

01 - 02 San Francisco Unified  
Luther Burbank Middle

DOE 00034409

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.**

<p><b>Name of Local Educational Agency (LEA):</b> San Francisco Unified School Dist.</p> <p><b>12-Digit County/District Code:</b> 38-68478-0000000</p>	<p><b>Total Grant Amount Requested for all schools:</b> FY 2001-02 \$ <u>1,052,120</u> FY 2002-03 \$ <u>1,045,195</u></p> <p><b>Dates of Project Duration:</b> July 1, 2001 to June 30, 2003</p> <p><b>Date of local governing board approval:</b> May 8, 2001</p>
<p><b>District Superintendent:</b> ARLENE ACKERMAN</p> <p><b>Address:</b> 555 Franklin Street</p> <p><b>City:</b> San Francisco <b>Zip:</b> 94102</p> <p><b>Phone:</b> (415) 241-6121 <b>Fax:</b> 241-6012</p>	<p><b>District Contact Person:</b> RITU KHANNA</p> <p><b>Address:</b> 555 Franklin Street</p> <p><b>City:</b> San Francisco <b>Zip:</b> 94102</p> <p><b>Phone:</b> 241-6454 <b>E-mail:</b> rkhanna@muse.sfsd.edu</p>

**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.

<p><u>Arlene Ackerman</u> Printed or Typed Name of Superintendent</p>	<p><u>[Signature]</u> Signature of Superintendent</p>
<p><u>Jill Wynns</u> Printed or Typed Name of Board President</p>	<p><u>[Signature]</u> Signature of Board President</p>

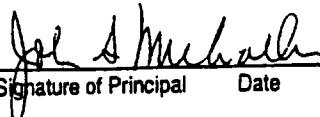
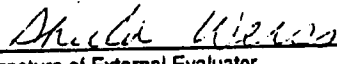
**Immediate Intervention/  
Underperforming Schools Program (II/USP)**

**SCHOOL APPLICATION  
For II/USP Funding**

<b>Part I: Application Information: Complete for school submitting application for funding.</b>			
Name of Applicant School: Luther Burbank Middle School		Total School Grant Amount Requested:	
14 Digit County/District/School Code: 6059877		FY 2001-2002 \$ <u>140,400</u> FY 2002-2003 \$ <u>140,400</u>	
		Dates of Project Duration: July 1, 2001 to June 30, 2003	
Principal: John A. Michaelson		External Evaluator: Sheila Weiss	
Address: 325 La Grande Avenue		Address: 730 Harrison Street	
City: San Francisco	Zip: 94112	City: San Francisco	Zip: 94107
Phone: 415-469-4547	Fax: 415-586-5217	Phone: 415-565-3000	E-mail:

**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.

<u>John A. Michaelson</u>			<u>4/6/01</u>
Printed or Typed Name of Principal	Date	Signature of Principal	Date
<u>WestEd</u>			
Printed or Typed Name of External Evaluator's Organization			
<u>Sheila Weiss</u>			
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: Susan Silver West Ed	<i>Susan S. Silver</i>	4/6/01
<i>Joe A. Michaelson</i> Principal	<i>Joe A. Michaelson</i>	4/2/01
<i>Rosalba Navarro</i> <i>Assistant</i>	<i>Rosalba Navarro</i>	4/2/01
<i>Victor F. Garcia</i> STAFF	<i>Victor F. Garcia</i>	4/2/01
<i>Louis M. Geller</i> STAFF	<i>Louis M. Geller</i>	4/2/01
<i>Craig Holvoet</i> STAFF	<i>Craig Holvoet</i>	4/2/01
<i>Christy Harte</i> STAFF	<i>Christy Harte</i>	4-2-01
MARILECIA PEREZ - Parent	<i>Marilecia Perez</i>	4-2-01
SOMBOUN SAYASANE STAFF	<i>Somboun Sayasane</i>	4-2-01
PETER VAN COURTO STAFF	<i>Peter Van Courto</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
External Evaluator: * See COMMENT BELOW		
* CARL WING (parent) SSC member	Carl Wing	4-25-2001
* CRISTINA WING (parent)	Cristina Wing	4-25-01
JAMES Young (student)	James Young	4-25-01
David Falsaga (student)	David Falsaga	4-25-01
Olivia Saunders (Student)	Olivia Saunders	4-25-01
Kenneth Reynolds (Student)	Kenneth Reynolds	4-25-01

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

~~The following~~  
 \* THE FOLLOWING ACTION TEAM MEMBERS: HERBERT LEE, CARL WING, AND CRISTINA WING are signing THE LBMS ACTION PLAN TO ITS "DRAFT" AS PRESENTED TO US ON FRIDAY 4/6/2001; IN ADDITION, TO THE UNSPECIFIED PAGE REFERENCES ON THE ACTION PLAN'S ~~TABLE~~ <sup>(b)</sup> OF CONTENTS.

II/USP Action Plan for Luther Burbank Middle School  
San Francisco Unified School District  
May 2001

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## Luther Burbank Middle School

### Executive Summary of Action Plan Proposal

The Luther Burbank Middle School community has been actively engaged in identifying barriers to student achievement and writing an Action Plan to address them as part of the Immediate Intervention/Underperforming Schools Program. WestEd, our external evaluator, with the principal and leadership team conducted an intensive review of the obstacles to improving student performance as measured by the SAT9 and reflected in API rankings. The resulting Action Plan addresses three priority areas that must be addressed to support student success: language arts, mathematics, and a supportive school community. Underlying all areas is a need for higher expectations for student achievement and behavior for all students.

