

01 - 02 Oakland Unified
Whittier Elementary



**Whittier
Elementary**

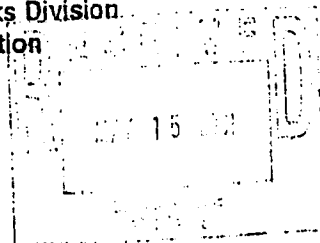
California Department of Education
Education Support and Networks Office

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 lwaters@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: 5/15/01

[Handwritten Signature]
 Signature of Superintendent

Jason Hodge
 Printed or Typed Name of Board President Date:

[Handwritten Signature]
 Signature of Board President

[Handwritten Signature]
 Edgar R. Ricketts, Jr.

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

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

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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: 01-61259-0000000		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 Phone: (510) 879-8200	Zip: 94606 Fax: (510) 879-8258	City:Oakland Phone: (510) 879-8253	Zip: 94606 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: Whittier Elementary School		Total School Grant Amount Requested: FY 2001-2002 \$ 144,000 FY 2002-2003 \$ 144,000	
14 Digit County/District/School Code: 01612596002257		Dates of Project Duration: July 1, 2001 to June 30, 2003	
Principal: Ms. Yolanda Carrillo		External Evaluator: Alameda County Office of Education	
Address: 6328 East 17 th Street		Address: 313 W. Winton Avenue	
City: Oakland	Zip: 94621-3832	City: Hayward	Zip: 94544
Phone: 510-879-1630	Fax: 510-879-1639	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. Yolanda Carrillo *Yolanda Carrillo* 4/7/01
 Printed or Typed Name of Principal Date Signature of Principal Date

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

Mr. Greg John *Greg John* 4/10/01
 Printed or Typed Name of External Evaluator Date 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: Sandra Williamson	<i>Sandra Williamson</i>	4-2-01
Yolanda Carrillo, Principal	<i>Yolanda Carrillo</i>	4/2/01
Peter Ávila, Teacher	<i>Peter Ávila</i>	4/2/01
Willie Crawford, Teacher	<i>Willie Crawford</i>	4/2/01
Elyata Davis, Teacher	<i>Elyata Davis</i>	4/2/01
Elizabeth Henry, Teacher	<i>Elizabeth Henry</i>	4/2/01
Francisco Nieto, Teacher	<i>Francisco Nieto</i>	4/2/01
Yolanda Shonbrun, Teacher	<i>Yolanda Shonbrun</i>	
Emmy Wonderly, Teacher	<i>Emmy Wonderly</i>	4/2/01
Ishara Beliso, Parent	<i>Ishara Beliso</i>	4/2/01
Sheshawn Fox, Parent	<i>Sheshawn Fox</i>	4/6/01
Audrey Grigsby, Parent	<i>Audrey Grigsby</i>	
L.A. Gutierrez, Parent	<i>L.A. GUTIERREZ</i>	4-2-01
Tia Hines, Parent	<i>Tia B. Hines</i>	
Deidra Kendrick, Parent	<i>Deidra Kendrick</i>	4-2-01

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

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
M. Martinez, Parent	Micaela Martinez	4-2-2001
Oakland Community Organization Maria Martinez, Parent	Maria Martinez Parent	
Melissa Marzett, Parent	Melissa Marzotto	4/2/01
Pamela Pyne, Parent	Pamela Pyne	4.C.
Oakland Community Organization Alicia Rubalcava, Parent	Alicia G. Rubalcava	4/5/01
Steve Thomasberger, Asst. Princ.	Steve Thomasberger	4/5/01

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.	1-2
B. Solutions/strategies for overcoming these barriers and underlying causes.	2-5
C. School and district crime statistics, addressing any of the factors that negatively impact student achievement.	5-7
D. How school and district conditions in the School Accountability Report Card are being addressed, as needed	7-10
E. Annual growth targets at least as high as those adopted by the State Board of Education.	10
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.	11
G. The process administrators and teachers use to monitor and evaluate the implementation of the Action Plan and its impact on student achievement.	11-12

