 (1)</td>
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<td>Employee Benefits</td>
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<td>58,107 (1)</td>
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<td>4000</td>
<td>232</td>
<td>Books, Materials, Supplies</td>
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<td>24,283 (1,15,17)</td>
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<td>5000</td>
<td>232</td>
<td>Services and Other Operating Expenses (Including Travel &amp; Direct Costs)</td>
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<td>29,781 (1,15,17)</td>
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<tr>
<td>6400</td>
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<td>Capital Outlay (Equipment)</td>
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<tr>
<td>7310</td>
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<td>Indirect Costs</td>
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</table>

**Total Amount of II/SP Funds Requested:** $144,000

**Total Matching Funds & Source Codes:** $206,231 (1,15,17)

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

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**California Department of Education**

**Education Support & Networks Division**

**Public Schools Accountability Act of 1999 Form 4**

**II/SP Budget Application for State Funds**

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**DOE 00031765**
**School Site Implementation Grant Budget**

**Immediate Intervention/Underperforming Schools Program-State Funds**

**Fiscal Year 2002-2003**

**Name of District:** Baldwin Unified School District  
**CDS Code:** 01 61255 0600000

**Name of School:** Whittier Elementary  
**CDS Code:** 01 61255 060225700

**School Contact Person:** Yolanda Carrillo, Principal  
**Phone:** (510) 879-1630  
**FAX:** (510) 879-1639  
**E-mail:** Ycarrillo@bucsd.k12.ca.us

**SACS Resource Code:** 7255  
**SACS Revenue Code:** 8590  
**Non-SACS Income Account Code:** 8590

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<td>Books, Materials, Supplies</td>
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<td>Services and Other Operating Expenses (Including Travel &amp; Direct Costs)</td>
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<tr>
<td>7310</td>
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<td>Indirect Costs</td>
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</table>

**Total Amount of II/USP Funds Requested:** 144,000  
**Total Matching Funds & Source Codes:** 208,231 (1, 15, 17)

---

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

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**DOE 00031766**
WHITTIER ELEMENTARY SCHOOL

Justification for Personnel: II/USP BUDGET

.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 ongoing professional development.

1 FTE Campus Supervisor
The Campus Supervisor will monitor school grounds to prevent altercations; screen persons entering school grounds; report the presence of unauthorized persons; and assist students, teachers and administrators in maintaining a positive and safe school.

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.
**WHITTIER ELEMENTARY BUDGET**

**II/USP Calculations**

1000  

**Certificated Personnel Salaries**

- Increase Instructional Facilitator time (.5 FTE)  
  \[
  \frac{1}{2} \text{of} \ 65,335 = 32,668
  \]

- Increase psychologist time (.5 FTE)  
  \[
  \frac{50\%}{2} \text{of} \ 70,000 = 35,000
  \]

**Substitutes - $7,551**

- Action research visits 12 teachers x 109 = 1308
- Tech Committee Visits 4 teachers x 109 = 436
- Breaking the Code training 5 teachers x 109 x 2 days = 1090
- OUSD SEP visits 16 teachers x 109 = 1774
- Peer Support Observations 12 teachers x 109 = 1308
- Math program site visits 5 teachers x 109 = 545
- Leadership team Site visits 10 teachers x 109 = 1090

**Extended Contracts - $16,440**

- Teacher leader parent education session on writing - 1 teacher  
  \[
  28 \times 5\text{hrs} \times 2\text{days} = 280
  \]
- Conflict Resolution Coordinator 8hrs/mo -  
  \[
  28 \times 8\text{hrs} \times 10\text{mos} = 2240
  \]
- Second Step Coordinator 4hrs/mo -  
  \[
  28 \times 4\text{hrs} \times 10\text{mos} = 1120
  \]
- Breaking the Code afterschool program  
  \[
  2 \text{days per week for 20 weeks with 5 teachers} \\
  28 \times 1.5\text{hrs} \times 2\text{days} \times 20\text{wks} \times 5\text{T} = 6400
  \]
- Math Afterschool Program  
  \[
  2 \text{days per week for 20 weeks with 5 teachers} \\
  28 \times 1.5\text{hrs} \times 2\text{days} \times 20\text{wks} \times 5\text{T} = 6400
  \]

**Extra Time - $31,472**

- Diversity training 2days before school starts during the week of Aug. 20, 2001  
  \[
  28 \times 6\text{hrs} \times 2\text{days} \times 31\text{T} = 3696
  \]
- Back-mapping training - 6 teachers to train staff  
  \[
  28 \times 6\text{hrs} \times 6\text{T} = 1008
  \]
- Action Learning Instructional Strategies training  
  \[
  28 \times 2\text{hrs} \times 3\text{days} \times 31\text{T} = 5208
  \]
- ELD Standards training 33 teachers  
  \[
  28 \times 6\text{hrs} \times 1\text{day} \times 33\text{T} = 5544
  \]
- Identify for redesignation and intervention strategies 19 teachers  
  (Grades 2-5)  
  \[
  28 \times 2\text{hrs} \times 3\text{days} \times 19\text{T} = 3192
  \]
- Administration of language proficiency test  
  \[
  28 \times 2\text{hrs} \times 1\times 33\text{T} = 1848
  \]
- ACOE Student Work Profile 33 teachers  
  \[
  28 \times 2\text{hrs} \times 2\text{days} \times 33\text{T} = 3696
  \]
- SST 5 teachers extra time  
  \[
  28 \times 2\text{hrs} \times 15\text{days} \times 5\text{T} = 4200
  \]
- Integration collaboration and planning extra time 10 teachers  
  \[
  28 \times 4\text{hrs} \times 2\text{days} \times 10\text{T} = 2240
  \]
- Teacher/Community Planning 5 teachers extra time  
  \[
  28 \times 3\text{hrs} \times 2\text{days} \times 5\text{T} = 840
  \]