**Reading:** We chose reading as the first priority area because only 27% of our students are reading at grade level, and only 37% are scoring at grade level in language. Reading across the curriculum was set as a school priority to improve student achievement and also to give all teachers a common focus for professional development. In addition to having all teachers trained and coached in teaching reading in their content areas, some language arts teachers will receive specific training for reading remediation and enrichment classes in which students will enroll in addition to their regular language arts class: SRA Corrective Reading (based upon success in other programs we researched) for students scoring below the tenth percentile on the SAT9, Reading 180 (currently available in the school, but not being consistently used) for students scoring between the eleventh and twenty-fifth percentile, and Strategic Literacy Initiative for students scoring in the top 30 percentiles. Special education and ELL students will be included in the intervention classes in addition to their daily language arts class. The district Bilingual Education and Language Academy (BELA) will provide training and professional coaches to teachers working with ELL students. Weekly professional development and collaboration meetings to support teachers in teaching reading will provide a common base for all teachers, and will allow the integration of a writing program (such as Six Traits Writing, currently being considered) in the second year. The cost of professional development, a coach, and collaboration time will approximate \$100,000 of II/USP funds in addition to district and grant funding support.

**Mathematics:** Only 32% percent of our students are performing at grade level in mathematics, as measured by the SAT9. As with language arts, there has been no consistently used program in place during this school year, and no consistent alignment of instruction to



standards. In 2001-2002, staff will implement the district-adopted mathematics program, aligning curriculum, instruction and assessment to standards. Math and science teachers will meet weekly in grade levels and department teams to develop integrated standards-based lessons and assess their implementation based upon samples of student work. Teachers will select and use common assessments to diagnose student needs and inform instruction, and will be trained in and will implement differentiated instruction. Lowest-performing students will be placed in an additional math course (such as Pathways, being pursued through WestEd; program to be determined no later than August, 2001). Summer school and after-school math programs will be aligned with the standards-based curriculum and offer remediation and enrichment. The school will provide approximately \$50,000 from matching funds for materials, training, coaching and planning time. The school is pursuing participation in an Eisenhower grant administered by its II/USP External Evaluator, WestEd, to support teacher training. During the second year, teachers will refine their skills through additional professional growth strategies (e.g., case study method).

**School community and culture:** Because of high staff turnover and feelings of instability, the Action Plan addresses building a stable community to support student learning:

- Consistent application of academic expectations: Standards-based curriculum will be implemented, and teachers will be expected to differentiate instruction to remediate the low-performing students and enrich high-performing students. Smaller class sizes in sixth grade will allow teachers to individualize instruction for entering students. Communication with families about curriculum and student performance will be strengthened.
- Consistent application of discipline standards: A school-wide discipline plan, including consequences and positive reinforcement, will be consistently implemented by all staff.
- Coordination of student support services: Current services such as the After School Learning Program, Gear Up, Peer Resources, and others will be coordinated; a Healthy Start grant has been applied for. Parent liaisons from predominant ethnic groups will provide additional outreach for academic support and to improve attendance.
- Building a sense of community: The school will begin development of programs, rituals and traditions to involve students, staff, families and community with the school.
- Professional community: Teachers will work together to develop a strong professional community of learners to support one another in raising student achievement.

## Part I. Governing Board Policies

### A. School- and district-wide barriers:

Luther Burbank Middle School has a diverse population of 687 grade 6-8 students including 32.5% LEP/NEP, 10.8% special education, 66.7% economically disadvantaged, 2.6% GATE and 66.2% on free or reduced-price lunch; the school serves three large housing projects. Average daily attendance is 95.3%, and optional enrollment is 35.8%. Burbank is an ethnically diverse school; specifics of the student population by grade, ethnicity and gender are provided in the table below.

	Total	L	OW	AA	C	J	K	AI	F	ONW	DS	M/F
	Number	%	%	%	%	%	%	%	%	%	%	%
Grade 06	202	35.1	2.5	20.3	12.4	0.0	0.0	0.5	10.4	18.8	0.0	53.0/ 47.0
Grade 07	234	32.1	6.4	17.5	17.5	0.0	0.0	0.0	16.7	9.8	0.0	52.6/ 47.4
Grade 08	251	36.3	3.6	16.3	20.7	0.0	0.0	0.0	11.2	12.0	0.0	51.8/ 48.2
Total %		34.5	4.2	17.9	17.2	0.0	0.0	0.1	12.8	13.2	0.0	52.4/ 47.6
Total #	687	237	29	123	118	0	0	1	88	91	0	360/ 327

During the last four years, there has been high turnover in staff including several principals, assistant principals and interim administrators; the school operated for much of this year with several positions unfilled: assistant principal, counselor, librarian, technology teacher and two classroom teachers. A large number of teachers, including the entire seventh grade staff, is new to Burbank within the last two years, and most have minimal experience. The high turnover in teachers and site leadership has led to a sense of instability expressed by staff, students and parents, and is reflected in the instructional program. Summary of disaggregated data in the table below (matched SAT9 test scores for 1999 and 2000 in NCEs) indicates weaknesses in reading and mathematics schoolwide.

	Read Count	Read NCE 99	Read NCE 00	Diff. (Signif*)	Math Count	Math NCE 99	Math NCE 00	Difference (Significant*)
School	500	38.0	39.5	1.5*	513	42.8	43.9	1.1*
Grade 6	172	35.2	36.9	1.6*	176	39.6	44.5	4.9*
Grade 7	185	37.9	38.2	.3	189	44.2	43.3	-.9
Grade 8	143	41.4	44.3	2.9*	148	44.7	44.0	-.7
Af. Am	66	28.1	28.5	.4	71	29.2	28.7	-.5
Chinese	117	47.3	50.0	2.7*	118	61.1	62.1	1.0
Filipino	69	45.3	45.5	.2	71	47.5	46.7	-.8

Latino	166	33.2	35.3	2.2*	169	35.6	38.4	2.8*
Other NonW	62	37.0	37.1	.2	64	39.1	39.1	0.0
Caucasian	20	33.7	35.2	1.7	20	38.7	42.7	4.0
Males	250	37.2	39.2	2.0*	257	44.2	44.9	.7
Females	250	38.7	39.8	1.1	256	41.3	42.9	1.6*
ELL	174	29.4	31.8	2.5*	180	36.7	41.0	4.3**
SPED	29	18.7	22.7	4.0	31	25.5	26.0	.5
SCE	324	27.3	30.3	3.0*	311	29.2	33.7	4.5*

Major barriers to student success have been identified in language arts and mathematics, but the school also sees a need to build a strong, stable community to support student learning.