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.	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.	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.	14-15
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
D. How professional development is aligned to core content standards and is specific to standards-based instructional materials used at the schoolsite.	16-17
E. How professional development is directly related to areas where student academic performance needs improvement.	17

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.	17-18
B. Schools have instructional materials adopted by the State Board of Education for kindergarten through grade eight.	18
C. The local governing board selects instructional materials aligned to the State Board of Education-adopted content standards, for grades nine through twelve.	18
D. Any lack of instructional materials is addressed.	18

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.	18
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.	19-20

Whittier
Elementary School
Narrative

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:

- o 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.
- o 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.
- o Support for newly hired teachers is limited and, according to new teachers, insufficient. The absence of support contributes to the loss of new teachers.

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

- o 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.

- o 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.
- o 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.
- o 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.
- o 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.
- o 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.
- o 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.
- o 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 EL/D/AED students who score in quintiles 1 and 2 on the California SAT 9 Achievement Test.
- o 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:

- o 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:

- o 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.
- o 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.
- o 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

- o 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.
- o 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.
- o 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.

- o The ELDAED 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.
- o 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.
- o 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:

- o 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.
- o 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.
- o 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

- o The Safety and Discipline Committee, in conjunction with the Leadership Team and Parent Committee will establish a consistent, school-wide discipline policy.
- o 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.
- o 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.
- o 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:

At or Above the 50th Percentile

Student Population	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 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:

- o Lack of real accountability for implementation of district policies, curriculum initiatives, standards, procedures, plans, court orders and requirements.
- o Failure to focus efforts and resources on a few, manageable goals
- o No district-wide vision, mission, goals, or imperatives to guide, gauge or report improvement efforts
- o Fragmented, unconnected, temporary and shallow programs are substituted for real systemic changes.
- o 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

- o 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.
- o 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.
- o 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.
- o 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:

- o Within one year, Whittier's school-wide API will increase by 20 points to reach a total API score of 407.
- o Within one year, Whittier's numerically significant subgroups of African Americans, Hispanics, and Economically Disadvantaged will each increase their API score by 17 points.
- o Within one year, students will improve their academic achievement in reading as measured by an increase of 1% to 19% of students at or above the 50th percentile on the SAT9.

- o 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.
- o 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:

- o 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.
- o 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.
- o 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).
- o 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.
- o 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:

- o What do we know about student performance at Whittier Elementary School?

- o What elements of Teacher Practice contribute to this performance?
 - o What conditions exist within and around the school to promote or inhibit learning?
 - o 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

- o 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.
- o 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.
- o 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 I A-G will reveal two crucial changes in Whittier's approach to its funding streams.

- o 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.

- o Evaluation for program efficacy is now linked to shifts in student and teacher performance.
- o 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 CIBEDS 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 I 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

Grades	BCLAD		CLAD		Credential Non CLAD		Intern		Pre-Intern		Temporary/Emergency	
	#	%	#	%	#	%	#	%	#	%	#	%
K	2	6.4	3	9.6								
1	2	6.4	2	6.4							2	6.4
2			4	12.2			1	2.3	1	2.3	1	3.2
3			3	9.6	1	2.3	1	2.3			1	3.2
4			3	9.6							2	6.4
5			1	3.2							1	3.2
Total	4		16		1		2		1		7	

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..

- o 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:

- o Performance Assessment/Open Court/Embedded Assessment, Language Arts Frameworks and Standards, Open Court, SAIT9 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 IU/ISP 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

Name of District: Oakland Unified School District CDS Code: 01 61259 0000000				
Name of School: Whittier Elementary CDS Code: 01 61259 6002257				
School Contact Person: Yolanda Carrillo, Principal		Phone: (510) 879-1630 FAX: (510) 879-1639	E-mail: ycarrillo@ousd.k12.ca.us	
SACS Resource Code: 7255 1999-00 CBEDS)			School Enrollment: 740 (From	
SACS Revenue Code: 8590 \$200 per student)			Cost per student: \$200 (Up to	
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	93,193	62,683 (1,17)
	2000	Classified Personnel Salaries	10,773	58,107 (1)
	3000	Employee Benefits		32,877 (1)
	4000	Books, Materials, Supplies	12,367	24,283 (1,15,17)
	5000	Services and Other Operating Expenses (Including Travel & Direct Costs)	27,667	29,781 (1,15,17)
	6400	Capital Outlay (Equipment)		500 (1)
	7310	Indirect Costs		
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.)