---

**DOE 00031769**
2000  Classified Personnel Salaries  $69,120
    Campus Supervisor (1 FTE)  $12 x 7.5 hrs x 180 days = 16,200
    1A Extra Time (Staff Dev.)  6.1 As  $12 x 2 hrs x 10 mos = 1440
    Clerical Extra Time (Translation)  $12 x 4 hrs x 10 mos = 480
    Instructional Assistants (3 FTE)  $12 x 6 hrs x 10 days = 12,960
    $12,960 x 3 = 38,880
    Academic Mentors  @ $11 x 15 hrs/wk x 36 wks. = 5940
                      $11,880

3000  Employee Benefits  $58,536
    Instructional Facilitator (.5 FTE)  32,668 x .33 = 10,780
    Campus Supervisor (1 FTE)  16,200 x .33 = 5,346
    Instructional Assistant (3 FTE)  @ 12,960 x .33 = 4277
    $4277 x 3 = $12,830
    Academic Mentors (2 FTE)  @ $5940 x .33 = $1960
                      $3920

4000  Books, Materials and Supplies  $43,650
    Books
        Level Home Reading  7200
        Read Aloud Take Home Books  2000
        AED Supplementary language development books  2000
        Extend classroom libraries  6200
    Materials/Supplies
        Breaking the Code materials  2350 (5 teachers afterschool program)
        Math materials for afterschool Program  2000
        Second Step Materials  5300
        Conflict Resolution Materials  3300
        School Communication Supplies  1500
        AED supplementary language development materials (16x200)  3200
        "Beyond Diversity" materials  200
        Supplies to support afterschool program (intervention)  500
        Supplies parent center  900

5000  Services and Other Operating Expenses  $50,698
    Consultants Staff Development
        ACOE: Student Work Profile  5,000
        Back-mapping  1,000
        Equity in Math  1,000
Glen Singleton Beyond Diversity
($4000 divided by 3 schools) 1,334
Transition Coach 24,000
1.5 days per week for 32 weeks = 48 days
x $500 per day = 24,000

Consultants- Parents
Community Liaisons 10,350
Red Rock Agency Parent Education and Community Liaison training 3264

Conferences, workshops, registration, mileage (Staff)
CABE 3000
OBE 150
National Coalition for Equity in Education 5000
Kindergarten Workshops 600

Conferences, workshop, registration, mileage (Parents) 500

Leadership Team Retreat 1000

Duplication, printing, and postage cost 750
(Notebooks, parent and student handbooks, parent notification duplicating letters and mailing.)

6400 Capital Outlay (Equipment) $500
Walkie-talkies Equipment 500
**District Implementation Grant Budget**

**Immediate Intervention/Underperforming Schools Program-State Funds**

**Fiscal Year 2001-2002**

<table>
<thead>
<tr>
<th>Name of District:</th>
<th>CDS Code:</th>
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<tbody>
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<table>
<thead>
<tr>
<th>District Contact Person:</th>
<th>Phone:</th>
<th>E-mail:</th>
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<table>
<thead>
<tr>
<th>SACS Resource Code: 7255</th>
<th>Participating School(s) Enrollment: (From 1999-00)</th>
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<tr>
<td>CBEDS</td>
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<table>
<thead>
<tr>
<th>SACS Revenue Code: 8590</th>
<th>Cost per student: (Up to $200 per student)</th>
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<tr>
<th>Non-SACS Income Account Code: 8590</th>
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<table>
<thead>
<tr>
<th>SACS Function Code</th>
<th>Object Code</th>
<th>Description of Line Item</th>
<th>Amount of II/USP Funds Requested</th>
<th>Amount of Matching Funds &amp; Source Code</th>
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</thead>
<tbody>
<tr>
<td>1000</td>
<td>1000</td>
<td>Certificated Personnel Salaries</td>
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<tr>
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<td>5000</td>
<td>Services and Other Operating Expenses (Including Travel &amp; Direct Costs)</td>
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<td>Capital Outlay (Equipment)</td>
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<td>Indirect Costs</td>
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**NOTE:** This budget page is the District's aggregate budget of all participating schools. (See Instructions for clarification.)
California Department of Education  
Education Support & Networks Division  
Public Schools Accountability Act of 1999 Form 4  
II USP Budget Application for State Funds

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

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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.)