**Language arts:** Currently only 27% of students schoolwide are at or above the 50<sup>th</sup> percentile in reading, and only 37% are at or above the 50<sup>th</sup> percentile in language arts, as measured by the 2000 SAT9. Barriers identified are as follows:

- Lack of a reading and language arts program aligned with standards that is used consistently throughout the school;
- Lack of ongoing assessment and the ability to use assessment results to inform instruction and implement appropriate interventions; and
- Lack of appropriate training for staff in teaching reading.

**Mathematics:** Currently only 32% of students are at or above the 50<sup>th</sup> percentile in mathematics as measured by the 2000 SAT9. Barriers identified are as follows:

- Lack of a mathematics program aligned with standards that is used consistently throughout the school;
- Lack of ongoing assessments and the ability to implement appropriate intervention and differentiated instruction;
- Lack of qualified, experienced mathematics teachers at the school.

**School community and culture:** Diversity, poverty and instability have presented many challenges to the new administration. Barriers identified are as follows:

- Low expectations for student achievement and behavior;
- Lack of coordination and consistency among school programs to support student learning;

- Lack of a strong, interactive and stable professional community within the school to support one another in improving student learning;
- Lack of parent and community involvement to support student success.

**District-wide barriers:** In a self-study, the district identified the following barriers to success for students across the district in II/USP schools:

- II/USP schools experience an unusually high rate of teacher and administrator turnover and an unusual lack of highly qualified, fully credentialed teachers.
- The district does not provide the support necessary to train staff to deliver and coordinate curricula that meet the content standards.
- Centralized services are poorly coordinated to provide support for II/USP schools.
- The district lacks clear, consistent policy for instructional practices and programs to serve English Language Learners.
- District coordination of categorical funds lacks the flexibility and consistency necessary for school sites to make informed decisions and carry out programs.

#### **B. Strategies to overcome barriers**

##### **Language arts:**

- **Standards-based curriculum:** Staff will implement the district-adopted language arts program (McDougell-Liddell), aligning curriculum, instruction and assessment to standards. Staff have already begun the process of familiarizing themselves with language arts standards, and are assessing current program and practice, identifying gaps and overlaps, and ensuring that materials (e.g. leveled reading materials) will be available to all language arts teachers by August 2001 to implement a standards-based curriculum. Teachers will meet weekly in grade levels and department teams to develop standards-based lessons and assess their implementation based upon samples of student work. In addition to training and collaboration time for all teachers, professional development and planning for volunteering teachers will be provided through II/USP funds (\$30,000).
- **Reading instruction across the curriculum:** All staff will be trained to teach reading across the curriculum, and will be expected to implement what they have learned. A literacy program coach will be hired to train and coach teachers in all content areas in the teaching of reading, including best practices and analysis of student work, focusing

particularly on differentiating instruction to meet the diverse needs of the students. A protocol for portfolios with representative samples of student work will be developed during the first year and implemented the second year to document student progress in all subject areas. In the second year, a writing program such as "Six Traits" will be implemented and supported.

**Interventions** (in addition to reading instruction for all students across the curriculum) will be provided for students as needed, and taught by language arts teachers:

- All students scoring below the 10<sup>th</sup> percentile on the SAT9 (including SDC students): structured remedial class (e.g. SRA Corrective Reading, currently being investigated; initial training before school in August and ongoing professional development will be provided for teachers of these classes)
- Students in 11-25<sup>th</sup> percentiles (including Special Education, SDC and ELL students): Reading 180 class (currently at the school, but not consistently used; initial training before school-in August will be provided for teachers of these computer-based classes)
- Students scoring in the 70-99<sup>th</sup> percentiles: opportunity to enroll in Honors Reading (Strategic Literacy Initiative summer institute and four release days of training for teachers, in partnership with the district)
- All teachers will teach reading across the curriculum to all students (initial training and ongoing coaching through the district's Bilingual Education Language Academy)
- ELL students: language arts and ESL instruction daily.

**Resources for language arts:** The district, through its Bilingual Education /Language Academy (BELA), will provide summer training for district schools, professional coaches, CLAD/SDAIE training, and Strategic Literacy Initiative training. The school will provide a literacy coach (approximately \$65,000), and additional collaboration time for teachers to strengthen the language arts program and their instruction. ESL categorical funds will be used to offer ESL related activities, e.g., redesignation from LEP to FEP, English language proficiency testing (LALARS), parent meetings, ESL programs and after-school tutorial programs for ELL students. Selected language arts teachers from will be trained in Strategic Literacy Initiative, SRA Corrective Reading and Reading 180; Burbank is also investigating the use of teacher literacy networks (Reading Results for secondary teachers, and Secondary Reading Success).