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 0300000				
Name of School: Whittier Elementary CDS Code: 01 61259 600225700				
School Contact Person: Yolanda Carrillo, Principal		Phone: (510) 879-1630 FAX: (510) 879-1639	E-mail: Ycarrill10@ousd.k12.ca.us	
SACS Resource Code: 7255 1999-00 CBEDS)			School Enrollment: 740 (From	
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	6400	Capital Outlay (Equipment)		500 (1)
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Total Amount of II/USP Funds Requested			144,000	
Total Matching Funds & Source Codes				\$208,231 (1, 15,17)

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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
H/USP Calculations

1000

Certificated Personnel Salaries

Increase Instructional Facilitator time (.5 FTE) 1/2 of 65,335=32,668

Increase psychologist time (.5FTE) 50% of 70,000 =35,000

Substitutes - \$7551

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

(31 teachers 1/2 day)

Peer Support Observations 12teachers 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

\$28x5hrsx2days=280

Conflict Resolution Coordinator 8hrs/mo - \$28x8hrsx10mos=2240

Second Step Coordinator 4hrs/mo - \$28x4hrsx10mos=1120

Breaking the Code afterschool program

2 days per week for 20 weeks with 5 teachers

\$28x1.5hrsx2daysx20wksx5Ts=6400

Math Afterschool Program

2 days per week for 20 weeks with 5 teachers

\$28x1.5x2daysx20wksx5Ts=6400

Extra Time \$31,472

Diversity training 2days before school starts during the week of Aug.

20,2001 \$28x6hrsx2daysx11Ts=3696

Back-mapping training - 6 teachers to train staff

\$28x6hrsx6Ts=1008

Action Learning Instructional Strategies training

\$28x2hrsx3daysx31Ts=5208

ELD Standards training 33 teachers \$28x6hrsx1dayx3Ts=5544

Identify for redesignation and intervention strategies 19teachers

(Grades 2-5) \$28x2hrsx3daysx19Ts=3192

Administration of language proficiency test \$28x2hrx1x33Ts=1848

ACOE Student Work Profile 33 teachers \$28x2hrsx2daysx33Ts=3696

SST 5 teachers extra time \$28x2hrsx15daysx5Ts=4200

Integration collaboration and planning extra time 10 teachers

\$28x4hrsx2daysx10Ts=2240

Teacher/Community Planning 5 teachers extra time

\$28x3hrsx2daysx5Ts=840

2000 Classified Personnel Salaries \$69,120
 Campus Supervisor (1 FTE) $\$12 \times 7.5 \text{ hrs} \times 180 \text{ days} = 16,200$
 IA Extra Time (Staff Dev.) 6 IAs $\$12 \times 2 \text{ hrs} \times 10 \text{ mos} \times 6 = 1440$
 Clerical Extra Time (Translation) $\$12 \times 4 \text{ hrs} \times 10 \text{ mos} = 480$
 Instructional Assistants (3 FTE) @ $\$12 \text{ hr} \times 6 \text{ hrs/day} \times 180 \text{ days} = 12,960$
 $\$12,960 \times 3 = 38,880$
 Academic Mentors @ $\$11 \text{ hr.} \times 15 \text{ hrs/wk} \times 36 \text{ wks.} = 5940$
 $\$5940 \times 2 = \$11,880$

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

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District Contact Person:		Phone: FAX:	E-mail:	
SACS Resource Code: 7255 CBEDS)		Participating School(s) Enrollment: _____ (From 1999-00)		
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	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**

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