### Mathematics:

- **Standards-based curriculum:** Staff will implement the district-adopted mathematics program (Glencoe), aligning curriculum, instruction and assessment to standards. Mathematics and science teachers have already begun working together to familiarize themselves with mathematics standards and frameworks, and are assessing current program and practice, identifying gaps and overlaps, and ensuring that materials will be available to all mathematics teachers to implement a standards-based mathematics curriculum and to all science teachers to support the integration of mathematics into science classes. Mathematics and science teachers will meet weekly in grade levels and department teams to develop integrated standards-based lessons and assess their implementation based upon samples of student work, with reports of progress submitted to the principal monthly. Approximately \$15,000 from the II/USP budget will fund additional before-class meetings for mathematics and science teachers to work together to build capacity in mathematics instruction.
- **Assessment to drive instruction:** Teachers will identify assessment measures to be used consistently by grade level, and will designate a timeline for student assessment. Within a week following each assessment, teachers will meet to review and analyze results, design intervention lessons and strategies, and develop future lessons.
- **Remediation:** Teachers, through the district's Middle School Math program, will be trained in and will implement remediation and enrichment strategies for use within their own classrooms. Lowest-performing students will be placed in an additional mathematics course (program to be determined no later than August, 2001). Summer school and after-school math programs will be aligned with the standards-based curriculum; in addition to remediation, the classes will offer enrichment and higher-order problem solving opportunities for students. Burbank is pursuing the possibility of using WestEd's two-year middle school curriculum, *Pathways to Algebra and Geometry*, which integrates technology and is designed to prepare underachieving students for high school algebra.

**Resources for mathematics:** The school will provide matching funds of \$10,000 for additional materials, \$20,000 for initial training and ongoing support (e.g., coaching), \$2,000 for conference attendance and participation in training programs, and \$15,000 for optional planning and professional development for volunteering mathematics and science teachers. The school is

pursuing participation in an Eisenhower grant administered by its External Evaluator, WestEd, to support training in teaching to the standards. Burbank will invite professionals from the private sector and higher education to demonstrate the importance of math and science to the students.

**School community and culture:**

- **Consistent application of academic expectations:** Standards-based curriculum will be implemented school-wide, with access for all students, and teachers will be trained through the district's BELA and will be expected to differentiate instruction (use of Schmoker model for Peer Coaching Study Teams) to support all students toward meeting academic standards. A Learning and Behavior Compact is being developed conjointly by the Student Council, Union Building Committee, PTA and School Site Council to ensure that the entire community is informed of expectations for students, parents and staff, and that the parties agree to accept their responsibilities to support students' success. Home/school communication about academics, standards and student expectations will be strengthened; conversations will be initiated at Back-to-School Night, and will be ongoing through newsletters, student binders (homework assignments and completed work) and parent conferences.
- **Consistent application of discipline standards:** Staff is currently developing a school-wide discipline plan consisting of behavioral expectations, consequences and positive reinforcements. The plan will be adopted publicly in the presence of all students, will be signed by each member of the school staff, and will be posted throughout the school. Families will be notified of the plan, and staff will support it consistently throughout the school.
- **Coordination of support services within the school and the community:** School and community support services will be linked and coordinated: After School Learning Program, Gear Up, Peer Resources, Bernal Heights Neighborhood House, Healthy School and other programs will support academic achievement for eligible students. (The school has also applied for a Health Start grant to provide additional services and coordinate and support existing ones; notification expected May 15.) Parent liaisons will be sought who speak the major languages in the school; they will provide outreach and attempt to improve student attendance.

- **Building a sense of community:** The school will begin development of rituals and traditions to support a sense of community among staff, students, families and community members. This will include such events as regular cultural/theme assemblies, concerts, Back-to-School Night, Family Learning Nights (Math/Science, Language Arts/Social Studies, Physical Education), honor roll receptions, awards assemblies, social events and school dances.
- **Professional community:** Teachers will work together in grade level and departmental groups weekly to internalize and apply state content and teaching standards. New teachers will be mentored by more experienced teachers. Funding will be provided for teachers to attend conferences and workshops in order to grow professionally.

**District-wide barriers:**

- Human Resources Department (HR) will hire, recruit and retain highly qualified teachers with special emphasis on areas of need, i.e., math, science, special education and English as a second language for the II/USP schools. HR will distribute staff as needed. The district will implement the Teacher as a Priority Grant of \$1,230,670, just received, to provide special incentives in II/USP schools.
- Curriculum, Instruction and Professional Development Department in collaboration with Research Planning and Evaluation will provide pre-service professional development for administrators/teachers to analyze their SAT-9 content clusters, identify areas of need, and align their curriculum with the standards and assessments. The district will invest resources to help schools with their literacy needs.
- The Superintendent is reorganizing the central office structure and personnel so that services will be delivered more efficiently and functions that can be handled at the site will be given to them. New managers will be accountable for improving services.
- Bilingual Education/Language Academy (BELA) will provide professional development to teachers and administrators at the II/USP schools with the greatest numbers of English Language Learners to support them in implementing the English Plus instructional strategies consistently. BELA will provide better access to relevant ELL data including the new ELD assessment to guide instruction.



- II/USP schools will have more control over funds so they can effectively target strategic activities, align instruction with standards and overcome barriers to student success.

#### C. District and school crime statistics

Crime on school grounds during the last year were as follows: 2 instances of use of alcohol/drugs, 2 instances of possession of alcohol, 1 instance of possession of paraphernalia, 3 instances of assault with a deadly weapon, 12 instances of battery, 4 instances of possession of a weapon, 1 instance of graffiti, 1 instance of theft. During the same year, there were 325 crimes reported at the middle school level in the district. The top three crimes reported at the middle school level were 158 instances of battery, 48 instances of possession of weapons, and 26 instances of assault with a deadly weapon. Since crime was not identified as a specific barrier to student achievement, no specific crime-abatement activities have been included in the school's action plan; however, a school-wide discipline plan is being developed and will be fully implemented in the 2001-2002 school year, along with a program to reinforce desired behaviors. The school has applied for a Healthy Start grant to connect the school and students more closely with community resources and school-based support programs for students to address issues of students' health and safety.

#### D. SARC Conditions

The conditions listed below that are reported in the School Accountability Report Card relate to the significant barriers to student achievement that were identified in the external evaluator's initial report of findings. These conditions are directly addressed in the school's action plan.

- Student achievement in and progress toward meeting reading, writing, arithmetic, and other academic goals;
- Any assignment of teachers outside their subject areas of competence;
- Classroom discipline and climate for learning;
- Teacher and staff training, and curriculum improvement programs;
- Quality of school instruction and leadership.

The other conditions that the school addresses in the School Accountability Report Card as required by law have not been identified as barriers to student achievement or are being addressed by the school district.

#### **E. Annual growth targets**

In each of the years 2002 and 2003, Luther Burbank Middle School will meet or exceed its school-wide growth target on the state's Academic Performance Index and its growth targets for all numerically significant subgroups: African American, Asian, Hispanic, and Socioeconomically Disadvantaged students. The strategies that Burbank will implement to improve the schools' reading, language, and math scores will affect students at all grade levels and in every classroom and will provide additional support for the lowest students in language arts and mathematics. The strategies listed for School Community and Culture will help to build a strong support system for all Burbank students.

#### **F. Short-term academic growth targets**

Because no consistent academic program in reading, language arts and mathematics has been in place, there is no school-wide baseline data at the local level. Teachers in all subject areas will be determining at the beginning of the 2001-2002 school year the formative assessment instruments they will use for each subject area and grade level, and an assessment time line. Assessment instruments will be selected following the teacher training during the summer institutes and in August and will be appropriate to the grade level, subject and program being taught. Assessments will provide diagnostic information in September, formative information quarterly, and summative information at year's end. The goal is at least 3 NCEs annual growth in students meeting grade level standards, with the greatest growth in the lowest-performing students. Specific benchmarks, targets and time lines will be determined by the staff based upon the instruments chosen and the diagnostic assessment scores of the students.

The district assesses all sixth grade students in mathematics; in spring 2000, 38.4% scored "developing," 39.7% "basic skills," 18.7% "effective," and 3.2% "accomplished." Our goal is to have greater percentages each year in the "effective" and "accomplished" ranges. The district assesses all seventh grade students in writing. At Burbank 35.9% of students scored a 3 (passing) on the 6-point rubric; 30.5% scored 4; 8.8% scored 5; 1.0% scored 6. Our goal is to have greater percentages each year in progressively higher categories. The district assesses all eighth grade students in science. In spring 2000, 49% of Burbank eighth graders passed. Our goal is to have a larger proportion of students passing the test in each successive year.

### G. Monitoring of the implementation of the Action Plan

Administration, staff members and members of the three Action Plan Task Forces (Language Arts, Mathematics, School Community and Culture) will monitor the implementation of the Action Plan and report monthly to the School Site Council (which serves as the Action Team). The staff will continuously track individual student progress and will assess the success of the intervention programs at quarterly staff meetings. Results of periodic assessment of student progress in reading and mathematics will be monitored by language arts, mathematics, ESL and Special Education department heads and reported to the principal. As written in the professional development components of the Action Plan, teachers will meet weekly in grade level and department groups in a continuous improvement cycle of assessing student work and refining the instructional program and their teaching strategies based upon perceived student needs; documentation of identified needs, remediation plan and student progress toward goals will be submitted by each teacher to the principal. The principal will also monitor implementation of standards-based lessons and differentiated instructional strategies through the teacher evaluation process and classroom observations. The Action Team/School Site Council will continue to oversee implementation of the plan at its monthly meetings. Ongoing meetings with community (Parent Institute, parent/principal forums) will serve to inform the community of progress and provide community an opportunity to dialog with the school administration about the plan's implementation. Accountability and support for overall progress of the plan will be provided through Luther Burbank's continuing contract with its II/USP external evaluator, WestEd. A WestEd evaluator will meet with the administration and members of the Action Team, review student achievement data, and observe in classrooms at least quarterly in each of the next two school years to ensure that the implementation of activities is occurring in a timely fashion and is affecting student achievement as desired. Results of the reviews will be presented to the full staff and the School Site Council/Action Team with recommendations.

## **Part II. Parental and Community Involvement**

### **A. Parental and community role in development and implementation of Action Plan**

Parents and community members provided information to the External Evaluator about current conditions and barriers to student achievement through several focus groups, a Parent/Principal Forum attended by approximately fifty parents, and a Community Forum attended by approximately fifty parents and community members. Parents also participated in the School Site Council, which also served as the II/USP Action Team, and on the School Community and Culture Task Force. The Action Team met twice a month during the II/USP process to discuss the work of the task forces and modify and approve the plan to date. Parents also generated and will continue to work on ideas for the school's site plan, which contains activities particularly designed to increase parental support for student learning including Back-to-School activities, Family Learning Nights, honor roll receptions and awards assemblies.

In the next two years, parents will continue to be involved in the implementation of the plan. They will help plan and attend the Principal/Parent forums that will take place twice each year and provide an opportunity for parents to dialog with staff. The School Site Council/Action Team, which includes parent representatives, will continue to be the clearinghouse for changes to the plan and will be responsible for aligning resources to support the plan.

## **Part III. Fiscal Management**

### **A. Allocation of II/USP with matching funds and resources**

II/USP funds will support improvements and interventions in language arts through the hiring of a literacy coach (up to \$65,000 and benefits) whose function will be to train teachers across the curriculum in best literacy practices and coach them in their classrooms to implement the strategies they have learned. Teachers will be provided with collaboration time during extended hours funded by II/SUP (\$30,000 and benefits). It is our expectation that approximately 10 of 22 core teachers will choose to work three additional hours each week to align curriculum, instruction and assessment to standards; engage in additional training; provide additional support for students; devise integrated lessons; plan for differentiated instruction; and revise the literacy program based on analysis of student work to increase program effectiveness. Also to support literacy, approximately \$10,000 of II/USP will be used to purchase materials for remedial and

enrichment classes in reading: diagnostic reading assessments, SRA Corrective Reading materials, additional Reading 180 materials, and Strategic Literacy Initiative materials, and leveled reading materials to support reading across the curriculum.

Similar expenditures from school matching funds will support training and intervention programs in mathematics, and provide funds for teachers to visit exemplary programs and attend trainings linked to the II/USP Action Plan.

Additionally, II/USP funds will provide consultants: ongoing contract with WestEd, Burbank's External Evaluator (\$10,000), and consultants as needed to support teacher training in literacy and mathematics (\$10,000).

This budget is based upon anticipated receipt of \$200 per student. If the amount of funding allocated by the state is less than \$200 per student, expenditures in each budget category will be reduced proportionally.

#### **B. Link budget to overcoming barriers**

A major barrier to student success in both language arts and mathematics is lack of alignment of current curriculum, instruction and assessment around standards, and inability of teachers to provide appropriate and differentiated instruction based upon assessment of student work. The II/USP budget focus upon building capacity among teachers to teach to the standards in their core academic area, and building capacity of all teachers to teach reading in their content area. The budget provides training, support, coaching and accountability for teachers to implement best practices in literacy and mathematics in their classrooms. It also allows them collaboration time to develop professional communities to support one another in raising student achievement.

#### **C. Expenditures do not exceed available funds**

Expenditures do not exceed available funds, and are matched with other funds currently in the school budget. Matching funds will lower class size in sixth grade to allow teachers to differentiate and individualize instruction for entering students; additional funds will provide teacher extra service, training and materials in core academic areas, particularly mathematics.

## Part IV. School Staffing and Management

### A. Number/percentage of fully certified teachers by core academic area and grade level

Grade	Teachers on staff teaching core curriculum.	Teachers <u>without</u> a valid multiple subject or single subject credential	No. of additional areas of authorization, e.g., CLAD, BCLAD, SpEd, math (m), science (sci), language arts (la), social studies (ss)	No. teachers <u>without</u> additional areas of authorization (see specific areas listed in previous column)
6 <sup>th</sup> grade	4	0		0
7 <sup>th</sup> grade	4	1	1-M	1-M
8 <sup>th</sup> grade	7	2	2-BCLAD, 1-Sci, 1-M	1-Sci, 1-M
6-8	4	0	4-SpEd	0
6,7	1	0	1-M	0
7,8	1	0	1-M	0

Teachers by core academic subject area include Language Arts: 11 teachers (90% credentialed); Mathematics: 10 teachers (90% credentialed); Social Science: 11 teachers (100% credentialed); Science: 10 teachers (90% credentialed). There is an overlap as most teachers have core classes.

### B. Specific strategies to address lack of certificated/qualified teachers

As described in section I.B. above, the district Human Resources Department (HR) will hire, recruit and retain highly qualified teachers with special emphasis on areas of need, *i.e.*, math, science, special education and English as a second language for the II/USP schools. At the school site, strategies are included in the Action Plan to retain qualified teachers currently at Burbank and to support teachers new to Burbank. Teachers will meet weekly to support one another in improving student achievement, and will become a professional learning community. New teachers will be mentored by more experienced teachers, and the PAR program will continue to support new teachers. The optional "8<sup>th</sup> hour" of paid professional development may serve as an incentive for qualified teachers to remain at Burbank. Of the three teachers currently lacking a credential, one will no longer be at the school next year; the remaining two are in the process of completing requirements for their credential at a nearby university.

### **C. Professional development plans for all teachers**

All teachers will receive training and coaching in teaching reading across the curriculum before school begins in August. Teachers of the Honors Reading elective will be trained and coached throughout the year through the Strategic Learning Initiative. Teachers using one of the two remedial reading programs will receive training as needed. Mathematics teachers will be trained through the Eisenhower grant (if funded); a cadre of teachers will attend math training through the Urban Systemic Program. The school is also investigating participation in other models to support best practices teaching (e.g., case study method sponsored by WestEd).

A "7<sup>th</sup> hour" of teacher time Monday-Thursday each week will be devoted to professional development and collaboration. At least one meeting weekly will focus specifically on language arts/reading, one on math/science, one on student support. Meetings will be used for lesson development, analysis of student work and other assessment results, use of assessment results to inform instruction, and other student support activities. An optional paid "8<sup>th</sup> hour" of teacher planning time will be available to volunteering teachers for additional planning and professional development in language arts/reading and math/science.

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

Work had begun this year in language arts, mathematics, social science and science to familiarize staff with the standards and to assess the current program for alignment with standards to determine gaps and overlaps in current practice. Needs for additional materials and training for teachers are being determined so they can be remedied; all components will be in place for implementation of programs aligned with standards by August 2001.

Ongoing professional development and teacher collaboration time are specifically for the purposes of strengthening teaching to the standards: developing standards-based lessons, analyzing and assessing student work, providing remediation and enrichment, and using assessment to inform instruction. Coaches in both language arts and mathematics will support the professional development of teachers with whom they are working.

**E. Alignment between student needs based on data and professional development**

As measured by the 2000 SAT9, only 27% of students scored at or above the 50<sup>th</sup> percentile in reading, 37% in language and 32% in math. All professional development resources are being focused on reading across the curriculum, reading interventions for low-performing students and language enrichment for high-performing students, and implementation of a strong standards-based mathematics curriculum integrated with science instruction.

San Francisco Unified School District's disaggregation of the SAT9 data indicates that in past years the lowest quartile students tend to grow significantly in both math and reading the longer the students remain at Burbank; however, scores of students in the upper two quartiles tend to decline significantly in both areas the longer the students remain at Burbank. For this reason, professional development and programs will include not only intervention strategies for low-performing students, but also enrichment strategies to be used with students performing above the 50<sup>th</sup> percentile.

**Part V. Curriculum Management**

**A. Set of instructional materials aligned to state core content standards for each student**

SFUSD policy and practices are designed to ensure that each student has a complete set of instructional materials aligned to the state core content standards. For grades K-8, the SFUSD Board of Education adopts instructional materials from those adopted by the State Board of Education according to the cycle established by the state. A process is used to ensure that members of the school community have the opportunity to participate in the review and decision for adoption and that the selected materials are aligned with State Standards and Frameworks. When there is a new adoption, materials are purchased centrally for each K-8 student based on the enrollment data for that school, using district funds. In subsequent years, principals request additional materials for increased enrollment, or, if materials have been lost or damaged, the school purchases additional materials from site budgets or lost textbook funds. The principal maintains inventories and determines that there are adequate instructional materials for each student.



**B. Schools possess K-8 materials adopted by State Board of Ed**

Earlier in the year, teachers identified materials from the state-adopted list that were missing from the school. Those materials were ordered, and are in place. The school now possesses all required state-board-adopted materials.

**C. Local Board selects instructional materials aligned to state standards for grade 9 - 12**

Not applicable to this grade 6-8 school.

**D. Address lack of instructional materials**

All required state-adopted materials are currently in place; teachers are in the process of identifying supplemental materials (e.g., leveled reading materials, math and science equipment) for purchase prior to the start of the 2001-2002 school year.

**E. Use of state and local assessments to modify instruction/improve student achievement**

Current state assessment is SAT9. In the past, it has not been used at Burbank to modify instruction; professional development time is being set aside at the beginning of the 2001-2002 school year for teachers to perform a cluster analysis to assess program strengths and weaknesses and to modify programs and instruction accordingly.

District assessments consist of the Integrated Writing Assessment administered to all seventh graders, a mathematics assessment administered to all sixth graders, and a science assessment administered to all eighth graders. Because of the high turnover of administrators and teachers at Burbank the last several years, no systematic process has been in place to use assessment results to inform instruction. Professional development time is being set aside to assess results of these local measures immediately following receipt of student scores in order to modify programs and instruction.

Because there has been no consistent instruction aligned to standards throughout the school, there has been no school-wide process in place to use local assessments to modify instruction, although some such use of assessment results are used in individual classrooms. During the 2001-2002 school year, all teachers will meet weekly in their grade level groups and weekly in their department groups for purposes of designing instruction, assessing student performance, designing intervention and enrichment activities and modifying instruction based

upon assessment results. As part of this process, teachers will determine early in the school year which assessment instruments will be used in each subject area at each grade level; results of these agree-upon assessments will be the basis of the program analysis. Teachers will also analyze student work; in the second year, student will develop portfolios of their work in all content areas as a means of documenting and assessing their progress.

**F. Use of disaggregated data on student achievement to set short- and long-term goal**

San Francisco Unified School District provides the school with results of the SAT9 and district writing, mathematics and science assessments disaggregated by ethnicity, gender, Limited English Proficient, and Economically Disadvantaged. Data were used in devising this Action Plan focusing on reading across the curriculum, a strong integrated mathematics program, and remediation and enrichment in both reading and mathematics. Longitudinal disaggregated data will continue to be used to assess growth, successes and areas of concern as the result of implementing this plan.

In addition to there being no consistently-used curriculum aligned to standards in place at Burbank, there are no processes for teachers to use data from aligned assessments to set goals or measure progress toward goals. The purpose of the weekly grade level and weekly department meetings next year is to engage all staff in assessing student work as compared to standards, in order to inform instruction and enable all students to move toward standards. Early in the school year, teachers will be determining assessment instruments and assessment timelines for formative purposes; following each agreed-upon assessment, teachers will collaborate to determine remediation, enrichment and maintenance strategies for students. Professional development in differentiated instruction will support their meeting the needs of individual students. Assessment instruments will vary depending on the course taught; for example, remedial reading programs will use built-in assessments, mathematics programs have assessments tied to teaching units, and other courses will use portfolios with rubric-based assessments.

**School Site Implementation Grant Budget  
Immediate Intervention/Underperforming Schools Program-State Funds**

**Fiscal Year 2001-2002**

Name of District: San Francisco Unified CDS Code: 68478		
Name of School: Luther Burbank Middle School CDS Code: 6059877		
School Contact Person: John A. Michaelson, Principal	Phone: (415)469-4547 FAX: (415)586-5217	E-mail: SFJAM@aol.com

SACS Resource Code: 7255                      School Enrollment: 702 (From 1999-00 CBEDS)  
SACS Revenue Code: 8590                      Cost per student: \$200 (Up to \$200 per student)  
Non-SACS Income Account Code: 8590

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & Source Code
	1000	Certificated Personnel Salaries	65,000	65,000 (15)
	1104	Extended hours	30,000	30,000 (17)
	2000	Classified Personnel Salaries		
	3000	Employee Benefits		
	3099	Benefits	16,975	16,975 (15)
	4000	Books, Materials, Supplies	8,425	8,425 (15)
	5000	Services and Other Operating Expenses (Including Travel & Direct Costs)		
	5803	Consultants (including WestEd)	20,000	20,000 (15)
	6400	Capital Outlay (Equipment)		
	7310	Indirect Costs		
<b>Total Amount of II/USP Funds Requested</b>			<b>140,400</b>	<b>140,400</b>
<b>Total Matching Funds &amp; Source Codes</b>				<b>140,400</b>

Note: If the amount of funding allocated by the state is less than \$200 per student, expenditures in each budget category will be reduced proportionally.

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

Fiscal Year 2002-2003

Name of District: San Francisco Unified CDS Code: 68478		
Name of School: Luther Burbank Middle School CDS Code: 6059877		
School Contact Person: John A. Michaelson, Principal	Phone: (415)469-4547 FAX: (415)586-5217	E-mail: SFJAM@aol.com

SACS Resource Code: 7255                      School Enrollment: 702 (From 1999-00 CBEDS)  
SACS Revenue Code: 8590                      Cost per student: \$200 (Up to \$200 per student)  
Non-SACS Income Account Code: 8590

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & Source Code
	1000	Certificated Personnel Salaries	65,000	65,000 (15)
	1104	Extended hours	30,000	30,000 (17)
	2000	Classified Personnel Salaries		
	3000	Employee Benefits		
	3099	Benefits	16,975	16,975 (15)
	4000	Books, Materials, Supplies	8,425	8,425 (15)
	5000	Services and Other Operating Expenses (Including Travel & Direct Costs)		
	5803	Consultants (including WestEd)	20,000	20,000 (15)
	6400	Capital Outlay (Equipment)		
	7310	Indirect Costs		
	<b>Total Amount of II/USP Funds Requested</b>		<b>140,400</b>	
	<b>Total Matching Funds &amp; Source Codes</b>			<b>140,400</b>

Note: If the amount of funding allocated by the state is less than \$200 per student, expenditures in each budget category will be reduced proportionally.

## Budget Detail

### 1000 Certificated Personnel Salaries

1 FTE Literacy Specialist (salary up to \$65,000) Responsibilities to include the following:

- Work with teaching staff on implementation of language arts standards across the curriculum, including alignment of curriculum, instruction and assessment
- Demonstrate model lessons using best practices in literacy in teachers' classrooms across the curriculum; provide coaching and support as teachers implement new strategies
- Support teachers in using results of assessments in literacy to inform instruction
- Monitor and document progress of teachers in implementing a standards-based literacy program, and best literacy practices across the curriculum
- Provide logistics support in literacy: organize training, structure use of teacher collaboration time, collect data for evaluation of II/USP language arts component

Teacher Extra Service (1200 hours @ \$25 = \$30,000; approx. 10 of 22 core teachers)

Teachers will use time to

- Work in grade-level and department groups to align curriculum, instruction and assessment around standards, devise integrated (language arts/social science, mathematics/science) lessons, and plan for differentiated instruction
- Review regular student assessment results and evaluate effectiveness of instructional strategies used to increase student success; revise program accordingly
- Identify students whose needs are not being met; devise and implement interventions
- Participate in additional professional development in specific areas to improve student achievement as identified in the Action Plan

### 3000 Employee Benefits (\$15,000)

Provide benefits for 1 FTE Literacy Specialist and Teacher Extra Service, as outlined above

### 4000 Books, Materials, Supplies (\$10,400)

- Diagnostic reading assessments
- SRA Corrective Reading materials
- Reading 180 materials
- Strategic Literacy Initiative materials, including leveled reading materials across the curriculum

- Math and literacy support materials

5000 Consultants (\$20,000)

- WestEd H/USP evaluator (\$10,000)
- Mathematics specialist to provide training/coaching (\$5,000)
- Reading specialist to provide training (\$5,000)

The budget for the second year is expected to be fairly similar.

**Note:** If the amount of funding allocated by the state is less than \$200 per student, expenditures in each budget category will be reduced proportionally.

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

Name of District: San Francisco Unified School District  
CDS Code: 38-68478-0000000

District Contact Person: Dr. Ritu Khanna	Phone: 415 241-6454 FAX: 241-6035	E-mail: rkhanna@muse. sfusd.edu
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SACS Resource Code: 7255      Participating School(s) Enrollment: 2,374      (From 1999-00 CBEDS)  
SACS Revenue Code: 8590      Cost per student: \* \_\_\_\_\_ (Up to \$200 per student)  
Non-SACS Income Account Code: 8590      \*some used \$168/student, some \$200/student as per CDE advice to external evaluators

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & Source Code
	1000	Certificated Personnel Salaries	504,134	744,461 (1,9,15,17,33CP)
	2000	Classified Personnel Salaries	71,130	57,293 (1,9,15,17,33CP)
	3000	Employee Benefits	105,405	137,121 (1,15,17,19,35)
	4000	Books, Materials, Supplies	125,011	171,375 (1,15,26)
	5000	Services and Other Operating Expenses (Including Travel & Direct Costs)	234,490	100,997 (1,15,17,26,33CP)
	6400	Capital Outlay (Equipment)	11,950	15,155
	7310	Indirect Costs		(1,26)
<b>Total Amount of II/USP Funds Requested</b>			<b>1,052,120</b>	
<b>Total Matching Funds &amp; Source Codes</b>				<b>1,226,412</b>

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

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

Name of District: San Francisco Unified School District  
CDS Code: 38-68478-0000000

District Contact Person: Dr. Ritu Khanna	Phone: 415 241-6454 FAX: 241-6035	E-mail: rkhannd@msf.sfusd.edu
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SACS Resource Code: 7255      Participating School (s) Enrollment: 5,574 (From 1999-00 CBEDS)

SACS Revenue Code: 8590      Cost per student: \* (Up to \$200 per student)

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

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds	Amount of Matching Funds
	1000	Certificated Personnel Salaries	503,013	734,839
				(1,9,15,17,26)
	2000	Classified Personnel Salaries	83,433	70,482
				(1,9,15,17,SBCP)
	3000	Employee Benefits	110,454	143,591
				(1,15,17,26,SBCP)
	4000	Books, Materials, Supplies	81,411	149,605
				(1,15,26,SBCP)
	5000	Services and Other Operating Expenses (Including Travel & Indirect Costs)	259,934	100,047
				(1,15,17,26)
	6400	Capital Outlay (Equipment)	6,950	15,165
				(1,26)
		<b>Total Amount of II/USP Funds Requested</b>	<b>1,045,195</b>	
		<b>Total Matching Funds</b>		<b>1,213,729</b>

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